

APPRAISAL POLICY

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Introduction

The BDAT Trust board adopted this policy and procedure in September 2025 after consultations with the recognised trade unions.

Appraisal in the Trust will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice and to develop in their professional roles.

This policy has been developed to comply with current legislation including the Education School Teachers' Appraisal (England) Regulations 2012 (The Appraisal Regulations Updated 2019).

This policy has been provided as a Trust level resource for BDAT and does not form part of an employee's terms and conditions of employment.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of all employees, and for supporting their development within the context of the Trusts / Academy's plan for improving educational provision and performance, and the standards expected of each employee. In the case of support staff, these members of staff will be assessed against the relevant job requirement for their post in the academy and the context in which they work. It also sets out the arrangements that will apply when staff are experiencing difficulties in meeting the standards that are expected of them. The appraisal procedure will also be used to address any concerns that are raised about a member of staff's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the capability procedure.

All employee salaries will be reviewed annually in the Autumn term as part of the Appraisal Process. It is anticipated that all staff will automatically progress within their determined pay band unless they are in a formal capability/disciplinary process or failing probation/ECT induction (by which point the staff member will have been clearly made aware that they are not on track to fulfil their role or meeting their objectives).

All employees will be clearly informed if they will be recommended for an incremental pay increase and final approval will be completed by the LGB/Board Committee in the second half of the Autumn term.

Application of the Policy

This policy applies to all employees of the Trust, including teachers and support staff except those on contracts of less than one term, those undergoing induction (*i.e.*, ECTs) and those who are subject to capability procedures.

The policy should always be applied in a way that is robust whilst minimising the impact on workload for employees, line managers, headteachers and governance boards.

The Appraisal Period

The appraisal period for all staff will run for twelve months completing no later than 31st October each year. Staff will receive a formal midpoint review and an end point review, the end point review is likely to form part of the same meeting as the start of a new cycle.

Staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

Where a member of staff starts their employment at an Academy part-way through a cycle, the (Executive Headteacher/Principal/Headteacher) or, in the case where the employee is the (Executive Headteacher/Principal/Headteacher) the Academy Trust, will determine the length of the first cycle for that member of staff, with a view to bringing his/her cycle into line with the cycle for other members of

staff as soon as possible. The appropriate manager will inform the staff member of the arrangement where this applies.

Appointing Appraisers

The role of the Appraiser will involve the managing of all aspects of the Appraisal Cycle for the members of staff for which they are responsible. The Appraiser may be varied in the reasonable discretion of the Trust.

Role	Appraiser
Executive Headteacher	Chair of the Local Governing Body, the CEO and the director of the relevant phase.
Principal / Headteacher	Chair of the Local Governing Body, and the director of the relevant phase or a member of the BDAT Education Team.
Teacher	Appraisers of teachers, other than those appraising Headteachers, will be teachers who have qualified teacher status, they will be suitably trained and, preferably, will have current or recent teaching experience. The Principal / Headteacher will appraise members of the Academy's Leadership Team.
All other staff	The (Executive Headteacher/Principal/Headteacher) will decide who will appraise other members of staff.
CEO	Chair and Vice Chair of the Trust
Executive Team	A Trustee and the CEO.
All other staff	Employees will be notified of who their Appraiser will be if it is not their Line Manager, before or soon as practicable after the start of each appraisal period.

Documentation

Appendix two is an example of the documentation that can be used to support the Appraisal Cycle. If a school chooses not to use this form, then they should ensure that their documentation includes:

- Name of Appraisee, with their current role and date of appointment.
- Dates of Objective Setting, Mid-Year Review and End of Year Review
- Objectives (including how these will be achieved and their links to school/Trust improvement)
- Professional Development Objective
- Evidence of how the BDAT Leadership Competency Framework supports development.
- Details of review at the Mid-Year and End of Year including the recording of progress against the objectives.

All documentation should be dated and signed.

Setting Objectives

Objectives will be appropriate to the staff members role, level of experience and consider their work-life balance. They will be SMART (specific, manageable, achievable, realistic and time-bound) and tangible. They will be clearly related to the improvement plans of the Trust and the Academy.

The appraiser and the member of staff will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Appraiser.

The objectives set for each member of staff will, if achieved, contribute to the academy's plans for improving the academy's educational provision and performance and improving the education of students at that academy / Trust. This will be ensured by quality assuring all objectives against the academy / Trust's improvement plan.

Appraisers should use the BDAT Leadership Competency Framework to set objectives that supportive the development of leadership skills and the attributes of leadership.

Before, or as soon as practicable after, the start of each appraisal period, each staff member will be informed of the standards against which performance in that appraisal period will be assessed. Colleagues will be assessed against the appropriate set of standards for their role. Links to these can be found in Appendix one.

Reviewing Performance

Performance will be reviewed on an on-going basis, evaluating information from a range of sources and not just the appraisal meetings. Performance management will be a continuous cycle throughout the year involving three stages of planning, monitoring performance, and reviewing performance. The arrangements for reviewing performance against the objectives will be decided during the planning meeting. The appraiser and appraisee will keep progress under review throughout the cycle including the use of informal discussion as well as the more formal arrangements specified in the planning meeting.

Evidence

The range and level of evidence collected for the appraisal will always be proportionate and minimise workload.

Teacher Observation

BDAT believes that formal observation of classroom practice, work scrutiny and other associated responsibilities are important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally and enabling teachers to learn from each other and collaborate. All observations will be carried out in a supportive fashion and not add to teachers' workload, these will be completed by trained observers; any feedback will be communicated as soon as possible.

In addition to observation and work scrutiny, the (Executive Headteacher/Principal/Headteacher) or other leaders acting on behalf of the Headteacher/Principal, with responsibility for teaching standards may “drop in” in order to evaluate the standards and to check that high standards of professional performance are established and maintained. The length and frequency of “drop in” observations will vary depending on specific circumstances (*for example learning walks focusing on literacy, numeracy, more able students*).

Teachers who have responsibilities outside the classroom (such as planning, marking and post holder responsibilities) should also expect to have their performance of those responsibilities observed and assessed.

Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. BDAT wishes to encourage a culture in which all colleagues take responsibility for improving their practice through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual members of staff, including those identified by the BDAT Leadership Competency Framework.

Feedback during the Appraisal Year

Members of staff will receive constructive feedback on their performance throughout the year and as soon as practicable after evidence has come to light or observations have taken place. Where matters require discussion with the staff member there is no reason why this must wait until the next appraisal review meeting. The feedback will be constructive and will highlight particular areas of strength as well as any areas that need attention and what needs to be done to develop areas of weakness.

Staff will receive a formal midpoint review and an end point review.

Annual Assessment

Each staff members performance will be formally assessed in respect of each appraisal period. This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year as and when necessary but does not preclude the need for ongoing dialogue with members of staff throughout the year.

The staff member will receive a written appraisal report (end point review) as soon as practicable following the end of each appraisal period and have the opportunity to comment in writing on it. The appraisal report will include:

- details of their objectives for the appraisal period in question.
- an assessment of their performance of their role and responsibilities against their objectives, in the context of the relevant standards.

- an assessment of their training and development needs and identification of any action that should be taken to address them. With reference to the BDAT Leadership Competency Framework where applicable.

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

Appeals

Staff will have the right to comment on the appraisal report and through discussion so that the need to appeal may be avoided.

Appraisees have a right of appeal against any of the entries in the appraisal written report or recommendation on any pay increment. Details of the appeals process are available from the (Executive Headteacher/Principal/Headteacher) or from the Academy Governing Body. The first line of appeal will be by making representations at a meeting with the appraiser. If the matter is still unresolved after this stage the matter will be heard by the Appeals Officer using the Academy's grievance procedures.

Staff experiencing difficulties during the appraisal cycle.

The approach taken with the appraisal cycle is to encourage staff to develop their skills and expertise. Whilst it is perfectly normal for progress through the appraisal cycle to be monitored and additional support provided where necessary, occasionally a staff member may be identified as having particular difficulties in achieving a satisfactory standard of performance.

Meeting to discuss difficulties and additional support.

If an appraiser identifies through the appraisal process that the staff member is experiencing difficulties in reaching the expected standard of performance, and that the use of capability procedures could be necessary if the situation is not rectified. A meeting will be arranged (with 5 days' notice) to discuss the situation. Concerns may arise through appraisal monitoring, observations of performance or via other sources of information (for example parental complaints).

The meeting will be conducted by the appraiser. The purpose of the meeting will be to prepare and agree an action plan to support the member of staff. Members of staff are given the opportunity to bring a Trade union representative or a work colleague to a difficulties meeting should they wish.

Although it is not a legal requirement, the Trust may use the HR advisory service at any stage of the Appraisal process.

The appraiser will:

- give clear feedback about the nature and seriousness of the concerns.
- give the opportunity to comment and discuss the concerns.
- set clear objectives for required improvement.

- agree support e.g., coaching, mentoring, structure observations, that will be provided to help address specific concerns.
- make clear how, and by when, the appraiser will review progress. It may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the appraiser but should reflect the seriousness of the concerns.
- explain the implications and process if no, or insufficient improvement is made, e.g., potential move to capability which could impact on pay progression.

Where it is apparent that a staff member's personal circumstances or health are contributing to the difficulties at the academy, appropriate support including access to occupational health, will be offered as soon as possible, without waiting for the formal annual assessment.

The outcome of the meeting will be confirmed in writing including details of the Action Plan, the expected standards of performance and the timescale for improvement.

When dealing with a staff member experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the staff member's performance improves and the problem is, therefore, resolved and the use of capability procedures becomes unnecessary.

When progress is reviewed, if the appraiser is satisfied that the individual has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

The staff member also has a responsibility to engage with the action plan and to discuss with the appropriate manager any other forms that may be of assistance.

Transition to Capability

If a staff member demonstrates serious underperformance and/or has not responded to support provided within the appraisal process, the colleague will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure and will be invited to a formal capability meeting. The capability procedures will be conducted as in the separate BDAT Capability Policy.

General Principles Underlying This Policy

Consistency of Treatment and Fairness

The Academy Trust is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Sickness

If long term sickness absence appears to have been triggered by the commencement of the appraisal monitoring or a formal capability procedure, the case will be dealt with in accordance with the Trust's Attendance Management policy. Please also refer to the Trust Capability policy.

Grievances

Where a member of staff raises a grievance during the appraisal process about the said process, the process may be temporarily suspended in order to deal with the grievance.

Confidentiality & Professional Relationships

The appraisal process will be treated with confidentiality. Only the appraiser and the appraiser's line manager or, where he or she had more than one, each of his or her line managers will be provided with access to the appraisee's plan recorded in his or her statements. This will be done upon request and only where this is necessary to enable the line manager to discharge his or her line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance reviews will not compromise normal professional relationships between staff. The desire for confidentiality does not override the need for the (Executive Headteacher/Principal/Headteacher) and governing body to quality-assure the operation and effectiveness of the appraisal system. The (Executive Headteacher/Principal/Headteacher) or appropriate colleague might, for example, review all staff members' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The (Executive Headteacher/Principal/Headteacher) should be made aware of all pay recommendations that are made.

Monitoring and Evaluation for School based staff.

The governing body and Head teacher/Principal will monitor the operation and effectiveness of the Academy's appraisal arrangements.

The **(Executive Headteacher/Principal/Headteacher)** will provide the governing body with a written report on the operation of the Academy's appraisal policy annually. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on:

- Race
- Sex
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age
- Part-time Status
- Maternity and Pregnancy

The **(Executive Headteacher/Principal/Headteacher)** will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Information Retention

The Trustees/Governing Body and Head teacher/Principal /Trust Leaders will ensure that all appraisal records are stored and destroyed in with accordance with the GDPR policy.

Appendix One - Standards

Executive Headteachers / Principals / Headteacher

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>

Teachers

Regardless of career stage, will be assessed against the Teachers' Standards (DofE publication, May 2012). Please refer to the following websites for relevant documentation, pertaining to Teachers' standards.

Teachers' Standards

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf

Overview of Teachers' Standards

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf

How to Use Teachers' Standards

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283567/Teachers_standards_how_should_they_be_used.pdf

All Other Staff

These members of staff will be assessed against the relevant job description.



Appendix Two:

BDAT Appraisal Statement

Name of Appraisee:

Current Role:

Date of Appointment:

Objective Setting Date	Mid-Year Review Date	End Year Review Date
Where possible these should be set at the Objective Setting Meeting.		

Name(s) of Appraiser(s):

Line Manager (if different from Appraiser):



Objective setting – to be completed during the first meeting of each appraisal cycle.

Following discussion, the following Review Meeting comments are recorded in relation to previous agreed performance objectives:

Headline Objective	Objective Detail please give specifics of the objective and ensure that is achievable.	Target: What success will look like. How will this support the school's/Trust's improvement plan?		Date of completion
1				
2				
3				
4				
5 (Professional Developmental objective)		Target: What success will look like. How will this support the school's/Trust's improvement plan?	Which Leadership Strand and Level will this objective develop? Reference the BDAT-leadership-competency-framework/	

Details of the Professional Development needed to support the achievement of the objectives:



Appraisal review to be completed at Mid-year review and End of year review.

Objective number:	Mid-Year comment	Mid-Year Indicative Assessment	End Year comment	End Year Agreed Assessment
1)				
2)				
3)				
4)				
5)				

Signature of Appraisee (Staff Member)

Date



Date.....

Other Details and Comments (including Career Discussion if appropriate)



Appendix Three – Appraisal Best Practice

Roles and responsibilities:

	Appraisee	Appraiser
Before the meeting	• Carry out a self-review reflecting on: - your current role/job description - key successes, achievements, challenges - progress towards objectives (if not the first meeting) - assessment against the teacher/headteacher standards if appropriate - impact of training and development on performance - BDAT Leadership Competency Framework • Collate evidence as agreed at the planning. • Think about possible future objectives, training and development needs	• Understand the wider perspective of the priorities and developments for the school. • Be familiar with the school's appraisal policy/process. • Ensure a sound knowledge of the role and work of the appraisee. • Consult the current job description of the appraisee and relevant standards where applicable. • Consult previous appraisal records (where applicable) • Gather and review appropriate evidence and ensure that all evidence has been shared with the appraisee prior to the meeting. • Agree a mutually convenient time and place and ensure this share in good time.
During the meeting	Give the meeting their full attention ensuring a sense of purpose and avoiding distractions. Review of previous year's objectives Discuss the following: • key successes, impact on school/Trust improvement achievements over appraisal cycle • progress towards objectives using appropriate evidence. • performance against relevant teacher/headteacher standards where appropriate • any factors which have had an impact on effectiveness. • impact of support and training/CPD • how leadership has been supported/developed by the BDAT Leadership Competency Framework.	Ensure that the appraisee is familiar and understands the purpose and importance of the appraisal cycle. Building a sense of purpose, giving the meeting their full attention with distractions avoided. Consider the workload of both the appraisee and themselves. Review of previous year's objectives Discuss the following: • the appraisee's work over last appraisal cycle – successes, impact on school/Trust improvement, achievements. • any factors which have had an impact on effectiveness. • progress towards their objectives using appropriate evidence. • performance against relevant teacher/headteacher standards where appropriate.

	Planning future objectives Discuss the following: • future objectives linked to job role, experience, school/Trust priorities, and future career progression. • the support, professional learning and development activities needed to meet objectives. • agree performance/success criteria and evidence which will be used to assess performance. • how leadership will be developed, with reference to the BDAT Leadership Competency Framework	• impact of support and training/CPD Planning future objectives Discuss the following: • future objectives linked to job role, experience, school priorities, standards and future career progression. • support, professional learning/development activities needed to meet objectives. • How leadership can be developed, with reference to the BDAT Leadership Competency Framework • agree evidence/success criteria and evidence which will be used to assess performance including classroom observation. • Keep an accurate record of the discussion in order to complete relevant documentation. • Agree date of next meeting.
After the meeting	• Develop skills and practice related to the objectives. • Participate in interim discussions to review progress. • Ensure reviewers are made aware of any concerns at the time they arise about progress or provision of support or training. • Keep a copy for own records	• Write the appraisal statement. • Copy to appraisee to agree and sign. • Monitor and review progress throughout the year towards the agreed objectives, ensuring provision of planned support and development, this can be through 1 to 1 meetings or informal appraisal conversations. • File documentation (to be kept in line with GDPR policy)