Appraisal (PPDR) Policy

This policy should be read in conjunction with:

- Pay Policy
- Induction and Probation Policy
- Early Career Teacher Policy
- CPD Policy
- Capability Policy
- PPDR Toolkit

1.0 Aims

1.1 This policy aims to:

- Set out the arrangements for appraising all staff, including the process and the responsibilities of individuals
- Ensure consistency and fairness across the Trust
- Create a process where staff's professional and personal development is supported and encouraged
- Ensure staff have the opportunity to develop the skills and knowledge (referencing Pi learning characteristics) that they need to fulfil and excel in their role and provide an excellent education/environment to our pupils

1.2 The policy applies to all staff employed by the Trust, except those:

- on contracts of less than one year
- Early Career Teachers (ECTs)
- those undergoing induction and probation
- those undergoing capability procedures

2.0 Legislation and guidance:

2.1 As a Trust, we are free to determine our own appraisal arrangements. However, where a contract specifically incorporates conditions from The Education (School Teachers' Appraisal) (England) Regulations 2012, these will continue to apply due to The Transfer of Undertakings (Protection of Employment) (TUPE) Regulations 2006, which protect employees' terms and conditions when a maintained school becomes an academy.

2.2 We have based this policy on the model policy produced by the Department for Education (DfE). This policy complies with our funding agreement and articles of association.

3.0 The appraisal period:

3.1 The appraisal period will run for 12 months beginning on the first day of the autumn term. Initial appraisal meetings will be held during the autumn term.

3.2 For staff on fixed-term contracts of less than 12 months, the appraisal period will be determined by the duration of their contract, following the same pattern as laid out in the PPDR process.

3.3 Staff who start at or leave the Trust during the standard appraisal period can have a longer or shorter appraisal period in that appraisal round and the length will be agreed at their initial appraisal meeting, following the successful completion of their probationary period. In any event staff will join the pay review cycle at the next review point after the probationary period. A minimum of 12 months employment is required before a formal pay review as detailed in the pay policy.

3.4 In a scenario, where multiple staff join Consortium Trust as part of a TUPE process, it may be necessary for the substantive process currently in place in the joining school/s to continue until the end of that academic year.

3.5 It is intended that all staff will take part in the appraisal process in accordance with the timeline below:

4.0 Appraisal timeline:

Date	Action
First day of autumn term	Appraisal cycle begins
September – 31 October	Initial Appraisal meeting held for all staff to discuss and agree professional development points, referencing the job description and professional standards (where available) which their performance and development will be assessed against during this period.
By end of Jan	Interim Meeting held to review progress.
By end of April (optional)	Interim Meeting held to review progress
By end of June	Final Meeting held to review progress. Consider pay progression at this point in the cycle.
Throughout the year	A range of monitoring (both formal and informal) will take place, along with coaching and feedback, with the aim of supporting colleague's development.

5.0 Setting professional development points during the initial appraisal meeting:

5.1 The CEO professional development points will be set and reviewed with a panel of Trustees, who will discuss evidence of impact through a variety of sources, examples include but not restricted to, external views and a 360. For all other staff the relevant Line Manager will set and review professional development points.

5.2 Professional development points will be set during the initial appraisal meeting and, where relevant to their continuing development, may link to the colleague's previous cycle.

5.3 Professional development points will:

- Contribute to improving the education and environment of pupils across the Trust and the implementation of any improvement plans, in relation to Trust and/or school development plans if appropriate or personal development.
- Be generated by collaborative and professional conversations between appraiser and appraisee and driven primarily by the appraisee, with an appropriate level of coaching support from the appraiser where necessary.
- Be specific, measurable, achievable, realistic and time-bound (SMART)
- Be appropriate to the role and career experience
- Be revised if circumstances change throughout the year

5.4 There are no set number of professional development points for each colleague, it is suggested that 3 targets would provide a balanced review. They will be within the areas of personal/learning characteristics, professional development and wellbeing. It may be that one body of work generates professional development points for all the areas.

5.5 When professional development points are set, staff will also be informed of the standards their performance will be judged against.

5.6 The appraiser and staff member will seek to agree the professional development points but, if that is not possible, the appraiser will determine the professional development points.

5.7 During the initial appraisal meeting, Continued Professional Development (CPD) needs will be considered and discussed. This might take many forms and would probably involve an element of Trust wide collaborative opportunities.

5.8 Any career progression or aspirations will also form part of the discussion, and the appraiser is expected to share this information with key colleagues across the Trust, if no suitable role or position is available within their present setting, in order to consider wider options for progression.

6.0 Standards:

6.1 Teachers' performance will be assessed against the Teacher's Standards and any career stage expectations that we have developed and are in force at the time.

6.2 Classroom Support Staff will be assessed against the TA/HLTA Standards and any career stage expectations that we have developed and are in force at the time.

6.3 Administration, ancillary and any other support staff will be assessed against professional or technical standards and any career stage expectations that we have developed and are in force at the time.

6.4 Central Staff will be assessed against standards relevant to each role.

7.0 Reviewing performance:

7.1 A range of evidence may be used to evaluate development and progression for example but not limited to:

- Formal and informal observations of practice.
- Observations and results from wider school activities, including drop ins and coaching, if applicable.
- Performance of their pupils, reviews of planning and marking, if applicable.
- Parent and pupil voice, if applicable.
- 360 and other feedback tools.
- Monitoring of reports and records.

7.2 Protocol for teaching and learning visits, we believe that teaching and learning visits (sometimes referred to as learning explorations) are an important way of monitoring the development of staff performance. They can help identify a colleague's strengths and areas for improvement and can help us identify areas of good practice that can be shared across the Trust. There will be both formal and 'drop in' visits. Staff with responsibilities outside the classroom will also have these responsibilities observed.

7.3 All visits will:

- Be carried out in an objective, fair, professional and supportive manner using instructional coaching approaches.
- Be carried out by appropriately experienced staff or external consultants for the role.
- Provide constructive feedback, modelling strategies and practical applications to support development.
- Be followed up by further monitoring and support to ensure that development has taken place.
- Remain confidential to those who need to know details as part of their jobs.
- Recorded and stored on Every.

7.4 **'Drop in' visits** (staff engaged in teaching and learning): Drop-in visits will usually be conducted by senior, more experienced colleagues or those with subject lead responsibilities in order to monitor the quality of teaching and learning.

7.5 As a Trust we operate an open-door policy and therefore no notice of 'drop in' visits will be given. An ethos of collaboration and supportive feedback is promoted in all our schools and settings and is encouraged as part of everyday practice.

7.6 They will often be relatively short visits and may involve the observer talking to pupils and looking at their work.

7.7 The frequency will depend on the individual member of staff and the school's needs at the time.

7.8 We will use all reasonable endeavours to provide usually verbal feedback on the day or during a subsequent coaching session.

7.9 We may also carry out drop-in visits where fellow teachers observe a lesson for their own professional development. This will be notified and agreed with the colleague in advance. Observations gathered will not be used as part of the appraisal process.

7.10 **Formal visits** (staff engaged in teaching and learning): The purpose of formal visits is partly to evaluate the teacher's performance, development and progress against their targets and the relevant standards. The number of formal visits will be appropriate and proportionate and will be determined by the teacher's individual circumstances and the needs of the school at the time.

7.11 For example, ECTs and less experienced teachers who have recently started at the school will receive a number of formal visits to establish their strengths and areas for development. A very experienced teacher may receive fewer observations.

7.12 Additional Formal visits (staff engaged in teaching and learning) may take place where:

- The staff member requests them;
- There are concerns that the staff member's performance is not meeting the required standard and additional monitoring is appropriate; or
- Additional evidence is required as part of a formal support plan or Performance Improvement Plan (PIP), where this is agreed as part of the relevant capability process.

Where a formal support plan or PIP has commenced, any additional monitoring or visits will form part of that process rather than the normal appraisal process.

7.13 The above protocols will still apply to these visits.

7.14 Recordings of online lessons will not be used as part of the appraisal review process

7.15 **Non teaching and learning staff monitoring** colleagues that are engaged in other roles and tasks may also be monitored through a monitoring visit, time and motion study or other means of gathering appropriate information to support the appraisal process. The same principles as outlined above for classroom staff apply.

8. 0 Final evaluation meeting:

8.1 Performance will be reviewed and addressed on a regular basis throughout the year in regular meetings with the staff member's line manager(appraiser). With each colleague(appraisee) is responsible for their own process.

8.2 The final evaluation meeting is the end point of the annual appraisal process and will take place by the end of June, or as soon after as practically possible. In this meeting, the appraisee and appraiser will:

- Review the relevant evidence of professional and personal development
- Review the individual's job description and any associated guidelines
- Assess development and performance in the appraisal period against the relevant standards
- Assess the developmental journey and performance in the appraisal period against targets and discuss the second appraisal mapping exercise
- Continue to discuss wellbeing, career aspirations and any difficulties they may be facing
- If necessary, discuss underperformance and put a plan in place to address it. They should also inform the teacher that if performance does not improve, capability proceedings may begin, where applicable
- Discuss a pay recommendation

9.0 Conducting annual appraisal meetings:

9.1 The relevant line manager will decide who will appraise team members. Unless there is a good reason not to, this will normally be the direct line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the appraisee and appraiser, including where a formal grievance has been lodged by the staff member citing their line manager.

9.2 All appraisers will be provided with appropriate training, including non-directive coaching training.

9.3 Appraisal meetings will take place within normal working hours and sufficient time and timetabling will be allocated for these meetings.

10.0 Appraisal document (Personal and Professional Development Review, PPDR):

10.1 Staff will have access to an electronic copy of their PPDR and will be able to access it regularly. The report will be completed by the person who conducted the appraisal. We will use all reasonable endeavours to complete this within 5 working days.

10.2 This will include:

- An agreement between appraisee and appraiser of the development is in terms of a colleague's conduct and performance, using reference resources, including assessment of performance against the relevant standards
- An agreement between appraiser and appraisee of the professional development points and actions detailing how the colleague's development needs will be supported
- An assessment of training and development needs, including opportunities to collaborate with colleagues across the Trust and the actions support them
- Ongoing references to the support of wellbeing with colleagues and the Trust both playing a part in this
- A discussion around career progression

- Where relevant and if pay banding range permit, a recommendation on pay progression

10.3 At all points in the appraisal process, the colleague will input their comments, ideas, research and feedback and will be driving the process, with the Line Manager in a collaborative and supportive role wherever possible. After the initial appraisal meeting and developmental point setting, we will hold review meetings where staff can discuss their progress and developments.

10.4 Staff will sign the PPDR document to say they agree with its content. Staff can appeal, if they disagree with the contents of the document and the pay recommendation it makes. Please refer to the Pay Policy for the pay appeal process.

11.0 Concerns about performance

11.1 Where a Line Manager has concerns about an employee's performance, these should be discussed with the Head of Service People and consideration given to whether the matter can be addressed through normal appraisal, informal support or whether the Capability Policy should be followed.

11.2 Where concerns about performance are sufficiently significant to require a formal support plan or Performance Improvement Plan (PIP), the normal appraisal process will be paused for the duration of the support plan or PIP. The support plan or PIP will become the primary process for managing and reviewing the performance concerns and will be managed in accordance with the Capability Policy.

11.3 The employee will be informed of the concerns, the standards or requirements that need to be met, the support available, the timescales for improvement and how progress will be reviewed. The employee should be given a reasonable opportunity to demonstrate improvement.

11.4 The appraisal process may resume once the formal support plan or PIP has concluded, where appropriate. Any information from the support plan or PIP that is relevant to the employee's ongoing development may be considered as part of future appraisal, subject to the requirements of the Capability Policy.

12.0 Confidentiality:

12.1 The appraisal process and relevant documents (PPDR) are strictly confidential. Only staff members who need the information in order to do their jobs will have access to the information.

12.2 Appraisal information will be anonymised when information is reported to the Trust Board.

12.3 PPDR records will be kept securely on Every HR Performance in a shared online file during the appraisal process to enable it to be a working document until the appraisal cycle is complete.

13.0 Monitoring arrangements:

13.1 The Trust Board will monitor and review the effectiveness of the appraisal arrangements.

Appraisal Quick Guide

Stage / Timing	Purpose	What happens?	Key points / outcome
Start of appraisal cycle – First day of autumn term	Begin the annual appraisal cycle.	All eligible staff enter the appraisal cycle. Staff on contracts of less than 12 months follow an appropriate cycle based on their contract.	ECTs, staff undergoing induction/probation and staff already subject to capability procedures are outside the normal PPDR process.
Initial appraisal meeting – September to 31 October	Agree development priorities and expectations for the year.	Appraiser and appraisee review the job description, relevant professional standards and previous development. Professional development points are agreed, normally around 3 balanced areas covering personal/learning characteristics, professional development and wellbeing. CPD, career aspirations and wellbeing are also discussed.	Points should be SMART, appropriate to the role and experience, and may be revised if circumstances change. If agreement cannot be reached, the appraiser determines the points.
Throughout the year	Support development and monitor progress.	Coaching, feedback, monitoring, observations and other appropriate evidence are used to support development. Staff should have regular opportunities to discuss progress with their line manager.	Evidence should be relevant, proportionate and used to support development rather than create unnecessary workload.
By end of January – Interim meeting	Review progress.	Progress against professional development points, standards, wellbeing and development needs is discussed. Any additional support or actions are agreed.	Development points may be adjusted where circumstances have changed.
By end of April – Interim meeting (Optional)	Continue to review progress and identify any areas requiring further support.	Progress, evidence, CPD, wellbeing and development are reviewed.	Where concerns about performance arise, these should be discussed with the Head of Service People and managed under the appropriate process.
Performance concerns	Address concerns promptly and appropriately.	Minor concerns may be addressed through normal appraisal, coaching or informal support. Where concerns are significant, a formal support plan or Performance Improvement Plan (PIP) may be introduced.	Once a formal support plan/PIP is commenced, the normal appraisal process is paused. The support plan/PIP becomes the primary process and is managed under the Capability Policy.
Teaching and learning visits – throughout the year	Support and evaluate professional development and practice.	Formal and informal/drop-in visits may take place. Feedback should be constructive and supportive. The frequency will depend on individual circumstances and school needs.	Drop-in visits normally require no notice. Peer-development observations agreed in advance are not used as appraisal evidence. Online lesson recordings are not used for appraisal.

By end of June – Final evaluation meeting	Complete the annual appraisal cycle.	Review evidence, development points, relevant standards, professional development, wellbeing and career aspirations. Where applicable, discuss performance concerns and pay progression.	A pay recommendation is made where applicable. Any ongoing performance concern should be addressed through the appropriate capability process rather than being allowed to remain unresolved within appraisal.
PPDR completion – normally within 5 working days	Record the outcome of the appraisal.	The appraiser completes the PPDR, including agreed development points, support/CPD, wellbeing, career development and, where applicable, pay recommendation.	Staff have access to their PPDR and can add comments, ideas, research and feedback.
Disagreement / appeal	Allow concerns about the PPDR or pay recommendation to be raised.	Staff sign the PPDR to confirm they have received/agreed its content. If they disagree, they may record their comments and appeal in accordance with the Pay Policy where the disagreement relates to the pay recommendation.	The appraisal process should remain collaborative, even where agreement cannot be reached.
End of cycle	Close the annual appraisal and prepare for the next cycle.	Relevant records are retained securely and the next appraisal cycle begins in the following autumn term.	Appraisal records are confidential and accessed only by those who need the information for their role.

Document Control

Changes History

Version	Date	Amended By	Details of Change
V1	Sept 2024	Andrew Aalders-Dunthorne	Created new policy
V2	Sept 2025	Liz Frere-Smith	Minor amendments regarding updates to recording and storage of PPDR on Every HR
V3	Oct 2026	Liz Frere-Smith	Update regarding concerns of performance and reference to capability procedures and addition of quick guide

Approval
This policy will be reviewed annually by Head of Service People or as required by changes in legislation.

At every review, this policy will be approved by the Finances & Resources Committee.

The policy was last approved by the Finance & Resources Committee on 12/11/2026.

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