



Garlinge and Parkside Schools and Nurseries Federation

Appraisal Policy & Procedure

School Name	Garlinge Primary School and Nursery Parkside Community Foundation Primary School
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A Policy

1 Policy Statement

The School recognises the importance of appraisal as a mechanism to develop and support Employee performance which in turn impacts positively on the overall performance of the School and outcomes for students.

The School will seek to ensure that appraisal will be a supportive and developmental process – allowing Employees the opportunity to develop the skills and access the support they need to carry out their role effectively.

The appraisal process enables Employees and their Appraiser to review progress, achievements, contributions and identify associated learning and development requirements. It allows an opportunity for Employees to receive regular and constructive feedback on their performance and progress. It also provides a forum in which Employees can consider career aspirations and goals. Furthermore, it is an opportunity for Employees to discuss the support and guidance they may require in their role.

Where performance concerns are identified through the appraisal process the School will consider what support and training may be appropriate to enable the Employee to achieve the required performance standards. Where performance concerns are sufficiently serious or persist, the School's Capability Policy and Procedure may be initiated.

Evidence from performance reviews will inform whether a member of support staff will be awarded a 'positive' performance assessment. Progression is subject to an Employee receiving the requisite 'positive' number of performance assessments for their grade.

This policy and procedures reflect the provisions of the Education (School Teachers' Appraisal) (England) Regulations 2012 and the requirements of the relevant conditions of service for Support Staff employed under Kent Scheme Conditions of Service.

This procedure explains:

- The arrangements for appraising Employee performance
- The roles and responsibilities of the Executive Headteacher, Head of School, Appraiser and Employees in the appraisal process

2 Scope

This policy applies to teaching and support staff employed by Garlinge Primary School and Nursery (GPSN) and Parkside Community Foundation Primary School (PCFPS).

It excludes

- those employed on contracts for less than one term
- early career stage teachers during their Statutory Induction period
- employees whose performance is being managed via the School's capability procedure

This policy also applies to Employees working on a regular supply or permanent relief basis.

3 Adoption arrangements and date

This procedure was adopted by the Governing Board of Garlinge Primary School and Nursery and Parkside Community Foundation Primary School on 30 September 2025 and supersedes any previous appraisal policy and procedure.

This policy will be reviewed by the Governing Board every year or earlier if there is a need. This will involve consultation with the recognised unions where there are material changes.

4 Responsibilities of School

- To ensure each Employee has an identified Appraiser
- To ensure performance is monitored and reviewed in a timely manner
- To make Appraisees aware of the standards of employment expected of them and to identify any concerns via the provision of regular feedback
- To endeavour to ensure additional workload and administration associated with appraisal is kept to a minimum for both the Appraiser and Appraisee
- To consider what training is appropriate for Appraisers and Appraisees regarding the appraisal process

5 Responsibilities of the Employee (Appraisee)

- To engage constructively with the appraisal process and conversations regarding performance
- Take personal responsibility for improving their own performance and personal development
- To provide evidence of performance to support appraisal discussions
- Where applicable, to appraise the performance of other identified Employees

B Procedure

6 Appraisal Period

Each appraisal period will run for 12 months.

For Teachers, the Executive Headteacher and other Leadership Teachers the appraisal cycle will commence on the first day of the Autumn term annually.

For Support Staff the appraisal cycle will commence on their 'anniversary date' as follows:

- 1st April for PCFPS and 1st September for GPSN where the Employee is in post prior to 1st April and 1st September 2025 according to the individual school's pay/appraisal cycle.
- The anniversary of their start date for all Employees in post after 1st April for PCFPS and 1st September 2025 for GPSN.
- 1st April for PCFPS and 1st September for GPSN where an Employee is at the top of their grade. This includes Employees on grades KSA and KSB (formerly KR3 and KR4) who are paid a single salary point.

Employees joining the School during the appraisal cycle may have a shorter appraisal period during their first year.

Consideration will be given to adjusting the time of appraisal meetings and length of the appraisal cycle where an Employee has a significant period of absence due to maternity, family related leave, sick leave or disability related absence. Any changes will be discussed and, as far as is reasonable, agreed with the Appraisee.

7 Appointing appraisers

The Executive Headteacher will identify an appropriate Appraiser for each Employee taking into consideration line management arrangements within the School.

The Executive Headteacher's appraisal will be delegated to a Governor Panel of two members. This will not include any staff governors. Governors will appoint an External Advisor to support in the Executive Headteacher's appraisal.

The Executive Headteacher will ensure all Appraisers have received appropriate training.

8 Assessment against relevant standards

The performance of all Employees will be assessed against the requirements of their job description.

Teachers

The performance of qualified teachers will be assessed against the requirements of their job description and the Teachers' Standards – available at [Teachers' standards - GOV.UK \(www.gov.uk\)](http://www.gov.uk).

In the case of Teachers paid on the Upper Pay Range assessment will additionally be made with reference to the criteria for Upper Pay Range progression as detailed within the STPCD.

This assessment will consider in broad terms whether an individual Employee's performance is consistent with what should reasonably be expected within their role and at the relevant stage in their career.

In the case of Teachers there is no requirement to complete a checklist of performance against the Teachers' Standards.

Support Staff

The performance of Support Staff will be assessed against the requirements of their job description and in line with [KCC's Managing and Supporting Performance in Schools](#).

9 Reviewing Performance throughout the appraisal cycle

The Appraiser and Appraisee will meet at least 3 times during a full academic year to review performance.

The meeting is an opportunity to review progress and any evidence in support of this. The Appraisee will receive constructive and supportive feedback throughout the appraisal cycle on their performance. Feedback will highlight any areas of strength as well as those where further development is required.

These meetings are also an opportunity to discuss workload and wellbeing in a supportive manner enabling the Appraiser and Appraisee to proactively identify appropriate strategies at an early stage to address any areas of concern.

10 Observation

Formal observation of classroom practice for teachers, and non-teaching staff who work directly with pupils, is an important means of assessing and supporting performance in this School.

All observations will be carried out in a supportive manner with constructive feedback being provided as soon as possible to the observed activity.

The amount and type of classroom observation will depend on the individual circumstances of the Appraisee and the overall needs of the School.

Formal Observation of teaching practice will be undertaken by an individual with Qualified Teacher Status.

In addition to formal observation, the Executive Headteacher or other leaders with responsibility for teaching standards, may “drop-in” to evaluate the standards of teaching 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.

11 Performance Concerns, Informal Support and transition to the Capability Policy and Procedure

Where performance concerns are identified the Appraiser will discuss these with the Appraisee at the earliest opportunity and a support plan including, informal performance targets, will be put in place. Careful consideration will be given to any support and training the Appraisee may require.

It is anticipated that most performance concerns will be successfully addressed via informal support and the Appraisee will be given a reasonable time period in which to demonstrate improvement and meet the required expectations for the role.

Where performance concerns persist or are sufficiently serious, the appraisal policy and procedure will be suspended, and the School’s Capability Policy and Procedure will be initiated.

Where an Employee is subject to the School’s formal capability process, pay progression will not be awarded. The School reserves the right to move immediately to the formal stages of the Capability Policy and Procedure in cases of serious underperformance.

Please refer to the School’s Capability Policy and Procedure for further information.

12 Annual Review Meeting and Assessment

Towards the end of the appraisal cycle the Appraiser will arrange an Annual Review Meeting with the Appraisee.

In the case of the Executive Headteacher the Annual Review Meeting will be conducted in consultation with the External Advisor.

During the discussion performance feedback will be provided and the Appraiser and Appraisee will have the opportunity to:

- Reflect on and review performance against the requirements of the job role and any relevant standards.
- Consider the impact and effectiveness of any training or personal development which has been undertaken and any further development required
- Identify any performance requirements and personal development needs for the next appraisal cycle
- Provide an opportunity to discuss issues relating to workload / work-life balance
- To consider any career progression / aspirations
- Assess the Appraisee's overall contribution to the School over the appraisal cycle

In reviewing performance, the Appraiser will give due consideration to any potential 'barriers to success' including disability, periods of absence, policy or regulatory change or other operational issues.

Prior to the meeting the Appraisee is expected to reflect on their own performance and identify appropriate evidence to demonstrate progress and performance expectations. It should be noted that most evidence should be readily available from day to day working practice and from discussions during the review meetings over the year. There is no requirement for the Appraisee to compile a portfolio of evidence.

13 Teacher's Appraisal Report

Following the Annual Review Meeting and as soon as practicable each Teacher will receive a written appraisal report. This will usually be shared no later than 31 October for Teachers and 31 December for the Executive Headteacher.

Teachers will have an opportunity to comment in writing on their appraisal report.

The report will include:

- An assessment of performance of role and responsibilities against any relevant standards
- An assessment of training and development needs and identification of any action that should be taken to address them

14 Pay Progression decisions for Support Staff following Annual Review Meeting

Where the Appraiser determines that the Appraisee has met the expected standards of performance during the appraisal cycle they will receive a 'positive' anniversary review assessment.

Depending upon their grade an Employee may require a certain number of 'positive' assessments in order to progress to the next fixed point within their grade.

The frequency with which progression to the next fixed point may occur and the number of points within the grade is detailed within the School's Pay Policy.

15 Moderation

The Executive Headteacher will make appropriate arrangements for the moderation of appraisals to ensure consistency of approach and expectations between Appraisers.

16 Employees not covered by this policy

Early Career Stage Teachers – (ECT)

Early Career Stage Teachers undertaking induction are exempt from appraisal and performance will be appraised in accordance with the provisions of the Statutory Induction Guidance for Early Career Teachers [Induction for early career teachers \(England\) statutory guidance \(publishing.service.gov.uk\)](#)

Teachers engaged for less than one term

Teachers engaged for less than one term will not be appraised. Where employment is extended beyond this appropriate objectives and review arrangements will be put in place for the remainder of the current appraisal cycle.

Support Staff

All Support Staff engaged on Kent Scheme Conditions of Service are included within the appraisal requirements - including those on temporary / fixed term contracts, engaged on a permanent relief basis or those who are within their probationary period.

17 Confidentiality and Record Keeping

All parties are required to respect the confidentiality of all information relating to the Appraisal process.

The School recognises its obligations under the General Data Protection Regulation and associated legislation and the rights of Employees with regards to the personal data held on them.

Appropriate records will be kept of appraisal discussions, evidence of progress and outcomes.

The School will seek to minimise any additional workload and administration associated with the performance management process.

An Appraisal report form is appended to this policy.

Appendix

Staff Appraisal Record

Appraisee's Name	
Appraiser's Name	
Date of First Meeting	
Date of Mid-term Review Meeting	
Date of Final Review Meeting	

Current Job Description Discussed	YES/NO
Amendments to Job Description (Please List if appropriate)	

The performance of all support staff will be assessed against the requirements of their job description.

Prior to each scheduled Review Meeting, please provide your appraiser with your self-assessment summary of the key points listed below for further discussion.

SELF- ASSESSMENT
REFLECTION: What has gone well, i.e. what strengths/skills do you have, or have been developed?
First Meeting (last year):
Mid Term Review Meeting:
Final Review Meeting:

ADDRESSING CHALLENGES: What barriers/difficulties have you encountered this year and what have you learnt from dealing with them?
First Meeting (last year):

Mid Term Review Meeting:

Final Review Meeting:

PROFESSIONAL SUPPORT, DEVELOPMENT AND WELLBEING: What would you like to achieve in your role and what support and/or training would be helpful?

First Meeting:

Mid Term Review Meeting:

Final Review Meeting:

Additional Comments *(if appropriate)*

First Review Meeting:

Mid Term Review Meeting:

Final Review Meeting:

For completion by the Appraiser following your self-assessment and discussions during the review meetings:

APPRAISER'S COMMENTS	
First Meeting:	
Mid Term Review Meeting:	
Final Review Meeting:	
Performance Standards Met:	☐ Yes ☐ No

Appraiser's signature:		Date:	
Appraisee's signature:		Date:	