

Teacher Appraisal and Professional Growth Policy

Owner:		Trust Director of People	
Date:		July 2026	
Approved by:	CEO	Date:	July 2026
Next Review Date:		December 2027	

1.	Purpose and Principles	3
2.	Scope	3
3.	Principles of the process	3
4.	Framework for Professional Growth	3
5.	The Appraisal Cycle	4
6.	Setting Objectives	4
7.	Evidence and Feedback	4
8.	Professional Development and Support	5
9.	Capability	5
10.	Workload and Wellbeing	6
11.	Moderation and Quality Assurance	6
12.	Appeals and Confidentiality	6
13.	Review of Policy	6

1. Purpose and Principles

At The Charter Schools Educational Trust (Trust), great teaching is the most powerful driver of pupil learning and life chances. The appraisal process exists to support teachers to become more expert through structured professional growth; recognise and reward sustained, high-quality teaching; ensure alignment between individual development, school priorities, and the Trust's mission to build better futures for children and young people; and do so in ways that are fair, proportionate, and manageable. The emphasis is on growth, evidence, and dialogue.

2. Scope

This policy applies to all qualified teachers, including early career teachers (ECTs), classroom teachers, and those with leadership responsibilities in all Trust schools and the central team. Headteachers and executive leaders are covered separately in an executive appraisal policy.

3. Principles of the Process

- Fair and transparent: Objectives are moderated for consistency across the Trust.
- Development-led: The primary purpose is professional learning and improvement of teaching.
- Continuous: The termly cycle of review and reflection continues throughout the year, supported by coaching conversations.
- Evidence-informed: The Teachers' Standards and the Great Teaching Toolkit (Coe et al., 2020) provide the shared evidence base for defining and developing great teaching.
- Workload-aware: No unnecessary evidence or data collection. Observations and feedback serve improvement.
- Wellbeing-focused: Professional dialogue includes workload, wellbeing, and reasonable adjustments to sustain high performance.

4. Framework for Professional Growth

Professional reflection and discussion are guided by the Teachers' Standards (DfE 2012, updated December 2021), which set out the national baseline for effective practice, and evidence-informed resources such as the Great Teaching Toolkit (Coe et al., 2020), which identifies four dimensions of expert teaching:

- Understanding the content
- Creating a supportive environment
- Maximising opportunity to learn
- Activating hard thinking

Schools may also refer to other evidence-informed resources such as guidance reports from the EEF, StepLab, Iris Connect, Teach Like a Champion, etc.

5. The Appraisal Cycle

Term	Focus	Key Outputs
Autumn 1	Annual review and goal-setting	Agree up to three objectives aligned to the School Development Plan and individual growth priorities.
Spring	Mid-cycle review meeting	Optional meeting to support teachers who are not on track to meet set objectives and standards. Reflect on evidence and practice using feedback and coaching notes. Identify barriers to progress, set interim steps to success, and additional training/mentoring.
Summer	End-of-year review	Summarise progress, professional growth, and pupil impact.

6. Setting Objectives

Teachers are normally set up to three objectives each year, one in each of the following areas: professional practice, pupil learning or curriculum, and contribution or leadership. Typically, objectives will be in line with school development and trust priorities whilst taking account of an individual's strengths and needs. For ECTs, objectives align directly with the Early Career Framework (ECF).

Teachers in receipt of a TLR or on a leadership salary scale will have an additional objective which relates specifically to their responsibility and area of accountability.

7. Evidence and Feedback

Evidence should be light-touch and purposeful, drawn from lesson visits or peer observations (ungraded), learning walks, pupil work or voice, coaching and mentoring discussions, professional enquiry or action research, and self-reflection against the Teachers' Standards and associated evidence-informed guidance as listed in section four.

Teachers are responsible for retaining any written evidence or feedback relating to their practice, in case this is requested by the appraiser, and appraisers are responsible for triangulating evidence with senior leaders, where these are not the same person.

8. Professional Development and Support

- **Teaching School Hub**

The London South Teaching School Hub leads the Trust's professional development offer, providing entitlement to high-quality, career-stage-appropriate CPD, including Early Career Framework programmes and NPQs. The Trust also offers subject and phase networks, and evidence-informed CPD sessions delivered in partnership with the Research School.

- **Impact Leader Programme**

Teachers in years 3–5 of their career (or equivalent) are expected to engage with the Trust's Impact Leader Programme or an equivalent structured CPD route. This research school designed programme supports participants to deepen pedagogical content knowledge, lead a small-scale classroom-based enquiry or action research project, and evaluate and share the impact on pupils' learning. Participation can form one appraisal objective and evidence of sustained professional growth.

- **Targeted additional support**

When a teacher is not demonstrating sufficient progress against their objectives or is not demonstrating evidence of achieving the DfE teaching standards, they will need extra targeted support to be successful. This support will be time-limited and could include additional CPD, peer observations, additional coaching or mentoring or similar evidence-informed and supportive activities. This targeted additional support will need to be put in place with urgency and does not require waiting until a formal checkpoint.

9. Capability

9.1 On occasion, evidence arising through the appraisal process – such as feedback from lesson visits, review discussions, or pupil outcomes – may indicate that a teacher is not meeting the expectations set out in the **Teachers' Standards (DfE 2011, updated 2021)** or the requirements of their role. In such cases, this will first be addressed informally through coaching, support and professional development within the normal appraisal cycle.

9.2 Where these informal measures do not lead to the required improvement, and there are continuing or serious concerns about a teacher's performance, the matter will be managed under the Trust's **Capability Policy** rather than through the appraisal process. The Capability Policy sets out the formal procedure for addressing persistent underperformance, including timescales, support arrangements, and review mechanisms.

9.3 Transition to the capability procedure will only occur when:

- evidence shows that the teacher is not meeting the expected standards of performance;
- appropriate support through the appraisal process has been provided; and
- there remains insufficient improvement within a reasonable timescale.

- 9.4 All such cases will be handled sensitively, fairly and consistently, ensuring that teachers are given clear information about the concerns, the support available, and the standards expected.
- 9.5 The appraiser and appraisee will seek to mutually agree the objectives. The agreed objectives will contain a description of what success may look like.
- 9.6 Objectives may be revised if circumstances change, such as a teacher starting maternity leave, or undergoing surgery/medical treatment, to take account of the anticipated absence and to allow the teacher to meet reduced and attainable targets.
- 9.7 The appraiser will consider individual circumstances, including any disability, when agreeing objectives. For example, this might include implementing a reasonable adjustment to give the appraisee more time to complete a task.
- 9.8 An appraisee's/teacher's performance will not be influenced by Ofsted inspections/grading and/or any parental feedback.

10. Workload and Wellbeing

All meetings are within directed time. Documentation is concise - a single digital proforma updated twice a year or termly if needed (see section five). Lesson visits are developmental and purposeful. Schools should timetable regular opportunities for collaboration and shared planning to reduce individual workload. Where a teacher does not have colleagues planning their subject or year group within their school, senior leaders should take all steps to reduce the individual planning workload burden by supporting planning opportunities with colleagues in other trust schools or using high quality externally produced planning resources.

11. Moderation and Quality Assurance

Headteachers and Trust leaders will review the quality and fairness of objectives and conversations annually, ensuring consistency across schools and alignment with Trust values.

12. Appeals and Confidentiality

As Pay Progression is now automatic in most instances, other than progression across a threshold, therefore there should not be a requirement for an Appeals procedure. Teachers who are not considered ready and disagree with this decision may raise concerns informally with their reviewer or formally through the Trust's Grievance procedure. All records remain confidential and are stored securely, accessible only to relevant leaders and HR.

13. Review of Policy

The Trust Board will review this policy annually to ensure alignment with the latest School Teachers' Pay and Conditions Document (STPCD), DfE guidance on teacher appraisal and

capability, and emerging best practice from strong multi-academy trusts and the wider research base.

Appendices (separate document)

- **Appendix A:** Teachers' Annual Appraisal and Professional Growth Proforma (Summary): A one-page summary proforma capturing objectives, reflections, feedback, and professional learning priorities. Stored digitally after each meeting.
- **Appendix B:** Teachers' Standards
- **Appendix C:** Great Teaching Toolkit: The Teachers' Standards describe minimum expectations. The Great Teaching Toolkit provides an evidence-informed developmental lens. Together, they support professional reflection and help define expertise in teaching practice.