ALLERTON HIGH SCHOOL

Appraisal Policy 2025-26

Reviewed and Adopted by	AHS Full Governing Body
Date Reviewed	30 September 2025
Next Review Date:	September 2026

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APPRAISAL POLICY & PROCEDURE (TEACHERS)

1. INTRODUCTION

1.1. Performance appraisal is an opportunity for individual employees and those that have responsibility for their performance, typically line managers, to engage in a constructive dialogue about an individual's performance across the reporting period, their potential and their development needs, in addition to the support required from the manager. Furthermore, in the case of teachers, there is also a requirement to assess practice against the Teachers' Standards. Objectives will be agreed as a result of this dialogue.

1.2. While performance appraisal is an important part of performance management, in itself it is not performance management. However, it is one of a range of tools that can be used to manage performance, but this should be done in a supportive manner.

2. PURPOSE

2.1. The purpose of this appraisal policy is to provide a framework to assess employees (teachers) against defined objectives, to identify professional development needs, to give constructive feedback and to acknowledge employees for their good work. The policy will also enable medium and long-term objectives to be defined for employees

2.2. The policy also allows any performance issues to be addressed at an early stage, constructively discuss areas in need of improvement, find solutions and appropriate support as well as better ways to carry out tasks or improve practice.

3. SCOPE

3.1. This policy applies to the head teacher and to all qualified teachers employed at the school except those on contracts of less than one term and those undergoing induction (i.e. ECTs) or teachers involved in capability procedures.

3.2. This policy is designed to comply with the Education (School Teachers' Appraisal) (England) Regulations 2012 and also reflects, where applicable, provisions outlined in the School Teachers' Pay & Conditions Document 2024.

4. POLICY STATEMENT

4.1. Allerton High School is committed to giving teachers employed at the school and their managers an annual opportunity to review performance, to agree personal objectives, and to agree learning and development requirements.

4.2. The appraisal system aims to:

- Be a positive process
- Raise the quality of teaching, learning and leadership provided by the school through highly motivated and competent teachers and leaders
- Support the school in improving the education of students at the school and the implementation of any plan of the governing body designed to improve the school's educational provision and performance
- Translate and create links between leadership strategy and each individual's role
- Identify and support any relevant professional development needs.

5. PROCEDURES

5.1. **THE APPRAISAL PERIOD**

The appraisal period will run **for 12 months**, normally from 1 October to 30 September. Teachers 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 teacher starts their employment at the school part-way through a cycle, the head teacher or, where the employee is the head teacher, the Governing Body shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher or, where the employee is the head teacher, the Governing Body shall determine whether the cycle shall begin again and whether to change the appraiser.

5.2. **APPOINTING APPRAISERS**

All appraisers of teachers, other than those appraising head teachers, will be qualified teachers and will be suitably trained.

Head Teacher

The head teacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

The task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of normally three members of the Governing Body. Where a head teacher is of the opinion that any of the governors appointed by the Governing Body is unsuitable to act as his/her appraiser, s/he may submit a written request for that governor to be replaced, stating the reasons for the request.

Teachers

The choice of appraiser is for the head teacher. Where teachers have an objection to the head teacher's choice, their concerns will be considered but the head teacher's decision is final.

Where it becomes apparent that the appraiser appointed by the head teacher will be absent for the majority of the appraisal cycle, the head teacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.

If the head teacher appoints an appraiser who is not the teacher's line manager, the appraiser to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

Where a teacher is experiencing difficulties and the head teacher is not the appraiser, the head teacher may undertake the role of appraiser. See also section on Teachers Experiencing Difficulties.

5.3. **SETTING OBJECTIVES**

The head teacher's objectives will be set by the appraisal sub-group of the Governing Body after consultation with the external adviser and the head teacher.

Objectives will be set before the start of each appraisal period, or as soon as practicable after. The objectives and the support required to achieve the objectives will be recorded in the planning statement. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role and level of experience. In setting the objectives, reviewers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff. Appraisees may at any point append their comments alongside their objectives.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The school operates a system of moderation to ensure that all appraisers are working to the same standards. Objectives will be moderated across the school to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the head teacher.

The agreed objectives will contain a description of what success may look like as well as the kinds of evidence that will be collected by the appraiser through the cycle. Where use of numerical objectives is appropriate these will be ambitious and benchmarked against expected levels of progress (see Appendix 1). They will be reasonable and grounded in the circumstances in which the teacher works. It will be recognised that factors outside teachers' control may significantly affect success. When objectives are reviewed the teacher will have the opportunity to identify situations where the progress of individual students has been affected by such factors. Where a teacher has done

everything that can be reasonably expected by reference to the appropriate standards, they will be judged to have completed a successful appraisal cycle.

Setting more than three objectives, or using sub-targets, may lead to difficulties in achieving objectives set. No teacher will be given more than three objectives except in exceptional circumstances or by agreement. Staff may choose to have a fourth objective which is usually associated with their TLR.
The appraiser will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

The objectives set for each teacher are intended to contribute to the school's plans for improving the school's educational provision and performance and improving the education of students. They will take into account the professional aspirations of the teacher.

Objective 1
This is a shared objective focussing on an aspect of the School Improvement Plan.

'Develop PINS, in-class feedback and responsive teaching approaches to better meet the needs of all students.'
[Objectives for CTLs/TLR holders are to lead their team in this area]

Objective 2
This relates to student progress.

Ensure that all classes achieve positive progress by August 2026 [for exam classes the most recent DfE national estimates are used to create subject specific targets for each student and calculate residuals]
To meet the Teachers' Standards the progress of all classes must be evaluated but it is not possible to gauge a reliable numerical residual for progress of students in KS3 as there are no agreed national assessments or grading criteria. Student progress at KS3 is checked via our ongoing SSE activities.
When considering numerical student progress, 'classes' refers to *all* classes a teacher teaches in Year 10 to 13, or across a subject/team for TLR holders. Where a student has been educated offsite all year, they remain on class registers but are not included in class data. Further detail relating to student progress is available in Appendix 3.

Objective 3
This is a professional development objective.

This objective is to be agreed between reviewer and reviewee with links to the overall strategic objectives of the school and the relevant performance standards.

In the October appraisal review the usual wide range of evidence from SSE activities [learning walks, work scrutiny, engagement with feedback and CPD] and other sources will be combined with student progress data and will be used by the reviewer in deciding whether or not the appraisal cycle is successful. This decision will consider to what extent the three or four Appraisal Objectives have been achieved and whether the Teachers' Standards have been met. Any concerns about performance will be communicated to the teacher when they arise, with the exception of external examination results in Key Stage 4 and Post 16 which are published in August, with a reasonable opportunity for the teacher to demonstrate improvement in any area of underperformance, rather than at the end of the cycle.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed, usually the Teachers' Standards.

All teachers who have completed their two-year Early Career Teacher (ECT) induction year plus two successful appraisal cycles are eligible to apply to pass through the Threshold and must apply between 1 September 2025 and 1 October 2025. Evidence will usually be based on two successful Appraisal reviews at Allerton High School. Teachers remaining on or progressing up/ through UPS will be expected to meet the same criteria as those passing through the threshold.

Teachers passing through the threshold to UPS will also be assessed against the Teachers' Standards. According to the STPCD and the Allerton High School Pay Policy, Post Threshold teachers should be 'highly competent in all elements of the relevant standards' and their 'achievements and contribution to an educational setting or settings are substantial and sustained'. At Allerton High School this means:

Highly competent – performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards.

'Highly competent' performance against the Teachers Standards will mean that a teacher's performance is good enough to provide coaching, give advice and demonstrate good practice against all elements of the Teachers' Standards. This could be demonstrated by leading a series of CPD activities in team meetings or training events over time. Excellent knowledge and skill will be seen consistently in the classroom during SSE activities [learning walks, work scrutiny, engagement with feedback and CPD] as well as through student engagement and progress (the latter should be at least in line with national expectations, for students with this starting point, and usually better).

Substantial – achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with groups of children, but also in making a significant wider contribution to the school, which impacts on pupil progress and the effectiveness of staff and colleagues.

A teacher might work with colleagues or individually on a specific CPD project and feed this back to colleagues in a formal setting such as a team meeting or training event. This project must contribute significantly to changes in working practices in the team, eg designing a new scheme of work, presenting this to colleagues and supporting its introduction to all relevant classes in the team. Another example of a wider contribution to the school might involve extracurricular work such as the organisation of an educational visit which has an impact on progress eg organising field work that lays the foundation for a successful piece of coursework and hence contributes significantly to enhanced attainment in the curriculum team or year group.

Sustained – usually have two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period. Have shown their expertise has grown over the relevant period and is consistently good to outstanding. 'Sustained' will mean that for the last two appraisal cycles, objectives were met, or in the case of Objective 2 [Student Progress], there is clear evidence for any class where progress was lower than expected, that the teacher was meeting the standards in a highly competent way, but external factors prevented its achievement. Throughout the two appraisal cycles, the teacher will have demonstrated strong practice in relation to the teaching and learning policy and teacher standards. Learning walks and work scrutiny will have provided further evidence that the teacher was meeting the standards in a highly competent way.

For QTLS holders, appraisal will include the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

5.4. **PAY PROGRESSION**

In this school all teachers can expect to receive regular, constructive feedback on their performance and development and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.

Following an individual teacher's annual appraisal and, subject to the provisions of the published pay policy, they should expect to receive pay progression within the maximum of their pay range unless they are subject to formal capability procedures.

Teachers should demonstrate good progress towards performance management objectives and be competent in all elements of Teachers' Standards. Teachers on the upper pay scale [and those collecting evidence for progression through the threshold to the upper pay scale], are expected to demonstrate that their achievements and contribution to the school are highly competent, substantial and sustained.

The Governing Body has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the *STPCD*. The Governing Body will ensure that decisions on pay progression are made at a meeting of the Resources Committee which will take place as soon as possible after 1 October. Pay decisions will refer to 31 December for head teachers and 1 September for other teachers.
Where the head teacher has not been recommended for pay progression, he/she will be informed by the appropriate governor. The head teacher will notify any teacher who has not been recommended for pay progression of the date when the Governing Body meets to consider pay recommendations. Details of the appeals process can be found within the School Pay Policy.

5.5. **REVIEWING PERFORMANCE**

5.5.1. Observation

Lesson observation is a key aspect of Allerton High School's SSE processes, and our lesson observation model is designed to be both an informative and meaningful quality-assurance process for leaders, as well as a professional developmental opportunity for all teaching staff.

Lesson observation at Allerton High is centred upon a series of regular and low-stakes learning walks, to allow leaders to see 'typicality' in classrooms and to understand the every-day student experience.

The learning walk format is as follows:

- 1 learning walk opportunity per half-term (all teaching staff have 4-6 learning walks per year)
- Typically up to 20 minutes
- An agreed focus, communicated in advance e.g., questioning/SEND/Sixth Form provision
- To take place any time throughout the half-term
- Carried out by CTLs, TLR holders, SLT and the T&L team
- Logged on Sisra Observe to allow for whole-school analysis of provision
- Precise, developmental feedback given by a team of trained staff

At the heart of this model is teacher professional development and a commitment to continually improving and sharing best practice in teaching and learning. *Beyond positive engagement with the learning walk process and feedback,* there is no explicit link between lesson observation and performance management, and we expect all teachers to have ongoing areas for development. All observers have undergone training on the important role that leaders play in giving effective feedback, offering support and developing practice in their teams over time.

NB: ECTs are not part of this lesson observation model; they are observed by the Induction Lead and mentors in line with the Early Career Teacher Entitlement induction programme. See the ECT Policy and Pack for further information.

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Teachers (including the head teacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed

5.5.2 Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development e.g. through peer observation. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

The school's CPD programme will be informed by the training and development needs identified as part of the appraisal process. With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

a) the training and support will help the school to achieve its priorities; and
b) the CPD identified is essential for an appraisee to meet their objectives.

During the review meeting consideration will be given where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

5.6. **ANNUAL ASSESSMENT**

Each teacher's performance will be formally assessed in respect of each appraisal period. (Appendix 2 provides an example of how evidence about a teacher's performance will be collected.) In assessing the performance of the head teacher, the Governing Body must consult the external adviser.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on - a written appraisal report. The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives, and against the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a space for the teacher's own comments;

A review meeting may take place to discuss the content of the report and any further action required and to inform objective setting for the next cycle.

An interim review meeting will take place in February or March. Appraisal is not limited to an annual assessment meeting and will be part of ongoing professional dialogue.

Reviews will be deemed successful unless significant concerns about standards of performance have been raised in writing with the teacher during the annual appraisal cycle, with the exception of external examination results in Key Stage 4 and Post 16 which are published in August, and have not been sufficiently addressed by the conclusion of the process.

The assessment of performance and of training and development needs will inform the planning process for professional development activities.

5.7. **TEACHERS EXPERIENCING DIFFICULTIES**

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.

Where this is unsuccessful the appraiser will make the teacher aware of their concerns in writing and provide appropriate support to improve. If the appraiser remains dissatisfied with progress, they should liaise with the Headteacher and a decision will be made with regards to entry into the capability procedure. Referral by the appraiser is not the only way in which a teacher can enter the capability procedure. Concerns may be raised as a result of parental complaints or school self-evaluation activities outside the appraisal process. Whatever the source of the concern, the first response will be to offer support through appropriate professional development.

If the teacher enters the procedure they will be notified in writing and informed that the appraisal system will no longer apply and that their performance will be managed under the capability procedure.

Where it is apparent that a teacher's performance is a cause for concern or a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

5.8. **APPEALS**

Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the head teacher or from the school governing body.

6. OTHER RELATED POLICIES & DOCUMENTS

6.1. The following policies are related to this policy:

- Model Capability Policy for School Based Staff
- Model Pay Policy

6.2. The following documents are related to this policy:

- The School Teachers' Pay & Conditions Document 2023
- The Teachers' Standards
- The Education (School Teachers' Appraisal) (England) Regulations 2012

7. REVIEW

The Governing Body of Allerton High School adopted this policy in October 2025.

The Governing Body of Allerton High School will review this policy in 12 months unless any changes are required prior to this.

Appendix 1 Further Guidance on Objective setting

This guidance is given to all teaching staff during a CPD event in September.

Objectives
For most colleagues there will be 3 objectives

- Objective 1 is a whole school strategic objective
  Objective 2 is student progress towards externally assessed outcomes. The progress of all exam classes will be taken into account in the appraisal review to determine whether or not the Teachers Standards have been met. The Teachers' Standards state that all teachers must '*be accountable for pupils' attainment, progress and outcomes'*
  TLR holders have a wider responsibility for progress of all students within their subject areas
- Objective 3 is a professional development objective agreed with the team leader and moderated by the Headteacher
- Objective 4 is an optional leadership objective for TLR holders

Objective 1
Whole school objective
'Develop PINS, in-class feedback and responsive teaching approaches to better meet the needs of all students.'

Objective 2
Student progress objective
Ensure that all classes achieve positive progress by August 2026 [for exam classes the most recent DfE national estimates are used to create subject specific targets for each student and calculate residuals]

Where a class does not make expected progress, the teacher can present evidence that their work has met the requirements of the Teachers' Standards and that any lack of progress is caused by factors beyond their control.

Objective 3
CPD/personal development objective –
Examples:

- To develop my knowledge and skills in teaching A level Biology so that I am confident to deliver the scheme of work from September 2026
- To lead the Science team in planning for a new Applied Vocational course for delivery in the academic year 2025-6
- To lead the Year 9 team in giving high quality advice and guidance during the guided choices process during the academic year 2025-26

Teachers' Standards (2012):

- 8. Fulfil wider professional responsibilities

Objective 4
TLR objective (optional) - To lead the Science team in planning for a new Applied course during the academic year 2025-26:
or
To lead the Year 10 team in giving high quality advice and guidance during the guided choices process by the end of the academic year 2025-26

- This objective is optional.
- The opportunity to set this objective is provided so that colleagues can plan for career progression.
- It should link to the Teachers' Standards or our own 'What Makes Outstanding Leadership' criteria

Team Leader Objectives

1. Whole school objective should begin – 'To lead the team in'
   e.g. to lead the team in further developing their skills in managing behaviour to promote learning including the use of Learning Zones.

2. CPD/personal development objective – To access the Leading Matters programme by the end of the academic year.
3. TLR objective (optional) To lead the Science team in planning for a new Applied course during the academic year 2025-26
   or
   To lead the Year 10 team in giving high quality advice and guidance during the guided choices process by the end of the academic year 2025-26

Appendix 2 Summary of Appraisal Evidence

The example below shows how evidence about each teacher's performance will be collected.

For all exam classes we measure the progress of each student in the class using residuals generated from the DfE's subject specific estimates based on the most recent national data. We then calculate the average residual for the class. The residual represents the progress the students have made.

Examples:

11g/Ma2b GCSE Maths

	Class	DfE subject estimate	Actual grade	Difference (residual)
Student A	11g/Ma2b	3.1	4	0.9
Student B	11g/Ma2b	4.1	4	-0.1
Student C	11g/Ma2b	5.4	5	-0.4
Student D	11g/Ma2b	4.7	6	1.3
Student E	11g/Ma2b	4.2	5	0.8
				0.5

This means that on average the class achieve half a grade above expectation.

13A/Ma1 A Level Maths

	Class	DfE estimated points	Actual points	Residual (difference/10)
Student A	13A/Ma1	37.4	40	0.26
Student B	13A/Ma1	35.0	20	-1.5
Student C	13A/Ma1	29.1	30	0.09
Student D	13A/Ma1	28.5	30	0.15
				-0.25

This means that on average the class achieve quarter of a grade below target, but most individual students have positive progress.

Each A Level grade is worth an additional 10 points so the residual is reached by dividing the difference in a student's grade and their target by ten.

All staff receive a progress summary for the classes they teach from after external results have been processed.
Eg

Name	Staff Code	Class	DfE estimate	Actual grade	Residual (progress)
Lisa Williams	LCW	11g/Ma2b	4.3	4.8	0.5
Lisa Williams	LCW	11w/Ma2b	4.8	5.4	0.6
Lisa Williams	LCW	13A/Ma1	32.5	30	-0.25

Most students will have slightly negative or positive residuals as targets are decimal and the grades achieved are whole numbers (eg if a student achieved a high grade 5 they would still be awarded a grade 5)
Observation and other SSE records are logged on SISRA observe.

Appendix 3 Further information relating to Objective 2, student progress

Expected progress for students in Year 11 is usually measured using KS2 SATS scaled scores as a starting point, but students in Year 11 in 2025-26 did not sit KS2 SATS due to the pandemic. Therefore, there will be no progress reported or measured nationally this year for Year 11 cohorts.

Progress will be monitored using students' CATs scores (which they sat in Year 7). We used SISRA to map CATs scores to scaled SATs scores so that we can use the 2024 DfE projections of student attainment for a particular SATs score to gain a rough idea of student progress at cohort level. However, we have been advised to treat these estimates cautiously as not all schools did CATs tests with their cohorts so the national sample of CATs scores is limited and they are difficult to compare to SATs scores reliably.

For Year 12 and 13 students we use GCSE Average Points scores as a starting point from which to measure progress. Value Added (VA) subject estimates are generated based on the average A Level grade achieved nationally in a given subject by students with the same starting point (GCSE average grade). This is how their progress will be measured by the DfE at the end of Year 13.
Y13 have course targets based on national 2024 data. Y12 targets will be based on national 2025 data.

Teachers with a positive residual at whole class level, and where the majority (or all) individuals make positive progress should have a successful appraisal cycle. It is possible that average progress for a class might be below expectation because of factors beyond the teacher's control. In this case other self-evaluation evidence, for example that gathered in Learning Walks or Work Scrutiny, will demonstrate that the teacher is meeting the Standards by promoting good progress.

When progress data for a class is evaluated at the end of the Appraisal cycle these factors *might* be considered:

- Students based offsite for at least 4 weeks (i.e. 10% worth of lessons in the year] which matches the current DfE Persistent Absence measure
- In year transfer from another school more than half a term into the year
- Attendance below 90% in the subject (training days and holidays are not included)
- Shared classes will be the joint responsibility of the two or three teachers involved provided that a teacher has at least 1/3 of teaching time, if not the main teacher will have sole responsibility
- Where teachers take up post in January or April or where there is long term staff absence [continuous or repeated] and/or maternity cover of more than 4 weeks, numerical class progress data for exam classes will not be considered. In this instance, student progress will be checked via our ongoing SSE activities.

The average progress for each class (known as a class residual) will be reported in each teacher's data summary for appraisal (example in appendix 2). Where average progress is half a grade or more below expectation the appraisal reviewer will discuss the possible reasons with the teacher and where necessary confirm any circumstances outside the teacher's control. The reviewer will decide if Objective 2 has been met, taking advice from the DHT/HT as appropriate.

Appendix 4

Equality, Diversity, Cohesion and Integration Screening

As a school via the public authority, we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. Please also take due regard of Equalities considerations

A **screening** process can help judge relevance and provides a record of both the **process** and **decision.** Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

School: Allerton High School	**Chair of committee: J Illingworth/ Resources**
Lead person: Elaine Silson/Lisa williams	**Contact number: 0113 2034770**

1. Title: Appraisal Policy
Is this a: ☑ **Policy** **If other, please specify**

2. Please provide a brief description of what you are screening
Whether or not the Appraisal Policy adversely affects equality, diversity, cohesion and integration.

3. Relevance to equality, diversity, cohesion and integration

All the school's policies affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		✓
Have there been or likely to be any public concerns about the policy or proposal?		✓
Could the proposal affect how services are organised, provided, located and by whom?		✓
Could the proposal affect our workforce or employment practices?	✓	
Does the proposal involve or will it have an impact on • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations	✓	

4. Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.

Please provide specific details for all three areas below (use the prompts for guidance).

- **How have you considered equality, diversity, cohesion and integration?**

(**think about** the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address, consultation and engagement activities (taken place or planned) with those likely to be affected)

The policy will impact on all teaching staff. The teaching staff is diverse in terms of ethnic background, age, gender, working arrangements and disability. Our consultation has included all staff in an equal way and the proposals are designed to ensure all are treated the same way.

- **Key findings**

(think about any potential positive and negative impact on different equality characteristics, , perception that the proposal could benefit one group at the expense of another)

Part-time staff will not be disadvantaged.
Maternity/paternity rights are not affected.

- **Actions**

(think about how you will promote positive impact and remove/ reduce negative impact)

Governing Body to consider any impact on equality

5. Governance, ownership and approval

Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
E Silson J Illingworth	Headteacher Chair of Governors	September 2025

6. Publishing This screening document will act as evidence that due regard to equality and diversity has been given. For record keeping purposes a copy will be kept on file with a copy of the policy and one with the governor minutes.	
Date screening completed	
Date agreed at Governors	