



Teacher Performance Development (Formerly Appraisal) Policy

2026-2027

Lead Person:	Headmaster
Governing Body Committee:	Resources Staff & Pay
Required by:	Legal requirement, DfE, Ofsted

1. INTRODUCTION

1.1 The aim of this policy is to ensure that teachers and their line managers focus their work and developmental conversations on agreed priorities and develop a coaching partnership which enables positive outcomes to be achieved and which also prioritises the teacher's professional development (taking into account their career stage), career goals, and welfare. It is a supportive policy aimed to improve teacher performance and wellbeing through an emphasis on coaching and mentoring.

1.2 The Crypt School Teacher Performance Development Policy is based on the former Crypt School Appraisal (Teachers) Policy prepared by the Rewards and Incentives Group (RIG) which has been recommended for schools to use, with modification appropriate to The Crypt School, and evolving best practice in relation to developing teachers' performance in their roles.

1.3 The Headmaster will ensure that all teachers are briefed on the arrangements as set out in this policy.

1.4 This policy applies only to teachers and the Headmaster. A separate Policy for support staff has been agreed for use by support staff at The Crypt School.

1.5 This Policy does not duplicate everything that is covered by the regulations and guidance, rather it sets out what are considered to be the key points for The Crypt School. For this reason this Policy should be read in conjunction with the regulations and the guidance. Where there may be a difference between this policy and the regulations and guidance, this policy takes precedence.

2. Application of the Policy

This Policy applies to the Headmaster and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (*ie ECT*) and those who are the subject of capability procedures.

3. Purpose

3.1 This Policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Headmaster and for supporting their development and welfare needs within the context of the School's Key Performance Indicators, the School Improvement Plan, Departmental Development Plans; The Crypt School Teachers' Standards; and their own professional needs. This policy is not linked to incremental pay progression for teachers on the main scale M1-6, or to the UPS pay range; however, for pay increases above the annual increment, or for special one off payments the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.

3.2 This Policy should be read in conjunction with the School's Pay Policy, which provides details of the arrangements relating to teacher's pay in accordance with the School Teachers' Pay and Conditions Document.

4. Links to school improvement, school self-evaluation and develop planning

4.1 To comply with the requirement to show how the arrangements for how performance development (formally appraisal) link with those for school improvement, school self-evaluation and school development planning and to minimise workload and bureaucracy, the performance development (appraisal) process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process.

4.2 Similarly, the Key Performance Indicators, The School Improvement Plan, and Department Development Plan, The Crypt School Teachers' Standards and The Crypt School - teacher standards, career development and the teacher pay range - are key documents for the Performance Development (formally appraisal) process.

4.3 All reviewers are expected to explore the alignment of reviewees' objectives with the School's priorities and plans. The objectives should strongly focus on the reviewees' professional aspirations, their developmental priorities and welfare.

5. Consistency of treatment and fairness

5.1 The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of this policy.

5.2 To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

6. Quality assurance

6.1 The Headmaster has determined that he will delegate the reviewer role for teachers for whom he is not the Principal Line Manager. The Headmaster will moderate all the planning statements to check that the plans recorded in the statements of the teachers at the school comply with the policy, the regulations and the requirements of equality legislation. The Headmaster will moderate all the review statements to ensure that they comply with the requirements of this Policy and Pay Policy, and equality legislation.

6.2 The Governing Body will review the quality assurance processes when this Policy is reviewed.

7. Performance Development - objective setting

7.1 The objectives agreed for teachers performance development will be challenging, achievable, time-bound, reasonable and measurable in relation to teachers with similar roles/responsibilities and experience. They will have regard to what can reasonably be expected of any teacher in that position given the desirability of achieving a satisfactory balance between the time required to discharge professional duties and the time required to pursue personal interests outside work, consistent with the School's strategy for bringing downward pressure on working hours. They shall also take account of the teacher's professional aspirations, the framework of professional standards for teachers and any relevant pay progression criteria. They should be such that their achievement will contribute to improving the progress of pupils at the school, taking into account the developmental needs and aspirations of the teacher and their welfare and wellbeing.

7.2 The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination in liaison with a member of the School's Senior Leadership Team.

7.3 At The Crypt School, teachers will not necessarily all have the same number of developmental objectives although the expectation is for teachers (on M1-M6) to have 3, UPS teachers to have 4, and middle managers and senior leaders to have 4 (or 5 if they are also UPS teachers). The reviewer and reviewee may mutually agree on more objectives. Although objectives will be tailored to the individual, the School will also wish to align individual objectives to the School's identified priorities in each area, such as the pupil progress target, and the teaching and learning target. Upper Pay Spine teachers will be expected to undertake leadership responsibilities within their departmental areas, or on wider school priorities, particularly in the area of supporting other teacher's development, and that of trainees and ECT colleagues, in line with Post-Threshold standard P10 and in line with the requirements of UPS teachers; UPS teachers' objectives should reflect that fact. Each objective may have several success criteria.

- **Developmental objective 1: VA pupil progress objective.** Measured against the performance of all examination groups, so that across these groups it is evident that VA in a teacher's classes is in line with school targets. The HM reviews school performance in August, and will ensure that analysis is available to support PLM reviews, which usually occur in early September. Teachers who do not teach examination groups in Years 11 and 13, will have to set an objective with their line manager from other year/teaching groups, and plan how progress will be judged (through internal data for example).
- **Developmental objective 2: Departmental Development.** In which the teacher identifies how they will support the work of their department. In setting this objective line managers should take fully into account both whole school teaching and learning & departmental development priorities as set out in the School Improvement Plan and Departmental Development Plans. In this objective, the

teacher identifies how they will support the work of the School and their department in developing further the drive for excellence in the classroom and department. Teachers will typically take ownership of one year group for example, developing schemes of work and assessment activities to be used by all teachers in the department. The School's CPD and INSET programme will be focussed on developing teacher expertise in those areas identified as priorities for school improvement in the SIP. In this target, and in line with the National Teacher standards, UPS teachers will make a significant contribution to the work of the School, given their higher pay and experience. Standard P10 is particularly important: post threshold teachers should, 'Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.' Post threshold teachers' contribution in line with the national post-threshold standards needs to be documented in these teacher's appraisal.

- **Developmental objective 3: Personal Development Target:** In which the teacher identifies an area for their own professional development and identifies the support and training that they will undertake in the coming year. The philosophy that underpins this is that we can all improve. Examples: a UPS teacher will be expected to develop their coaching skills, to use them to help teachers in the school and in other schools if applicable; a very good teacher, working with their line manager, will seek to identify the gap(s) that when closed will enable them to be an outstanding teacher; teachers looking to gain management/leadership roles, will wish to have the opportunity to lead, within the department, and / or across the whole school. Opportunities for shadowing of other roles may also form part of this target for colleagues seeking career progression. Development objectives agreed in this section, will be normally expected to also align to both whole-school and departmental priorities, although line managers can use their professional discretion in this area and take fully into account a teacher's own professional/career ambitions. The Director of People and community and the Deputy Head (Academic) will be informed of this target, and will work with PLMs to identify appropriate INSET, in house or through external courses.
- **Developmental objective 4: for TLR and Leadership Group.** Leadership and Management development objectives, focussed on the Leadership of Teaching and Learning, academic results within that person's job description and other critical whole school priorities. Heads of year will have a particular developmental objective related to their work in leading their year group agreed with the Deputy Head - Safeguarding, Inclusion & Wellbeing, or for the HoY 12 & 13, the Director of Post 16 Education.
- **Post-threshold teachers (UPS)** contribution to the development and work of the school will also be set out in the form in line with the national standards for Upper Pay Spine teachers and therefore those to whom this is applicable (all UPS teachers) will have an agreed UPS objective.

7.4 The Performance Development objective setting discussion, subsequent reviews and ongoing dialogue with regards to a teacher's progress towards meeting their objectives, will also include a strong focus on the teacher's welfare and wellbeing and career development, always taking into account the teacher's experience in relation to the expectations set out in the document The Crypt School - teacher standards, career development and the teacher pay range (see link below).

7.5 Developmental objectives for targets 2 and 3 must be different, although they can overlap.

7.6 Though performance development (appraisal) is an assessment of overall performance development of teachers and the Headmaster, objectives cannot cover the full range of a teacher's roles/responsibilities. Development objectives will, therefore, focus on the priorities for an individual for the cycle in the context of whole-school and departmental priorities, as well as individual aspirations. At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities not covered by the development objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

7.7 All teachers have an absolute responsibility and must meet the Teaching Standards, failure to

do so would be a matter for the Disciplinary and Appeals Policy.

7.8 All teachers are also expected to contribute to the school's extra-curricular and enrichment programmes, and have one week's additional holiday time to compensate. Although this is not a formal part of this policy, each teacher's contribution should be agreed with their PLM at the September review meeting and the teacher has the responsibility to communicate their agreed contribution to the school's enrichment coordinator.

8 Reviewing Progress

8.1 Progress should be reviewed during the course of the cycle, by the reviewer and reviewee maintaining a professional dialogue and striving for a coaching approach to any discussions held, in which the reviewee would take the lead. A record must be kept (via the Every system) of the mid-year review meeting on the Performance Development Form by the appraisee, and other occasions when it is necessary to hold a meeting to review the targets that have been agreed. Changes to: development objectives; arrangements for classroom observation; evidence; performance criteria; and support may be made. The reviewer and reviewee should sign the document to agree that the changes are an accurate reflection of what was agreed or determined by the reviewer.

8.2 At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle, subject to any recorded changes made during the course of the year. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably. Because value added information often only becomes available towards the end of the cycle, it may be discussed in the review and considered as part of the "overall" judgement of performance. It should be noted that progress will be judged in relation to The national and Crypt School's teaching standards.

8.3 The performance development (appraisal) cycle is annual, but on occasions it may be appropriate to set development objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

9 APPEALS

9.1 At specified points in the performance development (appraisal) process teachers and the Headmaster have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing.

9.2 Details of the appeals process are covered in the School's Pay Policy.

10 Confidentiality

The whole appraisal process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. The Headmaster will see all performance development (appraisal) statements for the purposes of quality assurance and to approve any pay increases above

the incremental ones (in line with the pay policy), or for any other reason such as ensuring consistency, that appropriate targets have been set and to identify strengths and weaknesses across the teaching team. Apart from the Headmaster, or if delegated the Senior Deputy Headmaster, only the reviewee's line manager and (by agreement) departmental SLT PLM or, where they have more than one, each of their managers will be provided with access to the reviewee's online plan, where this is necessary to enable the line manager to discharge their line management responsibilities. Reviewees will be told who has requested and has been granted access. The Deputy Head (Academic) will also be informed of any issues that arise through the process.

11 Training and support

11.1 The School's CPD/INSET programme will be informed by the training and development needs identified in the training annex of the reviewees' planning and review statements.

11.2 The Governing Body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

11.3 An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the Headmaster's annual report to the Governing Body about the operation of the policy in the School.

11.4 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 CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

12 Appointment of reviewers for the Headmaster

a. Appointment of Governors

At The Crypt School the Chair of Governors is the reviewer for the Headmaster and discharges this responsibility through the Resources Staff and Pay Committee, to include no less than the Chair and 2 Governors. Where the Headmaster is of the opinion that any of the Governors appointed by the Governing Body is unsuitable for professional reasons, they may submit a written request to the Chair for that governor to be replaced, stating those reasons. The Chair's decision will be final.

b. Appointment of School Improvement Partner

The Governors have appointed a School Improvement Partner (for this aspect of the role) for the School, who will provide the Governing Body with advice and support in relation to the management and review of the performance of the Headmaster.

13 Appointment of reviewers for teachers

13.1 In the case where the Headmaster is not the teacher's line manager, the Headmaster may

delegate the duties imposed upon the reviewer, in their entirety, to the teacher's principal line manager. In The Crypt school the Headmaster has decided that: The Headmaster will be the reviewer for those teachers they directly line manages and will delegate the role of reviewer, in its entirety, to the relevant principal line managers for some, or all other teachers.

13.2 Principal Line managers will be the reviewers for all those teachers they line manage; however, they will need to consult with members of SLT if one of their teachers has a developmental objective related to another aspect of their work - such as heads of year for example.

13.3 Where a teacher is of the opinion that the person to whom the Headmaster has delegated the reviewer's duties is unsuitable for professional reasons, they may submit a written request to the Headmaster for that reviewer to be replaced, stating those reasons. The Headmaster's decision will be final.

13.4 Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the Headmaster may perform the duties themselves, or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's principal line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's principal line manager.

13.5 The performance development (appraisal) cycle will not begin again in the event of the reviewer being changed.

13.6 All principal line managers to whom the Headmaster has delegated the role of reviewer will receive appropriate preparation for that role.

14 The Performance Development (Appraisal) cycle

14.1 The performance, development, training and welfare of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by Monday 21st of September 2026 and for the Headmaster by the end of October. A mid-year review must have taken place by the end of term 3 at the very latest.

14.2 The Performance Development (appraisal) cycle at The Crypt School, therefore, will run from 31st of August 2026 to 31st August 2027 for teachers, and for the Headmaster.

14.3 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 the provisions of this Policy. The length of the cycle will be determined by the duration of their contract.

14.4 Where a teacher starts their employment at the school part-way through a cycle, the Headmaster or, in the case where the teacher is the Headmaster, the Governing Body shall determine the length of the first cycle for that teacher, with a view to bringing their cycle into line with the cycle for other teachers at the school as soon as possible.

14.5 Where a teacher transfers to a new post within the school part-way through a cycle, the Headmaster or, in the case where the teacher is the Headmaster, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

15 Retention of Statements

Performance Development (Appraisal) planning and review statements will be retained for a minimum period of 6 years.

16 Monitoring and evaluation

16.1 The Governing Body will monitor the operation and outcomes of all arrangements related to the operation of this policy.

16.2 The Headmaster will provide the Governing Body with a written report on the operation of the School's Teacher Performance Development (Appraisal) Policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the Policy;
- the effectiveness of the school's procedures;
- teachers' training and development needs;
- the welfare of all teachers.

16.3 The Governing Body is committed to ensuring that the process is fair and non-discriminatory and the following monitoring data should not be included in the Headmaster's report because they represent the possible grounds for unlawful discrimination:

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership.

16.4 The Headmaster will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

17 REVIEW OF THE POLICY

17.1 RSP Committee in its April 2026 meeting.

17.2 The Governing Body will take account of the Headmaster's report in its review of this Policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

17.3 The Governing Body will seek to agree any revisions to the Policy with the recognised trade unions having regard to the results of the consultation with all teachers.

17.4 To ensure teachers are fully conversant with this Policy's arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

18 Access to documents

Copies of the School Improvement Plan are published on the school's intranet and/or can be obtained from the school office.

19 Classroom observation protocol

All classroom observation will be undertaken in accordance with the Classroom Observation Protocol that is appended to this policy in Annex 1.

20 One off exception Payment for Exception Performance or Contribution to the School

Details of this are contained in the Pay Policy for 2026-27.

Links to other policies: Pay Policy, Capability Policy and Conduct/Disciplinary Policy

Policy Adopted: October 2007.

Reviewed: October 2008, 2009, 2010, 2012, 2013, 2014, 2015, 2016, 2017, 2018 (with changes), 2019 no changes, 2020, 2023 with changes, 2024 (Every system added)

Approved: April 2011, Sept 2012, July 2013, June 2014, July 2015, July 2016, July 2017, July 2018, May 2019, February 2020, February 2021, July 2023, May 2024, May 2025, April 2026

Links

The Crypt School - teacher standards, career development and the teacher pay range
Pay Policy 2026-7

ANNEX 1 - Classroom observation protocol

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The total period for formal classroom observation arranged for any teacher will not usually exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual. Classroom observations may exceed three hours where the school is working to support improvement required so that teaching is at least of a good standard. Performance Development lesson observations will normally take the form of two 30 minutes pre-agreed drop-in's by the line manager, but can include observations carried out by line managers as part of the open door weeks and other such pre-planned activities and which are aimed to ensure that high quality teaching and learning takes place across the whole year, and that judgements about teaching standards can be drawn from a wider range of classes observed, rather than from one formal observation.

In this school 'proportionate to need' will be determined by: the principle line manager and/or the Deputy Head (Academic)

The arrangements for classroom observation will be included in the plan in the planning and review statement and will include the anticipated amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the anticipated duration of the observation, when during the appraisal cycle the observation will take place and who will conduct the observation.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle, additional classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject

to a revision meeting being held in accordance with the Regulations.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance unless there is a serious cause for concern with a colleague's teaching that requires an unannounced lesson observation in line with the

Classroom observations for Performance Development (appraisal) will only be undertaken by persons with QTS. In addition, at The Crypt School classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place via a shared Google Form. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback must also include the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

The Headmaster has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads of Department also have a right to drop in on their departmental colleagues to inform their monitoring of the quality of learning.

All new teachers and ECT's will be formally observed by the Headmaster during the first two terms of their appointment to the School.

Clearly the appraisal arrangements are integral to fulfilling this duty and the Headmaster may consider the classroom observations they have agreed for appraisal are sufficient and that drop in will not be needed.

At The Crypt School 'drop ins' and learning walks will be undertaken by the Headmaster, and by members of the Senior Leadership Team. If a lesson drop in is deemed unsatisfactory, then a second drop in will follow shortly. If that is also unsatisfactory, then a teacher may be placed into a Teacher Improvement Plan by their PLM, in liaison with the Deputy Head - Academic, which will involve additional formal lesson observations.

Heads of Department/line managers also have a role in evaluating standards of teaching, learning and assessment within their areas of responsibility and are authorised to carry out learning walks in line with the cycle of monitoring and review published each year.

Informal peer drop ins, which form part of the training programme for 2026-27, do not contribute to the 3 hours and therefore are separate to the Performance Development (Appraisal) System.

ANNEX TWO – FORM

All performance development records of agreed objectives, mid year review, and final review will be contained on the new in-house electronic system.

Senior school leaders' performance development objectives, and reviews may be contained in separate documentation.