

Herries Prep School Staff Appraisal Policy



Created by:	Rob Grosse, Headteacher	Date: September 2025
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Reviewed September 2025 Rob Grosse - Headteacher

Aims and Objectives

The appraisal procedures at Herries Preparatory School are designed to:-

- Improve the quality of education for children, by helping teachers to realise their full potential and carry out their duties more effectively;
- Help staff to recognise their achievements and help them to identify ways of maintaining high quality or enhancing their professional skills, performance and job satisfaction;
- Help the school move forward on areas identified for development
- Assist in planning the in-service training and professional development of staff individually and collectively;
- Identify the potential of staff for career development, with the aim of helping them through in-service training and, where appropriate, through enhancement of duties;
- Provide help to staff to improve their performance, through appropriate guidance, counselling and training;
- Enhance the overall management and development of the school.

Responsibilities

The Headteacher will arrange for the appraisal of staff in the school.

All members of the Senior Leadership Team will undertake to lead appraisals for a group of staff so that all staff are appraised (See appendix 1)

All staff are required to take part in the appraisal procedures determined by the Headteacher and the Governors.

Appraisal will operate, and be seen to operate, fairly and equitably for all staff.

The governing body will arrange for the appraisal of the Headteacher.

Appraisal Process: Staff

Every member of staff will be appraised once every two years but the process itself will take place in one academic year. During the appraisal cycle the following will occur:-

- Appraisee to complete the self-evaluation form

- Appraisees will select a colleague to discuss strengths and areas for further development. They will then make notes of this conversation and pass them to the appraiser.
- Observation of one lesson where applicable.
- A discussion between the appraiser and the appraisee concerning all of the above including lesson feedback, which will lead to 3 targets being set: one concerning teaching and learning (where appropriate); one concerning training and/or professional development and one other which reflects the strategic direction of the school or school development plan.
- Completion of an agreed statement which summarises the main points of the discussion, the targets and any identified training needs.
- 3 review meeting dates in 6 month cycles to summarise progress.

When the appraisal process begins its second, and successive, cycle, progress and development made in the preceding process should be a key part of the self appraisal and discussion between the appraiser and appraisee.

All documents are held centrally by the HT and a copy is given to the member of staff to be retained in their personal file.

Appraisal Process: Headteacher

The Appraisal of the Headteacher will occur once every two years. Over the two year cycle the following will occur:-

- Self appraisal
- Observation
- Collection of relevant information
- Summary documentation and target setting
- Appraisal discussion
- Summary documentation and target setting
- Mid year review and support.

Staff Appraisal is a formative process designed to facilitate professional development for all staff members, and ensure best practice to improve the quality of education for all pupils.

HERRIES PREPARATORY SCHOOL

Professional Development: Staff Appraisal

Date:

Staff Self-Evaluation Form for: _____

Which aspects of your role do you find most enjoyable? Why?

Which aspects of your role do you find least enjoyable? Why?

What has given you particular professional satisfaction or what has gone especially well since your last appraisal?

What has been your most difficult or important accomplishment since your last appraisal?

In which areas of your role do you feel you have made significant progress/impact in the last two years?

In what ways have you developed your contribution to the school in the last two years?

In which areas of your job could your performance be enhanced and how?

What professional training courses or conferences have you attended within the last two years?

What training would you particularly like in the coming academic year?

What are your professional goals, hopes and aspirations?

a) Short term (in the next 12 months)

b) Medium term (in the next 3 years)

c) Long term (3 years hence and beyond)

Which tasks for the coming year are the most important?

a) For the school

b) For you

What is needed to help these tasks be achieved?

What do you feel are your:

a) Professional strengths?

b) Professional weaknesses?

How do you think you are perceived by other members of staff, parents and children?

Are there any new areas or aspects of school life to which you would like to contribute and do you have interests or expertise of which you feel the school should make (more) use?

How do you feel that decisions are made in the school?

How do you contribute your views to the decision making process and do you feel that this could be improved and if so how?

What do you feel the school management and governors could do to support you in performing your role(s) more effectively?

Signed:

Date

FORM FOR COLLATION OF INFORMATION FROM COLLEAGUES

Date:

Appraisee:

Colleague:

We would be grateful if you could comment on strengths and areas for development.

Please return this form to appraiser.

Strengths:

Areas for possible targets/improvements:

Date:

Appraiser:

Appraisee:

Targets Identified:

- Teaching & Learning

- Professional Development/Training

- Strategic

Appendix:

Appraiser/ Appraisee Structure

Headteacher – Governing Body

SLT (Deputy Head, Assistant Head Pastoral, Bursar) – Headteacher

Teaching staff – Headteacher

Support Staff – Deputy Head

EYFS Staff – Head of Early Years

Admin Staff - Bursar