

Bridgewater Primary School  
Bridgewater Street  
Little Hulton  
Salford  
M38 9WD



# Appraisal and Capability Policy

*Reviewed January 2021*

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## **PART A - POLICY FOR APPRAISING TEACHER PERFORMANCE**

The Governing Body of Bridgewater School adopted this policy on 5<sup>th</sup> September 2012 following consultation with the recognised teaching unions.

It will review it on an annual basis.

### **PURPOSE**

This procedure sets out how Bridgewater School will improve outcomes for children, and raise the morale of teachers, by motivating teachers to up-date their skills and improve their performance.

The appraisal procedure will be used also to address any concerns that are raised about a teacher's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the capability procedure.

### **APPLICATION OF THE APPRAISAL POLICY**

This policy applies to the head teacher and to all qualified teachers employed at the school/academy except those on contracts of less than one term and those undergoing induction (*ie* NQTs) or teachers on capability procedures

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.

### **THE APPRAISAL PERIOD**

The appraisal period will run **for twelve months** normally from September to 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/academy part-way through a cycle, the head teacher or, in the case 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/academy part-way through a cycle, the head teacher or, in the case where the employee is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the appraiser.

### **APPOINTING APPRAISERS**

All appraisers of teachers, other than those appraising head teachers, will be 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 3 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 carefully considered and, where possible, an alternative appraiser will be offered. All appraisers appointed by the head teacher will be qualified teachers and will have current or recent teaching experience.

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.

### **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, or as soon as practicable after, the start of each appraisal period. 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. Targets 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. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works and it will be recognised that factors outside teachers' control may significantly affect success.

Setting more than three objectives, or, for example, using sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no teacher will be given more than three objectives.

The objectives set for each teacher are intended to contribute to:

1. the school's plans for improving the school's educational provision and performance (Progress Target)

2. improving the education of pupils at that school (SIP)
3. will take into account the professional aspirations of the teacher (Teacher's Standards)

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.

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. Teachers will be assessed against the appropriate set of standards contained in the document "Teachers' Standards" published in July 2011. The head teacher or governing body (as appropriate) will need to consider whether certain teachers should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them. For QTLS holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by the Learning and Skills Improvement Service.

The documents used to record Appraisal objectives are attached as appendices.

### **PAY PROGRESSION**

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on the assessment of their performance against the agreed objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the STPCD and the relevant teacher standards.

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 School Teachers' Pay and Conditions Document. The Governing Body will ensure that decisions on pay progression are made by 31 December for head teachers and by 31 October for other teachers.

### **REVIEWING PERFORMANCE**

#### **Evaluating teaching and learning**

When evaluating teaching and learning, a range of methods will be used including:

- observation of teaching;
- learning walks;
- informal observations;
- scrutiny of work;
- scrutiny of data;
- pupil discussions; and
- scrutiny of planning.

In essence, monitoring and evaluation should take account of a range of evidence in order to reach a well-rounded 'best-fit' view. There is little point overly relying on formal observations which can present a skewed view of practice. Staff teams, led by school leaders, need to be clear about the difference that teaching makes each day and not only when observed.

#### **Observation**

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for

development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

In this school teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may "drop in" in order 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.

Verbal feedback will be at least provided by the end of the next school day and written feedback within 5 working days, unless circumstances make this impossible.

For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgement using Ofsted grades.

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.

### **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, through peer observation for example. 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. The governing body will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the governing body about the operation of the appraisal process in the school.

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.

Account will be taken in a review meeting of 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.

## **Feedback**

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- Give clear feedback to the teacher about the nature and seriousness of the concerns;
- Give the teacher the opportunity to comment and discuss the concerns;
- Agree any support (eg coaching, mentoring, structured observations), that will be provided to
- Help address those specific concerns;
- Make clear how, and by when, the appraiser will review progress (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns*);
- Explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

## **ANNUAL ASSESSMENT**

Each teacher's performance will be formally assessed in respect of each appraisal period. 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 recommendation on pay where that is relevant (**N.B. – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers**);
- A space for the teacher's own comments
- (schools/academies to say what else, if anything, their appraisal reports will include).

A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next cycle. In some circumstances an interim review meeting may be appropriate.

The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

## **TRANSITION TO CAPABILITY**

If the appraiser is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted as in part B of this policy.

## **Part B – CAPABILITY POLICY**

### **INTRODUCTION**

This policy has been prepared by The Schools' HR Team and is recommended for schools/services to use.

***At a local level this policy has been consulted upon with members of the Teachers Associations and any deviation to the policy must be consulted with the Teacher Associations representatives and Teaching Staff employed within the school.***

This policy sets out the formal capability procedure and reflects the Local Authority agreed policies and ACAS Code of Practice on disciplinary and grievance procedures. On 1 September 2012, it replaces the statutory guidance "Capability Procedures for Teachers" that was issued in July 2000. Capability procedures apply only to Teachers, unattached Teachers and Headteachers about whose performance there are serious concerns that the appraisal process has been unable to address.

### **POLICY FOR DEALING WITH CAPABILITY ISSUES**

The Governing Body of Bridgewater School adopted this policy on 1<sup>st</sup> September 2012

It will review it in 2 years

### **PURPOSE**

This policy sets out the framework for a clear and consistent assessment of the overall performance of Teachers, including the Headteacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of Teachers. It also sets out the arrangements that will apply when Teachers fall below the levels of competence that are expected of them.

This procedure applies only to Teachers or Headteachers about whose performance there are serious concerns that the appraisal process has been unable to address.

The purpose is to encourage and support improvement where a Teacher is failing to meet the Teacher Standards.

The purpose is to ensure consistent and fair treatment for all Teachers with respect to action taken in response to failing to meet the required Standards.

This procedure does not deal with lack of capability due to ill-health, nor with misconduct, which may be defined as an act or omission by the Teacher which is considered to be unacceptable professional behaviour. Separate procedures exist and have been adopted by Governing Bodies to deal with such matters.

This procedure shall apply equally to Headteachers as it applies to the teaching staff.

The Local Authority may make reports to the Chair of Governors where it has serious concerns about the discharge of the Headteachers performance.

Where there is reference within this procedure to the Director of Children's Services this may be the Director of Children's Services or his/her nominated representative.

## **APPLICATION OF THE POLICY**

The policy applies only to Teachers (including the Headteacher) about whose performance there are serious concerns that the appraisal process has been unable to address.

## **5. CAPABILITY PROCEDURE**

*The procedure for handling capability issues is agreed between Salford City Council - the Local Authority, and the recognised Teachers' Associations and is recommended for adoption by the Governing Bodies of schools with delegated powers of Local Management. This procedure is consistent with the employment powers granted to Governing Bodies by the School Staffing Regulations and with the Articles of Government of individual schools.*

Governing Bodies of community and voluntary controlled schools with delegated powers are recommended to adopt this procedure.

Governing Bodies of voluntary aided and foundation schools are required to adopt either this procedure, an appropriate diocesan procedure, or draw up their own for formal consultation with the recognised Teachers' Associations.

## **NEWLY QUALIFIED TEACHERS**

In a few particularly serious cases, it may become apparent that the education of the children being taught by an NQT is being seriously affected. In such instances the Headteacher may have to consider instigating a capability procedure at any stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the NQT remains at the school the induction procedure continues in parallel with the capability procedure.

Before instigating a capability procedure, it is important that the Headteacher is assured that the following has taken place:

- The NQT's performance has been monitored.
- The NQT has been clearly advised about the aspects of their practice which is causing concern and understands the improvements which are expected.
- The NQT will have the right to representation at any meetings which take place in relation to their capability.
- A reasonable and time-limited period (at least 4 weeks in very serious cases) of careful and structured support/ training, monitoring, evaluation and evidence gathering has taken place, giving the NQT an opportunity to improve.
- The NQT has been given an informal warning that failure to improve may lead to entry to the formal capability procedure and that this may lead to dismissal.
- If an NQT is dismissed on grounds of capability before the end of the induction period, they may seek to complete induction at another school. The Headteacher and Appropriate Body will, however, need to pass on any induction records and documentation to the new school and Appropriate Body.

## **RIGHTS OF REPRESENTATION**

Teachers have the right to be accompanied by a Teacher Association representative or work colleague, but no one else. The role of the representative is to be present at meetings to support and advise the Teacher and to observe the proceedings and make representation on behalf of the Teacher. If these rights have not been afforded to the Teacher any action taken as part of this procedure will be deemed to be void and any record made will be expunged.

Where the chosen representative cannot attend on the date proposed by the school, the member of staff or their representative can offer an alternative time and date which is reasonable and within 5 working days, beginning with the first working day after the day proposed by the employer.

No formal action shall be taken against a Teacher who is an accredited representative of one of the recognised Teachers' Associations until the circumstances of the concern have been discussed;

(i) in the case of a school representative or local officer, with the local secretary; or

(ii) in the case of a local secretary, with a full-time official of the union.

## **SUSPENSION**

The Headteacher and the Chair of Governors have the power to suspend on full pay if it is deemed necessary. The suspension must be referred to a committee of the Governing Body within 21 calendar days, for their consideration. The purpose of the meeting will be to consider whether:

- to continue the suspension and refer the Teacher to a disciplinary committee of the Governing Body; or
- to revoke the suspension.

Any suspension must immediately be reported in confidence to the Chair of the Governing Body and the Director of Children's Services

## **5.4 FORMAL STAGE**

At least seven calendar days notice will be given of the formal capability meeting. The notification will contain sufficient information about the concerns about performance and the possible consequences to enable the Teacher to prepare to answer the case at a formal capability meeting. It will also contain copies of any written evidence; and the details of the time and place of the meeting.

This meeting is intended to establish the facts. It will be conducted by the Chair of Governors (for Headteacher capability meetings) or Headteacher (for other Teachers). The meeting allows the Teacher, accompanied by a Teachers' Association representative or work colleague if they wish, to respond to concerns about their performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.

The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the appraisal process. In such cases, the capability procedure will come to an end. The person conducting the meeting may also adjourn the meeting for example if they decide that further investigation is needed, or that more time is needed in which to consider any additional information.

At the formal capability meeting, the Chair of Governors or Headteacher will:

- identify the professional shortcomings, and provide the Teacher with the opportunity to comment;
- give clear guidance on the improved standard of performance needed to ensure that the Teacher can be removed from formal capability procedures (this may include the setting of new objectives focused on the specific weaknesses that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made);
- A formal action plan will be drawn up by the Chair of Governors or the Headteacher to assist the Teacher to achieve the required standards. The plan will, wherever possible, be drawn up in partnership with the Teacher and will include the areas of concern (professional standards not being met), and appropriate support programme to improve their performance;
- set out the timetable for improvement and explain how performance will be monitored and reviewed. The timetable will depend on the circumstances of the individual case but in straightforward cases could be at a minimum 6 weeks. The period should always be reasonable and proportionate, but not excessively long, and should provide sufficient opportunity for an improvement to take place); and

- warn the Teacher formally that failure to improve within the set period could lead to dismissal. In very serious cases, this warning could be a final written warning.

Notes will be taken of formal meetings and copies of the notes and action plan will be sent to the Teacher. Any comments submitted by the Teacher will be appended to the notes.

Where a warning is issued, the Teacher will be informed in writing of the matters covered and given information about the timing and handling of the review stage and the procedure and time limits for appealing against the warning.

Within seven calendar days of the formal capability meeting, the Headteacher/Chair of Governors will provide the Teacher and his/her representative with:-

- (i) confirmation of the appropriate warning.
- (ii) a copy of the notes of the meeting for agreement; and
- (iii) a written copy of the action plan setting out clearly:
  - the targets/performance standards to be attained,
  - the support and resources to be made available;
  - details of how progress will be monitored and by whom; and
  - the timescale for the review meeting.

#### **MONITORING AND REVIEW PERIOD FOLLOWING A FORMAL CAPABILITY MEETING**

A performance monitoring and review period will follow the formal capability meeting. Formal monitoring, evaluation, guidance and support as detailed in the action plan will continue during this period. The Teacher will be invited to a formal review meeting, unless they were issued with a final written warning, in which case they will be invited to a decision meeting.

#### **FORMAL REVIEW MEETING**

As with formal capability meetings, at least seven calendar days notice of the review meeting will be given. The notification must be advised in writing, advising the Teacher of their right to be accompanied by a Teacher Association representative or work colleague.

If the person conducting the meeting is satisfied that the Teacher has made sufficient improvement, the capability procedure will cease and the appraisal process will restart.

In other cases:

- If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period;
- If no, or insufficient improvement has been made during the monitoring and review period, the Teacher will receive a final written warning;
- Referral to a decision meeting if a final written warning has previously been issued.

As before, notes will be taken of formal meetings and a copy sent to the Teacher. Any comments submitted by the Teacher will be appended to the notes. The final written warning will mirror any previous warnings that have been issued. Where a final warning is issued, the Teacher will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in dismissal, and information will be given about the handling of the further monitoring and review period and the procedure and time limits for appealing against the final warning. The Teacher will be invited to a decision meeting.

## **DECISION MEETING**

As with formal capability meetings and formal review meetings, at least seven calendar days notice of the decision meeting will be given. The notification must be advised in writing, advising the Teacher of their right to be accompanied by a Teachers' Association representative or work colleague.

If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start. If the performance remains unsatisfactory, a decision, or recommendation to dismiss the Teacher will be made to the Governing Body.

The decision meeting will be before the Headteacher or a Committee consisting of at least three members of the school's Governing Body (where this number is not reasonably practicable it can be reduced to two). The meeting will be held in accordance with the attached Schedule.

Before the decision to dismiss is made, the school will discuss the matter with the local authority. The Teacher will be informed as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and their right of appeal.

## **DECISION TO DISMISS**

Community, Voluntary Controlled and Maintained Nursery Schools

In Community, Voluntary Controlled, Community Special, and Maintained Nursery schools, the power to determine that the member of staff should no longer work at the school can be delegated in the same way as above but it is the local authority (as the employer) that actually dismisses staff (or – for those who work in more than one school – requires them to cease to work at the school).

The power to decide that members of staff should no longer work at this school has been delegated to:

- the Headteacher

OR

- a committee of Governors to make a clear decision

## **DISMISSAL**

Once the Governing Body (or insert details of person or people to whom the power has been delegated) has decided that the Teacher should no longer work at the school; it will notify the Local Authority of its decision and the reasons for it. Where Teachers work solely at this school, the Local Authority must dismiss them within fourteen days of the date of the notification. Where they work in more than one school, the local authority must require them to cease to work at this school.

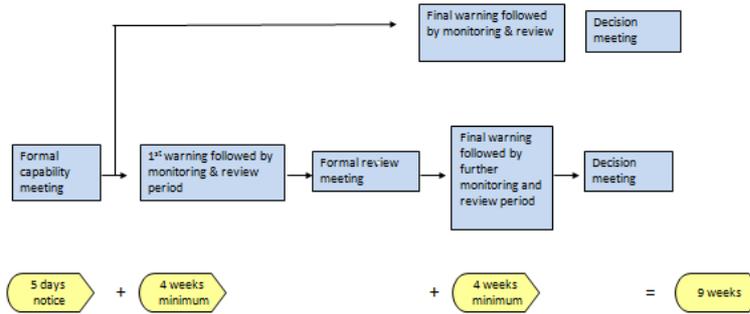
## **APPEAL**

If a Teacher feels that a decision to dismiss them, or other action taken against them, is wrong or unjust, they may appeal in writing against the decision within seven calendar days of the decision, setting out at the same time the grounds for appeal. Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place. The same arrangements for notification and right to be accompanied will apply as with formal capability and review meetings and, as with other formal meetings, notes will be taken and a copy sent to the Teacher.

The appeal will be dealt with impartially by the appeals committee of the governing body who have not previously been involved in the case. The Teacher will be informed in writing of the results of the appeal hearing within seven calendar days.

## Procedure for dismissing teachers under new capability procedures

Directly from DfE website



Note: The timings given above are illustrative only and are offered as minimum periods, which will be appropriate only in straightforward cases. Schools will need to tailor the length of their monitoring and review periods to suit individual circumstances.

### GENERAL PRINCIPALS UNDERLYING THIS POLICY

For use for all teachers employed in Community Schools and those who are centrally employed. This policy may also be used for all teachers employed in Voluntary Controlled Schools, Aided Schools, Academies and Trusts where the appropriate body has adopted this policy.

### ACAS CODE OF PRACTICE ON DISCIPLINARY AND GRIEVANCE PROCEDURES

This policy will be implemented in accordance with the provisions of the ACAS Code of Practice.

### CONFIDENTIALITY

Throughout this procedure, Teachers are entitled to confidentiality. It therefore follows that any discussions that take place at meetings are confidential to the individuals concerned, but action plan targets will, if necessary, be passed to those responsible for ensuring action on them is taken. The Headteacher, at his/her discretion, may inform the Chair of Governors that matters relating to the capability of a Teacher are being addressed through this procedure. However the Teacher should not be named. No other members of the Governing Body should be informed except at the specific stages highlighted in the formal procedure. the capability process will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Headteacher and governing body to quality-assure the operation and effectiveness of the capability system.

### DEFINITIONS

Unless indicated otherwise, all references to “Teacher” include the Headteacher.

### DELEGATION

Normal rules apply in respect of the delegation of functions by governing bodies, Headteachers and local authorities.

### GRIEVANCES

Where a member of staff raises a grievance during the capability procedure the capability procedure may be temporarily suspended in order to deal with the grievance. Where the grievance and capability cases are related it may be appropriate to deal with both issues concurrently.

### **SICKNESS**

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy and will be referred immediately to the Occupational Health service to assess the Teacher's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence.

Absences should not delay any part of the formal stage of the formal capability Procedure. Reasonable steps should be made to enable the Teacher to attend evaluation meetings, but where the Teacher is unable to attend, the meeting may proceed in the Teacher's absence if delay would otherwise compromise the maximum time set aside for the procedure. If the Teacher does not attend the evaluation meetings due to absence a full account of the evaluation should be provided in a letter to the individual confirming the decision taken.

### **EQUALITY STATEMENT**

The Schools' HR Team aims to regularly review all the policies and procedures we operate to ensure there are no negative equality impacts on staff based on their age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation as outlined in the Equality Act 2010. Consultation with our customers is an important part of how we achieve this. If you feel, on reading these policies, that there may be a negative equality impact within your school, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the following officer:

Laura Coluccio, Acting Schools HR Manager – Tel: 607 8657

**APPENDICES:**

**Appraisal documents:**

**Confidential Teacher Appraisal Targets  
Academic Year <insert>**

<b>School</b>	
<b>Teacher</b>	
<b>Appraiser</b>	
<b>Date of target setting</b>	
<b>Job description in place</b>	Yes/No

<b>1. Objective &amp; date:</b> <insert>		
<b>Success criteria (What will success of the objective be measured by?)</b>	<b>Possible actions &amp; interim milestones</b>	<b>Sources of evidence which will help appraiser assess impact. (Not a definitive list)</b>
• <insert>	• <insert>	• <insert>

<b>2. Objective &amp; date:</b> <insert>		
<b>Success criteria (What will success of the objective be measured by?)</b>	<b>Possible actions &amp; interim milestones</b>	<b>Sources of evidence which will help appraiser assess impact. (Not a definitive list)</b>
• <insert>	• <insert>	• <insert>

<b>3. Objective &amp; date:</b> <insert>		
<b>Success criteria (What will success of the objective be measured by?)</b>	<b>Possible actions &amp; interim milestones</b>	<b>Sources of evidence which will help appraiser assess impact. (Not a definitive list)</b>
• <insert>	• <insert>	• <insert>

Any support and/or training needs are identified in an annex to this document.

Signed (Teacher) ..... Signed (Appraiser) .....

Date ..... Date .....

Teacher's Comments
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## Annex: Training and Development Needs

<b>School</b>	
<b>Teacher</b>	
<b>Appraiser</b>	
<b>Date of target setting</b>	

Training and Development Needs:	Date Delivered
Specific courses identified (if any):	Date Attended
Comments:	

Signed (Teacher) ..... Signed (Appraiser) .....

Date ..... Date .....

## Confidential Teacher Appraisal Review Statement

<b>Teacher</b>	
<b>Appraiser</b>	
<b>Date of review</b>	

**Review:** Assessment of performance for the appraisal cycle just ended.

Target & success criteria	Summary of evidence	Evaluation & outcome of review
Target 1:		
Target 2:		
Target 3:		

<b>Assessment of performance against Teachers' Standards and overall review</b>

Recommendation for pay progression (where appraisee is eligible)

Signed (Teacher) ..... Signed (Appraiser) .....

Date ..... Date .....

Teacher on a page: Summary

<School name>

Teacher				Academic year	
What	When	Strengths (incl grade)	Developments	Who	
Observations					
Drop ins					
Scrutiny					
Pupil discussion					
Tracking progress					

Evaluation	Next steps