

## APPRAISAL POLICY – TEACHING STAFF

### 1. PURPOSE

- 1.1 This procedure sets out how the Trust will improve outcomes for children/students, and raise the morale of teachers, by motivating teachers to up-date their skills and improve their performance.
- 1.2 The appraisal procedure will also be used to address 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.

### 2. INTRODUCTION

- 2.1. The Trust recognises the importance of staff engagement and the value that an effective appraisal brings to staff to help them to develop and grow in their role. An effective appraisal process acknowledges the contribution of teaching staff, the work that they do and helps them understand how their role contributes to improving outcomes for children/students and to the Trust's overall vision. Evidence has shown that a formal appraisal process has a positive impact on staff engagement and service outcomes, but it is only one of several informal mechanisms for staff engagement.

### 3. SCOPE

- 3.1. This policy applies to all staff employed on teaching contracts including senior staff and Headteachers and to all staff who are qualified teachers employed by the Trust except those on contracts of less than one term and those undergoing induction (. i.e., NQTs / EQTs) or teachers on capability procedures.
- 3.2. The references to Headteacher and other appropriate senior managers in this procedure assumes s/he is not the employee concerned. Where the Headteacher is the employee concerned, references below to Headteacher should be regarded as referring to the CEO and references to employee or appraisee should be regarded as referring to the Headteacher.
- 3.3. In adopting this procedure, the Trust Board gives delegated authority to the CEO to act as stated.

### 4. KEY RESPONSIBILITIES/ DELEGATED AUTHORITIES

Responsibility	Responsibility Holder
Appraisal reviews/ Annual Assessment & lesson observations	Appropriate line manager = Appraiser  In case of Headteacher, CEO & Chair of LAB
Attend appraisal and take direction from it	Teacher = Appraisee = Employee
Appointment of Appraiser	Headteacher

Objection to Appraiser – adjudication	Headteacher
Disputes about appraisal targets or reviews - adjudication	Headteacher
Lesson Observations	Appraiser
Pay progression decisions	Headteacher/ CEO
Pay appeals	Headteacher/ CEO
Teacher experiencing difficulties – Support Plan & Transition Meeting process	Appraiser with an appointed senior manager
Chair meetings of appeal against decision to transition to capability	Headteacher/CEO
Monitor the operation and effectiveness of the appraisal arrangements	CEO delegated by the Trust Board Individual Academy Headteachers
Provide the Local Advisory Board and Trust Board with a written report on the operation of the academy’s appraisal and capability policies annually.	Individual Academy Headteachers/CEO
Report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.	Individual Academy Headteachers/CEO

## 5. POLICY STATEMENT

- 5.1. Appraisal 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.
- 5.2. The School Staffing (England) Regulations 2009 (as amended 2012) places responsibility on the Trust for establishing appraisal procedures and taking appropriate steps to make them known to staff at the school.

## 6. PROCEDURE/ PROCESS

### THE APPRAISAL PERIOD

- 6.1. The appraisal period will run for twelve months normally from 1 October to 30 September.
- 6.2. 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.

- 6.3. Where a teacher starts their employment part-way through a cycle, the Headteacher or, in the case where the employee is the Headteacher, the appropriate senior manager 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.
- 6.4. Where a teacher transfers to a new post within the Trust part-way through a cycle, the Headteacher or, in the case where the employee is the Headteacher, the CEO, shall determine whether the cycle shall begin again and whether to change the appraiser.

## **APPOINTING APPRAISERS**

- 6.5. All appraisers of teachers, other than those appraising Headteachers/other equivalent senior managers, will be teachers and will be suitably trained.

### **CEO/Headteacher**

- 6.6. Across the South Cumbria Multi Academy Trust the task of appraising the Headteacher or equivalent senior managers including the setting of objectives will normally be carried out by the CEO and the Chair of the Local Advisory Body on behalf of the Trust Board.
- 6.7. Where the appraisee is of the opinion that either of these appointed appraisers is unsuitable to act as his/her appraiser, s/he may submit a written request to the Chair of the Trust Board for that person to be replaced, stating the reasons for the request. The Chair will consider the request and determine whether or not it is reasonable, giving written confirmation of their decision.

### **Teachers**

- 6.8. The choice of appraiser is for the Headteacher to determine. Where teachers have an objection to their appraiser, s/he may submit a written request to the Headteacher for that appraiser to be replaced, stating the reasons for the request. The Headteacher will consider the request and determine whether or not it is reasonable, giving written confirmation for accepting or rejecting the request. All appraisers appointed by the Headteacher will be qualified teachers and will have current or recent teaching experience.
- 6.9. Where it becomes apparent that the appraiser appointed by the Headteacher will be absent for the majority of the appraisal cycle, the Headteacher may perform those duties herself/himself or delegate those duties to another teacher for the duration of that absence.
- 6.10. If the Headteacher 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.
- 6.11. Where a teacher is experiencing difficulties and the Headteacher is not the appraiser, the Headteacher may undertake the role of appraiser or guide the appraiser in ensuring appropriate support is in place to help the teacher make progress towards successfully completing the cycle. See also section on Teachers Experiencing Difficulties.

## **SETTING OBJECTIVES**

- 6.12. The CEO will agree objectives for all senior staff at Headteacher and above level. This will be done in conjunction with the Chair of the Local Advisory Board or Trust if appropriate. This is a delegated responsibility on behalf of the Trust Board.
- 6.13. There are separate arrangements for the CEO laid out in the Trust Board terms of reference and articles of government.
- 6.14. 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 Trust's strategy for achieving a work/life balance for all staff. Appraisees may at any point append their comments alongside their objectives.
- 6.15. The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. The Trust will operate a system of moderation to ensure that all appraisers are working to the same standards. Targets will be moderated across an academy 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 Headteacher.
- 6.16. Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils. Objectives can be set in relation to robust assessment data. However, these will not be used in isolation and other factors will also be considered when making decisions about pay progression. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives should be revised if circumstances change.
- 6.17. Setting more than three objectives, or, for example, using unrelated 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.
- 6.18. The objectives set for each teacher are intended to contribute to the academy and Trust plans for improving the educational provision and performance and improving the education of pupils and will take into account the professional aspirations of the teacher.
- 6.19. The appraiser will take into account the effects of an individual's circumstances, including any protected characteristics as stated within the Equality Act, 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.
- 6.20. 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 June 2013.
- 6.21. The CEO, Headteacher or equivalent senior manager (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

Qualified Teaching Learning Skills (“QTLS”) holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by The Education and Training Foundation.

## **PAY PROGRESSION**

- 6.22. This section needs to be read in conjunction with the Pay Policy.
- 6.23. 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 and the national Teachers Standards. The Headteacher/appropriate senior manager is ultimately responsible for the recommendation made and must verify and check any recommendations made by those authorised to act as appraisers. The decision made will be based on the statutory criteria and guidance set out in the School Teachers Pay and Conditions Document (“STPCD”) and the relevant teacher standards.
- 6.24. The Trust has agreed a pay policy 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 Trust will ensure that decisions on pay progression are made by 31 December for the CEO/Headteachers/appropriate senior managers and by 31 October for other teachers.

## **REVIEWING PERFORMANCE**

### **Observation**

- 6.25. The effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation.
- 6.26. Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.
- 6.27. Within the normal performance review cycle at least 5 working days’ notice of the date and time of the observation will be given, and verbal feedback provided by at least the end of the next school day and written feedback within 5 working days, unless circumstances make this impossible.
- 6.28. Classroom observation will be carried out by qualified teachers.
- 6.29. For the purposes of appraisal, teachers’ performance will be observed on an appropriate and reasonable number of occasions and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the academy/Trust. The number and duration of appraisal observations will be in accordance with the circumstances, which includes provision for exceptional circumstances where concerns have been raised about a teacher’s performance, or where the teacher requests additional observation visits.
- 6.30. Headteachers or other leaders with responsibility for learning and teaching standards may “drop in” or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are



established and maintained. The length and frequency of “drop in” or other observations, and the notice to be given, will vary depending on specific circumstances.

- 6.31. For the purpose of professional development, feedback about lesson observations should be developmental.
- 6.32. The Trust’s academies will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which teachers are observed.
- 6.33. Senior teaching staff whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

### **Professional Development**

- 6.34. Appraisal is a supportive process which will be used to inform continuing professional development. The Trust wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development, peer observation for example. Professional development will be linked to Trust/Academy improvement priorities and to the on-going professional development needs and priorities of individual employees.
- 6.35. The individual Academy’s Continuous Professional Development (“CPD”) programme will be informed by the training and development needs identified as part of the appraisal process. The Trust will ensure in the budget planning that, as far as possible, resources are made available in the Academy budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.
- 6.36. 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 Headteacher’s annual report to the Local Advisory Board and Trust Board about the operation of the appraisal process in the Academy.
- 6.37. With regard to the provision of CPD in the case of competing demands on budgets, a decision on relative priority will be taken with regard to the extent to which:
  - 6.37.1. the training and support will help the Trust to achieve its priorities; and
  - 6.37.2. the CPD identified is essential for an appraisee to meet their objectives
- 6.38. 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.

### **ANNUAL ASSESSMENT**

- 6.39. Each teacher's performance will be formally assessed in respect of each appraisal period.
- 6.40. 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:
  - 6.40.1. details of the teacher’s objectives for the appraisal period in question;
  - 6.40.2. an assessment of the teacher’s performance of their role and responsibilities against their objectives, and against the relevant standards;
  - 6.40.3. an assessment of the teacher’s training and development needs and identification of any action that should be taken to address them;

- 6.40.4. a recommendation on pay where that is relevant. It may be possible for a ‘no progression’ determination to be made without recourse to the capability procedure. In all such eventualities the teacher will have been made aware of this possibility as soon as this becomes a possibility i.e. once performance appears to be not in line with appraisal expectations. (N.B. – pay recommendations need to be made by 31 December for Headteachers and other senior managers and by 31 October for other teachers);
- 6.40.5. a space for the teacher’s own comment;
- 6.40.6. if a teacher is applying for progression to the upper pay range, then they must demonstrate they are competent in the relevant standards and that they are making a substantial and sustained contribution to the school, as per section 15 of STPCD and as referenced in the Trust Pay Policy:
- Competency may be evidenced through appraisal outcomes;
  - ‘Substantial and sustained’ will be evidenced by two successful performance reviews as documented on the threshold application form referenced within Appendix Three of the Trust Pay Policy.
- 6.41. 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.
- 6.42. The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

## TEACHERS EXPERIENCING DIFFICULTIES

- 6.43. Application of this part of the Appraisal procedure should be made only where normal appraisal reviews have been undertaken and the employee has been provided with reasonable feedback and support as part of the appraisal process. In most cases there is an expectation that the employee will have in place an informal support plan or agreement which should be in the form of written evidence e.g. e mails from the appraisal or line manager, action plans or teaching observation records etc. This ensures the employee is clear about expectations of them and alerted to any early warning signs about concerns to do with their performance.
- 6.44. Where, following annual appraisal or during the review cycle, there are **significant concerns** about any aspects of the employee’s performance these will be addressed via the procedure set out in this section and this is referred to as the teacher/employee experiencing difficulties stage.
- 6.45. When dealing with any employee experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that their performance improves and the problem is, therefore, resolved. It is recognized that this may be a difficult time for the employee therefore the appropriate referral should be made to Occupational Health if required at any time during the process.

- 6.46. The employee will be subject to a support plan approach under the teacher experiencing difficulties stage where:
- the employee's objectives are found not to be met, including management responsibilities where applicable, and/or
  - there is concern that the employee is not making sufficient progress towards achieving their objectives or performing at the appropriate level for their career stage.

### **Support Plan Meeting**

- 6.47. Under these circumstances, the employee will be given a formal support plan under the employee experiencing difficulties stage of the Appraisal procedure. Appendix 2 provides guidance on the contents, structure and timing of a Support Plan.
- 6.48. The appropriate senior manager and the employee's appraisal manager will call the employee to a meeting to discuss the concerns. The employee may bring a Trade Union representative or workplace colleague to this meeting, provided this does not unduly delay the meeting taking place, and will be provided with a minimum of 5 working days' notice of the meeting.
- 6.49. The purpose of the meeting is to clarify areas of concern and put in place special arrangements for the employee by way of an action/support plan. The appraisal manager will attend to provide clarification on areas of concern.
- 6.50. In consultation with the employee at the meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address the specific concerns. The employee will be informed how progress will be monitored and when it will be reviewed and the implications and process if no, or insufficient, improvement is made. This, along with the detailed plan, will be issued in writing to the employee providing clear expectations and warning of the possibility that the employee may be subject to the capability procedure if improvements are not made within the set timescale.
- 6.51. In exceptional cases, as a result of the support plan meeting, the senior manager may allow a further period of informal review before proceeding to any formal part of the procedure. Such exceptions may include compassionate grounds. Normally, however, senior manager will put in place a formal support/action plan, which the employee must adhere to.
- 6.52. Given the support provided already under the appraisal process, typically, the support plan will be for a short period of time, normally between 4 to 10 working weeks after the action plan is put in place, depending on the nature of the concerns about performance, but it may be less if the situation warrants this. The employee's progress will continue to be monitored during the support plan period, with appropriate support as agreed in the plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period, the employee will be given regular (usually weekly) feedback on progress and arrangements will be made to modify the support programme if appropriate.
- 6.53. Following completion of the support plan period, the support plan will be reviewed at a meeting with the employee by the appraisal manager and appropriate senior manager.
- 6.54. Five days prior to the end of the support plan period the employee should be notified in writing of the review date and that, as before, they may be accompanied by a Trade Union representative or workplace colleague to the meeting. In addition, any



documentary evidence which the senior manager will refer to at the meeting will be provided to the employee.

- 6.55. The review meeting is to determine whether the employee experiencing difficulties has met the standards of improvement previously set or whether the employee should be referred to the capability procedure.
- 6.56. The status of the meeting must clearly be outlined to the employee; explaining that the review will determine whether they have successfully completed the support plan and addressed the performance concerns and if not, that the outcome may lead to a decision to refer the employee to the capability procedure if progress during the support plan has been insufficient.

### **Outcome of Teacher Experiencing Difficulties Review – Transition Meeting**

- 6.57. The review meeting held at the end of a support plan period may be referred to as a “transition meeting”.
- 6.58. There are three possible outcomes from the transition meeting:
  - 6.58.1. If the appraiser and appropriate senior manager are satisfied that the employee has made sufficient improvement, the employee will be informed that they have completed the support plan successfully and that the appraisal process will continue as normal. The employee is no longer classified as being an employee “experiencing difficulties”.
  - 6.58.2. If good progress has been made but the performance of the employee is not yet at a level where they will successfully complete the support plan cycle as there remains some areas to address, the outcome of the review will be to apply an agreed continuing programme of support with a further review to be held. The employee should be informed that, in such circumstances, it may be the case that they may not be recommended for pay progression (if appropriate) in the current cycle. Good progress must be maintained, and the employee will be reviewed again on an agreed date, to determine whether they have successfully addressed the remaining concerns, or whether they should then transition to the capability procedures. The employee remains classed as “experiencing difficulties” whilst they conclude the support plan process.
  - 6.58.3. If no, or insufficient, improvement has been made over the support period, the senior manager will inform the employee that they have not met the standards of improvement set for them and they will therefore be referred to the capability procedure.
- 6.59. The outcome will be confirmed in writing.

### **PAY APPEALS**

- 6.60. Appraisees have a right of appeal against any of the entries in the written appraisal report if this would lead to a non-pay progression recommendation. The employee may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative. (See the Trust’s Pay Policy for further details).
- 6.61. The order of proceedings for dealing with appeals is as follows:
  - 6.61.1. The teacher receives written confirmation of the pay recommendation and where applicable the basis on which the decision was made.
  - 6.61.2. If the teacher is not satisfied, the **first stage** in the process is to seek to resolve this by discussing the matter informally with the appraiser within ten working days of being informed of the recommendation.

- 6.61.3. Where this is not possible, or where the teacher continues to be dissatisfied, the **second stage** is for the teacher to make a formal representation to the Headteacher, **before** a decision on pay is taken. This will include making written submissions about why the teacher does not agree with the recommendation and may include submitting evidence and calling witnesses to support the teacher's submissions. The Headteacher may alter the recommendation in light of the representations made, before the recommendation is taken to the Pay Committee for a determination to be made.
- 6.61.4. If the teacher does not agree with the pay determination made by the Pay Committee, the **third stage** is that they may submit an appeal in writing and an appeal hearing should be arranged.
- 6.61.5. Any third stage appeal should be heard by an Appeal panel of Trust Board directors who were not involved in the original determination, normally within 20 working days of the receipt of the written appeal notification. The teacher will be given the opportunity to make representations in person. The decision of the appeal panel will be given in writing, and where the appeal is rejected will include a note of the evidence considered and the reasons for the decision. There is no further right of appeal.

## **SICKNESS**

- 6.62. If long term sickness absences interrupt the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the Trust's absence procedures and will normally be referred to the occupational health service to assess the employee's health and fitness. Advice will also be sought about the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases it may be appropriate for formal procedures to continue during a period of sickness absence. However, the views of the occupational health physician will always be taken into account before a decision is reached.

## **GRIEVANCES**

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

## **CONFIDENTIALITY & PROFESSIONAL RELATIONSHIPS**

- 6.64. The appraisal and capability processes will be confidential. Only the appraiser's line manager or, where s/he had more than one, each of her/his line managers will be provided with access to the appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.
- 6.65. The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The Trust recognises that the reviewer will consult with, and seek to secure the agreement of, the reviewee before seeking information from other colleagues about the work of the reviewee.
- 6.66. However, the desire for confidentiality does not override the need for the Headteacher and the CEO on behalf of the Trust to quality-assure the operation and effectiveness of

the appraisal system. Ofsted may request anonymous confidential data. The Headteacher or an appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The Headteacher/appropriate senior manager might also wish to be aware of any pay recommendations that have been made.

## **MONITORING AND EVALUATION**

- 6.67. The CEO, with assistance from the Academy Headteachers, will monitor the operation and effectiveness of the Trust's appraisal arrangements and will provide the Local Advisory Boards and the Trust Board with a written report on the operation of the Trust's appraisal and capability policies on an annual basis. The report will not identify any individual by name. The report will include an assessment of the impact of these policies on the protected characteristics as set out in the Equality Act 2010. The report will include whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

## **DOCUMENT RETENTION**

- 6.68. The CEO or Headteacher, in the case of academy-based employees, will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

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## **Appendix 1 - Procedure at Appeal Meetings**

Appeal meetings will be heard in accordance with the following procedure:

1. The CEO, or other appropriate senior manager and their HR representative, along with the employee and their representative will be present at the commencement of the meeting.
2. The person chairing the meeting will introduce those present, giving names, job titles and roles (whether advisory or decision-making) and advising that notes will be taken of the proceedings for the record and to assist in the reaching of a conclusion.
3. The chair will explain the purpose of the meeting, and the procedure which will be followed in accordance with this Appendix. Witnesses shall be present only whilst they are being examined and must not be allowed to confer. Witnesses may be accompanied but not represented at the hearing/meeting. Any questions of procedure not explicitly covered by this document shall be determined by the chair.
4. The employee and/or representative will be invited to present evidence in their case, including making a full statement and introducing any witnesses or documentary evidence.
5. The presenter will be invited to ask questions on the case as presented, or directly to re-examine the evidence given by any witnesses.
6. The chair will have the opportunity to ask questions or clarify any issues raised during this presentation, or to re-examine witnesses.
7. The presenter will be invited to present evidence in their case, including making a full statement and introducing any witnesses or documentary evidence.
8. The employee and/or representative will be invited to ask questions on the case as presented, or directly to re-examine the evidence given by any witnesses.
9. The chair will have the opportunity to ask questions or clarify any issues raised during this presentation, or to re-examine witnesses.

10. Both parties will be invited to make their closing statements, with the employee/employee representative making the final statement
11. All parties will be asked to withdraw except the HR representative attending to advise or the person taking notes of the proceedings.
12. The presenter, employee and their representative may be recalled to clarify any points of uncertainty on evidence already given. If recall is necessary, both parties will return, irrespective of the point of clarification sought.
13. The chair will decide whether the proposal to refer the employee to the teacher experiencing difficulties stage or capability procedure appeal should be upheld.
14. The chair's/ decision will be communicated to the employee concerned within three working days setting out the decision and the reasons for the conclusion. Written confirmation will follow within 5 working days.

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## **Appendix 2 Teachers Experiencing Difficulties – Support Plan Structure Example**

**Overview** - The purpose of the programme is to provide support in order to meet the expected teaching standards and appraisal targets.

**Programme** - A tailored action led plan (of between 4 and 10 weeks, usually around 5 weeks in duration) tailored to meet individual needs which will include:

- Identified areas of concern
- Standard of performance required
- Timeframe of programme
- Strategies to address concerns
- Support to be provided
- Specific indicators to demonstrate improvement
- Processes for monitoring and feedback

**Support activities** - A range of individualised support mechanisms will be used throughout the period of the plan and may include:

- Coaching
- Collaborative lesson planning
- Personalised CPD on identified areas for development
- Developmental lesson observations
- Observation of other staff
- Learning walks

**Structure** - Teachers will be allocated an SLT mentor who will meet regularly to review progress and provide meaningful feedback. The teacher will continue to receive support from their line manager. Other staff may be used for support as necessary. An outline plan is detailed below:

**Week 1:** An initial meeting will be held to inform further action planning and target setting. The lesson observation class will be identified for week 2.

**Week 2:** The SLT mentor will observe a lesson chosen by the teacher.

**Week 3:** A mid-term review will take place to evaluate performance against the action plan. SLT will identify a lesson for observation in week 4.

**Week 4:** A second member of SLT will carry out a formal observation for a lesson of their choice and provide the teacher with 1 weeks' notice.

**Week 5:** The head teacher will carry out an unannounced lesson drop in and observe the quality of teaching and learning.

**Outcome** - If sufficient progress is made, such that the teacher is performing at a level that demonstrates improvement, then the normal appraisal process will continue. If insufficient improvement has been made over the period of the plan, the teacher will be invited to a meeting to determine if formal capability proceedings should be commenced.

Document Control		Linked Policies, Procedures and Strategies	
Policy	APPRAISAL POLICY – TEACHING STAFF		
Responsibility	Operations Manager		
Approval Date	24/1/22		
Review Date	24/1/25		
Approval Group(s)	SLT	FARA	Board of Trustees

Equality Impact Assessment		
Phase One: Initial Screening Completed		6/1/22
Phase Two: Full Impact Assessment Required?	<input type="checkbox"/>	Not Applicable