

# SOKE EDUCATION TRUST

## Appraisal and Capability Policy

Approved via Governorhub

Approved Date	October 2024
Review Date	October 2027



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## Appraisal and Capability Policy

### 1. Definitions

- 1.1. "Headteacher" also refers, where appropriate, to any other title used to identify the Headteacher.
- 1.2. "Employee" refers to any member of the school staff employed to work solely at the school.
- 1.3. "Senior manager" refers to any member of the Leadership Group, as defined by the School Teachers' Pay and Conditions Document, or a senior support employee in cases involving support staff, delegated by the Headteacher, to deal with an appraisal and/or capability matter under these procedures. A senior manager may only make a decision to issue a sanction up to and including a final written warning.
- 1.4. If the Headteacher, following consultation with the Trust, considers that there is no senior manager to whom they can reasonably delegate a specific capability matter, then the Headteacher will take the role of the senior manager for that specific case and the role of the "Headteacher", under this procedure, will be performed by a "Disciplinary Committee" of the Trust. The "Disciplinary Committee" will not consist of less than three governors, (except in circumstances provided for in the Secretary of State's guidance on the Staffing Regulations), none of whom will have had previous involvement in the case.
- 1.5. Where the appraisal and or capability being reviewed is that of the Headteacher, the role of the Headteacher will be undertaken by the CEO supported by appropriate governors.
- 1.6. "Lack of capability" is defined as a situation in which an employee fails to consistently perform their duties to a wholly satisfactory standard of performance over a period of time.

## 2. Purpose

2.1. This policy sets out the framework for:

2.1.1. A clear and consistent assessment of the overall performance of employees covered by the Appraisal Policy

2.1.2. Supporting their development within the context of the school's plan for improving educational provision and performance

2.1.3. The standards expected of employees in their respective roles

2.1.4. The arrangements that will apply if employees fall below the levels of competence that are expected of them

2.2. This policy does not form part of any employee's contract of employment, and it may be amended at any time following consultation. We may also vary any parts of this procedure, including any time limits, as appropriate in any case.

## 3. Application of the Policy

3.1. **Part A of the policy, which covers appraisal, applies to all teachers, including the Headteacher & CEO, and all support staff employed by the School. The only exceptions are those on contracts of less than one term, those teachers undergoing induction (i.e. ECTs), those support staff subject to a probationary period and those who have been transferred to Part B of the policy.**

3.2. Part B of the policy, which sets out the formal capability procedure, applies to all employees of the school (including the Headteacher). Concerns about the employee's performance will have been identified under the appraisal process, but the employee has been unable to address these to a satisfactory standard.

## **Part A - Appraisal**

The Appraisal Policy in this Trust will be a supportive and developmental process designed to ensure that all employees identified by the policy have the skills and support they need to carry out their role effectively. It will help to ensure that all employees are able to continue to improve their professional/ employment practice and to develop in their respective roles.

The appraisal process will be managed sensitively and with confidentiality. However, this does not override the need for Soke Education Trust to quality-assure the operation and effectiveness of the appraisal system.

Soke Education Trust is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to consider making reasonable adjustments for disabled employees.

### **1. The Appraisal Period**

- 1.1. The appraisal period will run for twelve months from 1 September to 31 August for teachers and from 1 September to 30 June for support staff.
- 1.2. Employees 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 review period will be determined by the duration of their contract, and an individual teacher's objectives should take account of the length of contract.
- 1.3. The head teacher (or governing body in the case of the head) will determine the length of the first cycle for newly appointed teachers starting midway through a cycle, aiming to bringing their cycle into line with that of other teachers as soon as possible.
- 1.4. The head teacher (or governing body in the case of the head) will determine whether the cycle will begin again for teachers transferring to a new post within the school/academy midway through a cycle, and whether to change the appraiser.
- 1.5. Employees will not normally be dismissed for performance reasons without previous warnings. However, in serious cases of gross negligence, or in any case involving an employee who has not yet completed their probationary period, dismissal without previous warnings may be appropriate.
- 1.6. All appraisal activities will take place within the teacher's directed time, but not within a teacher's planning, preparation and assessment (PPA) time.

### **2. Appointing Appraisers**

- 2.1. The CEO will be appraised by at least two trustees supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.
- 2.2. The task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of the CEO and at two members of the Local Governance Committee.

- 2.3. The Headteacher will decide who will appraise other employees covered by the policy. This will be notified to employees annually. The CEO will decide who will appraise employees within the Central Team.
- 2.4. An appraiser will normally be the teacher's line manager or someone with an appropriate position in the staffing structure and suitable background knowledge, skills and training to undertake the role. Appraisers will have sufficient professional knowledge and experience to make fair pay recommendations for teachers who are eligible.
- 2.5. Where an employee has an objection to the choice of appraiser, their concerns will be carefully considered and, where possible, an alternative appraiser will be offered.

### **3. Setting Objectives**

- 3.1. The number of objectives for any employee is a maximum of three.
- 3.2. The CEO's objectives will be set by the appointed consultant, in consultation with the panel of appointed trustees and will be formed using the Trust's improvement objectives. The Trust has a duty to have regard to the work-life balance of the CEO and objectives will reflect this.
- 3.3. The Headteacher's objectives will be set by the CEO in consultation with the panel of Local Governors. The Trust has a duty to have regard to the work-life balance of the Headteacher and objectives will reflect this.
- 3.4. Objectives for each employee covered by the policy 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 employee's role and level of experience. Objectives will not be based on externally generated data and predictions, or solely on the assessment data for a single group of pupils.
- 3.5. Assessment against the standards will start from the premise that all teachers are meeting the standards, and will be assessed as meeting the standards, unless clear, compelling written evidence to the contrary is provided.
- 3.6. The appraiser and employee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. If the appraisee does not agree to the objectives set, this will be noted on the appraisal record. Objectives may be revised if circumstances change.
- 3.7. The objectives set for each employee will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the educational opportunities of pupils at that School. This will be ensured by moderating performance across similar pay grades in the Trust and against school improvement plan.
- 3.8. Appraisers will take account of an individual teacher's circumstances, including any disability, when agreeing objectives.

### **4. Overall Performance of Teachers**

- 4.1. **Before, or as soon as practicable after, the start of each appraisal period, a teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed.** Each teacher will be assessed against the Trust's Teaching, Learning & Assessment Framework which is based on the set of standards contained in the document called "Teachers' Standards" published in July 2011 and any subsequent amendment thereof.
- 4.2. The Headteacher or Governing Body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

## **5. Reviewing Performance**

### **5.1. Teaching Over Time**

5.1.1. Soke Education Trust believes that observation of classroom practice through regular observations and other monitoring activities, such as book study and pupil voice are important for school and professional improvement, such as:

- To assess performance and identify any particular strengths and areas for development
- Gain useful information which supports whole school improvement
- Provide an overview of an aspect of the school
- Enable colleagues to learn from each other and collaborate
- Provide opportunities for professional dialogue

5.1.2. All monitoring and its focus will be scheduled via the school's operational calendar and carried out in a supportive fashion so as not to add to workload. The feedback noted in the observations will be recorded on each individual's Teaching Over Time record so that there is a two-way, transparent professional dialogue that supports professional development and future training needs. Observations will last no longer than 15 minutes and not total more than 3 hours in an academic year.

5.1.3. Feedback from these ongoing monitoring activities will be recorded on each individual's Teaching Over Time record (TOT), which is stored in a separate drive and shared with individuals so they may contribute also.

5.1.4. Teachers' performance will be regularly observed, as noted in section 5.1.2. The length and frequency of observations will vary depending on specific circumstances of the employee and the overall needs of the school, but should not exceed 3 hours in a school year, unless mutually agreed as part of support plans or capability processes.

5.1.5. Performance should be informally reviewed on a regular basis throughout the year, as part of normal management practice. At least one formal

interim review should also take place during the appraisal cycle, to assess performance against objectives and consider whether any changes need to be made.

5.1.6. Each teacher and senior leader has a growth plan within their TOT, which enables them to select specific areas they want to develop, related to the appropriate career standards, over the course of the appraisal period. This serves to engage teachers fully in their own CPD and enable collaboration and engagement with a research base.

5.1.7. Classroom drop-ins of teachers will be carried out by senior or middle managers with QTS.

5.1.8. Employees who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed. Performance will also be assessed by reference to appropriate information sources (such as pupil achievement data) and other evidence relevant to the employee's job role, such as financial metrics or survey feedback.

5.1.9. Making visual or audio recordings of conversations is not permitted. A request for minutes to be taken and a copy of these following the meeting can be made.

## 5.2. Support Staff

5.2.1. Support staff appraisal will focus on the job description of the employee and the non-statutory career standards of the job family. The expected standards of performance will be made clear by the appraiser. Support staff will meet with their line manager during their working hours for appraisal and support purposes. Annual appraisal will be completed by 31st December, with an opportunity to review mid-year.

## 6. Development and Support

6.1. Appraisal is a supportive process which will be used to inform continuing professional development. Soke Education Trust wishes to encourage a culture in which all employees take responsibility for improving their performance through appropriate development.

6.2. Teacher's professional development will be linked to School improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

## 7. Feedback

7.1. Employees will receive constructive feedback on their performance throughout the year, and as soon as practicable after an 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.



Feedback from learning walks will be shared as whole-school developmental objectives that are added to the school improvement plan.

7.2. Where there are concerns about any aspects of the employee's performance, the primary objective is to improve performance and the appraiser will meet with the employee to:

- Give clear feedback about the areas of concern.
- Give the employee the opportunity to comment and discuss the concerns, establish the likely causes of poor performance and identify any training needs/support needed (e.g. coaching, monitoring, structured observation), creating a support plan to help the teacher address the specific concerns (Appendix A).
- Give the employee the opportunity to meet with the headteacher or other member of the leadership team to discuss the programme of support.
- Clarify the required standards and agree support (e.g., coaching, mentoring, structured observations), that will be provided to help address those specific concerns.
- Give support and guidance through the appraisal process, with the aim of achieving improvement in performance and resolution to the problem.
- Make clear how, and by when, the appraiser will review progress, within a 6-week period.
- If it is appropriate to revise objectives, it will be necessary to allow sufficient time for improvement.
- Explain the implications and process if no, or insufficient, improvement is made (e.g., that performance may be managed under the formal capability procedure).
- The amount of time will reflect the seriousness of the concerns; explain the implications and process if no, or insufficient, improvement is made.
- This is not a formal meeting but the points above should be documented in writing after the meeting to provide clarity. While support is at an informal stage, this is not reportable to future employers.

7.3. When progress is reviewed, if the appraiser is satisfied that the employee 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.

7.4. The appraiser will keep a note of any concerns, the support given and the review judgement on the Teaching Over Time record: this is a professional dialogue that is shared with the employee. If progress is not satisfactory, this will be discussed with the teacher and they will be informed, in writing, that their performance will now be managed under the Capability Procedure and the employee will be invited to attend a capability hearing.

## **8. Transition to Capability**

8.1. If the appraiser is not satisfied with progress, the employee will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the

Capability Procedure. The employee will be invited to a formal capability meeting. The capability procedures will be conducted as in part B of this policy.

## **9. Annual Assessment**

- 9.1. The performance of each employee covered by the appraisal policy will be formally assessed in respect of each appraisal period.
- 9.2. The CEO will be responsible for assessing the performance of the Headteacher against the Headteacher standards
- 9.3. This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place at least once each term.
- 9.4. The employee will receive feedback as soon as practicable following the end of each appraisal period, and have the opportunity to comment in writing on the Teaching Over Time appraisal report.
- 9.5. Teachers will receive their written appraisal reports by 31 October (31 December for the Headteacher) and support staff by 31 December.
- 9.6. The appraisal report will include:
  - Details of the employee's objectives for the appraisal period in question
  - An assessment of the employee's performance of their role and responsibilities against their objectives and, for teachers, against the relevant standards. The review statement will be drawn up in discussion between the appraiser and appraisee.
  - An assessment of the employee's training and development needs and identification of any action that should be taken to address them. The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.
  - The assessment of performance and an employee's professional development needs will inform the setting of objectives for the following appraisal period.
  - Appraisal review statements are confidential to the headteacher, appraiser and the appraisee.
  - Training and development needs identified as part of the appraisal process are linked to the school's continuing professional development (CPD) programme; there is a trust commitment to making available resources for appraisees to undertake appropriate training to enable them to succeed in meeting their objectives.

Relevant documents:

- [Teachers' Standards](#)
- [STPCD](#)
- [Professional standards for Teaching Assistants](#)
- [HLTA standards: what schools need to know](#)

- Soke Education Trust Informal Support Plan Template

## **Part B – Capability Procedure**

### **1. Formal Capability Meeting**

1.1. This procedure applies only to employees whose performance there are serious concerns that the appraisal process has been unable to address. If under Part A above, an employee's performance is not wholly satisfactory, the senior manager, or another person with line management responsibility for the employee, will invite the employee to a formal capability meeting to discuss their identified poor performance as soon as possible.

1.2. The senior manager will write to the employee at least 5 working days in advance to inform them about:

- The date, time and place of the meeting
- The basic details of the concerns about the employee's performance
- The employee's right to be accompanied by a representative of their trade union or a workplace colleague of their choice
- The titles of enclosed copies of any documents to be used at the meeting
- Names of any witnesses to be called
- Their right to call witnesses on their behalf
- The name and office of any adviser who will accompany the senior manager at the meeting

An extra copy, together with any enclosures, will be provided for their companion.

1.3. This meeting is intended to establish the facts. It will be conducted by a senior manager delegated by the Headteacher (Headteacher for SLT, CEO for the Headteacher, Chair of Trust Board for CEO). The meeting will allow the employee 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.

1.4. The senior manager 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.

1.5. The senior manager may also adjourn the meeting if it is decided that further investigation is needed, or that more time is needed, in which to consider any additional information. In other cases, the meeting will continue.

1.6. During the meeting, or any other meeting which could lead to a formal warning being issued, the senior manager will:

- In the case of a teacher, identify the poor performance, including which of the teacher standards is not being met

- Ensure the employee is given an opportunity to ask questions, present evidence, call witnesses, respond to evidence and make representations
- Establish the likely causes of poor performance including any reasons why any measures taken so far have not led to the required improvement
- Give clear guidance on the improved standard of performance needed to ensure that the employee can be removed from formal capability procedures. This may include the setting of new objectives that are focused on the specific area/s of poor performance that need to be addressed. It will include any success criteria that are appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made
- Identify whether there are further measures which may improve performance and explain any support that will be considered and planned to help the employee, e.g. in-service training, visits to other Schools, discussion with appropriate colleagues or professionals
- 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 will be reasonable and proportionate, between four and ten weeks in normal circumstances, and will provide sufficient opportunity for improvement to take place. The length of time required will depend on the concerns raised with the employee, the nature of any support and training required, and sufficient time to establish whether performance has improved
- Warn the employee formally that failure to improve within the set period could lead to a final written warning which could then lead to their dismissal
- For teachers, warn the employee that failure to improve within the set period could have implications on pay progression
- Informed the employee of the right of appeal
- Agree with the employee and any companion the date of the formal review meeting

1.7. Notes will be taken of formal meetings and a copy sent to the employee and any companion.

Where a first warning is issued, the employee will be informed in writing of the matters discussed in 1.6 above. They will also be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in a final written warning, which could lead to dismissal if wholly satisfactory performance is not achieved, together with the time limit for appealing against the first written warning.

1.8. If the concerns relate to a lack of capability that poses a risk to the health, safety or wellbeing of children, or is likely to result in serious damage to pupils' education, the shorter timescale may be appropriate. In such cases, the senior manager may exceptionally decide to issue a first and final written warning, if to do otherwise would expose pupils to serious risk in terms of their health,

safety, wellbeing or educational prospects. In such instances, the Disciplinary Policy will be instigated.

## **2. Sickness Absence and the use of this Procedure**

- 2.1. It is important that sickness absence should not delay or avoid the use of formal capability procedures. It is in the interests of all parties to address concerns about performance without undue delay. Arrangements will normally be made to seek medical advice from an Occupational Health Adviser to assess the employee's health and fitness for continued employment at the school.
- 2.2. Consideration will be given to whether poor performance may be related to a disability and, if so, whether there are reasonable adjustments that could be made to the employee's working arrangements, including changing the employee's duties or providing additional equipment or training. We may also consider making adjustments to this procedure in appropriate cases e.g. moving from this procedure to procedures used by the School to terminate the employment of the employee on the grounds of ill health.
- 2.3. If an employee's medical condition is not serious enough to warrant a consideration of termination of employment on the grounds of ill health, the Occupational Health Adviser will normally be asked to assess whether an employee absent through sickness is fit enough to attend a meeting under this procedure. In the event that the employee is deemed not fit to attend a formal capability meeting they may present a written submission for consideration and/or be represented by a companion in their absence.

## **3. Performance Monitoring and Review Period Following a Formal Capability Meeting**

- 3.1. A performance monitoring and review period will follow the formal capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period. Following this monitoring and review period, the employee will be invited to a formal review meeting (see paragraph 4 below), unless they had been issued with a final written warning, in which case they will be invited to a decision meeting (see paragraph 6 below).

## **4. Formal Review Meeting**

- 4.1. At least 5 working days before the date for the formal review meeting a written reminder will be given to the employee together with details of the meeting as set out in paragraph 1.2 above.
- 4.2. The formal review meeting will follow a similar procedure to that identified for the formal capability meeting as set out in paragraph 1.6 above.
- 4.3. If the senior manager (CEO for the Headteacher, Chair of Trust Board for CEO) is satisfied that the employee has made sufficient improvement, the formal capability procedure will cease and the appraisal process will re-start where the employee is subject to Part A above.
- 4.4. In cases:

- Where some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period;
- Where no, or insufficient improvement has been made during the monitoring and review period, the employee will receive a final written warning.

4.5. Notes will be taken at the formal review meeting and a copy will be sent to the employee and any companion.

4.6. Where a final warning is issued, the employee will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in dismissal and will be given information about the further monitoring and review period and the procedure and time limits for appealing against the final written warning. The date the decision meeting will be agreed with the employee and any companion.

4.7. At this stage, rather than refer the matter to a decision meeting, consideration could be given to the employee being given a different range of duties or an alternative post. By agreement, this may include transfer to a post suited to the employee's capabilities. If this post is at a lower salary level, the substantive lower salary would apply.

## **5. Right of Appeal against a Formal Written Warning**

5.1. If an employee feels that a decision to issue a first and/or final written warning, is wrong or unjust, they may appeal in writing against the decision

5.2. Appeals against a written warning shall be restricted to considering the reasonableness of the decision made by the senior manager, any relevant new evidence not previously available to the senior manager or any procedural irregularities. A statement giving the reasons for the appeal should be submitted to the Clerk to the Governors within 5 working days of the formal written warning having been received.

5.3. All appeal hearings will be held as soon as possible after receipt of the appeal at an agreed time and place.

5.4. The appeal will be heard by the Appeal Committee. The number of directors or governors on the Appeal Committee will not be less than two. The panel may be advised by a person engaged for the purpose by the Trust Board. The panel can either confirm the warning, reduce a final warning to a warning, or cancel the warning. The employee will be informed in writing of the results of the appeal hearing as soon as possible.

5.5. The same arrangements for notification and the right to be accompanied by a companion will apply for an appeal hearing as for the formal capability and review meetings and, as with those meetings, notes will be taken and a copy sent to the employee and any companion.

5.6. Pending any appeal, the employee will be expected to continue to work in accordance with targets set for the next stage of the procedure and their progress towards the achievement of these targets may be monitored during this period.

## **6. Decision Meeting**

- 6.1. At least 5 working days before the date of the decision meeting a reminder will be given in writing together with details of the meeting as in paragraph 1.2 above. The meeting will be conducted by the Headteacher (Governance Panel for the CEO or Headteacher).
- 6.2. 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 where the employee is subject to Part A above.
- 6.3. If progress has been made and there is confidence that wholly satisfactory performance will be achieved by a short extension, it may be appropriate to extend the monitoring and review period rather than to dismiss. The final written warning will be extended for a short-specified assessment period.
- 6.4. If performance has remained unsatisfactory, a decision will be made that the employee will be dismissed. The employee will be informed in writing 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 whether the notice is to be served or there will be pay in lieu of notice, and the right of appeal.

## **7. Right of Appeal against a Decision to Dismiss**

- 7.1. The employee has a right of appeal to the Appeals Committee of the Governing Body against a decision to dismiss.
- 7.2. The number of governors on the Appeal Committee of Governors will not be less than two, none of whom will have had any previous involvement in the case.
- 7.3. The employee's notice of appeal should be sent to the Clerk to the Governors within 5 working days of receipt of the written decision to dismiss, setting out the grounds of appeal.
- 7.4. Appeal hearings should be held as soon as possible after receipt of the appeal and will be conducted in the same way as appeals referred to in paragraph 5 above.

## **8. Notice of Dismissal**

- 8.1. Following a decision to dismiss, the Governing Body will notify the employee in writing of their decision to dismiss, whether with notice or with pay in lieu of notice in accordance with the decision of the Headteacher (or Disciplinary Committee)
- 8.2. In the event that the Appeal Committee decides not to uphold the decision to dismiss, the employee shall be informed immediately and the notice of dismissal shall be immediately withdrawn.

## **9. Grievances Arising During the Process**



- 9.1. Where an employee has a grievance against the way the senior manager has conducted the procedure, this will normally be dealt with under the appeals process set out above. However, in very exceptional circumstances, where the behaviour of the senior manager is the cause of the grievance, it may be appropriate to suspend this procedure for a short period until the grievance has been considered.
- 9.2. Where a member of staff raises a grievance during the appraisal process, the process will be temporarily suspended in order to deal with the grievance.

## **10. Trade Union Officials**

- 10.1. Although normal performance standards must apply to an employee who is a lay trade union official, no disciplinary action, beyond an informal oral warning will be taken until the circumstances of the case have been discussed with the relevant professional trade union officer.

## **11. Confidentiality and retention of records**

- 11.1. Our aim is to deal with performance matters sensitively and with due respect for the privacy of any individuals involved. All employees must treat as confidential any information communicated to them in connection with a matter which is subject to this capability procedure.
- 11.2. The governing body and headteacher will ensure that all written appraisal records are kept in a secure place for six years and then destroyed.
- 11.3. The employee, and anyone accompanying the employee (including witnesses), must not make electronic recordings of any meetings or hearings conducted under this procedure. Failure to observe confidentiality could be a reason for disciplinary action under the school's disciplinary procedure.

## **12. Review and Monitoring**

- 12.1. This policy will be reviewed biennially, in consultation with the recognised unions, to ensure consistency, fairness, and effectiveness, and to reflect any changes in employment legislation.
- 12.2. The Trust will monitor, review and report on the outcomes and impact of this policy on biennially in line with the Equality Act 2010.
- 12.3. The Headteacher will provide the governing body with a written report on the operation of the school's appraisal policies annually, detailing whether there have been any appeals or representations, individually or collectively, on the grounds of alleged discrimination.

### **Links to other policies**

Disciplinary

Pay

Equality and Diversity  
Probationary Policy

Appendix A - Support Plan Template

Informal Support Plan: Soke Education Trust

Name of Staff member	Name of Appraiser	Date of Meeting	Deadline for support plan
<b>Objective 1</b>			
Teacher standards the objective relates to:	Success Criteria	Evidence to be used to assess progress	
<p><b>E.G.</b>  <b>Teachers must manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li><input type="checkbox"/> have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li><input type="checkbox"/> manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li><input type="checkbox"/> maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>			
Support to achieve objective	Monitoring arrangements	Review date	

Final Review		
Objective 2		
Teacher standards the objective relates to:	Success Criteria	Evidence to be used to assess progress
<b>E.G.</b> <b>Teachers must plan and teach well-structured lessons</b> <input type="checkbox"/> impart knowledge and develop understanding through effective use of lesson time  <input type="checkbox"/> promote a love of learning and children's intellectual curiosity  <input type="checkbox"/> reflect systematically on the effectiveness of lessons and approaches to teaching		
Support to achieve objective	Monitoring arrangements	Review date
Final review		
Objective 3		
Teacher standards the objective relates to:	Success Criteria	Evidence to be used to assess progress
<b>E.G.</b> <b>Teachers must adapt teaching to respond to the strengths and needs of all pupils</b>		

<p><input type="checkbox"/> have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</p> <p><input type="checkbox"/> demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</p> <p><input type="checkbox"/> have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>		
<p>Support to achieve objective</p>	<p>Monitoring arrangements</p>	<p>Review date</p>
<p>Final review:</p>		