



# Holly Park School

## Teacher Appraisal & Capability Policy

This policy is for teaching staff only. There is a separate appraisal policy for support staff.

### **I Purpose**

- 1.1 This procedure sets out how Holly Park School will improve outcomes for children, and raise the morale of teachers, by motivating teachers to up-date their skills and improve their performance.
- 1.2 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.
- 1.3 Appraisal is conducted to link teachers' pay progression to quality of performance.
- 1.4 Appraisal should have a positive impact on the education of pupils. The setting of objectives should relate to school self evaluation, whole school performance indicators and school improvement planning in order to improve whole school outcomes through refining practice and also addressing individual teacher needs.

### **2 Application of the Appraisal Policy**

- 2.1 This policy applies to the head teacher and to all qualified teachers employed at the school except those on contracts of less than one term and those undergoing induction (ie NQTs) or teachers on capability procedures
- 2.2 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.

### **3 The Appraisal Period**

- 3.1 The appraisal period for teachers will run **for an academic year** September to July  
The Appraisal period for the Headteacher must be completed each academic year by 31<sup>st</sup> December
- 3.2 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.

3.3 Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the employee is the Headteacher, 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.

3.4 Where a teacher transfers to a new post within the school part-way through a cycle, the Headteacher 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.

#### **4 Appointing Appraisers**

The Headteacher is the appraiser of all staff but delegates responsibility to others to undertake. This is delegated between the SMT and Phase leaders.

The Headteacher will appraise the SMT, phase leaders and lead practitioners.

It is the role of governors to ensure the process is robust.

4.1 All appraisers of teachers, other than those appraising Headteachers, will be teachers themselves and will be suitably trained.

4.2 The Headteacher and Deputy will have the largest number of teachers to appraise.

4.3 Phase leaders will only appraise teachers within their phase of the school.

4.1.1 **Headteacher:** The Headteacher will be appraised by members of 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 Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of normally 2/3 members of the Governing Body.

Where a Headteacher 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.

4.1.2 **Teachers:** The choice of appraiser is for the Headteacher. 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.

4.2 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.

4.3 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.

## **5 The Initial Appraisal Meeting**

The following should form the basis of the discussion between appraiser and the appraisee:

- Success/achievements over the last review period
- Any factors which have impacted on effectiveness over the last year
- Identification of key areas or objectives linked to the job role or experience
- Future training/development needs
- Any career goals/aspirations
- The targets for the coming year and appropriate evidence in order to meet success criteria including any perceived barriers to success
- The need to meet the relevant teacher standards

## **6 Setting Objectives**

Objectives set should be based on school self evaluation using school data and other performance indicators and should also link to the school improvement plan.

- 6.1 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.
- 6.2 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.
- 6.3 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.
- 6.4 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.
- 6.5 Class teachers on the main or upper pay scales with no additional responsibility will be set three targets. Teachers in receipt of a TLR allowance will be set a fourth target directly related to their management of that defined area of the school.
- 6.6 The objectives set for each teacher are intended to contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school and will take into account the professional aspirations of the teacher.
- 6.7 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.

- 6.8 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.
- 6.9 For part time teachers, a Headteacher should use common sense when setting pupil progress targets. The emphasis is to evaluate the staff member based on their input to the pupils' overall performance for the year. The number of objectives set should reflect the needs of each teacher. The objectives should be decided through discussion between the teacher and his/her appraiser. The setting of objectives should take into account the time that the teacher spends in school and "what is achievable, challenging and measurable". This may mean an alteration to the number of objectives or the weight of them.
- 6.10 Maternity leave is not considered as a long-term absence.

Our approach to Appraisal will depend on what time in the appraisal cycle a teacher goes on maternity leave. For instance, if a teacher was due to go on maternity leave by the end of September, and the school's appraisal cycle runs from September to July, the school could look at the teacher's previous performance from the last appraisal cycle. However, if the teacher is going on maternity leave in December, and the school's appraisal cycle runs from September to July, the school would set some short-term objectives and judge the teacher's performance within this time frame. The school will make decisions on a case-by-case basis.

- 6.11 Where a teacher starts their employment or transfers to a new post within the school part way through an Appraisal cycle, the head teacher and the governing body, shall determine appraisal arrangements for the remainder of the appraisal period, with a view to bringing their cycle into line with the cycle for other teachers and staff as soon as possible.

## **7 Pay Progression**

- 7.1 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 appraisal objectives/targets and how successfully they have been met.
  - Impact on Pupil Progress
  - Lesson Observation outcomes
  - Performance against the Teacher Standards or Post Threshold standards
  - Wider outcomes with relation to working with pupils and colleagues
  - Impact on school development

A judgment about pay progression will take into account all of the factors above and any specific difficulties or particular circumstances..

The Appraiser will make recommendation to the Headteacher about pay progression. The Headteacher will consider this and then make recommendation to the Governor Pay committee about pay progression. All recommendations to the Pay committee are anonymous.

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.

- 7.2 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 Headteachers and by 31 October for other teachers.

## **8 Reviewing Performance**

At the point of reviewing the appraisee, the appraiser needs to come to an informed view at the review meeting and make a judgement from the available evidence. This judgement will be based on evidence of performance against the agreed appraisal objectives/targets and how successfully they have been met and also performance against the Teacher Standards or Post Threshold standards.

Evidence will come from that which was agreed at the initial meeting including observations, book scrutiny, planning, data.

### **8.1 Observation:**

- 8.1.1 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.
- 8.1.2 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.
- 8.1.3 At least 5 working days' notice of the date and time of the observation will be given and verbal feedback provided by at least by the end of the next school day and written feedback within 5 working days, unless circumstances make this impossible.
- 8.1.4 Classroom observation will be carried out by qualified teachers.
- 8.1.5 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 school. The number and duration of appraisal observations will be in accordance with the school observation protocol, which includes provision for exceptional circumstances where concerns have been

raised about a teacher's performance, or where the teacher requests additional observation visits.

- 8.1.6 The Headteacher or other senior 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 but will be in accordance with the school's classroom observation and drop-in policy.
- 8.1.8 For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgement using Ofsted grades.
- 8.1.9 This school 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.
- 8.1.10 Teachers (including the Headteacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- 8.1.11 The decision as to whether appraisal targets have been met will be based upon the original success criteria set, any adjustments that are made during the year and on good progress towards the targets and taking into consideration any specific difficulties and particular circumstances.

## **8.2 Pupil Progress**

Pupil progress will be reviewed during lesson observations, through Pupil Progress Meetings, data, through book looks – to look at progress, marking & feedback, Curriculum coverage etc – and through talking to pupils.

## **8.3 Teacher Standards**

Teachers will be assessed against the appropriate set of standards contained in the document "Teachers' Standards" published in July 2011. Teachers on M6 who are approaching the Upper Threshold and wishing to go through it – need to make this known a year ahead of time and will need to prove that they have met these standards. It is the teacher's responsibility to put themselves forward to progress through Threshold. Teachers who are on the UPS pay scale will need to meet the Post Threshold standards over a sustained period of time. It is the responsibility of each teacher to prove to their appraiser during the appraisal year that they are meeting the required standards.

## **8.4 Development and Support**

- 8.4.1 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.

- 8.4.2 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.
- 8.4.3 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 governing body about the operation of the appraisal process in the school.
- 8.4.4 With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:
- a) the 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.
- 8.4.5 Support and training will be suggested at the initial appraisal meeting. However all parties need to recognise that some courses and training may not be available. 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.

It is important that the Headteacher and all delegated appraisers agree on expectations for performance and know what good performance looks like so that there is a fair and equal expectation for all staff.

## **9 Annual Assessment**

- 9.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body must consult the external adviser.
- 9.2 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

- 9.3 A review meeting will take place at the end of the year to discuss the content of the report and any further action required. There will have been interim review periods throughout the year.
- 9.4 The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

## **10 Teachers Experiencing Difficulties**

- 10.1 When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.
- 10.2 Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.
- 10.3 If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures the appraiser, the Headteacher, or a member of the leadership team, will, as part of the appraisal process meet the teacher. (See capability Section)

## **11 Appeals**

- 11.1 Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the Headteacher or from the school governing body. Where the Headteacher has not been recommended for pay progression he/she will be informed by the appropriate governor. The Headteacher will notify any teacher who has not been recommended for pay progression of the date when the governing body meets to consider pay recommendations, following which the teacher (and Headteacher when the Headteacher has not been recommend for pay progression) may exercise the right of appeal, assisted by a companion who may be a colleague, a trade union official or a trade union representative.

## **12 Capability procedure**

- 12.1 This procedure applies only to teachers whose performance raises serious concerns that the appraisal process has been unable to address.

### **12.2**

#### **Stage 1 Meeting to Consider Moving to Formal Capability Procedure**

**Five working days written notice of Stage 1 meeting:** include all evidence in invite letter.

Teachers are entitled to request an alternative date which is within five days of the original date.

The notice will also contain copies of any written evidence, the details of the time and Place of the meeting, and will advise the teacher of their right to be accompanied by a companion, who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.



There will be discussion and decision on whether to proceed to Capability:  
formal written warning issued under Capability  
or focused support extended under Appraisal.  
If proceeding on Capability - performance monitoring and review period put in place.  
Agree dates for mid-way and final review meeting.  
Teacher informed that possible consequence of failure to improve could be dismissal.

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 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 or 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 if they decide that further investigation is needed, or more time is needed to consider additional information.

In other cases, the meeting will continue.

During the meeting, or any other meeting which could lead to a formal warning being issued, the person conducting the meeting will:

Identify the professional shortcomings of the teacher.

Give clear guidance on the improved standard of performance needed to ensure that the teacher can be removed from formal capability procedures.

Explain any support that will be available to help the teacher to improve their performance.

Outline the timetable for improvement and explain how performance will be monitored and reviewed.

Formally warn the teacher 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 a copy sent to the teacher. Where a warning is issued, they will be informed in writing of the matters covered in the bullet points above and given information about the timing and handling of the review stage, and the procedure and time limits for appeals.

12.3 At the end of Stage 1 a **formal review meeting** is held:

At least **five working days** notice will be given of the formal review meeting. The notification will contain sufficient information about performance-related concerns and their possible consequences to enable the teacher to prepare a defence for the formal capability meeting.

If required progress is seen, then capability process ends and appraisal process recommences.

If partial progress is seen and further progress is likely then Stage 1 can be extended.

If no or insufficient progress has been made during the performance monitoring and review period – Final written warning issued. Meeting will seamlessly transfer into Stage 2.

## 12.4 Stage 2 -Formal capability meeting

- Performance monitoring and review period put in place.
- Agree dates for regular meetings during the review period and decision meeting.

### **Monitoring and review period following a formal Stage 2 capability meeting**

12.5 A performance monitoring and review period will follow the formal capability meeting.

12.6 Formal monitoring, evaluation, guidance and support will continue during this period.

12.7 The teacher will be invited to a formal decision meeting, unless they were issued with a final written warning, in which case they will be invited to a decision meeting.

### **Decision meeting**

12.8 As with formal capability meetings and formal review meetings, at least **five working days'** notice will be provided, and the notification will give details of the time and location of the meeting. The notice will also advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official or a trade union representative who has been certified by their union as being competent.

12.9 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 restart. If performance remains unsatisfactory, a decision or recommendation to the governing body will be made that the teacher should be dismissed or required to cease working at the school.

12.10 Before the decision to dismiss is made, the school will discuss the decision with the LA.

12.11 The LA has the right to attend any dismissal related meetings.

- 12.12 The teacher will be informed as soon as possible of the reasons for their dismissal, the date on which the employment contract will end, the appropriate period of notice and their right of appeal.

### **Decision to dismiss**

The power to decide that members of staff should no longer work at this school rests with the governing body

### **Dismissal**

- 12.13 Once the decision to dismiss has been taken, the governing body or delegated authority will dismiss the teacher with notice.

### **Appeals**

- 12.14 If a teacher feels that a decision to dismiss them, or another action taken against them, is wrong or unjust, they may appeal in writing against the decision within **five working days**, setting out the grounds for appeal at the same time. Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place.
- 12.15 The same arrangements for notification and the right to be accompanied by a companion 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.
- 12.16 The appeal will be dealt with impartially and, wherever possible, by managers or governors who have not previously been involved in the case.
- 12.17 The teacher will be informed in writing of the results of the appeal hearing as soon as possible.

## **13 General Principles Underlying this Policy**

### **13.1 ACAS Code Of Practice on Disciplinary and Grievance Procedures**

The conduct of the formal capability stage will be undertaken in accordance with the provisions of the ACAS Code of Practice.

### **13.2 Consistency of Treatment and Fairness**

The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

### **13.3 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 normally be referred to the occupational health service to assess the member of staff'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 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.

### **13.4 Grievances**

Where a member of staff raises a grievance during the appraisal or capability 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.

### **13.5 Confidentiality & Professional Relationships**

The appraisal and capability processes will be treated with confidentiality. 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.

13.6 The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The governing body 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.

13.7 However, the desire for confidentiality does not override the need for the head teacher and governing body to quality-assure the operation and effectiveness of the appraisal system. The head teacher or appropriate colleague has the right/responsibility, for example, to review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The head teacher will need to be aware of any pay recommendations that have been made.

## **14 Supervision for EYFS Staff**

Following a recommendation from the Serious Case Review and the review into the EYFS 2008 by Dame Clare Tickell, staff supervision is now mandatory in all early years settings (EYFS 2012). Supervision is a regular, planned, accountable two-way process which should offer support and develop the knowledge, skills and values of an individual, group or team. Its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives.

Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice.

Supervision provides professional one to one support and "space" away from the direct work environment to discuss progress, professional role, workload and concerns. The supervisory relationship should develop trust which will allow for free and open discussion and learning without the fear of being criticised. Employees should receive constructive feedback about their work, with concerns being challenged sensitively and honestly and successes being acknowledged on a regular basis. This hopefully increases the feeling of being valued by management at the setting which in turn, increases job satisfaction.

The aim of supervision is to allow staff and their supervisors to:

Discuss and challenge concerns, issues or difficulties;

Explore issues relating to Safeguarding

- Identify solutions to address concerns and issues;
- Be coached in tackling issues as they arise and plan future action;
- Explore feelings and emotional impact;

- Develop practice and competencies, including training needs;
- Explore the understanding of setting policy, philosophy and practice;
- Ensure every child's safety and wellbeing;

At Holly Park, we have an open door policy and supervision opportunities are available to staff before and after school as needed. More formal one to one supervision should be held half termly. Group supervision, for example by means of a team meeting will be held on Inset days. Some staff, for example if they are newly qualified or less confident, may need supervision sessions to be held more regularly. At this school supervision may be:

- One to one – this will be pre-arranged.
- In a group – a team/phase meeting
- Unplanned or 'ad hoc' – staff may discuss on a day to day basis any issues or decisions that often need to be made inbetween formal supervision. This does not negate the need for 1:1 supervision.

Appraisal and performance management clearly has some crossover with supervision.

Holly Park staff have 6 Appraisal meetings in the year. Supervision and Appraisal at Holly Park are linked together closely. The focus of 2 meetings will just be about targets being met. A focus on how well an individual is performing in relation to organisational needs and priorities should not, however, be the main focus of the other four sessions.

At Holly Park there are clear team leaders for supervision/Appraisal. Team leaders are:

EYFS Lead practitioner – for nursery nurses

Senior Nursery Nurse – for nursery TAs

Head and Deputy Head – for EYFS teachers

(See Appendix for more details and forms)

## **15 Retention**

- 15.1 The governing body and head teacher will ensure that all written appraisal records are confidential and retained in a secure place for six years and then destroyed.

## **16 Monitoring and Evaluation**



- 16.1 The Headteacher will provide the governing body with a written report on the operation of the school's appraisal and capability policies annually. The report will not identify any individual by name.
- 16.2 The Headteacher will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.
- 16.3 The governing body and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements. This duty has been delegated to the Staffing and Pupil Welfare Committee

## **Document Control**

### **Revision History - Annually**

Version	Revision Date	Revised By	Revision
1.0	Autumn 2013	Ann Pelham	Policy written in line with new pay policy
1.1	Spring 2014	S&PW	Ratified
1.2	Spring 2015	S&PW committee	Reviewed
1.3	January 2016	Ann Pelham	Updated in line with new Pay policy
1.4	Spring 2016	S&PW	Reviewed
1.5	Spring 2017	S&PW	Reviewed
1.6	Spring 2019	S&PW	Reviewed
1.7	Spring 2020	Ann Pelham	In line with Dof E statutory policy guidance
1.8	Spring 2020	Full govs	ratified
1.9	Spring 2021	Full govs	ratified
2.0	Spring 2021	S&PW	ratified
2.1	Spring 2022	S&PW	ratified
2.2	Spring 2023	S&PW	ratified
2.3	Autumn 2023	S&PW	ratified
2.4	Spring 2024	S&PW	ratified
2.5	Spring 2025	S&PW	ratified

### Signed by

	Name	Signature	Date
Headteacher	Ann Pelham		Spring 2025
Chair of Governors	Clare Hegarty		Spring 2025

### Distribution

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Date for next review
Spring 2026

## Appendix 1

### Supervision Process

Holly Park expects all EYFS staff to take part in regular supervision sessions.

The main purposes of the supervisory process are:

- To ensure regular opportunities to discuss Safeguarding issues or concerns
- To ensure there are clear channels of communication
- To ensure that the worker is fulfilling their responsibilities to the expected standards;
- To provide support to the worker;
- To identify the professional development and learning needs of the worker.

We have agreed on the following structure for the supervision

Sessions, which will typically:

- Be offered as and when needed (an open door policy)
- More formal opportunities take place half termly which will last about 30 mins, be uninterrupted, unless by prior agreement. Be held in a mutually agreed setting, which is quiet and ensures privacy. Be booked in advance . If a supervision date has to be altered by either party, a new date and time should be fixed straight away.
- A supervision record sheet should be filled in as a record that the meeting took place
- The record should be kept by the Supervisor
- The supervision sessions **DO NOT** replace the need for staff to fill in safeguarding alert forms as required or follow the normal school procedures on reporting

**Appendix 2**

**SUPERVISION RECORD**

Name of Supervisor .....

Name of Supervisee .....

Date of meeting .....

Signed by Supervisor\_\_\_\_\_

Signed by Supervisee \_\_\_\_\_

Date of meeting .....

Signed by Supervisor\_\_\_\_\_

Signed by Supervisee \_\_\_\_\_

Date of meeting .....

Signed by Supervisor\_\_\_\_\_

Signed by Supervisee \_\_\_\_\_

Date of meeting .....

Signed by Supervisor\_\_\_\_\_

Signed by Supervisee \_\_\_\_\_





### Appendix 3      Teacher Appraisal and Capability Process Table

Policy	Action	Timescale	HR and Union Attendance at Meetings
Appraisal	Period of focused support	6 – 10 weeks	Only in exceptional circumstances
Capability	<b>Stage 1 Meeting to Consider Moving to Formal Capability Procedure</b> <ul style="list-style-type: none"> <li>- 5 working days written notice of Stage 1 meeting: include all evidence in invite letter.</li> <li>- Discussion and decision on whether to proceed to Capability: <ul style="list-style-type: none"> <li>- <u>formal written warning issued under Capability</u></li> <li>- <u>or focused support extended under Appraisal.</u></li> </ul> </li> <li>- If proceeding on Capability - performance monitoring and review period put in place.</li> <li>- Agree dates for mid-way and final review meeting.</li> <li>- Teacher informed that possible consequence of failure to improve could be dismissal.</li> </ul>	4 – 10 weeks	Yes
At the end of Stage 1 a <b>formal review meeting</b> is held: <ul style="list-style-type: none"> <li>- If required progress is seen, then capability process ends and appraisal process recommences.</li> <li>- If partial progress is seen and further progress is likely then Stage 1 can be extended.</li> <li>- If no or insufficient progress has been made during the performance monitoring and review period – <u>Final written warning issued</u>. Meeting will seamlessly transfer into Stage 2.</li> </ul>			
Capability	<b>Stage 2</b> <ul style="list-style-type: none"> <li>- Performance monitoring and review period put in place.</li> <li>- Agree dates for regular meetings during the review period and decision meeting.</li> </ul>	4 – 10 weeks	Yes
	At the end of Stage 2 a <b>decision meeting</b> is held: <ul style="list-style-type: none"> <li>- If acceptable progress is seen, then capability process ends and appraisal process recommences.</li> <li>- If performance remains unsatisfactory, the manager will inform the teacher that they have decided that their employment should be terminated and that a dismissal hearing will be convened to consider the case. The employee is suspended on full pay from this point pending a dismissal hearing.</li> </ul>		

Policy	Action	Timescale	HR and Union Attendance at Meetings								
Capability	<p><b>Dismissal hearing</b></p> <ul style="list-style-type: none"><li>- At least 10 working days notice of hearing given. Includes management statement of case.</li><li>- Teacher can provide a written response at least 5 working days before the hearing.</li><li>- Dismissal heard by the Headteacher if they have not been involved in the process; or by a panel of 3 governors (or 2 if 3 not available).</li><li>- If dismissed the teacher will receive pay in lieu of notice in line with the Burgundy Book:</li></ul> <table><tr><td><b><u>If dismissed on/before</u></b></td><td><b><u>Paid notice until</u></b></td></tr><tr><td>Between 1 June and 31 October</td><td>31 December</td></tr><tr><td>Between 1 November and 28 February</td><td>30 April</td></tr><tr><td>Between 1 March and 31 May</td><td>31 August</td></tr></table>	<b><u>If dismissed on/before</u></b>	<b><u>Paid notice until</u></b>	Between 1 June and 31 October	31 December	Between 1 November and 28 February	30 April	Between 1 March and 31 May	31 August		Yes
<b><u>If dismissed on/before</u></b>	<b><u>Paid notice until</u></b>										
Between 1 June and 31 October	31 December										
Between 1 November and 28 February	30 April										
Between 1 March and 31 May	31 August										
Capability	<p><b>Right of Appeal</b></p> <p>The teacher can appeal a Formal Written Warning and a Final Written Warning. Whilst these appeals are being arranged and held the period of structured support will continue. The decision of each appeal is final.</p> <p>The teacher can also appeal a decision to dismiss.</p>		Yes								

