



## Appraisal and Capability Policy

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## Castle School Appraisal and Capability Policy

**Status:** Statutory (England)

**Applies to:** All teachers (including the Headteacher) **and all support staff** employed at Castle School Cambridge, except where stated.

**Policy owner:** Headteacher

**Committee with oversight:** Resources Committee

**Linked policies/documents:** Pay Policy (Castle), Teachers' Standards (DfE), Capability Procedure, Safer Recruitment & HR policies, Equality, Diversity & Inclusion Policy, Data Protection (UK GDPR)

### Definitions

**"Headteacher"** also refers, where appropriate, to any other title used to identify the Headteacher.

**"Employee"** refers to any member of the school staff employed to work solely at the School.

**"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.

If the Headteacher, following consultation with the **Chair of Governors**, 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 **Performance Review Committee** of the **Governing Body**. The Performance Review Committee will consist of **no fewer than three governors**, none of whom will have had previous involvement in the case (except in circumstances provided for in the Secretary of State's guidance on the Staffing Regulations).

Where the appraisal and/or capability being reviewed is that of the Headteacher, the role of the Headteacher will be undertaken by appropriate governors as indicated.

**"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.

## **Purpose**

This policy sets out the framework for:

- A clear and consistent assessment of the overall performance of employees covered by the Appraisal Policy.
- Supporting their development within the context of the School's plan for improving educational provision and performance.
- The standards expected of employees in their respective roles.
- The arrangements that will apply if employees fall below the levels of competence that are expected of them.

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

## **Application of the Policy**

The policy is in two separate sections.

**Part A** of the policy, which covers appraisal, applies to all teachers, including the Headteacher, 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.

**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 School 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 Period**

The appraisal period will run for twelve months from **1 November to 31 October** (*for teachers, in line with the STPCD*). For support staff, the appraisal period will normally also run **1 November to 31 October**, unless otherwise agreed.

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.

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.

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with the School or Local Authority or when unattached teachers change post within the same authority.

### **Appointing Appraisers**

The Headteacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.

The task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of **three** members of the Governing Body.

The Headteacher will decide who will appraise other employees covered by the policy. This will be notified to employees annually. Appraisers will be appropriately trained in using this policy effectively.

## **Setting Objectives**

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser. The Governing Body has a duty to have regard to the work-life balance of the Headteacher and objectives will reflect this.

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, Relevant and Time-bound (SMART) and will be appropriate to the employee's role and level of experience. Objectives will usually be limited to a maximum of three to ensure workloads remain manageable. Objectives will not be based on externally generated data and predictions, or solely on the assessment data for a single group of pupils. Objectives will be set in relation to robust assessment data. However, these will not be used in isolation and other factors will also be considered.

The appraiser and employee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives with guidance sought from the Headteacher.

Objectives will be supported by continuing professional development (CPD) and may be revised if circumstances change.

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 quality assuring all objectives against the School Development Plan (SDP).

## **Overall Performance of Teachers**

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 set of standards contained in the document called **"Teachers' Standards" (DfE, July 2011, as amended)**.

The Headteacher or Governing Body (as appropriate) will consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

## Reviewing Performance

### Observation

This School believes that observation of classroom practice and other responsibilities for teachers, and support staff who support teachers in the classroom, is important to:

- Assess performance to identify any particular strengths and areas for development.
- Gain useful information which can inform School improvement more generally.
- Enable colleagues to learn from each other and collaborate.

All observation will be carried out in a supportive fashion and not add to workload. These will be in accordance with the observation protocol set out in Appendix 1 (Castle).

Teachers' performance will be regularly observed, but the amount and type of classroom observation will depend on the individual circumstances of the employee and the overall needs of the School.

Classroom observation of teachers will be carried out by senior or middle leaders with QTS. Employees who have responsibilities outside the classroom should also expect to have their performance of those responsibilities appropriately observed and assessed.

### Support Staff

**Support staff appraisal** will focus on the job description of the employee and the expected standards of performance will be made clear by the appraiser.

### Learning Walks

In addition to formal observation, the Headteacher or other leaders with responsibility for teaching standards may conduct learning walks or lesson 'pop in's' to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of learning walks will vary depending on specific circumstances.

All learning walks will be carried out in accordance with **the protocol set out in Appendix 2 (Castle)**.

## **Development and Support**

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

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

## **Feedback**

Employees will receive constructive feedback on their performance throughout the year, and as soon as practicable after a formal observation has taken place, or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention.

Where there are concerns about any aspects of the employee's performance, the appraiser will meet with the employee to:

- Give clear feedback about the areas of concern and evidence of/for this.
- 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).
- Clarify the required standards and agree any support (e.g., coaching, mentoring, structured observations) that will be provided to help address those specific concerns.
- Make clear how, and by when, the appraiser will review progress, including the dates of review meetings.
- 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; a minimum of 6 to 8 weeks will usually be allowed; however, this is dependent on the individual circumstances and may be reduced in cases where there is clear evidence that an individual is unwilling to engage with support, or if there is serious risk to pupil progress or welfare.

An informal support plan will be drawn up with the employee, clearly identifying SMART targets for the areas of concern, what support the employer will put in place, and clear success criteria (see Appendix 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. If the appraiser does not feel sufficient progress has been made, or that the support has not all been concluded in time, they may extend the review period but will record this to reflect the decision.

The appraiser will keep a note of any concerns, the support given and the review judgement. A copy of this note will be given to the employee. If required, this will inform any decision on transition to the capability procedure.

If the appraisee and the appraiser cannot agree on the outcomes, a meeting should be held with another manager/HR representative present and colleague/trade union representative to support the decision-making.

### **Transition to Capability**

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.

### **Annual Assessment**

The performance of each employee covered by the appraisal policy 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.

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 within the spring term.

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 an appraisal report. (In practice,

the report could be produced using an online performance management system, which can help to reduce workload.)

Teachers will receive their written appraisal reports by 31 October (31 December for the Headteacher) and support staff by 31 October.

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.
- 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.

**Pay progression** will be determined in line with Castle's Pay Policy. Employees on the Capability Procedure (Part B) are not eligible for progression.

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## Part B – Capability Procedure

### Formal Capability Meeting

This procedure applies only to employees about 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. Once an employee attends a Formal Capability Meeting, they will be considered on the 'Capability Procedure'. If an employee is issued with a formal warning under the Capability Procedure, this would be included in any future references for prospective employers.

Entering the formal capability procedure does not, under usual circumstances, warrant an employee's suspension. Suspension will only be considered in exceptional circumstances where the employee's continued presence at work would pose a significant risk to the welfare of pupils, staff, or the integrity of the process.

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.

This meeting is intended to establish the facts. It will be conducted by a suitably qualified senior manager delegated by the Headteacher (or the Chair of Governors for the Headteacher). 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.

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.

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.

During the meeting the senior manager will:

- In the case of a teacher, identify the poor performance, including which of the Teachers' 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, and this will form a formal support plan (see Appendix 4).
- 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.
- Inform the employee of the right of appeal.
- Agree with the employee and any companion the date of the formal review meeting.
- 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 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.
- 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.

### **Sickness Absence and the Use of this Procedure**

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. If appropriate, arrangements will be made to seek medical advice from an Occupational Health Adviser to assess the employee's health and fitness.

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 manage the sickness absence.

If an employee's medical condition is not serious enough to warrant management under the sickness absence management procedure, 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 capability 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.

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

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

Formal monitoring, evaluation, guidance and support 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).

### **Formal Review Meeting**

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 above.

The formal review meeting will follow a similar procedure to that identified for the formal capability meeting as set out above.

If the senior manager (Chair of Governors for the Headteacher) 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.

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.

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

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 of the decision meeting will be agreed with the employee and any companion.

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.

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

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.

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, Helen Andrews within 5 working days of the formal written warning having been received.

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

The appeal will be heard by the Appeal Committee of Governors. The committee will be comprised of no fewer than two governors, none of whom will have previous involvement in the capability matter under consideration. The panel may be advised by a person engaged for the purpose by the Governing Body. 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.

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.

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.

### **Decision Meeting**

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 above. The meeting will be conducted by the Headteacher (Governor Panel for the Headteacher).

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.

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 warning will be extended for a short specified assessment period.

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.

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

The employee has a right of appeal to the Appeals Committee of the Governing Body against a decision to dismiss.

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.

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. 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 above.

### **Notice of Dismissal**

Following a decision to dismiss, the Governing Body will notify the Local Authority in writing that the employee is to be dismissed, whether with notice or with pay in lieu of notice in accordance with the decision of the Headteacher (or Performance Review Committee). The Local Authority must give written notice to the employee within 14 days of notification by the Governing Body.

In the event that the Appeal Committee of the Governors decides not to uphold the decision to dismiss, the Local Authority shall be informed immediately and the notice of dismissal shall be immediately withdrawn.

### **Grievances Arising During the Process**

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.

### **Trade Union Officials**

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

### **Confidentiality**

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.

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.

## Appendices (Castle)

### Appendix 1: Lesson Observation Protocol

*This protocol is intended as a guide and constitutes Castle School's adopted protocol.*

#### 1. Purpose of Observations

- Development of teaching and learning.
- Continuous professional development (CPD).
- Informing appraisal processes.
- Monitoring standards across the school.
- Observations are not intended to judge teachers by a single lesson or to generate grades for performance.

#### 2. Types of Observation

- Developmental observations: For CPD, coaching or peer support.
- Appraisal-linked observations: Aligned to agreed objectives.
- Thematic or quality assurance learning walks: Focused on broader trends.

#### 3. Frequency and Duration

- Observations for appraisal purposes should not exceed three per academic year.
- Each formal observation should be no more than 30 minutes unless agreed otherwise.
- Additional informal visits or learning walks may occur but should not be used to formally assess individuals without prior agreement.

#### 4. Notice and Consent

- Staff must be given at least five working days' notice of any formal observation.
- The purpose and focus of the observation must be shared in advance.
- Observations for appraisal must form part of the agreed appraisal cycle.

#### 5. Observers

- Should be appropriately trained and familiar with the context and subject.
- For formal observations, the observer should be the appraiser or a senior leader.
- Staff may request a union representative or colleague be present for support (if appropriate).

## 6. Conduct of the Observation

- Observers must enter and leave discreetly.
- Observation should be limited to teaching and learning – it is not an audit of behaviour policies or classroom displays.
- No interruptions should be made during the session unless absolutely necessary.

## 7. Feedback Process

- Verbal feedback within **24 hours**, written feedback within **five working days**.
- Feedback should be constructive, specific and balanced, including strengths and development points.
- Teachers must have the opportunity to comment and request support where needed.

## 8. Record Keeping

- Written records stored securely and form part of the appraisal file.
- Records must clearly distinguish between appraisal and non-appraisal observations.
- Feedback forms should avoid overall grades or scores.

## 9. Appeals and Concerns

- Concerns should be raised informally in the first instance.
- If unresolved, concerns may be escalated through the school's grievance or appraisal policy.

This protocol will be reviewed annually.

## Appendix 2: Learning Walk Protocol

*This protocol is intended as a guide and constitutes Castle School's adopted protocol.*

### 1. Purpose

- Gaining a broad understanding of teaching and learning across the school.
- Identifying and sharing effective practice.
- Supporting professional development.
- Monitoring curriculum delivery and classroom environment.
- Informing whole-school self-evaluation (e.g., SEF, SDP).

Learning walks are **not** intended to:

- Evaluate individual staff performance.
- Provide judgments or grades.
- Trigger capability procedures.

### 2. Definition

- A learning walk is a structured, focused, and typically short visit to classrooms or learning environments, usually lasting **5–15 minutes**, conducted by members of the senior leadership team (SLT), subject leaders, or other trained staff or external consultants.

### 3. Scope and Frequency

- Learning walks may be conducted half-termly or termly as part of a planned quality assurance cycle.
- They may focus on themes such as: curriculum coverage; learning behaviours; use of resources; specific teaching strategies (e.g., retrieval practice, modelling); inclusion and differentiation. The focus will be shared in advance.

### 4. Transparency and Communication

- A calendar of planned learning walks will be published at the start of the academic year where possible.
- Staff will be informed in advance of: the focus/theme; who will be conducting the walk; when it is expected to happen; how findings will be shared.
- Clear distinction will be made between learning walks and formal lesson observations for appraisal.

## 5. Process

- A maximum of two visitors per classroom at any one time.
- Enter and exit classrooms discreetly.
- No interruption to teaching or learning.
- No written feedback will be left for individual teachers unless specifically agreed.

## 6. Feedback and Use of Information

- Themes or trends may be shared at team or whole-school level.
- Positive practice may be highlighted anonymously to promote shared learning.
- No judgments or ratings of individual teachers will be made.
- Where areas for development are identified, these will be addressed through team CPD, curriculum planning, or coaching, not through performance management.
- Learning walk data will not be linked to performance targets.

## 7. Special Considerations

- Staff with disabilities, health concerns or reasonable adjustments will be considered in scheduling.
- Learning walks involving vulnerable students will be planned sensitively.

This protocol will be reviewed annually.

### **Appendix 3: Informal Support Plan Template**

*This support plan should be completed collaboratively between the appraiser and employee and may be adapted to fit individual circumstances.*

#### **Area for Development (linked to Teachers' Standards)**

##### **SMART Objective**

##### **Support to be Provided**

##### **Success Criteria / Monitoring Arrangements**

##### **Review Dates**

- Interim Review: \_\_\_\_\_
- Final Review: \_\_\_\_\_

*This informal support plan does not constitute formal capability and is intended to enable improvement through structured, supported development.*

### **Appendix 4: Formal Support Plan Template**

*This support plan is designed to formally address concerns regarding performance and to support the employee in achieving the required standards. It forms part of the school's capability procedure and may be adapted to suit individual circumstances.*

#### **Employee Details**

Employee Name: \_\_\_\_\_

Job Title: \_\_\_\_\_

Appraiser/Line Manager: \_\_\_\_\_

Start Date of Support Plan: \_\_\_\_\_

Review Date: \_\_\_\_\_

#### **Objectives and Support**

Objectives should be SMART and directly related to areas of concern. Each objective should include the support to be provided and the criteria for success. *(For teachers, link to Teachers' Standards.)*

#### **Objective Support to be Provided Success Criteria Timescale**

1

2

3

### **Monitoring and Review Arrangements**

Regular review meetings will take place during the support period. Progress will be assessed and recorded at each review. If sufficient progress is not made, the matter may proceed to the next stage of the capability process.

Review Date Summary of Progress Next Steps

### **Signatures**

Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Line Manager: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix 5: Equality Impact and Reasonable Adjustments**

All appraisal and capability processes will be subject to an **Equality Impact Assessment (EIA)** to ensure fair and lawful treatment of staff with protected characteristics under the Equality Act 2010.

Where disability, medical or other reasonable adjustment needs are disclosed or identified, the school will:

- Engage with the employee to understand their needs.
- Seek advice from Occupational Health or medical professionals where required.
- Implement appropriate reasonable adjustments to support fair participation and assessment.
- Record and review the effectiveness of adjustments at regular intervals.

## **Appendix 6: Data Protection and Confidentiality**

All data held under this policy will be managed in accordance with **UK GDPR** and the **Data Protection Act 2018**, including:

- Secure storage of appraisal and capability records in line with the school's retention schedule.
- Confidentiality of discussions and documentation, limited to those with a legitimate need to know.
- Right of access to personal data by the employee under the UK GDPR.
- Retention of records for the duration outlined in the school's Data Retention Policy.