



Holmer Green Senior
School

Teacher Appraisal and Capability Policy

June 2025

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Introduction

Revised appraisal arrangements come into force with effect from 1 September 2012. They are set out in the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations). The 2006 Regulations continue to apply to any performance management cycle which is in progress on 1 September 2012, unless the governing body or local authority decides to end that cycle early and to begin a new appraisal period starting on or after that date.

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools and unattached teachers employed by a local authority, in each case where they are employed for one term or more. They retain the key elements of the 2006 Regulations but allow schools more freedom to design arrangements to suit their own individual circumstances. They provide the minimum national framework within which schools should operate and say nothing, or very little, on many subjects on which the 2006 Regulations made detailed provision. If they wish, schools may include in their own policies details that are no longer covered by the Appraisal Regulations.

Schools and local authorities must stay within the legal framework set out in the Appraisal Regulations and in other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

Schools and local authorities must have an appraisal policy for teachers and a policy, covering all staff, which deals with lack of capability. This model policy applies only to teachers, including head teachers, but schools might wish to adapt it for use with all staff. It has been written in the context of schools, but the same principles apply to unattached teachers. It is good practice for schools to consult staff on their appraisal and capability policies. This model policy has been provided as an optional resource for schools and others to which they can refer as they wish as they review and develop their own policies.

The model policy is in two separate sections. Part A covers appraisal and should be used as a reference point by schools and others as they review their policies to reflect the Appraisal Regulations. On 1 September 2012 it supersedes the previous performance management model policy and guidance, which had been designed to support the 2006 Regulations.

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

In the model policy:

Text in bold indicates statutory requirements contained in the Appraisal Regulations or the School Staffing Regulations.

Model policy for appraising teacher performance and dealing with capability issues

Purpose

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

Application of the policy

The policy is in two separate sections.

Part A of the policy, which covers appraisal, applies to the head teacher and to all teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (*ie ECTs*) and those who are subject to Part B of the policy.

Part B of the policy, which sets out the formal capability procedure, applies only to teachers (including the head teacher) about whose performance there are serious concerns that the appraisal process has been unable to address.

Part A – Appraisal

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

THE APPRAISAL PERIOD

The appraisal period will run for twelve months from November to October.

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.**

There is flexibility to have a longer or shorter appraisal period when teachers begin or end employment with a 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.

In this school the task of appraising the head teacher, including the setting of objectives, will be delegated to a sub-group consisting of two members of the Governing Body.

The head teacher will decide who will appraise other teachers.

SETTING OBJECTIVES

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school. This will be ensured by ... *(for example – quality assuring all objectives against the school improvement plan).*

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. With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011 and Headteacher Standards 2015. The head teacher 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.

For teachers who are qualified teachers by virtue of holding QTLS status, it is for the governing body or head teacher to decide which standards are most appropriate. Such teachers may be assessed against the Teachers' Standards, against any other sets of

standards issued by the Secretary of State, against any other professional standards relevant to their performance or any combination of those three.

Reviewing performance

OBSERVATION

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

In this school teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, head teachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances

Teachers (including the head teacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

DEVELOPMENT AND SUPPORT

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

FEEDBACK

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light.

Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

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

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

ANNUAL ASSESSMENT

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

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 (*eg once a term*).

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on – a written appraisal report. In this school, teachers will receive their written appraisal reports by 31 October (31 December for the head teacher). **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 the relevant standards;**
- **an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;**
- **a recommendation on pay where that is relevant** (*NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers*);

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

INDIVIDUALS EXPERIENCING DIFFICULTIES

When dealing with an individual experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the individual's performance improves and the problem is, therefore, resolved.

Where it is apparent that an individual's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.

If an appraiser identifies through the appraisal process, or via other sources of information, for example parental complaints, that the difficulties experienced by an individual 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 individual to agree an Individual Support Plan (ISP) which will include:

- giving clear written feedback to the individual about the nature and seriousness of the concerns;
- giving the individual the opportunity to comment on and discuss the concerns;
- giving the individual at least 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support;
- in consultation with the individual at the above meeting, an action plan with support will be established for example coaching, training, in-class support, as part of the Individual Support Plan (ISP)
- mentoring, structured observations, visits to other classes or schools or discussions with external advisers, that will help address those specific concerns;
- make clear how progress will be monitored and when it will be reviewed;
- explain the implications and process if no – or insufficient – improvement is made.

The individual's progress will continue to be monitored as part of the appraisal process or the ISP and a reasonable time given for the individual's performance to improve.

This will depend upon the circumstances but generally will be for a set period of weeks, with appropriate support as agreed in the Action Plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the individual will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made such that the individual is performing at a level that indicates there is no longer a possibility of capability procedures being invoked the individual should be informed of this at a formal meeting with the appraiser or headteacher. Following this meeting the appraisal process will continue as normal.

TRANSITION TO CAPABILITY

If no, or insufficient improvement has been made over this period, the individual will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced. The individual may be assisted by a trade union representative or work colleague and will have at least 5 working days' notice of the meeting. The capability procedures will be conducted as in part B of this policy.

Part B – Capability Procedure

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

At least five working days' notice will be given of the formal capability meeting. The notification will contain sufficient information about the concerns about performance and their possible consequences to enable the teacher to prepare to answer the case at a formal capability meeting. It will also contain copies of any written evidence; 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.

FORMAL CAPABILITY MEETING

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

The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the appraisal process. In such cases, the capability procedure will come to an end. The person conducting the meeting may also adjourn the meeting.

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, for example which of the standards expected of teachers are not being met;
- give clear guidance on the improved standard of performance needed to ensure that the teacher can be removed from formal capability procedures (*this may include the setting of new objectives focused on the specific weaknesses that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made*);
- explain any support that will be available to help the teacher improve their performance;
- set out the timetable for improvement and explain how performance will be monitored and reviewed.

The timetable will depend on the circumstances of the individual case but in straightforward cases could be *eg between four to ten weeks to provide sufficient opportunity for an improvement to take place*; and

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

Notes will be taken of formal meetings and a copy sent to the member of staff. Where a warning is issued, the teacher 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 appealing against the warning.

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. The

member of staff will be invited to a formal review meeting, unless they were issued with a final written warning, in which case they will be invited to a decision meeting (see below).

FORMAL REVIEW MEETING

As with formal capability meetings, at least five working days' notice will be given and the notification will give 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.

If the person conducting the meeting is satisfied that the teacher has made sufficient improvement, the capability procedure will cease and the appraisal process will re-start. In other cases:

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

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

DECISION MEETING

As with formal capability meetings and formal review meetings, at least five working days' notice will be given and the notification will give 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.

If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start. If 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.

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

DECISION TO DISMISS

The power to dismiss staff in this school rests with the Governing Body.

DISMISSAL

Once the decision to dismiss has been taken, the Governing Body (Staff Dismissal Committee) will dismiss the teacher with notice.

APPEAL

If a teacher feels that a decision to dismiss them, or other action taken against them, is wrong or unjust, they may appeal in writing against the decision within five days of the decision, setting out at the same time the grounds for appeal. Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place. The same arrangements for notification and right to be accompanied 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.

The appeal will be dealt with impartially and, wherever possible, by managers or governors who have not previously been involved in the case.

The teacher will be informed in writing of the results of the appeal hearing as soon as possible.

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General Principles Underlying This policy

ACAS Code of Practice on Disciplinary and Grievance Procedures

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

CONFIDENTIALITY

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

CONSISTENCY OF TREATMENT AND FAIRNESS

The governing body is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled teachers. The governing body is aware of the guidance on the Equality Act issued by the Department for Education.

DEFINITIONS

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

DELEGATION

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

GRIEVANCES

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

SICKNESS

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy. In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence.

MONITORING AND EVALUATION

The governing body and head teacher will monitor the operation and effectiveness of the school's appraisal arrangements.

RETENTION

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

Legislative link:

ACAS Code Of Practice on Disciplinary and Grievance Procedures
Employment Rights Act 1996
Equality Act 2010

Appendix 1

CAREER STAGE PROFILE EXPECTATIONS

Standard	M2	M4	M6	UPS1	UPS3
1.1 Set high expectations which inspire, motivate and challenge pupils	The expectations set to inspire, motivate and challenge pupils are high and graded good in the majority of lessons	The expectations set to inspire, motivate and challenge pupils are graded at least good (or better) in most lessons, with some outstanding	The established high expectations which inspire, motivate and challenge pupils are outstanding in a good proportion of lessons and good in the remainder	The consistently high expectations which inspire, motivate and challenge pupils are outstanding in almost all lessons	The consistently high expectations which inspire, motivate and challenge pupils are outstanding in all lessons. The teacher's expectations are challengingly high but realistic based on sound experience and excellent knowledge of the pupils
1.2 Promote good progress and outcomes	Progress and learning outcomes are positive and graded good in the majority of lessons	Progress and learning outcomes are positive and graded at least good (or better) in most lessons, with some graded outstanding	Progress and learning outcomes are positive and graded outstanding in a good proportion of lessons and good in the remainder	Progress and learning outcomes are consistently positive and graded outstanding in almost all lessons. Pupils recognise and celebrate their own achievements	Progress and learning outcomes are of a high standard and graded outstanding in all lessons. Pupils recognise and celebrate their own achievements. Advice and support is offered to colleagues
1.3 Demonstrate good Subject and curriculum knowledge	The Teacher demonstrates good subject knowledge, good knowledge of examination requirements and a sound overview of the wider school curriculum	The Teacher demonstrates excellent subject knowledge, excellent knowledge of examination requirements and a good overview of the wider school curriculum	The teacher consistently demonstrates excellent subject knowledge and a strong knowledge of examination requirements. The overview of the school curriculum is consistently good	The Teacher demonstrates excellent subject and examination knowledge. The teacher is able to call upon additional knowledge and examples easily in response to questions. The teacher has a good overview of the wider school curriculum and can refer to links in related subjects	The Teacher demonstrates excellent subject and examination knowledge. The teacher is able to call upon additional knowledge and examples easily in response to questions. The teacher has a good overview of the wider school curriculum and can refer to links in related subjects

1.4 Plan and teach well structured lessons	Planning is good in the majority of lessons and this is put into effective practice.	Planning is good (or better) in most lessons, with some lessons outstanding. This is put into effective practice including wider aspects such as literacy	Planning is good in a good proportion of lessons and outstanding in the remainder. This is consistently put into effective practice including wider aspects such as literacy	Planning is outstanding in almost all lessons. This is consistently put into very effective practice including wider aspects such as literacy.	Planning is outstanding in almost all lessons. This is consistently put into very effective practice including wider aspects such as literacy. Advice and support is offered to colleagues
1.5 Adapt teaching to respond to the strengths and needs of all pupils	The teaching is adapted to the strengths and needs of all pupils and is graded good in the majority of lessons	The teaching is adapted to the strengths and needs of all pupils and is graded good (or better) in most lessons, with some outstanding	The teaching is consistently adapted to respond to the strengths and needs of all pupils and is graded as outstanding in a good proportion of lessons and good in the remainder	The teaching is consistently adapted to respond to the strengths and needs of all pupils and is graded as outstanding in almost all lessons	The teaching is consistently adapted to respond to the strengths and needs of all pupils and is graded as outstanding in all lessons. Teaching shows great skill in judging and extending pupils
1.6 Make accurate and productive use of assessment	Assessment is accurate and regular. Students know targets and most know how to progress. Peer/self assessment is used routinely	Assessment is accurate and regular. Students know their targets and how to progress to the next level. Assessment is used highly effectively.	Assessment is accurate and regular. Students know their targets and how to progress to the next level. Assessment is used effectively and confirms a constructive dialogue which results in rapid and sustained progress.	Assessment is accurate and regular. Students know targets and how to progress to the next level. Assessment is used highly effectively. Pupils are encouraged to take part in self assessment and take an active part in planning further learning. The teacher makes a distinct contribution to the development of assessment within the department.	Assessment is accurate and regular. Students know their targets and how to progress to the next level. Assessment is used highly effectively. Pupils are encouraged to take part in self assessment and take an active part in planning further learning. The teacher supports assessment across the department. The teacher makes a distinct contribution to the development of assessment beyond the department.

1.7 Manage behaviour effectively to ensure a good and safe learning environment	The Teacher manages behaviour effectively, following the school guidelines, through a knowledge of the students and a developing relationship. The learning environment is orderly and safe.	The Teacher manages behaviour very well, following the school guidelines, through a knowledge of students, a developed set of relationships and careful planning that engages all. The learning environment is very orderly, highly conducive to learning and safe.	The Teacher manages behaviour very well, following the school guidelines, through a knowledge of students, a developed set of relationships and careful planning that engages all. The learning environment is very orderly, highly conducive to learning and safe.	The Teacher demonstrates excellent behaviour management, following the school guidelines, through a detailed knowledge of students and a well established relationship. The learning environment is very orderly, highly conducive to learning and safe. Students feel able to take risks with their responses and thoughts. The Teacher advises colleagues.	The Teacher demonstrates excellent behaviour management, following the school guidelines, through a detailed knowledge of students and a well established relationship. The learning environment is very orderly, highly conducive to learning and safe. Students feel able to take risks with their responses and thoughts. The teacher actively supports others with behaviour in the department.
1.8 Fulfil wider professional responsibilities	Use colleagues where appropriate for support and act on advice given. Support an element of the wider life of the school.	Liaise with colleagues and share good Teaching and Learning practice. Make a positive contribution to the ethos and wider life of the school.	Give advice and share good Teaching and Learning practice. Make a positive contribution to the ethos and wider life of the school.	Give advice and take a leading role in sharing good Teaching and Learning practice or take a leading role in an area which promotes the wider life and ethos of the school.	Give advice and take a leading role in sharing good Teaching and Learning practice and take a leading role in an area which promotes the wider life and ethos of the school.