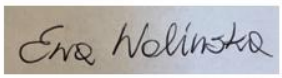
Teacher Appraisal and Capability Policy

Approved by: B.Suddhi	**Date:** September 2026
Last reviewed on:	September 2026
Next review due by:	September 2027

Signed by:



Headteacher Date: September 2026



Chair of governors Date: September 2026

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Statement of Intent

Pear Tree Infant and Nursery School is committed to supporting all teachers to achieve high standards of professional performance, develop their practice and contribute positively to the education, wellbeing and progress of pupils.

This policy sets out the school's arrangements for:

- the appraisal of teachers and school leaders;
- professional development and support;
- identifying and addressing performance concerns at an early stage; and
- managing serious and sustained under-performance through a fair and supportive capability procedure.

The school's appraisal arrangements are intended to be supportive, developmental and proportionate. They should provide teachers with regular opportunities to discuss their work, professional development, workload and wellbeing.

The school recognises that teachers work in complex and demanding circumstances and that performance may be affected by factors including workload, working patterns, health, disability, additional responsibilities or changes in school circumstances.

Where concerns about performance arise, the school will normally seek to address these through appraisal and appropriate informal support before considering formal capability procedures.

Formal capability procedures will only be used where concerns about performance are serious or persistent and have not been resolved through appropriate support, except where the circumstances are sufficiently serious to justify moving directly to formal procedures.

The school will operate this policy fairly, consistently and without discrimination.

1. Legal Framework

This policy has regard to the following legislation and guidance:

- Education Act 2002
- Education (School Teachers' Appraisal) (England) Regulations 2012
- School Staffing (England) Regulations 2009, as amended
- Equality Act 2010
- Employment Rights Act 1996, as amended
- Employment Relations Act 1999
- Working Time Regulations 1998
- School Teachers' Pay and Conditions Document (STPCD), as amended from time to time
- Teachers' Standards
- Department for Education – *Teacher Appraisal: Guidance for Schools*
- Department for Education – *Teacher Capability: Guidance for Schools when dealing with serious under-performance*
- Department for Education – *Staffing and Employment Advice for Schools*
- ACAS Code of Practice on Disciplinary and Grievance Procedures.

The school will also have regard to the current Derby City Council policies and procedures applying to its staff, including:

- School Pay Policy;
- Disciplinary Procedure;
- Grievance Procedure;
- Sickness Absence/Attendance Management Policy;
- Equality and Diversity arrangements;
- Records Management/Retention and Disposal Policy;
- Whistleblowing Policy; and
- any relevant school improvement or development plans.

The DfE's current appraisal guidance applies to teachers in maintained schools employed for one term or more, except teachers undergoing statutory induction or teachers who are subject to capability procedures.

The DfE's current capability guidance states that capability procedures are intended for cases where concerns about required standards of work performance have not been resolved through appraisal and appropriate informal support.

3. Scope and Application

This policy applies to all teachers employed by the school, including the headteacher, except where the statutory appraisal arrangements do not apply.

For the purposes of this policy, references to "teacher" include the headteacher unless otherwise stated.

The appraisal arrangements do not apply to:

- teachers employed for less than one term;
- teachers undergoing statutory induction as Early Career Teachers (ECTs); or
- teachers who are subject to formal capability procedures.

ECTs will be managed in accordance with the statutory induction arrangements and the school's ECT arrangements.

Teachers employed on fixed-term contracts of less than one year will have their performance managed in accordance with the principles of this policy. Their objectives and appraisal arrangements will take account of the length and nature of their contract.

Where appropriate, appraisal arrangements may be adapted for teachers who join or leave the school part way through an appraisal cycle.

4. Roles and Responsibilities

4.1 Governing Board

The Governing Board will:

- approve and periodically review this policy;
- ensure that appraisal arrangements are fair, robust and proportionate;
- ensure that the policy minimises unnecessary workload;
- determine the extent to which appraisal functions are delegated;
- appoint an external adviser to support the headteacher's appraisal;
- ensure that the headteacher's appraisal is completed appropriately;
- monitor the operation and effectiveness of appraisal arrangements;
- ensure that appraisal and capability procedures are applied fairly and consistently;
- ensure that reasonable adjustments are made where required;
- ensure that appropriate arrangements are in place for capability appeals; and
- exercise its responsibilities in relation to dismissal in accordance with the school's delegated powers and the requirements of the local authority.

The Governing Board will not normally become involved in individual teacher appraisal unless this is necessary under the school's arrangements or a formal capability or appeal process.

4.2 Headteacher

The headteacher will:

- implement this policy on a day-to-day basis;
- ensure all teachers understand the appraisal arrangements;
- ensure appraisers are appropriately trained and supported;
- allocate appraisers to teachers;
- ensure objectives are set appropriately;
- monitor the consistency and quality of appraisal arrangements;
- ensure evidence requirements remain proportionate;
- ensure teachers receive appropriate professional development and support;
- address emerging performance concerns promptly;
- oversee informal support arrangements;

- initiate and manage formal capability procedures where appropriate;
- ensure appropriate records are maintained;
- make or moderate pay recommendations in accordance with the school's Pay Policy; and
- report to the Governing Board as appropriate on the operation of appraisal and capability arrangements.

4.3 Appraisers

Appraisers will:

- work collaboratively with teachers;
- set appropriate objectives;
- ensure objectives are realistic, measurable and within the teacher's reasonable control;
- identify appropriate evidence at the start of the appraisal cycle;
- provide regular feedback;
- identify professional development needs;
- raise concerns promptly rather than waiting until the end of the appraisal cycle;
- provide appropriate informal support where required;
- assess performance fairly and objectively; and
- maintain appropriate confidentiality.

4.4 Teachers

Teachers are expected to:

- participate fully in the appraisal process;
- engage positively with their objectives;
- maintain appropriate professional standards;
- identify and engage with relevant professional development;
- participate in meetings, observations and other agreed monitoring;
- reflect on their practice and respond constructively to feedback;
- identify evidence relevant to their objectives where appropriate;
- raise concerns about their objectives, support or workload at an early stage; and
- comply with the requirements of this policy.

5. General Principles

The school will ensure that appraisal and capability arrangements are:

- fair;
- transparent;
- proportionate;
- supportive;
- evidence-based;
- consistent;
- respectful;
- focused on professional improvement; and
- compliant with equality and employment legislation.

The school will seek to resolve performance concerns at the earliest appropriate stage.

Performance concerns will not normally be allowed to continue without appropriate discussion, feedback and support.

Teachers will be given a reasonable opportunity to improve before formal capability procedures are considered, except in cases where the seriousness or persistence of the concerns makes this inappropriate.

The school will consider the individual circumstances of each teacher, including relevant health issues, disability, working pattern, pregnancy or maternity, caring responsibilities and other relevant circumstances where appropriate.

6. Teacher Appraisal

Teacher appraisal is a supportive and developmental process designed to:

- recognise effective professional practice;
- support continuing professional development;
- identify areas for further development;
- contribute to school improvement;
- support teachers in meeting the Teachers' Standards;
- provide regular opportunities for professional dialogue; and
- inform pay recommendations where required by the school's Pay Policy and the STPCD.

Appraisal will not be used as a bureaucratic exercise.

The school will seek to ensure that appraisal evidence comes primarily from normal professional activity and does not require teachers to create unnecessary portfolios or additional paperwork.

The DfE specifically advises schools to minimise workload associated with appraisal and to use evidence that is readily available through normal day-to-day practice.

7. The Appraisal Period

The school's appraisal year will normally run from:

1 September to 31 August.

Objectives should normally be agreed during the autumn term.

Performance will be reviewed throughout the year through professional dialogue, appropriate monitoring, feedback and development activities.

A formal end-of-year appraisal review will normally take place towards the end of the appraisal cycle or as soon as reasonably practicable thereafter.

Teachers joining the school during the year will be incorporated into the appraisal cycle as soon as practicable.

Where a teacher's circumstances change significantly during the year, objectives and success criteria may be reviewed and amended where appropriate.

8. Appraisers

The headteacher will determine who will appraise individual teachers.

Appraisers will normally have appropriate experience, knowledge and training to undertake the role.

The headteacher will be appraised by the Governing Board, supported by a suitably skilled and experienced external adviser appointed by the Governing Board.

The Governing Board will normally delegate the headteacher's appraisal to a suitable committee or panel of governors.

The external adviser will provide independent support and advice to the Governing Board and will contribute to the assessment of the headteacher's performance.

No person should normally appraise a teacher where there is a conflict of interest or where their involvement would compromise the fairness or integrity of the process.

9. Setting Objectives

Objectives will be set before, or as soon as reasonably practicable after, the start of each appraisal period.

Objectives should:

- be appropriate to the teacher's role, responsibilities and experience;
- be aspirational but achievable;
- contribute to the school's priorities and development;
- support the improvement of teaching and learning;
- include professional development where appropriate;
- be based on factors within the teacher's reasonable control;
- have clear success criteria; and
- be capable of being assessed fairly.

The school will normally aim to agree no more than three substantive objectives for each teacher.

Objectives should not create unnecessary additional workload.

Objectives and appraisal discussions will not be based solely on teacher-generated data or predictions, or solely on assessment data relating to one particular group of pupils.

Numerical targets will not be used where achievement is substantially outside the teacher's reasonable control.

The teacher and appraiser should seek to agree objectives.

Where agreement cannot be reached, the appraiser will determine the objectives. The teacher may record their disagreement in writing, which will be considered as part of the appraisal review.

Objectives may be amended during the appraisal period where circumstances have materially changed.

10. Reviewing Performance and Evidence

Performance will be assessed against:

- agreed appraisal objectives;
- the Teachers' Standards, where applicable;
- the responsibilities of the teacher's particular role; and
- relevant professional expectations.

The school will use a range of evidence where appropriate, which may include:

- lesson visits;
- professional discussions;
- planning and assessment information;
- pupil work;
- feedback;
- contribution to school improvement;
- professional development;
- collaboration with colleagues;
- leadership responsibilities; and
- other evidence arising naturally from the teacher's normal duties.

Evidence must be:

- relevant;
- proportionate;
- reliable;
- directly related to the objectives or standards being assessed; and
- readily available wherever possible.

Teachers will not routinely be expected to provide evidence that they meet every element of the Teachers' Standards.

Professional judgement will be used when assessing performance.

11. Classroom Observation and Other Monitoring

Classroom observation may be used where it provides useful information about teaching and learning, professional development or progress towards objectives.

Observation will:

- have a clear and agreed purpose;
- be proportionate;
- take account of the teacher's role and experience;
- avoid unnecessary workload;
- be carried out professionally and objectively;
- provide useful feedback; and
- be used to support development rather than create unnecessary bureaucracy.

Where an observation forms part of formal appraisal evidence, reasonable notice will normally be given.

Where appropriate, shorter visits or "drop-ins" may take place as part of normal school monitoring and quality assurance. Such visits will not automatically constitute formal appraisal observations.

The school will avoid unnecessary repetition of observations and will seek to coordinate monitoring activities wherever possible.

Feedback following observation will be provided as soon as reasonably practicable.

Where concerns arise from observation, these will be discussed promptly with the teacher and appropriate support will be considered.

12. Professional Development and Support

Professional development is an integral part of appraisal.

The school will seek to provide appropriate opportunities for teachers to:

- maintain and develop professional knowledge;
- improve teaching practice;
- develop leadership and specialist skills;
- work collaboratively with colleagues;
- access relevant training;
- undertake appropriate professional learning; and
- contribute to school improvement.

Teachers are expected to take reasonable responsibility for their own professional development and to engage with appropriate opportunities.

Professional development should reflect both:

- the priorities of the School Development Plan; and
- the individual teacher's professional development needs.

The school will consider available resources when determining professional development opportunities.

13. Informal Support for Performance Concerns

Where concerns arise about a teacher's performance, the school will normally address them through the appraisal process before considering formal capability.

The teacher will be informed clearly that there are concerns and will be given an opportunity to discuss them.

Informal support may include:

- coaching;
- mentoring;
- additional professional development;
- modelling or demonstration;
- structured observations;
- additional planning or professional discussions;
- access to resources;

- additional guidance;
- changes to working arrangements where reasonable; or
- other appropriate support.

An informal support plan should normally identify:

1. the area of concern;
2. the standard expected;
3. the improvement required;
4. the support to be provided;
5. how progress will be assessed;
6. the evidence that will be considered;
7. the timescale for improvement; and
8. the possible consequences if sufficient improvement is not made.

The period of informal support will be reasonable and proportionate to the circumstances.

The DfE's current guidance suggests that informal support should ordinarily be provided for a reasonable period, with six weeks given as an example, but the appropriate period should depend on the circumstances of the individual case.

Progress will be reviewed regularly.

Where sufficient improvement is achieved, the teacher will continue through the normal appraisal process.

Where improvement is insufficient, the school may consider moving to formal capability procedures.

14. Annual Assessment and Appraisal Reports

At the end of the appraisal period, the teacher will receive a written appraisal report.

The report will normally include:

- the teacher's objectives;
- an assessment of performance against the objectives;
- an assessment against the relevant professional standards;
- key strengths and achievements;
- areas for development;
- professional development needs;
- any agreed actions;
- discussion of workload and wellbeing where appropriate; and
- a pay recommendation where required.

Teachers will be given an opportunity to comment on their appraisal report.

Appraisal reports will be prepared as soon as reasonably practicable following the end of the appraisal period.

The headteacher will ensure that appraisal outcomes are moderated appropriately to promote consistency and fairness.

15. Pay Progression

Pay decisions will be made in accordance with:

- the school's current Pay Policy;
- the current School Teachers' Pay and Conditions Document;
- relevant employment legislation; and
- the teacher's appraisal arrangements.

A written pay recommendation will be made following the appraisal process where required.

The Governing Board, as the relevant body, will make pay decisions in accordance with the school's Pay Policy and the statutory requirements applying at the time.

The school will not use this policy to create separate pay criteria that conflict with the current Pay Policy or STPCD.

Where performance-related pay arrangements are retained, any decision to withhold progression will be made in accordance with the current Pay Policy and STPCD.

Where the school's Pay Policy does not retain performance-related pay, progression may only be withheld in the circumstances permitted by the applicable STPCD.

The current STPCD requires a written pay recommendation following appraisal and sets out the circumstances in which progression may be withheld.

Teachers will be informed of pay decisions in writing in accordance with the school's Pay Policy.

16. Transition to Formal Capability

Formal capability procedures may be considered where:

- performance concerns are serious or persistent;
- appropriate informal support has been provided but has not resulted in sufficient improvement; and
- there is evidence that the required professional standards have not been met.

Formal capability procedures should not come as a surprise to the teacher.

The teacher should have been made aware of the concerns, the required improvement, the support provided and the possible consequences of failing to improve.

In exceptional cases involving serious and persistent failure to meet job expectations, it may be appropriate to move directly to formal capability.

The decision to commence formal capability will be made by the appropriate person under the school's delegated arrangements.

17. Formal Capability Procedure

The formal capability procedure will normally consist of:

1. Formal Capability Meeting
2. Monitoring and Review Period

3. Formal Review Meeting
4. Further Monitoring and Review, where appropriate
5. Decision Meeting
6. Decision to Dismiss, where necessary
7. Appeal

The procedure may be adapted where the circumstances require it, provided that the principles of fairness, natural justice and the ACAS Code are maintained.

Formal capability procedures will be conducted in accordance with the DfE's current capability guidance and the school's applicable employment procedures.

18. Formal Capability Meeting

The teacher will normally receive at least **five working days' written notice** of a formal capability meeting.

The written notification will include:

- the date, time and location;
- the concerns about performance;
- the standards or expectations believed not to have been met;
- relevant evidence;
- the improvement required;
- the possible consequences;
- details of any relevant support; and
- the teacher's right to be accompanied.

The teacher may be accompanied by:

- a trade union official;
- a certified trade union representative; or
- a workplace colleague.

The teacher will be given a reasonable opportunity to request an alternative date where they cannot attend.

The formal capability meeting will consider the evidence and provide the teacher with a full opportunity to respond.

The teacher may:

- respond to the concerns;
- provide relevant evidence;
- ask questions;
- identify relevant circumstances;
- provide appropriate witnesses where necessary; and
- make representations through their companion.

The person conducting the meeting may adjourn where further investigation or consideration is required.

If it is concluded that there are insufficient grounds for formal capability, the process may end and the teacher may return to appraisal with appropriate support.

Where formal capability is appropriate, the teacher will be given a written warning setting out:

- the areas of under-performance;
- the required standard;
- the improvement required;
- the support and resources available;
- the evidence that will be considered;
- the timescale for improvement;
- the arrangements for monitoring and review; and
- the potential consequences of insufficient improvement.

Notes will be taken of the meeting and provided to the teacher.

Where a formal warning is issued, the teacher will also be informed of their right to appeal.

19. Monitoring and Review Period

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

During this period, the school will provide appropriate:

- monitoring;
- guidance;
- feedback;
- support;
- professional development; and
- opportunities to demonstrate improvement.

The monitoring period will be reasonable and proportionate to the circumstances.

The teacher will be informed of the evidence that will be used to assess progress.

Regular review meetings will take place during the monitoring period where appropriate.

20. Formal Review Meeting

The teacher will normally receive at least **five working days' written notice** of a formal review meeting.

The teacher has the right to be accompanied.

The meeting will consider whether sufficient improvement has been made.

Where sufficient improvement has been achieved:

- the formal capability procedure will end; and
- the teacher will return to the normal appraisal process.

Where some progress has been made and there is a reasonable basis for expecting further improvement, the monitoring period may be extended.

Where insufficient improvement has been made, the teacher may receive a **final written warning**.

The final written warning will set out:

- the areas where required standards have not been met;
- the required improvement;
- the support and measures to be provided;
- the review period;
- the evidence to be considered; and
- the consequences of failing to achieve the required standard.

The teacher will be informed of their right to appeal against the warning.

21. Decision Meeting

Where a final written warning has been issued, a further monitoring and review period will normally follow.

A decision meeting will then be arranged.

The teacher will receive at least **five working days' written notice** and will have the right to be accompanied.

The decision meeting will consider:

- the performance concerns;
- the evidence;
- the support provided;
- the teacher's progress;
- any representations made by the teacher; and
- whether the required standard has been achieved.

Where satisfactory performance has been achieved, the capability procedure will end and the teacher will return to the appraisal process.

Where performance remains unsatisfactory, the appropriate decision-maker may consider:

- extending the final warning where appropriate;
- further support or monitoring;
- redeployment where appropriate and available; or
- dismissal.

Dismissal will only be considered where the school has sufficient evidence that the required standard has not been achieved despite appropriate support and a fair opportunity to improve.

Before a decision to dismiss is made, the school will consult the local authority in accordance with the statutory arrangements applying to maintained schools.

The local authority may attend and provide advice in proceedings relating to the dismissal of a teacher, and the Governing Board will consider any advice provided.

22. Decision to Dismiss

The power to dismiss will be exercised in accordance with the school's delegated powers and the relevant local authority arrangements.

For a maintained school, where the Governing Board determines that a teacher should no longer work at the school, the appropriate local authority procedures will be followed.

The teacher will be informed in writing of:

- the decision;
- the reasons for the decision;
- the date employment will end;
- the notice arrangements; and
- their right of appeal.

The school will notify the local authority of the decision where required.

Dismissal will be a last resort following a fair and reasonable capability process.

ACAS guidance confirms that employers should support employees to improve where capability is the issue and that dismissal should be a last resort, with evidence of the performance concerns and the steps taken to support improvement.

23. Appeals

A teacher may appeal against:

- a formal warning;
- a final written warning;
- a decision to dismiss; or
- other formal action taken under this procedure where the school's procedures provide for an appeal.

An appeal should normally be submitted in writing within **five working days** of receipt of the decision, setting out the grounds of appeal.

Grounds may include:

- the procedure was not followed correctly;
- relevant evidence was not properly considered;
- the decision was unreasonable in the circumstances;
- relevant mitigating circumstances were not considered;
- new evidence has become available; or
- the action taken was disproportionate.

Appeals will be heard without unreasonable delay.

Where possible, the appeal will be heard by governors or managers who have not previously been involved in the case.

The teacher has the right to be accompanied.

The appeal hearing will consider the grounds of appeal and any relevant evidence.

The appeal outcome will be confirmed in writing as soon as reasonably practicable.

The appeal decision will be final within the school's procedure.

24. Grievances and Sickness Absence

24.1 Grievances

Where a teacher raises a grievance during capability proceedings, the school will consider whether:

- the grievance should be dealt with before continuing the capability process;
- the capability process should be temporarily paused; or
- both matters should be considered concurrently.

The appropriate approach will depend on the circumstances.

A grievance will not automatically stop capability proceedings.

24.2 Sickness Absence

Where sickness absence occurs during appraisal or capability proceedings, the school will consider the circumstances carefully.

The school's Sickness Absence/Attendance Management Policy will be followed.

Where appropriate, the school may seek advice from Occupational Health regarding:

- the employee's health;
- fitness for work;
- reasonable adjustments;
- likely timescales;
- whether continued monitoring is appropriate; and
- whether the appraisal or capability process should be amended or paused.

Where a disability may be relevant, reasonable adjustments will be considered before decisions are made.

Capability proceedings may continue during sickness absence where this is reasonable and fair in the circumstances.

25. Equality, Fairness and Reasonable Adjustments

The school is committed to equality of opportunity and will comply with the Equality Act 2010.

Appraisal and capability decisions will not discriminate unlawfully on the basis of protected characteristics.

The school will consider reasonable adjustments where a teacher is disabled or where another legal duty requires adjustments to be considered.

This may include adjustments to:

- meeting arrangements;
- timescales;

- evidence requirements;
- observation arrangements;
- communication methods;
- working arrangements;
- support;
- training; or
- other aspects of the process.

The school will consider whether a performance concern may be connected to an underlying health condition, disability or other relevant circumstance before determining the appropriate course of action.

ACAS guidance confirms that reasonable adjustments should be considered where disability may affect performance and that formal action should not be taken without first considering appropriate support.

26. Confidentiality and Records

Appraisal and capability matters will be treated confidentially.

Information will only be shared with those who have a legitimate need to know.

Confidentiality does not prevent the headteacher, Governing Board or other authorised persons from quality-assuring appraisal arrangements or ensuring consistency and fairness.

Records may include:

- objectives;
- appraisal reports;
- notes of meetings;
- evidence relating to performance;
- informal support plans;
- capability documentation;
- warnings;
- review records;
- pay recommendations; and
- appeal documentation.

Records will be stored securely and handled in accordance with the school's Records Management and Retention and Disposal arrangements and applicable data protection legislation.

Capability records will not be retained indefinitely. Retention periods will be determined in accordance with the school's current retention schedule.

27. Workload and Wellbeing

The school recognises the importance of managing teacher workload and wellbeing.

Appraisal and capability arrangements will be designed to minimise unnecessary workload.

The school will:

- use existing evidence wherever possible;
- avoid unnecessary paperwork;
- avoid requiring teachers to produce large portfolios of evidence;
- coordinate observations and monitoring wherever possible;
- ensure objectives are realistic and achievable;
- consider workload when setting objectives;
- consider working patterns and individual circumstances;
- discuss wellbeing as part of appraisal where appropriate; and
- review the impact of appraisal arrangements on staff workload.

Teachers should raise concerns about unreasonable workload or the impact of appraisal requirements with their appraiser or headteacher as early as possible.

The DfE's current guidance identifies workload reduction as a fundamental principle of effective appraisal arrangements.

28. Monitoring and Review of the Policy

The Governing Board and headteacher will monitor the operation and effectiveness of this policy.

This will include consideration of:

- whether appraisal arrangements remain supportive and developmental;
- whether the process is proportionate;
- whether workload is being minimised;
- whether objectives are appropriate;
- whether appraisal decisions are consistent;
- whether capability procedures are being applied fairly;
- whether equality and reasonable adjustment requirements are being met; and
- whether the policy remains compliant with current legislation and guidance.

The policy will be reviewed annually, or sooner where there are significant changes to legislation, statutory guidance, the STPCD or local authority procedures.

The next scheduled review will be **September 2027**.

Appendix 1 – Appraisal Cycle

Autumn Term

- Appraisal meetings take place.
- Objectives are agreed or determined.
- Success criteria are established.
- Evidence requirements are agreed.
- Professional development needs are identified.
- Workload and wellbeing are considered.

Spring Term

- Progress against objectives is reviewed.
- Professional dialogue continues.
- Feedback is provided.
- Development and support are reviewed.
- Any emerging concerns are addressed promptly.

Summer Term

- Progress against objectives and standards is assessed.
- Final evidence is considered.
- Professional development needs for the following year are discussed.
- Pay recommendations are prepared where applicable.
- Appraisal reports are completed.

Following Autumn Term

- Pay decisions are made in accordance with the school's Pay Policy.
- The next appraisal cycle begins.

Appendix 2 – Informal Support Plan

Where informal support is required, the following should normally be recorded:

Teacher:
Appraiser/Manager:
Date support commenced:

Area of concern

What aspect of performance requires improvement?

Required standard

What standard is expected?

Improvement required

What specifically needs to change?

Support to be provided

For example:

- coaching;
- mentoring;
- training;
- resources;
- observation;
- modelling;
- planning support;
- professional discussion.

Evidence

What evidence will be used to assess improvement?

Timescale

When will progress be reviewed?

Review arrangements

How frequently will meetings or reviews take place?

Outcome

- Sufficient improvement – return to normal appraisal.
- Further informal support required.
- Formal capability considered.

Appendix 3 – Formal Capability Improvement Plan

Teacher:
Manager:
Date:

Performance concern

Required professional standard

Improvement required

Success criteria

Evidence to be considered

Support and resources

Monitoring arrangements

Review date

Possible consequences

Failure to achieve and sustain the required standard within the agreed timescale may result in further formal capability action, including a final written warning or dismissal.

Policy Review

This policy will be reviewed annually and updated where necessary to reflect changes to legislation, statutory guidance, the STPCD, ACAS guidance or local authority procedures.