



## Staff Appraisal and Capability Policy and Procedure

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**VERSION CONTROL**

<b>Version</b>	<b>Date</b>	<b>Author/Reviewer</b>	<b>Substantive changes since the previous version</b>
DRAFT V0.1	June 23	DD	Updated policy for ONE Academy Trust. Merges the previous WAT & Believe policies.
DRAFT v0.2	June 23	GB/JH	Career Expectations Matrix updated. Para 19.1 - Dismissal section amended to enable panel to make a decision on dismissal with a representative from the HRES or Board of Trustees
DRAFT v0.3	July 23	DD/JC/GB/JH	Career Expectations Matrix updated following input from HT's Forum.
V1	Sept 23	DD/JC/GB/JH	Trustee comments incorporated. No feedback received from staff consultation (August/Sept 23)
V1.1	Oct 23	DD/GB	Appendix 4 – Career Expectations Matrix amended to remove 'Professional Standards' column Union Consultation (12.12.23)
V1.2	June 24	JH	TU comments reviewed and incorporated as appropriate. 'Supervision' section included page 10/11

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# General Principles

## 1. Introduction

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- 1.1 This policy sets out:
- The framework for a clear and consistent assessment of the overall performance of teachers, including headteachers, 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.
  - The arrangements for appraisal and supporting the development of support staff and the trust's executive team.
  - It also sets out the arrangements that will apply when employees fall below the levels of competence that are expected of them.
- 1.2 The Staff Appraisal & Capability Policy is in two parts:
- Part A** – which covers appraisal, applies to all staff employed by the school/trust, except those on contracts of less than one term, those undergoing induction (i.e. Early Career Teachers) and those who are subject to Part B of the policy.
- Part B** – which sets out the formal capability procedure, applies only to staff about whose performance there are serious concerns that the appraisal process has been unable to address.
- 1.3 Both parts of the policy should always be applied in a way that is robust whilst minimising the impact on workload for teachers, line managers, headteachers and governance boards.
- 1.4 Advice and support for managers on the application of this policy are available from the trust's Human Resources (HR) team.
- 1.5 As an academy, we are free to determine our own appraisal arrangements. ONE Academy Trust takes account of the appraisal arrangements set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012](#) (the Appraisal Regulations). We are required to adhere to any other relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection). Part B of this policy will be implemented in accordance with the provisions of the [ACAS code of practice on disciplinary and grievance procedures](#).
- 1.6 This policy is based on the teacher appraisal and capability [model policy](#) produced by the Department for Education (DfE).
- 1.7 This policy reflects legislation at the time when it was last reviewed. Any changes in legislation will take precedence over anything printed in the policy.
- 1.8 This policy complies with our funding agreement and articles of association.
- 1.9 This policy does not form part of any employee's contract of employment and ONE Academy Trust may amend it at any time.
- 1.10 This policy links to the following documents and trust policies:
- Staff code of conduct
  - Staff grievance procedures
  - Staff disciplinary procedures

- Equality and Diversity policy
- Staff Pay Policies

## **Equality and Diversity**

- 1.11 The board of trustees is aware of the guidance and provisions of the Equality Act 2010 and is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments where these are deemed either necessary or appropriate. If employees need assistance or adjustments to understand and comply with this procedure and/or attend meetings, they should contact their line manager at the earliest opportunity.

## **Definitions**

- 1.12 Unless indicated otherwise, in this policy the term ‘teacher’ refers to classroom teachers, middle and senior leaders, and the headteacher.
- 1.13 Throughout this policy, reference to working days refers to school days (Monday to Friday during school term time and excluding bank holidays).

## **2. Confidentiality**

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- 2.1 The appraisal and capability processes will be treated confidentially. However, the desire for confidentiality does not override the need for the headteacher, local governing body and/or the board of trustees to quality-assure the operation and effectiveness of the appraisal and capability system. The CEO, headteacher or appropriate colleague might review all teachers’ objectives and written appraisal records personally, to check the consistency of approach and expectation between different appraisers. The CEO or headteacher needs to be aware of any pay recommendations that have been made.

## **3. Record keeping and data protection**

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- 3.1 Notes/minutes will be kept of all meetings and the actions agreed. Where possible, these will be confirmed as an accurate reflection of what was discussed during the meeting.
- 3.2 Records will be kept securely, only for as long as necessary and in line with data protection law, our privacy notices and our record retention schedule.
- 3.3 Personal data will be treated as confidential and will only be processed and shared in line with our data protection responsibilities under the Data Protection Act 2018 and the UK GDPR.
- 3.4 All correspondence and documentation should be classified and marked as confidential.

## **4. Monitoring and review**

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- 4.1 The board of trustees, CEO and headteachers will monitor the operation and effectiveness of the Staff Appraisal & Capability arrangements. This will include ensuring that the arrangements minimise the impact on workload for all parties involved.
- 4.2 This policy will be reviewed every 3 years as a minimum but will be revised as needed and any material changes consulted on with staff and the recognised trade unions.
- 4.3 This policy will be approved by the board of trustees.

## PART A - APPRAISAL

### 5. Introduction

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- 5.1 ONE Academy Trust is committed to creating and sustaining a positive and supportive working environment for all our staff. All staff are equally valued and respected, and the appraisal process is committed to providing a fair, equitable experience for all its employees
- 5.2 Appraisal in this Trust will be a supportive and developmental process centred on the following key principles. Appraisals are a human development process that involves structures, focused two-way interaction and the use of appropriate strategies, tools and techniques to empower people by facilitating self-directed learning, personal growth and improved performance.
- 5.3 Key principles of appraisal:
- It is a managed conversation that takes place between appraiser/s and appraisee;
  - Aims to support sustainable change to behaviour or ways of thinking;
  - Focuses on learning and development;
  - Asks the appraiser/s to listen, to ask questions and to summarise.
- 5.4 Appraisal in ONE Academy Trust is intended to be a supportive and developmental process designed to ensure that all staff have or fully develop the skills and have access to the support they need to carry out their role effectively. It will help to ensure that all staff are able to continue to improve their professional practice, personal growth and develop in their roles.
- 5.5 Although not all employees in ONE Academy Trust will be part of a formal appraisal process, all staff should be encouraged and supported to achieve their full potential through agreeing objectives, engaging in personal development and having an opportunity to review their performance regularly. Objectives should focus on priorities and areas where specific action is required.
- 5.6 The board of trustees has approved the Teachers Pay Policy for the trust and has considered the implications of the Appraisal Policy with due regard to the arrangements relating to teachers' pay in accordance with the School Teachers Pay and Conditions document. The board of trustees, the CEO and the headteachers will ensure that decisions on pay progression are made by 31 December for headteachers and by 31 October for teachers.
- 5.7 Pay progression is only applicable to some support staff roles and, where applicable, this is set out in individual contracts.

### 6. The appraisal period

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- 6.1 The appraisal period will run for twelve months from 1<sup>st</sup> September to 31<sup>st</sup> August (academic year).
- 6.2 The appraisal period will be completed during the summer term of the relevant academic year or the autumn term of the next academic year and at the latest by 31<sup>st</sup> October for teachers and by 31<sup>st</sup> December for headteachers, the Chief Executive Officer and the executive trust team under the STPCD. Where appraisal is completed in the Autumn Term, performance pay will be backdated to 1<sup>st</sup> September of the new academic year.
- 6.3 The appraisal cycle will be adjusted for staff who are appointed part-way through the academic year.

- 6.4 Staff 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 and an individual's objectives should consider the length of the contract.
- 6.5 There is flexibility to have a longer or shorter appraisal period when staff begin or end employment with a school or when unattached staff change post within the trust.

DATE	ACTION
First day of the autumn term	Appraisal cycle begins
September/October	Appraisal meeting held to set objectives for the academic year. Where an appraisal report and pay recommendation has not been completed in the previous Summer term, this will be completed.
31 October	The appraisal process is completed for teachers/support staff, deadline for appraisal reports to be sent
31 December	The appraisal process is completed for the headteacher/CEO/executive trust team, deadline for the appraisal report to be sent
Spring Term	A mid-point meeting will be held to review progress, and provide the opportunity for a two-way dialogue between appraiser and appraisee.
Summer Term	Final end-of-year appraisal meeting and pay recommendation should be made.
Throughout the year	Formal and drop-in observations and monitoring take place, constructive feedback is provided

## 7. **Appointing appraisers**

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### **CEO**

- 7.1 The task of appraising the performance of the CEO, including the setting of objectives, is delegated to a sub-group consisting of two members of the board of trustees (normally comprising the chair and another appropriately experienced trustee) who will review the CEO's performance on behalf of the trust.
- 7.2 Where the CEO has an objection on the suitability, for professional reasons, of any person to whom the board of trustees has delegated appraiser duties s/he may, on one occasion, submit a written request to the Board that an appraiser is replaced stating the reason(s) for the request. This request will be carefully considered and if possible, an alternative appraiser will be offered. The trustees will make the final decision on the appraisers for the CEO.

### **Headteachers and trust executive team staff**

- 7.3 The board of trustees has delegated the appraisal of headteachers and trust executive staff to the trust's Chief Executive Officer.
- 7.4 Unless there is a good reason not to, this will normally be the line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the

employee and line manager, including where a formal grievance has been lodged by the employee citing their line manager.

### **Teachers and school support staff (including Senior Leadership Team)**

- 7.5 The headteacher will be the appraiser for the Senior Leadership Team in their school.
- 7.6 The headteacher will decide who will appraise other staff in their school. Unless there is a good reason not to, this will normally be the line manager. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the staff member and line manager, including where a formal grievance has been lodged by the staff member citing their line manager.
- 7.7 The line manager will be a member of the Senior Leadership Team.
- 7.8 Line management and appraisal responsibility should not be given to a class teacher as it is not within their job description.

## **8. Setting objectives**

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- 8.1 The objectives set should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART) and appropriate to the staff member's role, level of experience and personal circumstances (for example, this might involve including an adjustment to allow for a known absence relating to maternity leave or providing a disabled person with additional practical support). They should enable the staff member to achieve a satisfactory work/life balance.
- 8.2 Objectives should be aligned with the trust's strategic objectives, school development plans and professional standards.
- 8.3 Objectives should include a statement of the overall objective; the criteria for assessing achievement; evidence that will be considered in assessing achievement of these objectives at the end of the year; and the support that will be provided to help the member of staff to meet the objective. Whilst individuals will have objectives in common, their performance criteria, actions, evidence and support requirements may be different.
- 8.4 Where the member of staff works for more than a single line manager or other relevant third parties, the appraiser should consult the other relevant individuals in advance of setting objectives.
- 8.5 A maximum of 3 objectives will be set for each academic year.

### **CEO, Vice-CEO, Director of Education**

- 8.6 3 objectives will be agreed upon each annual appraisal cycle.
- 8.7 In addition to the 3 specific agreed annual objectives, the CEO, Vice-CEO and Director of Education are expected to consistently maintain the performance and conduct expected of headteachers, as set out in the current national Headteachers' Standards. Any areas identified for development from the Headteachers' Standards may then form the basis for a professional development objective.

### **Headteacher**

- 8.8 3 objectives will be agreed upon each annual appraisal cycle.
- 8.9 In addition to the 3 specific agreed annual objectives, headteachers are expected to consistently maintain the performance and conduct expected of a headteacher, as set out in



the current national [Headteachers' Standards](#). Any areas identified for development from the Headteachers' Standards may form the basis for a professional development objective.

- 8.10 Input may be sought from the chair of the local governing body to inform both the review of performance and the setting of objectives.

### **Teachers**

- 8.11 3 objectives will be agreed upon each annual appraisal cycle.
- 8.12 Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. This will be carried out at an appraisal planning meeting and should be clearly defined with the appraiser and teacher clear on what success will look like and how progress will be measured. Objectives can be set in relation to robust assessment data, however, these will not be used in isolation and other factors will also be considered when making decisions about pay progression. The appraiser and teacher will seek to agree the objectives but where a joint determination cannot be made the appraiser will make the determination. If there is still disagreement the final decision will rest with the headteacher or CEO. Objectives may be revised if circumstances change.
- 8.13 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 for example by quality assuring all objectives against the school improvement plan.
- 8.14 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.
- 8.15 Careful consideration needs to be given to where the teacher is on the main pay scale and objectives set that enable them to move up the scale developing and building experience and expertise. The same consideration needs to be given to teachers moving between or onto the upper pay scale.
- 8.16 Teachers who are qualified teachers by virtue of holding QTLS status, will be assessed against the Teachers' Standards, against any other sets of standards issued by the Secretary of State, against the trust's Career Expectations Matrices (Appendix 4) and any other professional standards relevant to their performance.
- 8.17 Any teacher eligible to be considered for the Upper Pay Scale must register their interest in accordance with the Teachers Pay Policy. Please see the Teacher's Pay Policy for details of how to apply and demonstrate suitability and how payment is made.

### **Support staff (including trust executive team staff)**

- 8.18 Support staff will receive job descriptions outlining their roles and responsibilities. Clear expectations will be set to ensure they understand their contribution to the school's objectives.
- 8.19 Where appropriate to the role, one or more objectives may be agreed for each year with the line manager and an appropriate review plan agreed.
- 8.20 Where formal objectives related to performance pay have been set, support staff should meet with their line manager for a performance review at least twice annually (Autumn and Summer terms). Staff should also be given the opportunity to have a mid-point review meeting.
- 8.21 Support staff and their line managers will refer to the individual's job description and any relevant professional standards specifically applicable to their role to identify the underpinning

expectations that apply. Any areas identified for development from the relevant standard may then form the basis for an appropriate professional development objective.

- 8.22 Headteachers have the discretion to use a **'supervision process'** as an alternative to a formal appraisal process for support staff, where this is appropriate to the role. **This is only suitable for support staff posts where performance pay is not part of the contract of employment and therefore a formal assessment of performance against objectives is not required.**
- 8.23 The 'supervision process' ensures that all staff receive the opportunity to meet with their line manager to discuss personal development and training needs, performance, workload and wellbeing and recognise and celebrate achievements. Constructive feedback will be provided continuously to support professional growth.
- 8.24 The following principles will guide the supervision process.
- 8.25 Support staff will engage in a minimum of two 'supervision' meetings annually (Autumn & Summer terms).
- 8.26 Support staff will be encouraged to attend workshops, training courses, network meetings and other learning opportunities relevant to their roles. Opportunities for professional development will be considered.
- 8.27 Supervisors will foster a supportive environment where open communication is encouraged.
- 8.28 Developmental goals will be set in collaboration with support staff. These goals will be adaptable and reviewed regularly to reflect changing circumstances and priorities. This approach will ensure that support staff feel empowered and engaged in their professional journey.

## **9. Reviewing performance**

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### **Observation**

- 9.1 ONE Academy Trust believes that observation of classroom practice and other responsibilities is important as a way of assessing teachers' performance to identify any particular strengths and areas for development they may have, gaining useful information which can inform school improvement more generally and enabling teachers to learn from each other and collaborate. All observations will be carried out in a supportive fashion and will not add to teachers' workload.
- 9.2 Those with Qualified Teacher Status will carry out classroom observation. 5 working days' notice of the date and time of the observation will be given to the teacher. Verbal feedback will be provided by at least the end of the next school day and written feedback within 5 working days unless exceptional circumstances make this impossible. For professional development, feedback about lesson observations should be developmental.
- 9.3 Headteachers and others with responsibility for teaching standards may "drop in" to evaluate the standards of teaching and learning and to ensure that high standards of professional performance and pupil progress are established and maintained.
- 9.4 The school will use the findings of each observation, including appraisal observations, for other management requirements thereby seeking to minimise the total number of occasions on which teachers are observed.
- 9.5 Teachers (including the headteacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed,

in line with the current Teachers' Standards, Career Expectations Matrices (see Appendix 4), UPS criteria and Headteacher Standards.

## **Development and support**

- 9.6 Appraisal is a supportive process which will be used to inform decisions on pay progression (where appropriate to the role) and inform continuing professional development. The trust wishes to encourage a culture in which the importance of continuous professional development is recognised and employees share responsibility for improving their performance through appropriate professional development. Professional development will be linked to school improvement priorities and the professional development needs of employees.
- 9.7 Each school's CPD program will be informed by the training and development needs identified as part of the appraisal process. The CFO and headteacher will ensure in the budget planning that as far as possible, resources are made available in the school budget for appropriate training, and support agreed for teachers and support staff, maintaining access on an equitable basis.
- 9.8 An account of the training and development needs of teachers and support staff including the instances where it did not prove possible to provide any agreed CPD will form a part of the headteacher's reporting to the governing body about the operation of the appraisal process in the school.
- 9.9 With regard to the provision of CPD in the case of competing demands on the school budgets, a decision on relative priority will be taken with regard to the extent to which:
- The training and support will help the school to achieve its priorities; and
  - The CPD identified is essential for an employee to meet their objectives.
  - Account will be taken in a review meeting of where it has not been possible for teachers/support staff to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

## **10. Assessment and feedback**

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### **CEO**

- 10.1 The CEO will receive constructive feedback on their performance throughout the year. Feedback will highlight particular areas of strength as well as any areas that require further development.
- 10.2 Trustees must consult with the trust's HR legal advisors if any concerns are identified.
- 10.3 An annual assessment is the endpoint of the annual appraisal process and will take place at a review meeting. The review meeting will also form the planning meeting for the next appraisal period. Performance and development priorities will be reviewed and addressed regularly throughout the year in interim review meetings which will take place in the spring and autumn terms.

### **Headteacher/teachers**

- 10.4 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 require further development.

- 10.5 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the headteacher, the CEO must consult with HR if any concerns are identified.
- 10.6 An annual assessment is the endpoint of the annual appraisal process and will take place at a review meeting. The review meeting will also form the planning meeting for the next appraisal period. Performance and development priorities will be reviewed and addressed regularly throughout the year in interim review meetings which will take place in the spring and autumn terms.
- 10.7 As soon as practicable following the end of each appraisal period, the teacher will receive (and have the opportunity to comment on in writing) a written appraisal report. This will form part of the review meeting. In ONE Academy Trust, teachers will receive their written appraisal reports by 31 October and headteachers will receive their written appraisal reports by 31 December.
- 10.8 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 (NB – pay recommendations need to be made by 31 December for headteachers and by 31 October for other teachers);
- 10.9 The assessment of performance and professional development needs will inform the planning process for the following appraisal period.
- 10.10 A model review statement can be found in Appendix 1.
- 10.11 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;
  - set clear objectives for required improvement;
  - 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 (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 – e.g., impact on pay progression and the potential move to formal capability.
- 10.12 The teacher's progress will be monitored as part of the appraisal process and a reasonable time given for the teacher's performance to improve. This will depend upon the circumstances but will normally be for a period of 6-8 working weeks, with appropriate support as agreed in an Action Plan, so that the aim of recovering and improving performance can be achieved. To support the employee to improve their performance, the appraiser will meet informally with the employee on a regular basis to monitor progress, give regular feedback on progress, ensure that any support, training or other resources identified in the action plan have been provided

and, where necessary, arrangements will be made to modify the support program if appropriate.

- 10.13 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.
- 10.14 When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is therefore resolved.
- 10.15 Where it is apparent that the teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible, without waiting for the formal annual assessment.
- 10.16 If an appraiser identifies through the appraisal process, or via other sources of information, for example, parental complaints, that the difficulties experienced by a teacher are such that, if not rectified, could lead to capability procedures, the CEO, the appraiser, the headteacher, or a member of the leadership team, will, as part of the appraisal meet the teacher or headteacher.
- 10.17 If sufficient progress is made such that the teacher is performing at a level that indicates there is no longer a possibility of capability procedures being invoked the teacher should be informed of this at a formal meeting with the appraiser or headteacher. Following this meeting, the appraisal process will continue as normal.
- 10.18 If no, or insufficient, improvement has been made over this period the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be accompanied by a trade union representative or work colleague and will have at least 10 working days' notice of the meeting.

### **Evidence**

- 10.19 The range and level of evidence collected for appraisal and pay determination purposes will always be proportionate and minimise workload.
- 10.20 The appraisal process is designed to enable teachers to collate evidence to progress in their careers and to meet the criteria for performance-related pay.
- 10.21 Pay progression will be subject to sustained performance towards the next higher level, and meeting the relevant teacher standards and Career Expectations (see Appendix 4) for that level. Meeting appraisal objectives will not automatically mean that pay progression will be awarded. Where a teacher's performance does not demonstrate a sustained level and is below the school's expectations at that level of post, the headteacher may determine that no incremental progression will be awarded in that year.
- 10.22 See the Teachers Pay Policy for information on how teachers can apply to move between the pay bandings-

### **Support staff (including executive team staff)**

- 10.23 Where performance-related pay progression is applicable to a role, assessment and feedback arrangements will mirror the arrangements for teachers as set out above and appropriate to role.
- 10.24 All staff should be provided with the opportunity for a performance review or a 'supervision' meeting on a bi-annual basis as a minimum and as required/requested throughout the year.

## **Pay decisions and pay reviews**

10.25 Where pay decisions are based on performance, employees have the right to request a review of the performance assessment and consequential pay decision. The trust's Pay Policies set out how to request a review and the associated appeals process. For the majority of support staff, pay progression is not linked directly to performance (excluding non-teaching executive leaders).

## **11. Transition to capability**

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11.1 If an employee demonstrates serious underperformance and has not responded to the support provided within the appraisal process, 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 and will be invited to a formal capability meeting. The capability procedures will be conducted as in Part B of this policy.

## **PART B – CAPABILITY PROCEDURES**

### **12. Introduction**

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- 12.1 This procedure applies to all employees at ONE Academy Trust, including headteachers, support staff and the executive team including the CEO and executive leaders. This procedure applies only to employees where there is serious underperformance that the appraisal process has been unable to address. The appraisal process will be suspended when the capability procedure is invoked.
- 12.2 The full formal capability procedure will not apply to Early Career Teachers for whom separate induction procedures will apply.
- 12.3 The full formal capability procedure will not apply to employees during their probationary period. If an employee who is still within their probationary period is not performing to the required level, this will be dealt with in accordance with the Trust's Probationary Policy.
- 12.4 This procedure does not apply where there is incapability due to ill health, which is covered by the sickness absence procedures, or misconduct, which is covered by the disciplinary procedure.
- 12.5 Line managers should seek appropriate support and advice from the trust's HR legal advisors before the formal process commences and at each stage of the procedure.

### **13. Grievances**

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- 13.1 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. HR legal advice should be sought before deciding on suspending the Capability Procedure

### **14. Sickness**

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- 14.1 If long-term sickness absence appears to have been triggered by the commencement of monitoring performance at any stage of the procedure or a formal capability procedure, the case will be dealt with in accordance with the ONE Academy Trust absence policy and will be referred immediately to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence. Each case should be reviewed on an individual basis and consideration should be given to employees with disabilities and any reasonable adjustments that may be required.

### **15. Formal capability meeting**

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- 15.1 At least 10 working days' notice will be given of a formal capability meeting. The notification will contain sufficient information about the concerns about performance and the possible consequences to enable the employee 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 employee 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. Employees are entitled to request an alternative date which is within 5 days of the original date.

- 15.2 This meeting is intended to establish the facts. It will be conducted by the line manager (in some cases, a senior manager may hold the meetings outline in this policy instead of the line manager) i.e.:
- The CEO (for the headteacher and executive team capability meetings)
  - Headteacher (for other teachers)
  - Headteacher/member of the Senior Leadership Team (for support staff)
  - The CEO appraisal committee of the board of trustees (for the CEO).
- 15.3 The meeting allows the employee, 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.
- 15.4 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.
- 15.5 The person conducting the meeting may adjourn the meeting, for example if they decide that further investigation is needed, or that more time is needed in which to consider any additional information.
- 15.6 During the meeting or any meeting which could lead to a formal warning being issued, the person conducting the meeting will:
- identify how the employee is not meeting the requirements of the job role
  - identify any professional shortcomings, e.g. in the case of teaching staff, identify 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 employee 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 employee 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, a review period of 6 weeks - 8 weeks is recommended for this stage of the procedure.
  - warn the employee formally that failure to improve within the set period could eventually lead to dismissal. In very serious cases, the line manager can issue a final written warning
  - explain how pay progression will be impacted (applicable to teachers and some support staff).
- 15.7 Notes will be taken of formal meetings and a copy sent to the employee. Where a warning is issued, the employee 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.



- 15.8 Formal warnings will be recorded on the employee's personal file and will normally remain operative for two terms for warnings and three terms for a final warning.

## **16. Monitoring and review period following a formal capability meeting**

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- 16.1 A performance monitoring and review period will follow the formal capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period. Prior to the end of the agreed review period set at a formal capability meeting, the employee will be invited to a formal review meeting unless (in exceptional circumstances) they were issued with a final written warning, in which case they will be invited to a decision meeting (see below).

## **17. Formal review meeting**

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- 17.1 As with formal capability meetings, at least 10 working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the employee 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.
- 17.2 If the person conducting the meeting is satisfied that the employee has made sufficient improvement during the monitoring and review period, the capability procedure will cease, and the appraisal process will re-start.
- 17.3 In other cases:
- If some progress has been made during the monitoring and review period and there is confidence that more improvement will be made, the monitoring and review period may be extended;
  - If no improvement has been made during the monitoring and review period, or there has been insufficient improvement to give confidence that more will be made, the employee will receive a final written warning.
- 17.4 Notes will be taken of formal meetings and a copy sent to the employee.
- 17.5 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 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 employee will be invited to a decision meeting.

## **18. Decision meeting**

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- 18.1 The Decision Meeting will be held at the end of the timescale for improvement following a formal written warning if the employee has failed to reach an acceptable standard of performance.
- 18.2 As with formal capability meetings and formal review meetings, at least 10 working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the employee 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.
- 18.3 One possible outcome of the decision meeting is dismissal.

- 18.4 The line manager will attend the meeting alongside at least one representative from the board of trustees. In the case of a headteacher, CEO or a member of the trust's executive team, at least two representatives of the board of trustees will sit on a panel alongside the line manager. The panel may also have an HR adviser present.
- 18.5 If an acceptable standard of performance has been achieved during the monitoring and review period, the capability procedure will end, and the appraisal process will restart. If performance remains unsatisfactory the panel will decide based on the evidence whether the employee should be dismissed or not.
- 18.6 The outcome of the decision meeting (i.e. dismissal or restart of the appraisal process) will be confirmed in writing to the employee as soon as possible and ideally within 5 working days of the meeting.

## **19. Decision to dismiss**

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- 19.1 The decision to dismiss an employee rests with the trustees and may be delegated to the Decision Panel (which will include at least one trustee). Representatives from the board of trustees or the designated committee of the board will therefore attend the decision meeting as outlined above.
- 19.2 The panel will take advice from a person with the appropriate experience to advise the committee (e.g. HR, legal advisers).
- 19.3 If the decision is made to dismiss the employee, the employee will be informed 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.

## **20. Appeals**

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- 20.1 If an employee considers that a decision made to dismiss them, or other action taken against them, is wrong or unjust, they may appeal in writing against the decision.
- 20.2 The appeal must be lodged with the headteacher (for school staff), Chief Executive Officer (for management and executive team staff), or the chair of the board of trustees (for the CEO), in writing, within 15 working days of the date of the decision letter and setting out the grounds for appeal.
- 20.3 An appeal against a written warning or dismissal will be heard by an appeal panel comprising a senior leader/manager plus two senior leaders, governors or trustees, none of whom shall have had any previous involvement in the case. The appeal panel may have an HR adviser present
- 20.4 All appeal hearings will be held without unreasonable delay and, where possible, within 15 working days after receipt of the appeal. They will be held at an agreed time and place (in person, or over video conferencing if relevant). Employees' statutory right to be accompanied by a companion will apply as with formal capability and review meetings. Notes will be taken and a copy sent to the employee.
- 20.5 The clerk to the board of trustees will usually undertake administrative arrangements for the appeal panel hearing.

- 20.6 The outcome will be confirmed in writing as soon as possible and usually within 5 working days of the appeal hearing. The employee will be notified if any additional time is required for consideration of the appeal.
- 20.7 The appeal panel may:
- Confirm the written warning, reduce a final written warning to a first written warning, or cancel the written warning.
  - Recommend reinstatement. In the event that the appeal panel decides not to uphold the decision to dismiss, the employee will be reinstated without loss of pay.
- 20.8 An appeal decision will be final and there will be no further right of appeal.

# Appendices



## Employee Appraisal Form

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**Academic year:**

<b>Job role:</b>	
<b>Employee name and signature:</b>	
<b>Line manager name &amp; signature:</b>	
<b>Date objectives set:</b>	

<b>Appraisal Objective 1</b>				
<b>Actions:</b> <i>(steps to achieve, evidence to assess progress, &amp; timescales)</i>				
<b>Success Criteria:</b>				
<b>End of appraisal cycle review:</b>				
<b>Fully achieved</b>		<b>Partly achieved</b>		<b>Not achieved</b>
<b>Appraisee comments:</b>				
<b>Appraiser comments:</b>				

Appraisal Objective 2					
<b>Actions: (steps to achieve, evidence to assess progress, &amp; timescales)</b>					
<b>Success Criteria:</b>					
<b>End of appraisal cycle review:</b>					
<b>Fully achieved</b>		<b>Partly achieved</b>		<b>Not achieved</b>	
<b>Appraisee comments:</b>					
<b>Appraiser comments:</b>					

Appraisal Objective 3					
<b>Actions: (steps to achieve, evidence to assess progress, &amp; timescales)</b>					
<b>Success Criteria:</b>					
<b>End of appraisal cycle review:</b>					
<b>Fully achieved</b>		<b>Partly achieved</b>		<b>Not achieved</b>	
<b>Comments:</b>					
<b>Appraisee comments:</b>					

ASSESSMENT AGAINST STANDARDS				
Standards to focus on (e.g. the Teachers' Standards/any other relevant standards):				
Actions (steps to achieve, evidence to assess progress, & timescales:				
End of appraisal cycle review:				
Fully achieved		Partly achieved		Not achieved
Comments:				

TRAINING & DEVELOPMENT
Focus:
Action:
Support:
Timescales:

**INTERIM REVIEW(S) (if applicable):**  
*Please attach additional sheets as required*

**Comments:**

**Name of appraiser:**  
**Date:**

**Comments:**

**Name of appraiser:**  
**Date:**

**END OF APPRAISAL CYCLE REVIEW**

**Appraiser comments:**

**Employee comments:**

**Appraiser name and signature:**

**Employee name and signature:**

**Date:**



<b>RECOMMENDATION FOR PAY PROGRESSION</b> <i>(where applicable)</i>
<b>Is pay progression recommended?</b> <i>(Recommendations are subject to the approval of the relevant person/body)</i>
<b>If so, what is the recommended new salary point?</b>
<b>Reasons:</b>
<b>Appraiser name and signature:</b>
<b>Employee name and signature:</b>



## Supervision Meeting Template

<b>Job role:</b>	
<b>Employee name &amp; signature:</b>	
<b>Line manager name &amp; signature:</b>	
<b>Date:</b>	

### What is going well?

**Discussion:** Children and families, relationships and engagement, liaison with other professionals and services, meeting outcomes, professional development, additional responsibilities

**Actions:** Support, training, guidance, mentoring, decisions to be made, escalation

### What has been a challenge?

**Discussion:** Children and families, relationships and engagement, liaison with other professionals and services, meeting outcomes, professional development, additional responsibilities, potential future challenges

**Actions:** Support, training, guidance, mentoring, decisions to be made, escalation

**Workload and Wellbeing**

*Discussion: High-profile and low-level caseload, work-life balance, time constraints, impact*

*Actions: Support, training, guidance, mentoring, decisions to be made, escalation*

**Problem-solving, advice and referral**

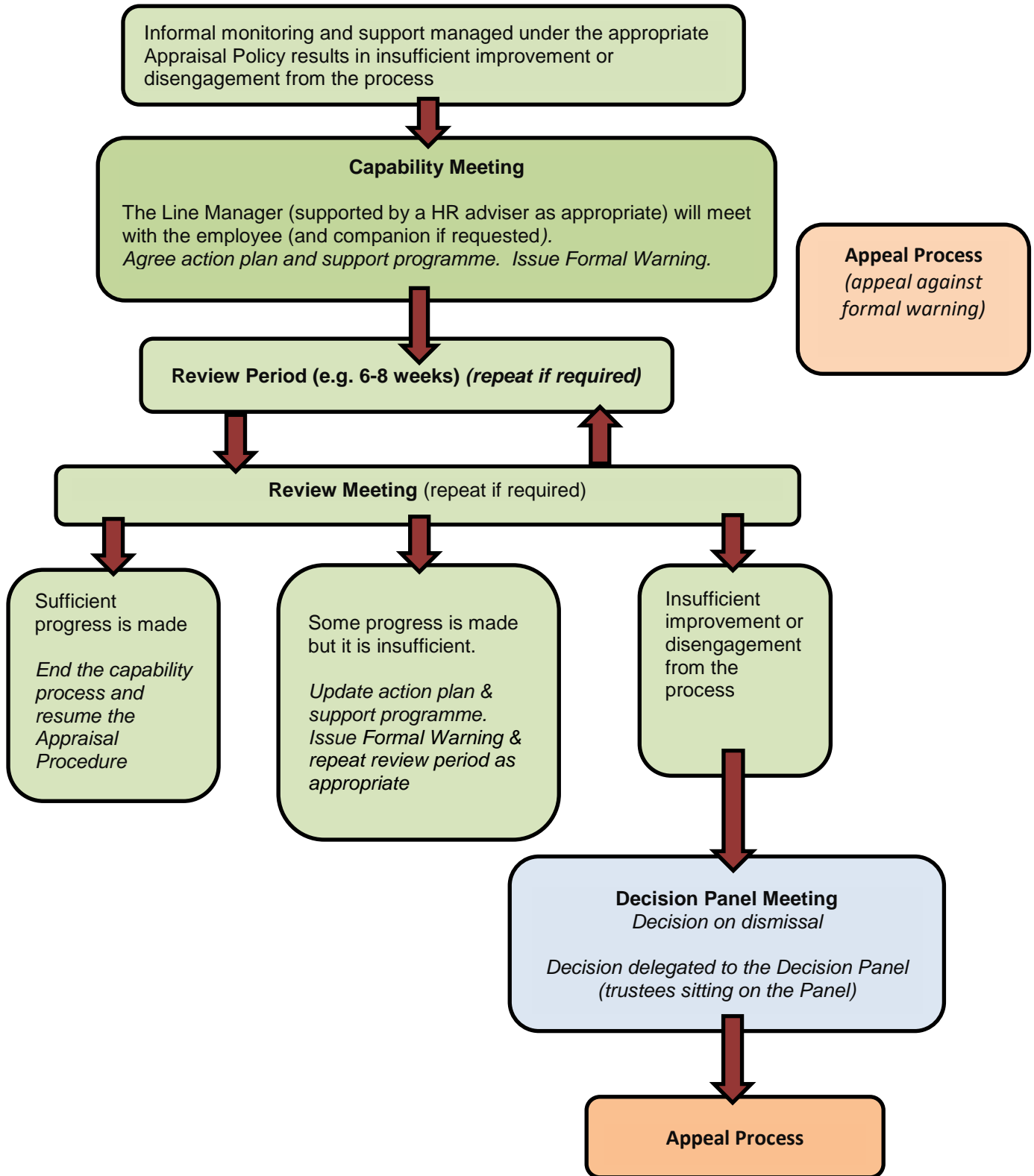
*Discussion: Professional support, colleague coaching and mentoring, referral to support services, strategies*

*Actions: Additional support, training, guidance, mentoring, escalation, referral to support services*

**Any other comments**

<b>Focus areas:</b> (e.g. safeguarding, pastoral, behaviour, parent/carer)	
<b>Summary:</b>	
<b>Actions:</b>	
<b>Support required:</b> <i>Type/who</i>	
<b>Review dates:</b>	
<b>Review comments:</b>	
<b>Summary:</b>	
<b>Actions:</b>	
<b>Support required:</b> <i>Type/who</i>	
<b>Review dates:</b>	
<b>Review comments:</b>	
<b>Summary:</b>	
<b>Actions:</b>	
<b>Support Required:</b> <i>Type/who</i>	
<b>Review Dates:</b>	
<b>Review Comments:</b>	

**Capability Procedure**





## Capability Action Plan

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This Action Plan can be used to record the outcomes of a capability meeting, where targets and timescales are set and agreed.

Name of employee	Name of Appraiser	Date of meeting

<b>Objective(s):</b> <i>(continue on a separate sheet if necessary)</i>
<b>Professional standards that the objective relates to (if applicable) or aspect of the job description:</b>
<b>Success criteria:</b>
<b>Evidence to be used to assess progress:</b>
<b>Support/resources to be provided:</b>
<b>Monitoring arrangements (including timelines):</b>

**Other support provided**

<b>Mentor/coach allocated</b>	Yes/No (if yes give name)
<b>Counselling to be provided</b>	Yes/No (if yes give details)
<b>Occupational health referral to be made</b>	Yes/No (if yes give details)
<b>Any other support to be provided:</b>	

<b>Signed by employee</b>	<b>Signed by appraiser</b>	<b>Date</b>

<b>Date of next review:</b>	
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## Career Stage Expectations for Teachers

<b>Professional Practice</b>			
<b>Desired Outcome</b>	<b>Band 1 M1-3</b>	<b>Band 2 M4-6</b>	<b>Band 3 UPS1-3</b>
<p>All relevant standards are implemented independently and act as a model of good practice to coach and mentor others.</p> <p>Designs, evaluates and delivers innovative strategies to impact across the school and Trust.</p> <p>Creates a high-performing working culture across the school and Trust that promotes collaboration, aspiration, opportunities and support for all pupils.</p> <p>Recognises the critical value of high-quality teaching and champions the profession</p>	Teachers have consistently high expectations of all pupils and are ambitious in what can be achieved.	Teachers have consistently high expectations of all pupils and are ambitious in what can be achieved.	UPS teachers have exceptionally high expectations of all pupils and are ambitious in what can be achieved.
	Teachers have a growing understanding of the subject knowledge required regarding the curriculum they deliver. In instances where they do not have this knowledge, they will proactively seek support to remedy this and/or undertake the necessary steps to develop their understanding.	Teachers have sound subject knowledge of the curriculum they deliver. In instances where they do not have this knowledge, they will proactively seek support to remedy this and/or undertake the necessary steps to develop their understanding.	UPS teachers have an excellent understanding of the subject-specific substantive and disciplinary knowledge and use this to aid their pedagogical choices. In rare instances where they do not have this knowledge, they will proactively seek support to remedy this and/or undertake the necessary steps to develop their understanding.
	Subject matter is presented with growing clarity and pupils' understanding is checked systematically, identifying misconceptions accurately and providing appropriate feedback.	Subject matter is presented clearly and pupils' understanding is checked systematically, identifying misconceptions accurately and providing clear feedback.	Subject matter is presented clearly, where potential/common misconceptions are circumvented. Pupils' understanding is checked systematically, identifying emerging pupil needs which are spontaneously addressed through clear feedback, and adaptations to teaching approaches.
	Teachers strive to help pupils make connections with previous learning in order to help them tackle/understand increasingly complex concepts.	Teaching is designed to help pupils make connections with previous learning and teachers make efforts to grow their understanding regarding what has been taught previously and what is to come. Learning sequences are designed to help them tackle/understand increasingly complex concepts.	Teaching is designed to help pupils make connections with previous learning over both short and longer timelines in order to help them tackle/understand increasingly complex concepts.
	Work provided for pupils is challenging and matches the aims of the curriculum. The learning resources selected clearly support pupil learning.	Work provided for pupils is demanding and matches the aims of the curriculum. The learning resources selected clearly support a coherently planned and sequenced curriculum.	Work provided for pupils is demanding and matches the aims of the curriculum. The learning resources selected and pedagogical choices clearly support a coherently planned and sequenced curriculum.



Professional Practice			
Desired Outcome	Band 1 M1-3	Band 2 M4-6	Band 3 UPS1-3
	Assessment is accurate and teachers endeavour to ensure this informs teaching and helps prevent cumulative dysfluency.	Assessment is accurate and is used purposefully to help embed and use knowledge fluently, or to inform teaching.	Assessment is accurate and is used purposefully to help embed and use knowledge fluently, or to inform teaching at classroom/phase/whole-school levels.
	Reading is prioritised and teachers have a full understanding of effective approaches to the teaching of reading appropriate to the phase taught and also the pupil's early reading journey (including phonics). Books connect closely to phonics knowledge and/or the age/stage of the pupil. Teachers encourage pupils to read widely and often. Teachers promptly identify gaps in pupil's phonics and/or fluency, they adapt teaching to address these and liaise with key personnel to provide timely intervention.	Reading is prioritised and teachers have a full understanding of effective approaches to the teaching of reading appropriate to the phase taught and also the pupil's early reading journey (including phonics). Books connect closely to phonics knowledge and/or the age/stage of the pupil. Teachers encourage pupils to read widely and often. Teachers promptly identify gaps in pupil's phonics and/or fluency, they adapt teaching to address these and liaise with key personnel to provide timely intervention.	Reading is prioritised and teachers have a full understanding of effective approaches to the teaching of reading appropriate to the phase taught and also the pupil's early reading journey (including phonics). Books connect closely to phonics knowledge and/or the age/stage of the pupil. Teachers encourage pupils to read widely and often, directing pupils to wider literature. Teachers promptly identify gaps in pupil's phonics and/or fluency, they adapt teaching to address these and liaise with key personnel to provide timely intervention.
	There are high expectations for pupils' behaviour and conduct though it is accepted teachers' will be developing strategies to effectively manage this. Approaches are applied fairly and instances of low-level disruption are dealt with effectively. Teachers respond to instances of bullying in a rigorous and thorough manner in line with school policies.	There are high expectations for pupils' behaviour and conduct. These expectations are applied fairly and instances of low-level disruption are dealt with effectively. Teachers respond to instances of bullying in a rigorous and thorough manner in line with school policies. Teachers proactively seek support if dealing with behaviour presents difficulties.	UPS teachers contribute to the overall culture of behaviour across the whole school. They consistently demonstrate high expectations for pupils' behaviour and conduct. These expectations are applied fairly and instances of low-level disruption are dealt with effectively. UPS teachers respond to instances of bullying in a rigorous and thorough manner in line with school policies. UPS teachers work to significant effect forging strong relationship with parents, leaders, external expertise to best support the vulnerable pupils they serve.
	As part of the wider curriculum, teachers ensure that pupils are encouraged to: <ul style="list-style-type: none"> <li>• Lead healthy, active lifestyles</li> <li>• Develop their understanding of fundamental British values, such as:</li> </ul>	As part of the wider curriculum, teachers ensure that pupils are encouraged to: <ul style="list-style-type: none"> <li>• Lead healthy, active lifestyles</li> <li>• Develop their understanding of fundamental British values, such as:</li> </ul>	As part of the wider curriculum, UPS teachers ensure that pupils are encouraged to: <ul style="list-style-type: none"> <li>• Lead healthy, active lifestyles</li> <li>• Develop their understanding of fundamental British values, such as:</li> </ul>

Professional Practice			
Desired Outcome	Band 1 M1-3	Band 2 M4-6	Band 3 UPS1-3
	<p>democracy, rule of law, individual liberty, tolerance and respect.</p> <ul style="list-style-type: none"> <li>Engage with views, beliefs and opinions that are different from their own.</li> </ul>	<p>democracy, rule of law, individual liberty, tolerance and respect.</p> <ul style="list-style-type: none"> <li>Engage with views, beliefs and opinions that are different from their own.</li> </ul>	<p>democracy, rule of law, individual liberty, tolerance and respect.</p> <ul style="list-style-type: none"> <li>Engage with views, beliefs and opinions that are different from their own.</li> </ul>
	Teachers promote equality of opportunity and ensure no pupils are disadvantaged as a result of 'protected characteristics'.	Teachers promote equality of opportunity and ensure no pupils are disadvantaged as a result of 'protected characteristics'.	UPS teachers promote equality of opportunity and ensure no pupils are disadvantaged as a result of 'protected characteristics'.
	Curricular opportunities for vulnerable pupils, e.g. those who are disadvantaged and/or with special educational needs are realistic and ambitious. Help/advice will be sought from senior colleagues/SENDCO to ensure pupils' needs are being met and that the curriculum offered is ambitious.	Curricular opportunities for vulnerable pupils, e.g. those who are disadvantaged and/or with special educational needs are realistic and ambitious. Help/advice will be sought from senior colleagues/SENDCO to ensure pupils' needs are being met and that the curriculum offered is ambitious.	Curricular opportunities for vulnerable pupils, e.g. those who are disadvantaged and/or with special educational needs are realistic and ambitious. Help/advice will be sought from senior colleagues/SENDCO to ensure pupils' needs are being met and that the curriculum offered is ambitious.
	Teachers have a secure understanding of safeguarding processes in the school and their statutory duties.	Teachers have an excellent understanding of safeguarding processes in the school and their statutory duties	UPS teachers have an excellent understanding of safeguarding processes in the school and their statutory duties

Professional Outcomes			
Desired outcome	Band 1 M2-3	Band 2 M4-6	Band 3 UPS1-3
Creates a culture in all its schools that is high quality, inclusive, motivating and ambitious for all, including disadvantaged children and children with SEND, so that students can achieve their full potential.	Through the independent implementation of the relevant standards almost all pupils, in all groups, achieve in line with school expectations. Seeks support from appropriate line manager and colleagues for more challenging and complex issues, including improving provision for disadvantaged children and children with SEND.	Through the independent implementation of the relevant standards, almost all pupils achieve in line with school expectations; some exceed them. Using analytical data and increasing analytical skills to improve practice and outcomes, including disadvantaged children and children with SEND, for pupils in their class.	Through the independent implementation of the relevant standards, almost all pupils achieve in line with school expectations; many exceed them. Analyses and evaluates data and/or practice to positively impact on practice and outcomes, including disadvantaged children and children with SEND, across the school and the network/cluster/Trust.

Professional Relationships			
Desired Outcome	Band 1 M1-3	Band 2 M4-6	Band 3 UPS1-3
<p>Highly effective implementation of the relevant standards and positive relationships lead to effective class provision and enables staff to play a proactive role in building school-wide teams.</p> <p>Improve provision to develop expertise by using evidence-based practice leading to building positive relationships across the school, the network and beyond.</p> <p>Is considerate of own workload and that of others.</p>	Teachers are proactive in their attempts to build positive, long-term, relationships.	Teachers are proactive across their phase, including being involved in wider initiatives. Building positive, long-term, relationships to improve whole school provision.	UPS teachers are proactive across the school including being involved in whole school initiatives. Building positive, long-term relationships to improve whole school provision.
	Teachers may work alongside outside agencies and other stake holder. In instances where the individual is lacking experience in this they will seek appropriate advice and support.	Teachers may work with outside agencies and other stake holders, e.g. governors	UPS teachers demonstrate a strong commitment to working in conjunction with outside agencies and other stakeholders; other schools, LA, networking etc.
	Work should strive to improve the school reputation within the immediate community.	Work should strive to improve the school reputation within the immediate community.	Work should strive to improve the school reputation within the wider community. Teachers play an active role in school-arranged community activities during school time. Teachers may proactively lead these activities.
	Teachers will build positive relationships with pupils and parents to provide an environment that is conducive to helping/supporting the pupils to thrive academically, physically and mentally.	Teachers will form positive relationships with pupils and parents to ensure that the school's environmental offer (including both physical and personal development) is conducive to helping/supporting the pupils to thrive academically, physically and mentally.	UPS teachers form positive and strong relationships to engage pupils and parents to ensure that the school environmental (including both physical and personal development) offer is conducive to helping/supporting the pupils to thrive academically, physically and mentally.
	Pupils' attendance (including punctuality) is actively promoted throughout the class.	Pupils' attendance (including punctuality) is actively promoted throughout the class/phase.	Pupils' attendance (including punctuality) is actively promoted throughout the class/phase/ whole school.
	Teachers will act in accordance with key organisational policies and plans such as: ECT support plans, Whistleblowing, Disciplinary, Allegations against Adults, Code of Conduct and other specific safeguarding policies	Teachers will act in accordance with key organisational policies such as: Whistleblowing, Disciplinary Allegations against Adults, Code of Conduct and other specific safeguarding policies	UPS teachers will act in accordance with key organisational policies such as: Whistleblowing, Disciplinary, Allegations against Adults, Code of Conduct and other specific safeguarding policies
	Teachers will be aware of workplace stresses and issues such as workload and strive to	Teachers will be aware of workplace stresses and issues such as workload and strive to	UPS teachers will be aware of workplace stresses and issues such as workload and

Professional Relationships			
Desired Outcome	Band 1 M1-3	Band 2 M4-6	Band 3 UPS1-3
	work smartly and effectively. They may seek support in achieving an equilibrium between home and school.	work smartly and effectively. They may seek support in achieving an equilibrium between home and school.	strive to work smartly and effectively. Providing guidance to others where possible. They may seek and/or provide support in achieving an equilibrium between home and school.

Professional Development			
Desired Outcome	Band 1 M1-3	Band 2 M4-6	Band 3 UPS1-3
Plays a proactive role in leading the professional development of colleagues across the school and beyond (including coaching and mentoring colleagues), taking full account of all the relevant standards.	Teachers play a proactive role in the building of a developmental culture across the organisation, including engaging in coaching practices. Where it is deemed appropriate teachers may play a role in the development of others.	Teachers play a proactive role in leading/supporting the professional development of colleagues, through the adoption of coaching approaches appropriate to the situation. Where it is deemed appropriate, teachers may play a role in developing others through mentoring mechanisms.	UPS teachers provide an exceptional role model for pupils and other staff, through their day to day teaching and leadership areas, that marks them out amongst other teachers. They play a proactive and strategic role in the professional development of others, contributing to professional networks in and beyond the school.
	Teachers will engage with appropriate professional development opportunities.	Teachers will engage with appropriate professional development opportunities.	UPS teachers are analytical in evaluating and developing their own practice and understand the importance of professional development. They proactively undertake a professional qualification, such as NPQS or a suitable equivalent that makes a measurable impact on the school and beyond
	Teachers may lead subject areas (aside from ECTs), where this is the case they will develop their understanding of the importance of their subject area within the wider curricular offer. Subject leadership will align with school approaches and direction to planning, implementation and monitoring.	Teachers will lead subject areas with a firm understanding of the importance of their subject area within the wider curricular offer. Subject leadership will align with school approaches and direction to planning, implementation and monitoring.	UPS teachers lead by example and have a clear vision. The areas that they lead effectively contribute to the school development plan and wider curriculum intent. Subject leadership aligns with school approaches and direction to planning, implementation and monitoring.
	Teachers will be supported to lead improvements in their subject areas by ensuring that staff are equipped with the essential subject knowledge to teach their subjects well, for instance INSET delivery, supporting planning etc.	Teachers will proactively lead improvements in their subject areas by endeavouring to ensure that staff are equipped with the essential subject knowledge to teach their subjects well, for instance INSET delivery, supporting planning etc.	UPS teachers drive continuous improvements in their subjects, using robust and focussed monitoring activities to aid their decisions regarding the priority areas for their subject. They are determined that all staff are positioned to teach their subject to a high

Professional Development			
Desired Outcome	Band 1 M1-3	Band 2 M4-6	Band 3 UPS1-3
			standard, adopting innovative approaches to staff CPD.
			UPS teachers drive the profile of their subject beyond the 'typical' core offer, for instance, the provision for 'talent' nurturing, the use of external expertise, trust wide curricular events.

Professional Conduct	
	Meets all standards. Adherence to key school/organisational policy at all times.