



Appraisal/Performance Management Policy and Procedure for Staff in Schools

September 2025

Contents	Page
1 Introduction	3
2 Legal context	3
3 Appraisal period	4
4 Appointing appraisers	4
5 Roles and responsibilities	5
6 Objectives	6
7 Observation	7
8 Reviewing progress/annual assessment	8
9 Evidence	9
10 Pay progression	9
11 Appeals	9
12 Ending performance management and starting capability / progressing concerns	10
13 Development and support	11
14 Confidentiality	11
15 Monitoring and evaluation	11
16 Retention	12
17 Links to other policies and procedures	12
Appendix 1: Checklist for school appraisal/performance management policy	14
Appendix 2: Setting SMART objectives	16
Appendix 3: Example Performance Management Support Plans	17
Appendix 4: Informal Performance/Capability Meeting Guidelines	24
Appendix 5: School Career Stage Expectations* -not included	25

1. Introduction

- 1.1 The purpose of performance management is to develop all employees and to raise standards of achievement for all pupils and to ensure job satisfaction, a high level of expertise and progression of staff in their chosen career plan. The appraisal process provides an opportunity for employees to focus on the detail of their feedback on their performance and to develop and extend their skills, knowledge and understanding.
- 1.2 Appraisal in this school will be a supportive and developmental process designed to ensure that all employees have or fully develop the skills and access to support they need to carry out their role effectively. It will help to ensure that employees are able to continue to improve their practice and to develop.
- 1.3 Teaching and Support staff are valuable assets within the school. It is important that in order for them to perform their roles effectively, they have clear job descriptions, set objectives, regular review of their performance and training needs identified and met. Performance management should be an ongoing, continual process, not just an annual event. Successful performance management leads to improvement and development of the workforce in order to deliver effective services within the schools. At its core is the ongoing development of professional practice, and a dialogue between colleagues that identifies strengths and areas for development, with clear targets linking whole school and individual priorities. Therefore, employees are encouraged to work proactively with management throughout this process.
- 1.4 This policy sets out the framework for a clear and consistent assessment of the overall performance of school employees (including teachers, Headteacher/Principal/CEO and support staff) and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of employees.
- 1.5 The policy applies to all employees except those on contracts of less than one term, those undergoing induction (i.e. Early Career Teachers) and those who are the subject of capability procedures.
- 1.6 Separate arrangements will apply where an employee's level of competence falls below that which is expected. Capability is subject to a separate policy and procedure.

2. Legal context

- 2.1 It is a legal requirement that the governance board has a policy for managing and reviewing the performance of teachers and Headteachers that meets the statutory requirements of the Education (School Teachers' Appraisal) England) Regulations 2012. Whilst there are no equivalent national regulations or collective agreements that apply to support staff, this policy is designed to cover both teaching and support staff.
- 2.2 This policy has been reviewed in line with the statutory guidance, Teacher Appraisal Guidance for schools July 2024.

3. Appraisal period

3.1 The appraisal period will run for twelve months as follows:

- Teaching Staff: 1 September to 31 August
- *Support Staff: 1 September to 31 August
- The performance of employees will be reviewed on an annual basis. Performance planning and reviews will be completed for all teachers by 31 October; for Headteacher/Principal/CEO by 31 December; and support staff by 31st December.

3.2 Employees who are employed on a fixed-term contract of less than one year will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract and their objectives will take account of the length of contract.

3.3 Where an employee starts their employment at the School part way through a cycle, the Headteacher/Principal or CEO or, in the case of Headteacher/Principal/CEO, the governance board, will determine the length of the first cycle for that employee, with a view to bringing the cycle into line with that of other employees at the School as soon as possible.

3.4 Where an employee transfers to a new post within the School part way through a cycle, the Headteacher or, in the case of the Headteacher/Principal/CEO, the governance board will determine whether the cycle should begin again and whether to change the reviewer and change the targets.

4. Appointing appraisers

4.1 The Headteacher/Principal/CEO will be appraised by the governance board, supported by a suitably skilled and/or experienced external adviser who has been appointed by the governance board for that purpose.

4.2 The task of appraising the Headteacher/Principal/CEO, including the setting of objectives, will be delegated to a sub-group consisting of two members of the governance board.

4.3 The Headteacher/Principal/CEO will decide who will appraise other employees. Where employees have an objection to the Headteacher's choice, their concerns will be considered and recorded.

5. Roles and responsibilities

5.1 The role of the Governance Board

- The governance board has responsibility for establishing the school's performance management/appraisal policy, monitoring the operation and outcomes of performance management arrangements and for reviewing the policy and its operation every year.
- The governance board will appoint 2 governors/trustees to review the Headteacher/Principal/CEO performance on an annual basis, who will be advised by an external adviser.
- The governance board will agree the pay policy of the school and will consider the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document.

5.2 The role of the Headteacher

The Headteacher is responsible for reporting annually to the governance board on performance management arrangements and training and development needs.

- The Headteacher/Principal/CEO acts as performance reviewer/appraiser for employees in the school. The choice of reviewer is for the Headteacher to determine. They may delegate this responsibility in its entirety to other line managers in the school.
- The Headteacher/Principal/CEO will ensure that the objectives of all employees are moderated to ensure consistency. Moderation may be delegated to a member of the senior management team.
- The Headteacher/Principal/CEO is responsible for evaluating standards of teaching and learning and ensuring that proper standards of professional practice are established and maintained. The Headteacher/Principal/CEO will take account of review outcomes in school improvement planning and ensure that the school produces and resources an effective plan for the professional development of its workforce.

5.3 The role of managers/reviewers

- It is the responsibility of managers/reviewers to ensure that the objectives set, the implementation of the classroom observation protocol, the gathering of other evidence, the application of performance criteria and the written appraisal reports are appropriate in terms of equal opportunities considerations.
- All reviewers conducting performance management reviews for teaching staff will be qualified teachers and will have current or recent teaching experience. For support staff the reviewer will normally be the individual's line manager or have appropriate seniority within the school.
- All reviewers will be provided with training as appropriate to enable them to effectively discharge all aspects of their role effectively, including the conduct of performance management reviews, objective setting, classroom observation, and providing quality feedback to reviewees.
- Where possible, reviewers will establish with teachers whether they wish to become a post threshold teacher so support can be provided to assist the teacher in obtaining the required evidence for any future application.

5.4 The role of employees

- All employees are expected to play an active role in their own performance management and professional development, including taking action as agreed at review meetings.
- They will also contribute to the annual planning and assessment of other staff where appropriate, for example, by providing feedback to reviewers if they have undertaken classroom observation or have gathered other evidence based on their direct professional knowledge of the reviewee.

5.6 The role of the unions in relation to their members

- To assist in bringing about a speedy resolution to concerns arising from performance management issues.
- To provide support and advice to their members on performance management issues.
- To provide general help and advice on possible solutions.
- To provide advice and representation within a formal process; take action as and if necessary in accordance with proper procedures in support of their members.

5.7 The role of local authority advisers

- Local authority school effectiveness advisers or other advisers with education and human resources experience can advise the School and where appropriate, assist with the process, including classroom observation and providing support.
- The governance board may wish to use the local authority school effectiveness Link Adviser to fulfil the role of external adviser to advise on appraising the Headteacher/Principal/CEO.

5.8 The role of Human Resources

- To advise on best practice and implementation of the Performance Management/Appraisal Policy.
- To attend formal meetings, as appropriate.

6. Objectives

6.1 Teacher specific

- The Headteacher/Principal/CEO's objectives will be set by the governance board after consultation with the external adviser.
- Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. 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. The objectives will take account of the teacher's professional aspirations particularly where they have expressed a desire to become a post threshold teacher.
- 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 the School. Governance boards should consider how this will be achieved, e.g. quality assuring all objectives against the School Improvement Plan.
- In setting objectives, account should be taken of the Teachers' Standards. (Preamble, Part 1 and Part 2). Where adopted, schools are also encouraged to set objectives in line with the job description, as well as School priorities. However, the Teaching Standards should not be used as a checklist for teachers' performance.
- Schools may also wish to have regard for the Career Stage Expectations (see appendix 5) when setting objectives where these have been adopted. Where schools wish to adopt Career Stage Expectations these must be consulted on locally with staff/representatives. Schools should seek guidance from their HR provider prior to conducting this exercise.
- Objectives and performance management discussions should not be based on teacher generated data and predictions, or solely on the assessment for a single group of pupils. Objectives can be set in relation to robust assessment data; however, these will not be used in isolation and other factors may also be considered when making decisions about achievement of objectives. Suitable teacher performance goals include those related to their classroom instructional practices, contributions to the development of school curriculum, and the relationships they uphold with pupils, colleagues and parents.
- All appraisal activity should take place during directed time, whilst protecting teachers' PPA time.

6.2 All employees

- Employees are encouraged to work proactively with management to identify objectives that support linking whole school and individual priorities.
- Previous performance management regulations prescribed that there must be no more than three objectives. Whilst this no longer applies, a reasonable number of objectives will be set, and due regard will be given to ensure that employees do not experience unreasonable workload and pressure. Where possible there should usually be 3

objectives which will be Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and mutually agreed between the employee and appraiser which will be appropriate to the employee's role and level of experience.

- Objectives may also take into account the professional/developmental aspirations of the employee.
- In setting the objectives, reviewers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all employees. The reviewer and reviewee will seek to agree the objectives, but where a joint determination cannot be made, the reviewer will make the determination. Reviewees may at any point append their comments alongside their objectives. Objectives may be revised if circumstances change.
- The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.
- The reviewer will take into account the effects of an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case.
- When employees return from a period of extended absence, objectives may be adjusted to allow them to re-familiarise themselves to the working environment.

7. Observation

- Observation of classroom practice and other responsibilities is important as a way of assessing classroom performance in order to identify any particular strengths and areas for development staff may have. It is also an important way of gaining useful information which can inform school improvement more generally and enabling employees to learn from each other and collaborate.
- Classroom observation will be carried out by qualified teachers with current or recent experience.
- Other observations and drop-in's/learning walks will be necessary throughout the year and will be arranged in accordance with the Schools policy/protocol*. The length and frequency of "drop in" or other observations, and the notice to be given, may vary depending on specific circumstances.
- *Trade unions publish observation frameworks which can be found via the links below:
<https://neu.org.uk/latest/library/classroom-observation-model-policy>
<https://www.nasuwf.org.uk/static/uploaded/ac0a7235-fd25-4b8a-9959068b9c65f454.pdf>
- For the purpose of professional development, feedback about lesson observations should be developmental.
- Employees (including the Headteacher/Principal/CEO) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- The School believes that the effective and efficient operation of the performance management process requires lesson observation to be a confidential process of constructive engagement. This should be within an atmosphere of support and co-operation, and the process of gathering evidence for performance reviews should not compromise normal professional relationships between employees. The governance board recognises that the reviewer may be required to seek information from other

colleagues about the work of the reviewee. Where this is required, the reviewer may consult with the reviewee beforehand.

- Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.
- The number and duration of performance management observations will be in accordance with the School's observation policy/protocol, which includes provision for exceptional circumstances where concerns have been raised about an employee's performance, or where the employee requests additional observation visits.
- For agreed observations as part of the performance management process, as much notice as possible of the date and time of the observation will be given. Verbal feedback will be given by the end of the next school day, with written feedback provided within 5 working days. Where circumstances make this impossible, feedback will be provided as soon as practically possible.
- The School will use the findings of each observation, including performance management observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which employees are observed.

8. Reviewing progress/annual assessment

8.1 Employees 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 strengths as well as any areas that need attention.

8.2 At the end of the cycle, assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of an objective will be assessed favourably, even if the performance criteria have not been met in full due to circumstances beyond the reviewee's control.

8.3 Each employee's performance will be assessed in respect of each appraisal period. In assessing the performance of the Headteacher/Principal/CEO, the governance board must consult the external adviser.

8.4 As soon as practicable following the end of each appraisal period, the employee will receive a written appraisal report on which they will have the opportunity to comment. The report could in practice be produced using online performance management systems, which can help to reduce workload. The appraisal report will include:

- details of the employee's objectives for the appraisal period in question;
- an assessment of the employee's performance of their role and responsibilities against their objectives, and against the relevant standards;
- an assessment of the employee's training and development needs and identification of any action that should be taken to address them;
- **(teachers only)** a pay decision following the completion of the appraisal process where that is relevant (***pay progression after an appraisal review is automatic unless a teacher is within formal Capability proceedings***)
- a space for the employee's own comments.

8.5 The assessment is the end point to the annual performance management process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which may take place (e.g. once per term; or at the mid-point of the appraisal period). The interim meetings should be used as a mechanism for the reviewer to provide feedback to the employee about their

performance, including raising any concerns that the employee is falling short of meeting the objectives. The principle in operation is one of 'no surprises' - if there are concerns about performance, these should be raised during the year and ideally during the interim meetings.

8.6 The assessment of performance and of training and development needs will inform the planning process for the next appraisal period.

9. Evidence

9.1 The range and level of evidence collected for appraisal purposes will always be objective, proportionate and minimise workload.

10. Pay progression

10.1 Teaching staff

Pay progression is no longer linked to performance for teachers and leaders however, the statutory requirements to make a pay decision following the completion of the appraisal process remains. Therefore, pay progression after an appraisal review will be automatic. Reviews should be deemed to be successful for the purposes of pay progression unless a teacher is within formal Capability proceedings.

10.2 Support staff

In accordance with NJC terms and conditions, the pay of support staff will rise by annual increments up to the maximum of the scale subject to satisfactory service. However, any salary increment due will be withheld whilst an employee is subject to formal Capability proceedings.

11. Appeals

11.1 Reviewees may object to any of the entries in the written appraisal report and can raise this through the Workplace Resolution Policy and Procedure. Where a teacher is objecting against a decision relating to their pay they may appeal in line with the arrangements set out in the school's Pay Policy.

12. Ending performance management and starting capability / progressing concerns

12.1 When dealing with an employee experiencing difficulties, the objective is to provide support and guidance through the performance management process in such a way that the employee's performance improves so that any problems are resolved. The emphasis should be to positively support the individual to improve on their area(s) of difficulty rather than a focus on gathering evidence to prove incompetence.

12.2 Before any attempts are made to manage concerns regarding an employee's

performance in line with the formal stages of the school's Capability Policy and Procedure, managers responsible for managing/reviewing an employees performance should be able to demonstrate the following activities have taken place:

- Giving clear feedback to the employee about the nature and seriousness of the concerns.
- Giving the employee the opportunity to comment and discuss the concerns.
- Agreeing an informal support plan to include expected level of performance in the identified area(s) of concern, setting SMART objectives (see Appendix 2) and identifying the support that will be provided to help address those specific concerns (e.g. coaching, mentoring, structured observations, peer support, modelling best practice etc.) in addition to well-being support. See Appendix 3 for examples of performance management support plans.
- Informal support plan review periods will normally be between 4 to 6 weeks for support staff and between 4 to 10 weeks for teaching staff depending on individual circumstances.
- Making clear how and by when the reviewer will review progress.
- Explaining the implications and process if there are either insufficient or no improvements made.
- The above activities/discussions should be evident by way of written communication with the employee.

Managers/reviewers should refer to Appendix 4 for guidelines on how to conduct discussions where there are performance concerns regarding an employee.

12.3 When progress is reviewed, if the reviewer is satisfied that the employee has made or is making sufficient improvement, the performance management process will continue as normal, with any remaining issues continuing to be addressed through that process.

12.4 Where the reviewer is not satisfied with progress, and where activities and support have been provided in line with above paragraph 12.2 and there is clear evidence that the employee is not meeting their objectives and is unlikely to do so by the end of the appraisal cycle, the reviewer may decide to initiate the School's capability procedure. In this event, the employee will be notified in writing that the performance management system will no longer apply and their performance will be managed under the School's capability procedure.

12.5 Where there is insufficient evidence to demonstrate the activities outlined in paragraph 12.2 have taken place it will be appropriate at this stage to set a reasonable timeframe for such activities to take place to support the employee to improve, prior to initiating the School's capability procedure. Informal support plan review periods will normally be between 4 to 6 weeks for support staff and between 4 to 10 weeks for teaching staff depending on individual circumstances Advice should be sought from the School's HR provider in such circumstances.

13. Development and support

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

13.2 The governance board 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 all employees, maintaining access on an equitable basis.

13.3 An account of the training and development needs of employees, including the instances where it did not prove possible to provide any agreed Continuous Professional Development (CPD), should form a part of the Headteacher / Principal / CEO's annual report to the governance board about the operation of the appraisal process in the School.

13.4 With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority should be taken with regard to the extent to which:

- (a) the training and support will help the school to achieve its priorities; and
- (b) the CPD identified is essential for an reviewee to meet their objectives.

13.5 Account will be taken in a review meeting of where it has not been possible for employees to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

14. Confidentiality

14.1 The desire for confidentiality does not override the need for the Headteacher / Principal/ CEO and governance board to quality-assure the operation and effectiveness of the appraisal system. The Headteacher/Principal/CEO or appropriate colleague might, for example, review all employee's objectives and written appraisal records personally - to check consistency of approach and expectation between different appraisers. The Headteacher/Principal/CEO will also be made aware of any pay recommendations that have been made.

15. Monitoring and evaluation

15.1 The Headteacher/Principal/CEO will provide the governance board and the school trade union representative with a written report on the operation of the School's / Academy's appraisal and capability policies annually. The report will not identify any individual by name.

The report may include an assessment of the impact of these policies on:

- Race
- Sex
- Gender reassignment
- Marriage or civil partnership
- Sexual Orientation
- Disability
- Religion and Beliefs
- Age

- Part-time Status
- Maternity and Pregnancy

15.2 The Headteacher/Principal/CEO should also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

15.3 The governance board and Headteacher/Principal/CEO will monitor the operation and effectiveness of the school's performance management arrangements. This will include ensuring that the arrangements minimise the impact on workload for all parties involved

16. Retention

16.1 The governance board and Headteacher/Principal/CEO will ensure that all written appraisal records are retained in a secure place in line with the School's retention policy and then destroyed.

16.2 The governance board will review the performance management policy every school year at its Full Governing Board meeting, and seek to agree any revisions with the recognised trade unions

17. Links to other policies and procedures

17.1 Supporting Attendance Management Policy and Procedure

Where absences occur these will be addressed under the 'Supporting Attendance Policy and Procedure. This may involve making a referral to the Occupational Health Service for an independent assessment of the employee's health and their fitness for work. Normally, both procedures would be implemented concurrently. Account will be taken of any health issues and will be reflected in the setting and review of objectives.

17.2 Disability

Where any provision, criteria or practice applied by an employer or any physical feature of the workplace that places a disabled person at a substantial disadvantage in comparison with persons who are not disabled, the Equality Act 2010 places an obligation on employers to make reasonable adjustments to prevent an employee from being put at that disadvantage. Reasonable adjustment considerations may therefore arise when reviewing performance. The impact of the reasonable adjustment should be monitored as part of managing performance.

17.3 Disciplinary Policy and Procedure

The Disciplinary Policy and Procedure addresses issues of misconduct. A shortfall in performance due to misconduct or negligence, e.g. carelessness, failure to observe safe working practices or follow reasonable instructions, lack of application or motivation, inattention to work matters, will be dealt with under the Disciplinary Policy and Procedure. In such cases, the employee is capable of undertaking the task but knowingly fails to perform the activity or comply with the standard. The inappropriate conduct could include one error that has serious consequences or habitually neglecting duties and responsibilities.

17.4 Workplace Resolution Policy and Procedure

The Workplace Resolution Policy and Procedure is separate from the Appraisal Policy.

A complaint registered under the Workplace Resolution Policy and Procedure at the commencement of the appraisal process proceedings about an unrelated matter will not prevent the continuation of this procedure.

17.5 Capability Policy and Procedure

Where there are sufficiently serious concerns about the reviewee's performance, performance management will cease and the school's capability procedure will apply instead. This is where:

- concerns about performance have been raised under the performance management process but the reviewee has not achieved an acceptable standard of performance following a period of support and informal monitoring;
- concerns about performance are so serious that immediate action must be taken to address them.

17.6 School Pay Policy

The School's pay policy sets out the provision for a member of staff to appeal against a pay determination.

Appendix One

Checklist for school appraisal/performance management policy*

**(this is a non-exhaustive list and reviewers should ensure they familiarise themselves of all requirements detailed in the Appraisal/Performance Management Policy and Procedure for Staff in Schools)*

- Do you have a written Performance Management/Appraisal Policy that applies to the all employees employed by the school, except those on contracts of less than one term, those undergoing induction (i.e. Early Career Teachers) and those who are subject to capability?
- Does the appraisal period run for twelve months?
- Do employees who are employed on a fixed-term contract of less than one year have their performance managed in accordance with the principles underpinning the provisions of the policy?
- Is the Headteacher/Principal/CEO appraised by the governance board, supported by a suitably skilled and/or experienced external adviser who has been appointed by the governance board for that purpose?
- Are the Headteacher/Principal/CEO's objectives set by the governance board after consultation with the external adviser?
- Are the objectives for employees set before or as soon as practicable after, the start of each appraisal period?
- Will the objectives set for each employee, 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?
- Before, or as soon as practicable after, the start of each appraisal period, is each employee informed of the standards against which their performance in that appraisal period will be assessed?
- Is each employee's performance formally assessed in respect of each appraisal period?
- In assessing the performance of the Headteacher/Principal/CEO, does the governance board consult the external adviser?
- Do employees receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report?
- Do teachers receive their written appraisal reports by 31 October; 31 December for the Headteacher/Principal/CEO; ?? for support staff?
- Does the appraisal report include:
- details of the employee's objectives for the appraisal period in question;

- an assessment of the employee's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the employee's training and development needs and identification of any action that should be taken to address them;
- a pay decision where that is relevant (***pay progression after an appraisal review is automatic unless a teacher is within formal Capability proceedings***) (teachers only)

Appendix Two

Setting SMART objectives

The process of setting and agreeing objectives is important to ensure that expectations are clear, fair and consistent. Staff should understand what is expected of them and the behaviours required to achieve them. Managers should be aware of any personal circumstances and reflect these when setting objectives.

Objectives should focus on the outcomes and areas where the employee has control over the outcome – what will achievement of the objective look like? What improvements will be achieved on completion? They may relate to key performance indicators (KPIs) and/or different behaviours, e.g. cultural change.

Managers should be mindful not to set an excessive number of objectives for employees to achieve since the focus should be on ensuring these are manageable/achievable within the timescale. Where possible there should usually be 3 objectives which will be SMART and mutually agreed between the employee and appraiser.

Appendix Three

EXAMPLE 1: Performance Management Support Plan (Teacher)

PLEASE NOTE THAT THIS IS AN EXAMPLE OF A PERFORMANCE MANAGEMENT SUPPORT PLAN. WHILE IT CAN BE USED AS A TEMPLATE, IT IS IMPORTANT THAT INDIVIDUAL VERSIONS ARE PERSONALISED TO THE SPECIFIC REQUIREMENTS OF EACH SITUATION

NAME: **JOB TITLE:** **DATE:**

This support plan is part of the School's Performance Management Review process. It is intended to support rapid improvements in performance. The plan outlines the key issues that need to be addressed, the actions that need to be taken to address the issues and the support mechanisms. The success criteria will be used to measure the progress made. It is expected that significant progress will be evident by the review date and where this has not been achieved further action in line with the School's Capability Policy and Procedure will be necessary.

Start date: **Review Date:**

Key Performance Issue	Behaviours to be Demonstrated	Actions to be Taken	Additional Support / Resources Required	Monitoring / Assessment Arrangements & Timescale for Achievement or Review	Success Criteria	Outcome
1.Lesson Planning <i>Teaching Standards – Heading 4</i>	Produce plans for each lesson that set out the learning outcomes against the School's scheme of work to take the learning of the pupils forward	<ul style="list-style-type: none"> - Use the School's established lesson planning pro forma for each lesson -Identify the learning outcomes for each lesson -Maintain a record of written evidence (in agreed format) of the outcomes of lessons to inform assessment for learning. -Demonstrate in planning how appropriate challenge is being provided for higher attaining pupils -Identify tasks and groups for the TA which meet the learning needs of the pupils in the class -Ensure the TA completes a log of the work from the lesson and the progress of the pupils he has been working to inform future lesson planning 	<ul style="list-style-type: none"> Advice on planning and giving feedback Provision of an in-school mentor Additional support from Assistant Headteacher if required Buddy with Y4 Year Leader to lesson plan 	Headteacher weekly scrutiny and feedback	<p>All lessons are planned which set out appropriate learning activities to further identified learning outcomes</p> <p>The activities engage the pupils as evidenced through their completion of tasks</p> <p>The TA is deployed appropriately so he can contribute to the learning of the pupils</p>	<i>Has performance target been met? Fully / Partially / Not (Give evidence)</i>

<p>2. Adapting teaching to respond to EHCP pupils</p> <p><i>Teaching Standards – Heading 5</i></p>	<p>Create model weekly timetables for EHCP pupils showing in-class and out of class provision and intervention. Make clear on the timetable which part of the EHCP statutory requirements are being met and how</p>	<p>-Weekly timetable in place showing how the child's specific needs are being met over a week, including plans for SaLT/ OT provision as appropriate.</p> <p>-Provide clarity on which targets are being worked on during specific times/interventions.</p>	<p>- Buddy with school's SENCO</p> <p>-SENCO to provide exemplar timetables</p>	<p>Headteacher weekly scrutiny and feedback</p>	<p>-The model timetables are being followed consistently and support staff are assessing pupil's progress against set targets.</p> <p>-Model timetable is provided to SENCo and discussed as a good model for provision for EHCP pupils moving forward.</p>	<p><i>Has performance target been met? Fully / Partially / Not (Give evidence)</i></p>
<p>Well-being support</p>			<p>-Access to School's Employee Assistance Programme</p> <p>-HT to make Occupational Health referral</p>			

EXAMPLE 2: Performance Management Support Plan (Support Staff)

PLEASE NOTE THAT THIS IS AN EXAMPLE OF A PERFORMANCE MANAGEMENT SUPPORT PLAN. WHILE IT CAN BE USED AS A TEMPLATE, IT IS IMPORTANT THAT INDIVIDUAL VERSIONS ARE PERSONALISED TO THE SPECIFIC REQUIREMENTS OF EACH SITUATION

To be completed and signed by the manager and employee

Name: **Dept/Team :** **Review Period Dates: From** **To**

Performance standard not being met	Evidence/Examples where performance falls short of standard	Objectives/targets required to meet the standard	Support to be given to assist reaching the standard	Evidence required to demonstrate the standard is met	Target/deadline for standard to be met and reviewed	Evidence of performance against the set target
Greeting visitors to reception in a professional, friendly, polite and timely manner	4 parental complaints in 4 weeks	<ul style="list-style-type: none"> - Keep reception area free of clutter and welcoming -Deal with each visitor within to 2 – 3 minutes (where possible) -Keep personal mobile phone muted and only used for emergencies 	<ul style="list-style-type: none"> -Office manager to support re-organising reception area -Office manager to support to devise visitor log sheet -Escalate more detailed queries to Office Manager -Alert Office Manager of any developing personal situations - Attend Customer Service Training on (DATE) Wellbeing Support: <ul style="list-style-type: none"> - Refer to OH 	<ul style="list-style-type: none"> -Visitor satisfaction surveys (95% positive responses) -Visitor log sheet 	- 4 weeks from start of support plan	

This support plan is part of the School's Performance Management Review process. It is intended to support rapid improvements in performance. The plan outlines the key issues that need to be addressed, the actions that need to be taken to address the issues and the support mechanisms. The success criteria will be used to measure the progress made. It is expected that significant progress will be evident by the review date and where this has not been achieved further action in line with the School's Capability Policy and Procedure will be necessary.

Signed (Manager)

Date:

Signed (Employee)

Date:

EXAMPLE 3: Performance Management Support Plan (Leadership)

PLEASE NOTE THAT THIS IS AN EXAMPLE OF A PERFORMANCE MANAGEMENT SUPPORT PLAN. WHILE IT CAN BE USED AS A TEMPLATE, IT IS IMPORTANT THAT INDIVIDUAL VERSIONS ARE PERSONALISED TO THE SPECIFIC REQUIREMENTS OF EACH SITUATION

This support plan is intended to support rapid improvements in performance. The plan outlines the key objectives that need to be addressed, the actions that need to be taken to address these and the support mechanisms. The success criteria will be used to measure the progress made. It is expected that significant progress will be evident by the review date. This is informal. However, if significant improvements are not secured then it could become a formal process in line with the Capability Procedure.

Name	
Position Held	
Appraiser (HT)	
Date of performance concerns raised	
Date plan agreed	
Support programme dates	
Mid-point review date	
Final review of plan	

Objectives

1. *Play a significant role in ensuring a high standard of education for all pupils with SEND through the effective and strategic development of inclusion across the school **[linked-appraisal xx]***
2. *Support and develop leaders at all levels to ensure that they are highly effective within their role and therefore making significant contributions to pupil outcomes **[linked- appraisal xx]***
3. *Ensure teachers are confident with assessment and use data and other monitoring information strategically and effectively to ensure that all pupils make good or better progress from their starting points **[linked – appraisal xx]***

Support Throughout Programme

Wellbeing	Coaching	Critical friends	Collaboration	Reduced duties	Training
Visit to Occupational Health Stress Risk Assessment EAP number XXXXX	Weekly 1:1 meeting with the Headteacher. Named coach through NPQH – recommended to have a session fortnightly	Visit 2 local schools to have professional dialogue with DHTs around issues relating to targets and prioritising	Support from colleagues as required e.g. fortnightly 1:1s with AHTs, SLT time slots to discuss key areas for improvement	Not required to be the named team leader for year three for the duration of this plan. Reduction of admin duties	NPQH – currently ongoing

Objective 1	Impact Measure	Smaller action steps	Evaluation	Outcome (Met) Fully/Partially/Not (Give evidence)
Play a significant role in ensuring a high standard of education for all pupils with SEND through the effective and strategic development of inclusion across the school	Implement a coherent vision and delivery plan for SEND ensuring that all SEND needs are being met across the school. This will include: Accurate delivery plan to be in place by XX.XX.XX	<ul style="list-style-type: none"> ▪ Detailed audit of the teaching of SEND pupils undertaken, analysed and summarised, with clear and accurate actions from this outlined, which will influence the Inclusion Delivery Plan ▪ Quality of teaching and learning of EHCP children across the school effectively reviewed and reported ▪ All annual reviews completed to gain full insight into pupil need. ▪ Clear strategy implemented for interventions so that they are all monitored and quality assured for impact on pupil outcomes ▪ Accurate analyses of high needs pupils across the school, used to highlight developing strategic needs for this groups of pupils ▪ Engage stakeholders to gather the evidence required evidence for ECHP application for all high needs pupils ▪ Clear strategy and vision in place for the development of inclusion at School [to include development of teaching and learning for EHCP pupils and SEND support children) 	Feedback from DHT & HT	
Objective 2	Impact Measure	Smaller action steps	Evaluation	Outcome (Met) Fully/Partially/Not (Give evidence)
Support and develop leaders at all levels to ensure that they are highly effective within their	Provide effective leadership and support to middle/phase leaders to ensure that there is	<ul style="list-style-type: none"> ▪ Support middle/phase leaders effectively in role ▪ Support and Quality Assure monitoring [Leverage Leadership, book looks, planning scrutiny] ▪ Fortnightly 1:1s - minutes of meetings with 	Feedback from AHTs	

role and therefore making significant contributions to pupil outcomes	a rapid improvement in pupil outcomes across KS2 Impact to be seen in: <ul style="list-style-type: none"> ▪ Reading ▪ Writing ▪ Maths 	middle/phase leaders highlight that suggested strategies have a direct impact on improving their work as leaders <ul style="list-style-type: none"> ▪ Coach and mentor middle/phase leaders so that they are increasingly effective in their role in raising pupil outcomes ▪ Middle/phase leaders receive timely and meaningful feedback based on their leadership activities, which helps them to improve the consistency of teaching and learning within their year groups ▪ Supporting middle/phase leaders with improving the quality of teaching and learning across KS2 		
Objective 3	Impact Measure	Smaller action steps	Evaluation	Outcome (Met) Fully/Partially/Not (Give evidence)
Ensure teachers are confident with assessment and use data and other monitoring information strategically and effectively to ensure that all pupils make good or better progress from their starting points	To upskill the team and teachers in assessment and moderation so that our data is reliable	<ul style="list-style-type: none"> ▪ Assessment policy ▪ Holistic and strategic overview of assessment ▪ Lead INSET on assessing children accurately – lots of guidance and support for teachers ▪ Exemplar materials ▪ Create accurate portfolios for writing ▪ Ensure full compliance for KS1 and KS2 SATs – including applying for extra time students ▪ SLT slots with the team on developing assessment. ▪ Clear leadership for moderation half termly ▪ Clear data-driven instruction 	Feedback from DHT & AHT's	

Signed (Manager)

Signed (Employee)

Date:

Date:

Copy to be given to the employee

Appendix Four

Informal Performance/Capability Meeting Guidelines

Some or all of the activities listed below will be relevant to managers when holding performance meetings. The activities are based on best management practice. Managers should:

- bring to the attention of the employee concerns about performance illustrating those concerns with specific examples;
- explain how performance falls short of the required standard;
- give the employee the opportunity to explain any reasons for the lack of performance;
- consider any extenuating circumstances that may impact on the employee's ability to perform;
- clarify the standards of performance required;
- put in place an action plan tailored to meet the employee's needs which should include supervision arrangements, review meetings and other support that will improve performance;
- set clear and reasonable targets and specify how performance will be measured. The targets should be based on SMART (specific, measurable, achievable, realistic, time-bound) objectives;
- identify over what time period performance is expected to improve. The review period will vary depending on the complexity of the role and the need to make an informed assessment of the employee's performance against the performance standards required. Informal support plan review periods will normally be between 4 to 6 weeks for support staff and between 4 to 10 weeks for teaching staff depending on individual circumstances ;
- set an end review date;
- conduct interim review meetings (there should normally be at least two meetings to provide the employee with an indication of progress made against targets). Progress should be confirmed in writing;
- consider any temporary adjustment to normal duties to aid improvement;
- consider what support, if any, can be given if under-performance is due to a personal or domestic difficulty. This may include arranging access to counselling services through the school's Occupational Health provider or the school's Employee Assistance Scheme. It must be made clear to the employee that while reasonable assistance will be given the required improvement in performance must be achieved;
- take account of an employee's disability, which may be covered by the Equality Act 2010. All reasonable steps will be taken to make adjustments and provide appropriate aids and adaptations. Specialist advice must be sought where required;
- explain the consequences of not achieving the required performance standard within the timescales set. Where the manager decides that failure to improve may trigger use of the formal procedure at the end of the improvement period this will be made clear to the employee
- Keep full and accurate records of meetings and action taken. The employee will be given a copy of the record/letter.

Appendix Five

School Career Stage Expectations

Newfield has not adopted a format as of October 25