



Policy for Appraising Teacher Performance

Contents

1	Purpose	Page 2
2	Application of the Policy	Page 2
3.1	Appraisal	Page 2
3.2	Appraisal Period	Page 2
3.3	Appointment of Appraisers	Page 3
3.4	Objective setting	Page 3
3.5	Reviewing performance	Page 4
	➤ Observation (3.5.1)	
	➤ Development and support (3.5.4)	
	➤ Feedback (3.5.6)	
3.6	Transition to capability	Page 5
3.7	Assessment	Page 5
3.8	Confidentiality	Page 6
3.9	Equality and consistency	Page 6
3.10	Retention of statements	Page 7

Appendix A: The National Teachers' Standards

Appendix B(i): National Teachers' Standards Career Stage Expectations

Appendix B(ii) Audit of Teaching Over Time

Appendix C: Procedure for Conducting National Standards Audits

Appendix D: Observation of Teaching and Leadership Practice

Appendix E: Provision of Additional Support Where National Standards Are Not Met

Policy for appraising teacher performance

In formulating its policy, the governing body has taken account of the principles set out in the Introduction to the national model policy. The policy incorporates changes to the School Teachers Pay and Conditions Document 2013 effective from September 2013 in respect of pay progression linked to performance.

The Governing Body of St. Aidan's Catholic Primary School adopted this policy on 25th September 2013

The Governing Body last reviewed it in October 2019

1 Purpose

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

2 Application of the policy

- 2.1 The policy covers appraisal, applies to the head teacher and to all teachers employed by the school, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the school's support staff capability policy.
- 2.2 Throughout this policy, unless indicated otherwise, all references to 'teacher' include the head teacher.

3 Teacher Appraisal

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

The appraisal period will run for twelve months from 1st November to 31st October

3.2.1 The annual audit against national standards will be completed immediately following the October half term in each appraisal period

3.2.2 Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

3.3 **Appointing appraisers**

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

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

3.3.3 The head teacher will decide who will appraise other teachers. In this school, this will normally be

- The head teacher
- The deputy head teacher
- An assistant head teacher

3.4 **Setting objectives**

3.4.1 The head teacher's objectives will be set by the Governing Body after consultation with the external adviser. Objectives will be focused on key school priorities and take account of the relevant head teacher standards.

3.4.2 Objectives for each teacher, including the head teacher, will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher will be linked to the relevant standards, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the teacher may record their comments in writing as an appendix to the appraisal statement. Objectives may be revised if circumstances change.

3.4.3 The objectives set for each teacher, including the head 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. This link will be made:

- by ensuring that the pupil progress objective (all teachers) addresses the key attainment priority identified by the school improvement plan

- by ensuring that the professional development objective (all teachers) addresses the key development priority identified by the annual audit against teacher standards (see Appendices A, B(i) and B(ii)) and
 - by ensuring that the leadership and management objective (all teachers with paid leadership responsibilities) addresses the key development priority identified by study of the leader's effectiveness- with reference to any relevant leadership standards - in addressing key school improvement plan priorities. Where no national standards currently exist (e.g. for Assistant and Deputy Heads), the headteacher will develop appropriate standards for these roles by reference to the draft national standards produced by NCSL, or other such appropriate body.
- 3.4.4 Under normal circumstances teachers will have a maximum of 3 objectives. However, teachers who are found not to be meeting standards as defined in the school's Career Stage Expectations descriptors (Appendix B(i)) by the annual standards audit (Appendices A, B(i) and B(ii)) may be given as many additional objectives as are required to ensure that the most appropriate support can be provided. Teachers will be expected to show significant progress against the standards defined in Appendix B.
- 3.4.5 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. All teachers will be assessed against the set of standards contained in the document called "Teachers' Standards", first published in July 2011.
- 3.4.6 A teacher may, as part of their annual appraisal meeting, request to be considered for accelerated pay progression at the end of the review cycle. This will be subject to review of performance against
- objectives set
 - National Teachers' Standards (with reference to career level expectations)
 - classroom observations
 - pupil progress
- as outlined in Appendix 4 of the school's Pay Policy.
- 3.4.7 The head teacher will be responsible for ensuring that the appraisal process operates consistently, that objectives are focused on school priorities and that they take account of the standards audit. All objectives will be referred to the head teacher prior to the commencement of the cycle of monitoring. Where the head teacher has concerns about the relevance of the objectives set, these concerns will be discussed with the appraiser and the objectives may require amendment following discussion with the teacher.

3.5 Reviewing performance

3.5.1 Observation

- 3.5.2 This school believes that observation of classroom and leadership practice is important both as a way of assessing teachers' performance in order to identify any

particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion by those with QTS.

3.5.3 Detailed arrangements for the observation of classroom and leadership practice are set out in Appendix D

3.5.4 Development and support

3.5.5 Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers as detailed in the section 3.4 on “Setting Objectives” above.

3.5.6 Feedback

3.5.7 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 include discussion with the teacher, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

3.5.8 Where, following the audit against teacher standards or during the review cycle, there are concerns about any aspects of the teacher’s performance these will be addressed via the procedure set out in Appendix E (Provision of Additional Support Where National Standards Are Not Met)

3.5.9 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.

3.6 Transition to capability

3.6.1 If the appraiser is not satisfied with progress, the appraiser will meet with the teacher and the teacher will be notified in writing that the appraisal process will no longer apply and that their performance will be managed under the school’s teaching staff capability procedure. This will trigger the commencement of the formal capability procedure

3.7 Annual assessment

3.7.1 Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the head teacher, the Governing Body will consult the external adviser as referred to in clause 3.3.1..

3.7.2 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of

- Lesson observations
- Planning and work scrutiny
- Mid-cycle review meeting with appraiser
- Observation / scrutiny of leadership and management activities where appropriate
- Other feedback obtained during the appraisal cycle relevant to the teacher's overall performance.

3.7.3 Within one month of the end of each appraisal period, the teacher will receive – and have the opportunity to comment in writing on - a written appraisal report. In this school, teachers, including the head teacher, will receive their written appraisal reports no later than 30th November. 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 training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay including any recommendation for accelerated progression as set out in paragraph 3.4.6. of this policy.

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

3.7.5 Recommendations on pay will be referred to the head teacher before being referred on to the Governing Body.

3.8 **Confidentiality**

3.8.1 Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the head teacher and nominated members of the senior management team.

3.9 **Equality and consistency**

3.9.1 As outlined in paragraph 3.4.6 above, the head teacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The head teacher may delegate responsibility for monitoring consistency and equality of application to the deputy head teacher.

3.9.2 The head teacher will be responsible for reporting annually to the governing body on all recommendations on pay and any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.

3.9.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

3.10 **Retention of statements**

3.10.1 The Governing Body and head teacher will ensure that all written appraisal records are retained in a secure place for seven years and then destroyed.

Appendix A – National Teachers’ Standards

Standard	Out	Good	R/I	Inad.
<p>1.1. Set high expectations which inspire, motivate and challenge pupils</p> <ol style="list-style-type: none"> 1. Establish a safe and stimulating environment for pupils, rooted in mutual respect 2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils 				
<p>1.2. Promote good progress and outcomes by pupils</p> <ol style="list-style-type: none"> 1. Be accountable for pupils’ attainment, progress and outcomes 2. Plan teaching to build on pupils’ capabilities and prior knowledge 3. Guide pupils to reflect on the progress they have made and their emerging needs 4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching 5. Encourage pupils to take a responsible and conscientious attitude to their own work and study 				
<p>1.3. Demonstrate good subject and curriculum knowledge</p> <ol style="list-style-type: none"> 1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject and address misunderstandings 2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 3. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject 4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies 				

Standard	Out	Good	R/I	Inad.
<p>1.4. Plan and teach well structured lessons</p> <ol style="list-style-type: none"> 1. Impart knowledge and develop understanding through effective use of lesson time 2. Promote a love of learning and children’s intellectual curiosity 3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired 4. Reflect systematically on the effectiveness of lessons and approaches to teaching 5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) 				
<p>1.5. Adapt teaching to respond to the strengths and needs of all pupils</p> <ol style="list-style-type: none"> 1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively 2. Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these 3. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development 4. Have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them 				
<p>1.6. Make accurate and productive use of assessment</p> <ol style="list-style-type: none"> 1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 2. Make use of formative and summative assessment to secure pupils’ progress 3. Use relevant data to monitor progress, set targets, and plan subsequent lessons 4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback 				

Standard	Out	Good	R/I	Inad.
<p>1.7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ol style="list-style-type: none"> 1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy 2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly 3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them 4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary 				
<p>1.8 Fulfil wider professional responsibilities</p> <ol style="list-style-type: none"> 1. Make a positive contribution to the wider life and ethos of the school 2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support 3. Deploy support staff effectively 4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues 5. Communicate effectively with parents with regard to pupils' achievements and well-being 				

Part 2 Personal and Professional Conduct	+**	-**
The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career		
<p>2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ol style="list-style-type: none"> 1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions 3. Showing tolerance of and respect for the rights of others 4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs 5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law <p>2.2 Teachers must have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality</p> <p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>		

Preamble	+**	-**
<ul style="list-style-type: none"> • Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils 		

**** + performance in line with expectations - performance may be below expectations**

Appendix B(i) - Teacher Standards Career Stage Expectations

Professional Area	Relevant Standards	M2 M3	M4 M5	M6	UPS 1 UPS 2	UPS 3	Standards for Professional Dialogue
PROFESSIONAL PRACTICE	1.1(1);1.2(2,3,5) 1.3 (1,3) 1.4(1,2,3) 1.5 all 1.6 (1) 1.7 (1,2,3) 1.8 (3) 2.1 (2,4) Preamble	Much teaching good or better; some requires improvement	All teaching good or better	All teaching good; some outstanding	All teaching good; some outstanding	All teaching good; much outstanding	+ -
PROFESSIONAL OUTCOMES	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	Most pupils achieve in line with school expectations (4 points of progress over the year)	Almost all pupils achieve in line with school expectations (4 points of progress over the year)	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; many exceed them	+ -
PROFESSIONAL RELATIONSHIPS	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1 (1,3,4) Preamble	Positive working relationships with pupils, colleagues and parents	These relationships and securely focused on improving provision for pupils	Professional relationships with pupils, colleagues and staff lead to excellent class provision	Plays a proactive role in building key stage or subject teams to improve provision and outcomes	Plays a proactive role in building school –wide teams to improve provision and outcomes	+ -

Appendix B (ii) – Audit of Teaching Over Time

TEACHING, LEARNING, BEHAVIOUR AND PROGRESS OVER TIME – 2012 OFSTED FRAMEWORK IDENTIFYING PROFESSIONAL DEVELOPMENT PRIORITIES VIA OFSTED OBSERVATION CRITERIA

This audit is intended to help teachers and senior leaders understand the evidence the school currently holds on each teacher’s professional contribution over time and establish the most relevant and supportive appraisal objectives.

Ofsted Area	Out	Good	R/I	Inad	Standards
Lesson Observations					
1. Is work challenging enough for pupils? Does it meet their individual needs? 1.1.2 – set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 1.5.1 – know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively					1.1; 1.5
2. Do pupils’ responses demonstrate sufficient gains in their knowledge, skills and understanding, including in literacy and mathematics? 1.2.3 – guide pupils to reflect on the progress they have made and their emerging needs 1.3.3 – demonstrate an understanding of and take responsibility for promoting high standards of numeracy, articulation and the correct use of standard English, whatever the teacher’s specialist subject					1.2; 1.3
3. Do teachers monitor pupils’ progress in lessons and use the information well to adapt their teaching? 1.4.4 – reflect systematically on the effectiveness of lessons and approaches to teaching 1.6.2 – make use of formative and summative assessments to secure pupils’ progress					1.4; 1.6
4 Does teaching engage learners and promote positive attitudes to learning? 1.2.5 – encourage pupils to take a responsible and conscientious attitude to their own work and study 1.4.2 – promote a love of learning and children’s intellectual curiosity					1.2;1.4
5 Do teachers use questioning and discussion to assess the effectiveness of their teaching and promote pupils’ learning? 1.2.3 – guide pupils to reflect on the progress they have made and their emerging needs					1.2; 1.4

Ofsted Area	Out	Good	R/I	Inad	Standards
1.4.4 – reflect systematically on the effectiveness of lessons and approaches to teaching					
6 Do pupils understand well how to improve their work? 1..6.4 – give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback					1.6
7 Do teachers manage behaviour effectively? 1.7.1 – have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy 1.7.4 – maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary					1.7
8 Do teachers use learning assistants effectively? 5.8.3 – deploy support staff effectively					1.8
Over Time Observations					
9 Are marking, assessment and testing used well to help pupils improve their learning? 1.6.2 – make use of formative and summative assessment to secure pupils’ progress					1.6
10 What are the views of pupils, parents and staff? 1.8.2 – communicate effectively with parents with regard to pupils’ achievements and well-being 2.1.1 – treat pupils with dignity, building relationships rooted in mutual respect 1.8.5 – develop effective professional relationships with colleagues					1.8; 2
11 Do pupils make good progress over time? 1.2.1 – be accountable for pupils’ attainment, progress and outcomes					1.2

Appendix C – Procedure for Conducting National Standards Audits

- C1 The aim of the annual audit against national standards, as required by the regulations, will be to identify – through professional dialogue - the standards which represent the most appropriate areas for professional development for individual teachers in the forthcoming appraisal cycle. Wherever possible, these audits will take place in the Summer Term, so that the most helpful professional development performance management objectives can be identified – and any necessary arrangements made – in good time for the new school year.
- C2 The 2012 Appraisal Regulations [Para 6 (a)] require head teachers “to inform the teacher of the standards against which the teacher’s performance in that appraisal period will be assessed” It follows from this that the school needs to adopt a fair and evidence-based procedure for deciding whether or not standards are met. The head teacher has a key role to play in ensuring that judgments are consistent across the school.
- C3 The key stages of the procedure are as follows:
- Time will be provided for teachers to conduct a self-audit of their teaching over time as measured against the criteria contained in the Ofsted framework and against the National Standards (Preamble, Part 1 and Part 2) at the level indicated by the agreed professional skills level descriptors set out in Appendix B (i) and their teaching over time as set out in Appendix B(ii)
 -
 - Each teacher’s appraiser paired with the head teacher/appropriate senior leadership team member will complete the audit in exactly the same way. Wherever this pair indicates that performance may not be at the level required, it will need to be in a position to back this up by reference either to written evidence previously shared with the teacher suggesting a standard is not met or to a lack of evidence allowing a judgment to be made that it is
 - The audits will then be exchanged. At least a week will be allowed for the teacher to assemble any necessary evidence
 - Teacher and appraiser will then attend an appraisal meeting. The aim of the meeting will be to agree the standards against which the teacher’s performance will be assessed in the next appraisal cycle. Where the initial audit (or examination of evidence at the Professional Dialogue meeting) results in agreement that all relevant standards are met, the teacher will be free to identify the national standard against which he or she would like to be assessed by means of the professional development objective. Where the initial audit (or examination of evidence at the Professional Dialogue meeting) results in agreement that particular standards are not met, these standards will become those against which the teacher’s performance will be assessed in the next appraisal cycle
 - Where teacher and appraiser cannot reach agreement on whether or not a standard is met, the matter will be referred to the head teacher, who will meet

with the teacher, consider all available evidence, and inform the teacher of his or her decision

- A teacher dissatisfied with the head teacher's decision will have the right of appeal to governors under existing procedures.

Appendix D – Observation of Teaching and Leadership Practice

D1 Formal Lesson Observations.

- D1.1 Teachers (other than those who are part of the National Standards Support Programme set out in Appendix E) will have up to 3 lesson observations in the course of the appraisal cycle, some announced and some unannounced.
- D1.2 An individual teacher is free to request that all general lesson observations be unannounced
- D1.3 Oral feedback will be given as soon as possible after the end of the lesson; written feedback will be provided within 5 working days

D2 Other Leadership Visits to Lessons

- D2.1 There will be other occasions in the school year when those with leadership responsibilities are present in lessons. The principal objective of these visits is to enable leaders to understand for themselves what is going on in classrooms and to identify any ways in which either the curriculum or everyday support procedures can be improved
- D2.2 Because these are not formal lesson observations, no written feedback will be given, and therefore no evidence from them will be used to inform performance review.
- D2.3 If any aspect of classroom practice seen during leadership visits gives cause for concern, the teacher will be informed so that, if necessary, further investigation may be undertaken or additional lesson observations arranged. If this further investigation leads to a decision that a national standard is not met at the appropriate career stage, the special support arrangements set out in Appendix E will apply.

D3 Formal Observation of Leadership Practice

- D3.1 Leaders (other than those who are part of the National Standards Support Programme set out in Appendix E) will have up to 3 leadership observations in the course of the appraisal cycle, either general observations or linked to appraisal objectives with the focus agreed in advance, some will be announced and some unannounced.

Appendix E: Provision of Additional Support Where National Standards Are Not Met – (National Standards Support Programme)

- E1 Where national standards are found not to be met at the appropriate career stage expectations as defined in the school's professional skills level descriptors, special arrangements will be made to ensure that the appropriate support can be provided. These may include:
- The appointment of either the head teacher or the deputy head teacher as a reviewer
 - The setting of an appropriate number of additional appraisal objectives above the school norm
 - Additional formal lesson observations, many or all of which may be unannounced
- E2 Where information comes to light in the course of an appraisal cycle that leads the head to conclude that national standards are not met at the appropriate career stage expectations in accordance with the school's professional skills level descriptors, these new arrangements, including a change of reviewer were necessary, will come into force as soon as possible after the decision has been made
- E3 Where national standards are identified as not being met at the appropriate career stage expectation by either means, appraisal objectives will be action planned to a much shorter timescale – typically one term, but less if the head decides the situation warrants this. At the end of each such period, progress will be reviewed – and a decision made on whether:
- To end the support programme and resume normal appraisal arrangements
 - To continue to provide support within appraisal by setting further short-term objectives
 - To suspend appraisal and move immediately into the formal capability procedure.
- E4 Where a decision to end the support programme has been taken but performance drops again within 12 months, the teacher will move immediately back into the revised appraisal arrangements outlined above and for a shorter timescale as determined by the circumstances. In exceptional circumstances the head teacher may decide to move straight to the formal capability procedure at this stage.