

## **Appraising Performance and Dealing with Capability Issues for Teaching Staff and Support Staff**

In the development of this policy consideration has been given to the impact on protected characteristics under the Equality Act and the work life balance of employees.

### **Contents**

1. Definitions
2. Purpose
3. Application of the policy

### **Part A – The Appraisal**

4. Overall Performance of Teachers
5. Reviewing Performance
  - 5.1 Observations
  - 5.2 Support Staff
6. Drop-ins
7. Development and Support
8. Feedback
9. Transition to Capability
10. Annual Assessment

### **Part B – Capability Procedure**

1. Formal Capability Meeting
2. Sickness absence and use of this procedure
3. Monitoring and review period following a formal capability meeting
4. Formal Review meeting
5. Right of Appeal against a formal written warning
6. Decision meeting
7. Right of Appeal against a decision to dismiss
8. Grievances arising during the procedure
9. Trade Union Officials
10. Confidentiality

Appendix A – Lesson Observation Protocol

Appendix B – “Climate Walk” Protocol

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## **Policy for Appraising Performance and Dealing with Capability Issues for Teaching and Support Staff**

### **1. Definitions**

- 1.1 The term “employee” refers to any member of staff employed to work in the Morris Education Trust (the Trust)
- 1.2 The term “senior manager” refers to any member of the Leadership Group, as defined by the School Teachers’ Pay and Conditions Document, or a senior support employee in cases involving support staff, delegated by the Principal to deal with an appraisal and/or capability matter under these procedures. A senior manager may only make a decision to issue a sanction up to and including a final written warning.
- 1.3 If the Principal considers that there is no senior manager to whom s/he can reasonably delegate a specific capability matter then the Principal will take the role of the senior manager for that specific case and the role of the “Principal” under this procedure will be performed by the CEO.
- 1.4 The role of the Principal will be taken by the CEO and appropriate Trustees/Governors as indicated where the appraisal and or capability being reviewed is that of the Principal.
- 1.5 “Lack of capability” is defined as a situation in which an employee fails consistently to perform his/her duties to a wholly satisfactory standard of performance over a period of time.

### **2. Purpose**

- 2.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of employees covered by the appraisal policy and for supporting their development within the context of the Trust’s plan for improving educational provision and performance, and the standards expected of employees in their respective roles. It also sets out the arrangements that will apply when employees fall below the levels of competence that are expected of them.
- 2.2 This policy does not form part of any employee’s contract of employment and it may be amended at any time following consultation with recognised trade unions/associations. We will attempt to keep to time limits but these may be varied due to circumstances.

### **3. Application of the policy**

The policy is in two separate sections.

Part A of the policy, which covers appraisal, applies to all staff employed of the Trust, except those on contracts of less than one term, those teachers undergoing induction (*i.e.* NQTs), those support staff subject to a probationary period and those who have been transferred to Part B of the policy.

Part B of the policy, which sets out the formal capability procedure, applies to all employees of the Trust. Concerns about the employee’s performance will have

been identified by the appraisal process and which it has been unable to address.

## **Part A : Appraisal**

The appraisal policy in the Trust will be a supportive and developmental process designed to ensure that *all* employees identified by the policy have the skills, behaviours and support they need to carry out their role effectively. It will help to ensure that all employees are able to continue to improve their professional/employment practice and to develop in their respective roles.

1. The appraisal period
  - 1.1 The appraisal period will run for twelve months from 1 October to 30 September for Teaching Staff and from 1 January to 31 December for Support Staff
  - 1.2 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 this policy. The length of the review period will be determined by the duration of their contract.
  - 1.3 Employees will not normally be dismissed for performance reasons without previous warnings. However, in serious cases of gross negligence, or in any case involving an employee who has not yet completed their probationary period (where in place as part of their contract), dismissal without previous warnings may be appropriate.
2. Appointing appraisers
  - 2.1 The Principal will be appraised by the CEO and the CEO will be appraised by Trustees, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Trustees for that purpose. Central Trust and MET-Living senior employees will be appraised by the CEO.
  - 2.2 The Principal (for school employees) or CEO (for central trust or MET-Living employees) will decide who will appraise other employees covered by the policy and this will be notified to staff annually.
3. Setting objectives
  - 3.1 The Principal's objectives will be set by the CEO and the CEO's by the Trustees after consultation with the external adviser.
  - 3.2 Objectives for each employee covered by the policy will be set before or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Fair, Achievable, Realistic and Time-bound and will be appropriate to the employee's role and level of experience. The appraiser and employee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. If disagreement continues, the matter can be referred to the Principal (for school employees) or CEO (for central trust or MET-Living employees) via the Grievance Procedure.

- 3.3 The objectives set for each employee will, if achieved, contribute to the Trust's plans for improving the Trust's educational provision and performance and improving the educational opportunities of students at a school. This will be ensured by quality assuring all objectives against the Trust and School Development Plan and Faculty (or Team) Development Plan, or in the case of Support Staff, relevant objectives to their role deemed to provide quality support in helping the trust to achieve its objectives in whatever form the Line Manager deems appropriate.

#### **4. Overall Performance of Teachers**

- 4.1 Before, or as soon as practicable after, the start of each appraisal period, a teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed. Each teacher will be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011 and any subsequent amendment thereof.
- 4.2 The Principal will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

#### **5. Reviewing performance**

##### **5.1 Observation**

- 5.1.1 The Trust believes that observation of classroom practice and other responsibilities for teachers, and support staff who support teachers in the classroom, is important both as a way of assessing 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.
- 5.1.2 All observation will be carried out in a supportive fashion in accordance with an observation protocol determined by the Principal and CEO following consultation with the staff to whom it applies. The observation protocol is at Appendix A.
- 5.1.3 Teachers performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the employee and the overall needs of the School and the Trust. Normally, there will be a limit of 3 observations per year.
- 5.1.4 Classroom observation of teachers will be carried out by relevant senior or middle managers with QTS.
- 5.1.5 Employees who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed from a range of appropriate evidence.

##### **5.2 Support staff**

- 5.2.1 Support staff appraisal will focus on the job description of the employee and their role and responsibilities and this will be made clear by the appraiser.

## **6. Drop-Ins**

- 6.1 In addition to formal observation, the Principal or other leaders with responsibility for teaching standards may “drop in” in order to evaluate the climate of learning and to check that high standards are established and maintained. The length and frequency of “drop in” observations will vary depending on specific circumstances and would normally be no longer than 10 minutes.
- 6.2 All “drop ins” will also be carried out in accordance with the Climate Walk protocol (Appendix B) determined by the CEO following consultation with the staff and recognised trade unions/associations to whom it applies.

## **7. Development and support**

- 7.1 Appraisal is a supportive process which will be used to inform continuing professional development. The Trust wishes to encourage a culture in which all employees take responsibility for improving their performance through appropriate development.
- 7.2 Teachers’ professional development will be linked to Trust and School improvement priorities and to the ongoing professional development needs and priorities of individual teachers.
- 7.3 Support Staff development will be linked to their role with identification of training and development needs during the appraisal period.

## **8. Feedback**

- 8.1 Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. This will also be an opportunity for the appraisee to feedback on how they have been managed.
- 8.2 Where there are concerns about any aspects of the employee’s performance the appraiser will meet with the employee to:
- give clear feedback about the areas of concern;
  - give the employee the opportunity to comment and discuss the concerns and establish the likely causes of poor performance and identify any training needs/support needed (e.g. coaching, mentoring, structured observation);
  - clarify the required standards and 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, a reasonable timescale would be 6 to 8 working weeks;
  - if it is appropriate to revise objectives, it will be necessary to allow sufficient time for improvement.
- the amount of time will reflect the seriousness of the concerns; explain the implications and process if no, or insufficient, improvement is made.8.3 When progress is reviewed, if the appraiser is satisfied that the employee 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.
- 8.3 The appraiser will keep a note of any concerns, the support given and the review judgement. A copy of this note will be given to the employee (for example by email). (See 10.4 below). If required, this will inform any decision on transition to the capability procedure.

## **9. Transition to capability**

- 9.1 If the appraiser is not satisfied with progress, the employee will be notified in writing that the appraisal system will no longer apply and that his/her performance will be managed under the capability procedure. The employee will be invited to a formal capability meeting. The capability procedures will be conducted as in part B of this policy.

## **10. Annual assessment**

- 10.1 The performance of each employee covered by the appraisal policy will be formally assessed in respect of each appraisal period.
- 10.2 In assessing the performance of the CEO, the Trust may consult an external adviser.
- 10.3 This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place at least once a term.
- 10.4 The employee will receive a written appraisal report as soon as practicable following the end of each appraisal period, and have the opportunity to comment in writing on a written appraisal report.
- 10.5 Teachers will receive their written appraisal reports by 31 October relating to the previous academic year (31 December for the CEO, Principals and other members of the Leadership Team) and support staff by 28 February.
- 10.6 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, for teachers, 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. The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.
- a recommendation on pay where that is relevant. Pay recommendations will be made by 31 December for the CEO, Principals and the other members of the Senior Leadership Teams, by 31 October for other teachers, and by 1 March for support staff.

## **Part B: Capability Procedure**

Throughout this procedure the senior manager will have due regard to the requirements of employment legislation, particularly The Equality Act 2010, (including requirements under the Public Sector Equality Duty and gender pay gap reporting requirements), The Employment Rights Act 1996, The Employment Relations Act 1999 and The Employment Act 2002, as well as The Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The ACAS Code of Practice (section 199 of the Trade Union and Labour Relations (Consolidation) Act 1992, and The Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

### **1. Formal Capability Meeting**

- 1.1 This procedure applies only to employees about whose performance there are serious concerns that the appraisal process has been unable to address. If under Part A above an employee's performance, who is covered by Part A, is not wholly satisfactory, the senior manager, or other person with line management responsibility for the employee, will invite the employee to a formal capability meeting to discuss with the employee the identified poor performance as specifically as possible.
- 1.2 The senior manager will write to the employee at least 10 working days in advance to inform him/her about:
- a) the date, time and place of the meeting.
  - b) the basic details of the concerns about the employee's performance
  - c) the employee's right to be accompanied by a representative of his/her trade union or a workplace colleague of his/her choice
  - d) the titles of enclosed copies of any documents to be used at the meeting
  - e) names of any witnesses to be called
  - f) his/her right to call witnesses on his/her behalf
  - g) the name and office of any adviser who will accompany the senior manager at the meeting.

An extra copy, together with any enclosures, will be provided for his/her companion.

- 1.3 This meeting is intended to establish the facts. It will be conducted by a senior manager delegated by the Principal (for school employees) or the CEO (for central trust or MET-Living employees or where the Principal's performance is causing concern). The meeting will allow the employee to respond to concerns about his/her performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.
- 1.4 The senior manager 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.
- 1.5 The senior manager may also adjourn the meeting if it is decided that

further investigation is needed, or that more time is needed in which to consider any additional information. In other cases, the meeting will continue.

1.6 During the meeting, or any other meeting which could lead to a formal warning being issued, the senior manager will:

- In the case of a teacher, identify the poor performance, including which of the standards expected of the teacher is not being met; or for Support Staff identify the areas of poor performance in relation to their role/job description
- ensure the employee is given an opportunity to ask questions, present evidence, call witnesses, respond to evidence and make representations;
- establish the likely causes of poor performance including any reasons why any measures taken so far have not led to the required improvement;
- give clear guidance on the improved standard of performance needed to ensure that the employee can be removed from formal capability procedures which may include the setting of new objectives focused on the specific area/s of poor performance that need to be addressed. It will include any success criteria that are appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made;
- identify whether there are further measures which may improve performance and explain any support that will be considered and planned to help the employee, e.g. in-service training, visits to other schools, discussion with appropriate colleagues or professionals;
- 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 will be reasonable and proportionate, between six and ten weeks in normal circumstances, and will provide sufficient opportunity for improvement to take place. The length of time required will depend on the concerns raised with the employee, the nature of any support and training required, and sufficient time to establish whether performance has improved; and
- warn the employee formally that failure to improve within the set period could lead to a final written warning which could then lead to his/her dismissal.
- inform the employee of the right of appeal
- agree with the employee and any companion the date of the formal review meeting

1.7 Notes will be taken of formal meetings and a copy sent to the employee and any companion. Where a first warning is issued, the employee will be informed in

writing of the matters discussed in 1.6 above. S/he will also be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in a final written warning which could then lead to dismissal if wholly satisfactory performance is not achieved, together with the time limit for appealing against the first written warning.

- 1.8 If the concerns relate to a lack of capability that poses a risk to the health, safety or well-being of children, or is likely to result in serious damage to students' education, the shorter timescale may be appropriate. In such cases, the senior manager may exceptionally decide to issue a first and final written warning, if to do otherwise would expose students to serious risk in terms of their health, safety, well-being or educational prospects.

## **2. Sickness absence and the use of this procedure**

- 2.1 It is important that sickness absence should not delay or avoid the use of formal capability procedures. It is in the interests of all parties to address concerns about performance without undue delay. Arrangements will normally be made to seek medical advice from an occupational health adviser to assess the employee's health and fitness for continued employment in the Trust.
- 2.2 Consideration will be given to whether poor performance may be related to a disability and, if so, whether there are reasonable adjustments that could be made to the employee's working arrangements, including changing the employee's duties or providing additional equipment or training. The Trust may also consider making adjustments to this procedure in appropriate cases e.g. moving from this procedure to procedures used by the Trust to terminate the employment of the employee on the grounds of ill health.
- 2.3 If an employee's medical condition is not serious enough to warrant a consideration of termination of employment on the grounds of ill health, the occupational health adviser will normally be asked to assess whether an employee absent through sickness is fit enough to attend a meeting under this procedure. In the event that the employee is deemed not fit to attend a formal capability meeting consideration will be given to postpone the meeting or s/he may present a written submission for consideration and/or be represented by a companion in her/his absence.

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

- 3.1 A performance monitoring and review period will follow the formal capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period. Following this monitoring and review period, the employee will be invited to a formal review meeting (see paragraph 4 below), unless s/he had been issued with a final written warning, in which case s/he will be invited to a decision meeting (see paragraph 6 below).

## **4. Formal review meeting**

- 4.1 At least 5 working days before the date for the formal review meeting a written reminder will be given to the employee together with details of the meeting as set out in paragraph 1.2 above.

- 4.2 The formal review meeting will follow a similar procedure to that identified for the formal capability meeting as set out in paragraph 1.6 above.
- 4.3 If the senior manager (Principal for school staff, CEO for the Principal, central trust employees or MET-Living employees, Chair of Trustees for the CEO) is satisfied that the employee has made sufficient improvement, the formal capability procedure will cease and the appraisal process will re-start where the employee is subject to Part A above.
- 4.4 In cases:
- where some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period;
  - where no, or insufficient improvement has been made during the monitoring and review period, the employee will receive a final written warning.
- 4.5 Notes will be taken at the formal review meeting and a copy will be sent to the employee and any companion.
- 4.6 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 will be given information about the further monitoring and review period and the procedure and time limits for appealing against the final written warning. The date of the decision meeting will be agreed with the employee and any companion.
- 4.7 At this stage, rather than refer the matter to a decision meeting, consideration could be given to the employee being given a different range of duties or an alternative post. By agreement, this may include transfer to a post suited to the employee's capabilities. If this post is at a lower salary level, the substantive lower salary would apply.

## **5. Right of Appeal against a formal written warning**

- 5.1 If an employee feels that a decision to issue a first and/or final written warning, is wrong or unjust, s/he may appeal in writing against the decision.
- 5.2 Appeals against a written warning shall be restricted to considering the reasonableness of the decision made by the senior manager, any relevant new evidence not previously available to the senior manager or any procedural irregularities. A statement giving the reasons for the appeal should be submitted within 10 working days of the formal written warning having been received.
- 5.3 All appeal hearings will be held as soon as possible after receipt of the appeal at an agreed time and place.
- 5.4 The appeal will be heard by:
- A panel of at least 3 governors (for school employees)

- A panel of 2 MET-Living Directors and 1 other (for MET-Living employees)
- A panel of At least 3 trustees (for central trust employees)

in each case none of whom will have had any previous involvement in the case. The panel may be advised by a person engaged for the purpose by the Trust. The panel can confirm the warning, reduce a final warning to a warning, or cancel the warning. The employee will be informed in writing of the results of the appeal hearing as soon as possible.

- 5.5 The same arrangements for notification and the right to be accompanied by a companion will apply for an appeal hearing as for the formal capability and review meetings and, as with those meetings, notes will be taken and a copy sent to the employee and any companion.
- 5.6 Pending any appeal the employee will be expected to continue to work in accordance with targets set for the next stage of the procedure and his/her progress towards the achievement of these targets may be monitored during this period.

## **6. Decision meeting**

- 6.1 At least 10 working days before the date of the decision meeting a reminder will be given in writing together with details of the meeting as in paragraph 1.2 above. The meeting will be conducted by the Principal for school staff, CEO for the Principal, central trust employees or MET-Living employees, or Trustees for the CEO.
- 6.2 If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start where the employee is subject to Part A above.
- 6.3 If progress has been made and there is confidence that wholly satisfactory performance will be achieved by a short extension, it may be appropriate to extend the monitoring and review period rather than to dismiss. The final written warning will be extended for a short, specified assessment period.
- 6.4 If performance has remained unsatisfactory, a decision will be made that the employee will be dismissed. The employee will be informed in writing as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and whether the notice is to be served or there will be pay in lieu of notice, and the right of appeal.

## **7. Right of Appeal against a decision to dismiss**

- 7.1 If a staff member feels that a decision to dismiss them is wrong or unjust, they may appeal in writing against the decision within 10 working days of receipt of the decision, setting out the grounds for appeal. .
- 7.2 The Appeals Panel shall consist of

- at least 3 governors (for school employees)
- 2 MET-Living Directors and 1 other (for MET-Living employees)
- At least 3 trustees (for central trust staff)

in each case none of whom will have had any previous involvement in the case.

- 7.3 Appeal hearings should be held as soon as possible after receipt of the appeal and will be conducted in the same way as appeals referred to in paragraph 5 above.

In the event that the Appeal Panel decides not to uphold the decision to dismiss, the employee shall be informed immediately and the notice of dismissal shall be immediately withdrawn.

## **8. Grievances arising during the procedure**

- 8.1 Where an employee has a grievance against the way the senior manager has conducted the procedure this will normally be dealt with under the appeals process set out above. However, in very exceptional circumstances, where the behaviour of the senior manager is the cause of the grievance, it may be appropriate to suspend this procedure for a short period until the grievance has been considered.

## **9. Trade Union Officials**

- 9.1 Although normal performance standards must apply to an employee who is a lay trade union official, no disciplinary action, beyond an informal oral warning will be taken until the circumstances of the case have been discussed with the relevant professional trade union officer.

## **10. Confidentiality**

- 10.1 Our aim is to deal with performance matters sensitively and with due respect for the privacy of any individuals involved. All employees must treat as confidential any information communicated to them in connection with a matter which is subject to this capability procedure.
- 10.2 The employee, and anyone accompanying the employee (including witnesses), must not make electronic recordings of any meetings or hearings conducted under this procedure. Failure to observe confidentiality could be a reason for disciplinary action under the Trust's disciplinary procedure.

## **Appendix A – Lesson Observation Protocol**

### **Introduction**

1. The Trust is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:
  - carry out the role with professionalism, integrity and courtesy;
  - seek to reach agreement in advance on classroom observation to be carried out;
  - evaluate objectively;
  - report accurately and fairly; and
  - respect the confidentiality of the information gained.
  
2. In accordance with these principles, the Principal will:
  - consult staff on the pattern of and arrangements for classroom observation which teachers can expect annually;
  - ensure that there is a reasonable amount of time, unless agreed otherwise by observer and observed, between classroom observations, irrespective of the purpose of those observations;
  - ensure that classroom observation is undertaken solely by persons with qualified teacher status and the appropriate training and professional skills. Neither students nor governors will undertake observations of teaching; and
  - ensure that as far as possible, the results of observations are used for multiple purposes (Appraisal, School Self-Evaluation, Faculty Reviews etc), in order to limit the number of observations carried out.
  
3. The Trustees recognise that visits to classrooms by the CEO, Principal and his senior staff in order to support teachers or talk to students are separate from this classroom observation protocol.
  
4. The purpose of visits by the CEO, Principal and his senior staff to classrooms will be made clear before they occur.
  
5. The Trust undertakes that, in accordance with this protocol, unannounced visits to fulfil the statutory duties of evaluating teaching and learning and Appraisal will not take place. The protocol on 'Climate Walks' is to be found as Appendix B.

### **Periods and occasions of observation – Appraisal**

6. It is important to ensure effective standardisation and robust quality assurance. During the Autumn Term, Appraisers undertaking lesson observations may occasionally be joined by the CEO, the Principal and other senior staff who have been suitably trained to carry out these observations so that parity and fairness across the School can be achieved.

## **Preparations for observations**

7. In keeping with the Trust's commitment to supportive and developmental classroom observation, the date and time of observations conducted for the purposes of performance management or for the evaluation of standards of teaching and learning (or for both purposes) will be fixed at least three working days in advance. Every effort will be made for observation to be conducted at an agreed time.
8. Before any Appraisal observation is conducted, there will be an opportunity for reviewer and reviewee to meet in order that the context of the lesson to be observed can be discussed. Where there will be another teacher or a member of support staff present during a class which is to be observed, there will be consideration at this meeting of any necessary arrangements to be made.
9. The arrangements for classroom observation for Appraisal should be included in the planning and review statement and should:
  - identify the number of observations (a maximum of 3);
  - specify their primary purpose(s);
  - specify any particular aspects of the teacher's performance which will be assessed;
  - specify the duration of the observations;
  - specify when the observations are likely to take place; and
  - specify who will conduct the observation/s if not the Appraiser (with the number of Appraisees that some Appraisers have across the Trust, it is reasonable that suitably experienced senior staff or other TLRs could be used)

## **Feedback and records**

10. Oral feedback from classroom observation at a pre-arranged time for the purposes of Appraisal will be given as soon as possible after the observation and no later than the end of the following working day. Sufficient time will be allocated within the School day to enable participants in classroom observations to discuss and agree the arrangements for the observations, as well as discussion on the outcomes of classroom observation. Time for preparation and feedback for classroom observation for Appraisal purposes will be made available.
11. Written feedback will be provided within five working days of the observation taking place. The reviewer will be given sufficient time within the School day to put in written form the conclusions on the outcomes of the classroom observation.
12. The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The reviewee will be able to append written comments to the feedback document. No written notes in addition to the written feedback will be kept.

13. Teachers will have access to all written accounts of the observation after their lessons.

### **Observations of lessons not for Appraisal**

14. The Trust should use the findings of Appraisal observations for other management requirements (for example Faculty Reviews or SEF production), thereby seeking to minimise the total number of occasions on which teachers are observed. However, the CEO, Principal and other senior staff with responsibility for learning and teaching standards will “drop in” or undertake other observations to evaluate the standards of teaching and learning and to ensure that high standards of professional performance are established and maintained. The length and frequency of these other observations, and the notice to be given, will vary depending on specific circumstances but will be in accordance with the lesson observation protocol and will not typically be more than 10 to 15 minutes.

## **Appendix B – “Climate-Walk” Protocol**

The Trust states that ‘Climate Walks’ will only be carried out in accordance with this protocol.

‘Climate Walks’ are intended to be developmental and constructive rather than judgmental and are a whole-School and Trust improvement activity. They may take place in order to collect evidence about teaching and learning, evidence of progress, behaviour and safety and areas for development. There will, therefore, be no attempt to use this approach as part of capability procedures or for Appraisal.

1. The programme of ‘Climate Walks’ will be shared with teachers so that they know the date, time and focus of the Climate Walk and who will be conducting it.
2. The purpose or focus of a ‘Climate Walks’ should be explained to all relevant staff prior to its commencement. That purpose or focus will not relate to the performance of an individual.
3. ‘Climate Walks’ will be conducted with minimum disruption to teachers and students.
4. ‘Climate Walks’ will be undertaken in a supportive and professional manner.
5. A maximum of two colleagues will be involved in a ‘Climate Walks’ at any time.
6. Students will not be asked for their views of an individual teacher during “Climate Walks’
7. Those teachers whose classes are visited will be given the opportunity to see any written records which have been made during the ‘Climate Walks’.
8. There shall be no evaluation of an individual teacher during a ‘Climate Walks’.
9. Regular reviews of the operation of ‘Climate Walks’ will be held with staff.
10. Any concerns about the implementation of this protocol should be raised initially with the CEO or the Principal either by the individual teacher concerned or with the support of the union/association representatives.