



Appraisal and Capability Policy June 2017

The Local Governing Body of [NAME] Academy adopted this policy on [DATE]
It will be reviewed annually by the Trust Personnel and Appraisal Committee, no later than
30 June 2018

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Introduction

This policy applies to all Academies within The Spencer Academies Trust. The Directors may approve a transitional policy for recently converted Academies in exceptional circumstances. The Scheme of Delegation for each Academy within the Trust outlines the delegated responsibility for staffing matters and the pay and conditions of all staff.

This policy has been developed in line with the Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) in force at the date of adoption of the policy.

The Appraisal Regulations set out the principles that apply to teachers in all maintained schools. Although they do not directly apply to academies, it is viewed as best practice for academies to adhere to the Appraisal Regulations and The Trust will therefore generally adopt these arrangements, except where stated otherwise, with the intention of remaining compliant with all relevant legislation.

The policy is in two separate sections. Part A covers appraisal. Part B sets out the formal capability procedure and reflects the ACAS Code of Practice on disciplinary and grievance procedures in force at the date of adoption of the policy.

This Policy should be considered alongside the current Trust Pay Policy.

In this policy references to Principal include the Chief Executive Officer (CEO) and the Senior Leader responsible for each Academy, as appropriate, considering the management structure of the Academy or appropriate Trust employed operational support lead.

The procedures will be managed in the case of the Principal, Executive Principal or Executive Leadership Team by the CEO or in the case of the CEO by the Chair of Directors of the Trust Board. In all other cases the procedures will be managed by the Principal or their appointed representative.

Guidance on managing appraisal and capability is available from the Director of Quality Assurance & School Improvement and Trust HR Manager who must be consulted before commencing these procedures.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of all Trust employees and for supporting their development within the context of the Trust/Academy's Improvement Plan, the National Standards of Excellence for Head Teachers and the Teachers' Standards. Its purpose is to ensure good and increasingly outstanding teaching and high performance leadership.

This policy also sets out the framework for a clear and consistent assessment of the overall performance of all support staff, and for supporting their development within the context of the Trust/Academy's Improvement Plan. Its purpose is to ensure that good and increasingly outstanding outcomes and high performance leadership are supported in all areas of the Trust/Academy.

It also sets out the arrangements that will apply when employees fall below the levels of competence that is expected of them.

Application of the Policy

The policy is in two separate sections.

Part A of the policy, which covers appraisal, applies to all employees of the Trust/Academy except those on contracts of less than one term, those undergoing induction (*i.e. NQTs or employees subject to a probation period*) and those who are subject to Part B of the policy.

Part B of the policy, which sets out the formal capability procedure, applies only to employees, about whose performance there are serious concerns, which the appraisal process has been unable to address.

Part A: Appraisal

Appraisal in this Trust/Academy will be a supportive and developmental process designed to ensure that all employees 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 and for all other employees to develop on their role/team.

Appraisal Period

The appraisal period will run for twelve months from 1st September to 31st August. Appraisal meetings will be held in the Autumn Term and a review undertaken at the end of the Spring Term or Early Summer Term.

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 period will be determined by the duration of their contract.

Appointing Appraisers

The Chief Executive Officer and Executive Principals will be appraised and objectives set by the Trust Personnel and Appraisal Committee, supported where appropriate by an external advisor. Principals will be appraised and objectives set by up to three designated members of the Local Governing Body and the Chief Executive Officer or their appointed representative. Heads of School will be appraised and objectives set by up to three designated members of the Local Governing Body and the Executive Principal or their appointed representative. The Executive Leadership Team will be appraised and objectives set by the CEO supported where appropriate by the Directors of the Trust.

The CEO will decide who will appraise Trust operational employees. The Principal in each Academy will decide who will appraise all other employees.

Setting Objectives

For all employees objectives will be set before or as soon as practicable after, the start of each appraisal period. The objectives set, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the role and level of experience.

Taking account of the Head Teacher Standards Principals and Heads of School will have a minimum of three objectives, of which:

- one objective will be related to student progress and outcomes, in line with whole Trust/Academy objectives

- at least two other objectives will relate to specific aspects of leadership and management which will improve whole school effectiveness
- an additional objective(s) may be set if deemed appropriate in order to meet specific individual needs

Taking account of the Teacher Standards Teachers will have a minimum of three objectives, of which:

- one objective will be related to student progress and outcomes, in line with whole Trust/Academy objectives
- one objective will be related to improving teaching pedagogy
- one objective will be related to a whole Trust/Academy research theme and called 'Practitioner Enquiry'
- responsibility holders will also have a Leadership and Management objective
- an additional objective(s) may be set if deemed appropriate in order to meet specific individual needs

Taking account of any Professional Standards Support Staff will have a minimum of three objectives, of which:

- where appropriate to the role, one objective will be related to student progress and outcomes in line with whole Trust/Academy objectives
- one objective will be related to contribution to developing team performance
- one objective will be related to professional development in their current or potential future role(s)
- team leaders will also have a Leadership and Management objective
- any additional objective(s) related to areas of the employee job description may be set if deemed appropriate in order to meet specific individual needs

The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives.

The objectives set will, if achieved, contribute to the Trust/Academy's plans for improving the Trust/Academy's educational provision and performance and improving the education of pupils. This will be ensured by quality assuring all objectives against the Trust/Academy Improvement Plan.

Before, or as soon as practicable after the start of each appraisal cycle, each employee will be informed of the standards against which their performance will be assessed – Teachers', Leadership, Headteacher, or Professional Standards or other standards as appropriate to the support staff role.

Employees with specific roles of responsibility will also be assessed against appropriate, relevant National Standards as they are developed, such as curriculum and leadership standards.

Reviewing Performance

For all employees, evidence from a range of quality assurance processes will be used to inform the review process, including direct observation of employees in their roles.

In order to determine teaching quality over time a range of evidence will be used including lesson observation, work scrutiny, marking and books, learning walks, display, data, student voice and outcomes.

Observation

The Trust/Academy believes that observation of classroom practice and other responsibilities is important both as a way of assessing performance in order to identify any particular strengths and areas for development, and of gaining useful information which can inform Academy improvement more generally. All observations will be carried out in a supportive manner.

All teachers may have at least two formal lesson observations per cycle and should have only three working days' advance notice. In order to gather a reliable view of the quality of an individual's practice over time the Trust will make regular and appropriate use of work sampling.

For Secondary Academies, teachers may choose the observed lesson in the summer/early autumn, but the spring term observation will be of a different Key Stage, selected and undertaken by a different observer.

All other employees supporting students in the classroom will be observed to assess performance. Feedback from QTS staff will be considered to inform the review. Other support staff may be observed by their line manager or other appropriate manager as applicable to their role.

Additional observations may be carried out at the discretion of the Principal and in line with any specific concerns or themes for further investigation, depending upon the individual circumstances of the employee or the overall needs of the Academy. For example, if teaching is not consistently judged as good or better in a cycle, then additional observations may be directed by the Principal, further to the individual having been coached to improve.

Each Academy will define the information required by any reviewer for lesson observations, work sampling or planning review.

Any monitoring of teaching will be carried out by those with QTS. In addition to formal observation, the Principal or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances.

Employees with leadership and management responsibilities outside of the classroom should expect to have their performance of those responsibilities observed and assessed.

Development and Support

Appraisal is a supportive process which will be used to inform continuing professional development. The Trust/Academy wishes to encourage a culture in which all teachers take responsibility for improving their teaching, and other employees take responsibility for improving their performance, through appropriate professional development. This will be linked to Trust/Academy improvement priorities and to the on-going professional development needs and priorities of individuals.

Employees are expected to undertake self-review against the appropriate standards at designated points in the cycle, prepare review documentation of their achievements in the totality of their role and against the objectives ahead of their annual review meeting with their appraiser, who will have also completed beforehand their perception of the individual's

performance against the relevant standards and for support staff their job role. These will be discussed during the review meeting and help to shape future objectives.

Feedback

All employees will receive constructive feedback on their performance throughout the year and as soon as practicable after any observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas for improvement. Where there are concerns about any aspects of performance the appraiser will meet the appraisee formally to:

- give clear feedback about the nature and seriousness of the concerns
- give the appraisee the opportunity to comment and discuss the concerns agree any support (eg 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; explain the implications and process if no or insufficient improvement is made. The review period should be between 8 and 12 weeks depending on the seriousness of the concern and to allow time to see the impact of the support. This can be broken down into two periods of 4-6 weeks. A formal documented support plan will be put in place together with a process for monitoring the plan. A template support plan is attached as Appendix 1. An example of a coaching programme is attached as Appendix 2.

When progress is reviewed, if the appraiser is satisfied that the appraisee 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.

Interim Review

For all employees performance and development priorities will be reviewed and identified shortfall addressed through the documented interim meeting which will take place during the second half of the Spring Term or early Summer Term. Objectives may be revised at the Interim Review stage if circumstances change.

Annual Assessment

This assessment is the end point to the annual appraisal process.

The appraisee will provide the appraiser with a self-evaluation report against objectives and the totality of the role. The appraiser will comment on and finalise the report by the end of the Autumn Term.

The appraisal report will include:

- details of the objectives for the appraisal period in question
- an assessment of performance of the role and responsibilities against their objectives and the Headteacher Standards, Teachers' Standards or other appropriate Professional Standards
- an assessment of training and development needs
- identification of any action that should be taken to address them
- a recommendation on pay where that is relevant.

Recommendation for pay progression will be made by the appraiser subject to the maximum of the employees pay range or grade, in accordance with the Trust Pay Policy. For teachers, this will take into account performance as a teacher and as a responsibility holder. In the case of NQTs, pay decisions will be made with reference to the statutory induction process. For other employees, account will be taken of typicality and overall performance in the totality of the role.

For all employees, a 'no progression' determination may be made without recourse to the capability procedure; in most circumstances this would be the case where the maximum of the pay range or grade has been reached.

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

Support Staff Probation Review

For support staff a probationary period will be specified on appointment, . Initial performance targets will be set and a review will take place one month prior to the end of the probationary period. This performance review is independent of the normal review cycle.

This review will determine any areas of support or mentoring required and may lead to an extension of the probationary period to a maximum probationary period of 12 months in total, to allow for further development in the role. Where an appraisee fails to meet the requirements of the role satisfactorily, the appraiser will recommend termination of the contract. Alternatively, once the appraiser is satisfied that the appraisee meets the requirements of the role, the appraiser will recommend that the appraisee is confirmed in post, the normal appraisal cycle is entered and objectives set as above.

Transition to capability

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

Part B: Capability Procedure

This procedure applies only to employees about whose performance there are serious concerns that the appraisal process has been unable to address and where no or insufficient improvement has been made during the support period. No employee will be subject to any formal capability meeting under these procedures without a period of documented support as part of the Appraisal process.

The procedures will be managed in the case of the Principal, Executive Principal or Executive Leadership Team by the CEO or in the case of the CEO by the Chair of Directors of the Trust Board. In all other cases the procedures will be managed by the Principal or their appointed representative.

Guidance and support must be sought from the Director of Quality Assurance & School Improvement and Trust HR Manager before commencing these procedures. Due regard must be given to any advice offered by the Trust as the employer.

The Principal will ensure that an appropriately experienced person undertakes monitoring activity; whose ability to make sound and objective judgments has been established. The criteria against which an employees practice is to be judged should be transparent and linked to their improvement targets.

Monitoring activity should be designed to capture typical practice. It is up to the Principal to determine the balance of announced and unannounced monitoring activity. However some elements of the monitoring must be unannounced.

At least five working days' notice will be given in writing of the formal capability meeting. The notification will contain sufficient information about the concerns, the shortfall in performance and the possible consequences, to enable the employee to prepare to answer the case at a formal capability meeting. It will also contain copies of any documentary evidence to support the case; the details of the time and place of the meeting; and will advise the employee of their right to be accompanied by a companion who may be a colleague or a trade union representative.

Formal Capability Meeting

This meeting is intended to establish the facts and allow the employee to respond to the stated concerns and make any representations, or to provide further information to be considered.

The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the appraisal process. In such cases, the capability procedure will come to an end. The person conducting the meeting may also adjourn the meeting, if they decide 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. During the meeting, or any other meeting which could lead to a formal warning being issued, the person conducting the meeting will:

- identify the professional or other shortcomings, for example which of the relevant Teachers' Standards or other standards as appropriate to the support staff role expected of employees are not being met
- give clear guidance on the improved standard of performance needed to ensure that the employee can be removed from formal capability procedures (this may include setting new targets focused on the specific weaknesses that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made)
- explain any support that will be available to help the employee improve their performance
- set out the timetable for improvement and explain how performance will be monitored and reviewed including any observations. The timetable will depend on the circumstances of the individual case but in straightforward cases could typically be 6 weeks (half a term)
- warn the employee formally, in writing with a written warning, that failure to improve within the set period could lead to dismissal. In very serious cases, this warning could be a final written warning

Notes will be taken of formal capability meetings and a copy sent to the employee.

The employee will be informed in writing of the outcome of the matters covered in the bullet points above and the procedure and time limits for appealing against the warning.

Monitoring and Review period following a formal capability meeting

The Principal should identify a person to oversee support for the individual and a separate person to undertake the monitoring activity. Support can be provided through the Director of Quality Assurance & School Improvement and Trust HR Manager

A performance monitoring and review period will follow the formal capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period. The member of staff will be invited to a formal review meeting, unless they were issued with a final written warning, in which case they will be invited to a decision meeting (see below).

Formal Review Meeting

At least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the employee of their right to be accompanied by a companion who may be a colleague, or a trade union representative.

If the person conducting the meeting is satisfied that the employee has made sufficient improvement, the capability procedure will cease and the appraisal process will re-start. Progress will be kept under review.

In other cases if:

- some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period
- no, or insufficient improvement has been made during the monitoring and review period, the employee will receive a final written warning

Notes will be taken of formal meetings and a copy sent to the employee. The final written warning will mirror any previous warnings that have been issued.

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 of the second review period of typically 6 weeks), may result in dismissal, and given information about the handling of the further monitoring and review period and the procedure and time limits for appealing against the final warning. The employee will be invited to a decision meeting.

Decision Meeting

As with formal capability meetings and formal review meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the employee of their right to be accompanied by a companion who may be a colleague, or a trade union representative.

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. This decision will be communicated at the meeting and confirmed in writing as soon as practicable. Progress will be kept under review.

If performance remains unsatisfactory, a decision, will be made that the employee should be dismissed.

Decision to Dismiss

The power to dismiss an employee in this Academy has been delegated to the Principal in collaboration with the Chief Executive Officer. In the case of the Chief Executive Officer this will be the Directors of the Trust and In the case of Executive Principals and Principals this will be the Chief Executive Officer in collaboration with the Chair of Governors and Directors of the Trust.

Dismissal

The employee will be informed 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 their right of appeal.

Appeal

Employees may make an appeal in writing within five working days of the date of the written confirmation of the outcome, stating fully the grounds of their appeal.

The protocol outlined in the Trust Disciplinary Policy will be followed to hear any appeals where the appeal is on the grounds that the hearing was procedurally flawed. In other cases, the Chief Executive Officer or their appointed representative may review the original decision based on the paperwork and the contents of the appeal.

Appeals heard will be arranged without unreasonable delay and, where possible, at an agreed time and place. The same arrangements for notification and right to be accompanied by a companion apply as with the hearing. Notes will be taken and a copy sent to the employee.

The appeal will be dealt with impartially and, wherever possible, by individuals who have not previously been involved in the case. The employee will be informed in writing of the results of the appeal as soon as possible. There is no further right of appeal under this or other Trust/Academy procedures.

General Principles Underlying This Policy

Confidentiality and data protection

Confidentiality is an important part of the procedures provided under this policy. Everyone involved in the operation of the policy is responsible for observing the high level of confidentiality that is required. Details of the matter must only be disclosed on a "need to know" basis.

Information about capability may be placed on the employee's personnel file, along with a record of the outcome and of any notes or other documents compiled during the process. These will be processed in accordance with the Academy's Data Protection Policy. Breach of confidentiality may give rise to disciplinary action under the Trust Disciplinary Policy.

Consistency of Treatment and Fairness

The Spencer Academies Trust and Local Governing Body are committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Delegation

The Scheme of Delegation sets out the rules in respect of the delegation of functions by Trust Directors, CEO, Local Governing Bodies, Principals or other senior leader responsible for the Academy.

Grievances

Where a grievance is raised during the procedure, and that grievance has relevance to the procedure, the process may be temporarily suspended, if appropriate, until the grievance has been resolved or answered. In the situation where there is more than one grievance from the same person these will be heard together. If a grievance restates a complaint they have already raised and had heard or dealt with in the past, they will be asked to explain how the new grievance differs, what new incident has occurred and/or what new evidence has come to light. Where it is clear that there is nothing new being raised the grievance can be rejected without a formal grievance meeting.

Sickness

If long term sickness absence appears to have been triggered by the commencement of the procedure, the case will be dealt with in accordance with the Trust Attendance Management Policy and may be referred, if appropriate, to the occupational health service to assess the employee's health and fitness for continued employment and the appropriateness or otherwise of continuing with formal procedures.

Monitoring and Evaluation

The CEO, Local Governing Body and Principal will monitor the operation and effectiveness of the Academy's arrangements for the performance management of employees,

Equality Impact Assessment (EIA)

An Equality Impact Assessment (EIA) has been completed in relation to this policy.

Action plan to support teaching staff for whom there are performance concerns

Name:		Role	
Appraiser: Xxxxxxxx			
Lead for support	Lead for monitoring	Appraiser ¹	
Date plan commenced:		End of plan Review Date 1	
Target i.e areas for further Development/Support	Small step targets towards Appraisal Objective(s) (These should relate to practice, behaviours and impact on pupil outcomes)		Link to Appraisal Objectives and Teacher Standards or other relevant professional standards for leaders
1. Example: To produce a lesson structure that sets high expectations and differentiation, which motivates and challenges Pupils.	<p><i>Examples</i></p> <p>a. Implement high quality and detailed planning which includes clear objectives, differentiation, and intended outcomes (the success criteria or 'ingredients' to assess against) and secures a clear sequence to build learning on.</p> <p>b. Ensure lessons are planned effectively to include a high level of pupil involvement to secure resilience and independence within their learning attitudes, thereby securing faster pupil driven progress.</p> <p>c. Ensure planning caters for all learners with high expectations to provide challenge.</p> <p>d. Ensure knowledge of age related expectations for the taught year group/subject is secure and as a result actively supports your provision.</p> <p>e. Build writing opportunities to ensure children can independently apply the skills learnt.</p>		Teaching Standard 1, 4 and 5 Appraisal objective 1
2. Example: To devise and deliver strategies that ensure good progress and outcomes by all Pupils.	<p><i>Examples</i></p> <p>a. Ensure planning takes account of pupil capabilities and prior attainment through effective teacher assessment of previous learning</p> <p>b. Guide Pupils to reflect on their progress at regular intervals, in line with the school assessment policy</p> <p>c. Ensure teaching and learning provision more consistently includes effective questioning and use of appropriate and timely assessments (AFL / mini plenaries) that moves the learning on quickly for different groups of learners.</p> <p>d. Provide high quality marking and improvement prompts within your own provision which impact positively on the progress made in lessons / sequences of lessons for individuals and groups.</p> <p>e. Ensure the creating of a good quality classroom environment which effectively support more independent learning taking place in lessons through quality coaching and mentoring of other staff.</p>		Teaching Standards 2, 3, 4 and 6 Appraisal objective 2

¹ It is likely that the appraiser will be identified as a lead for support or monitoring
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Actions/Support/structured CPD						
Actions for each target (Appraisee)	Planned Support /CPD (internal/external) including time allocation where relevant	Start/End	Link to Success Criteria (What improved practice will look like)	Monitoring methods to evidence sustainable improvement: • How (Methods ²) • Who (Role) • When (date or frequency)	Outcomes of monitoring against success criteria	
Target 1: Planning						
1.1	<i>Example XX to share literacy and numeracy planning in advance of delivery with XX.</i>	<i>Example: XX to provide feedback on planning in advance of delivery to XX to support any improvements required.</i>	<i>Example: Planning for the week ahead to be with XX on the Thursday morning before commencing W/B 19.01.15</i>	<i>Example 1a, 1b and 1c i.e.</i> • Tight learning based objectives • Clear sequence of learning • Differentiation for different groups / individuals • Clear intended outcomes for each lesson <i>Pupils are clear about what they are learning about in lessons and as a result their learning sequence and subsequent progress is evident</i>	<i>Example: Weekly monitoring summaries and annotated planning from XX to be provided which clearly identify successes, progress and areas for development in the planning provision.</i> <i>Work scrutinies carried out fortnightly by Senior Leadership will clearly identify successes, progress and areas for development in the planning provision.</i>	
Target 2: Teaching						
2.1	<i>Example: XX to observe jointly with YY to look at effective use of questioning & AfL in action in other classrooms</i> <i>XX to provide lesson</i>	<i>Example: Date to be arranged within W/B 02.03.15</i>	<i>Example – 2a and 2e: XX to use the examples of CPD and observations of the use of effective questioning and AfL techniques to enhance her own understanding and effective utilisation of these</i> <i>Pupils are actively involved in</i>			

² Examples: Lesson observations/learning walks/work sampling/planning scrutiny/observations of meetings/student voice
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		<i>observation notes to identify good practice techniques to for reference for YY</i>		<i>their own learning progress through ongoing accurate assessment and well-focussed questioning by the CT / TA</i>		

Signed (Teacher) (date) **Signed:** (Principal) (date)

Evidence of progress – Review Date:			
Targets	Progress against success criteria		Target Met? (Y/N)
Next steps, following discussion of above if the target has not been signed off:			
Actions	Next step targets and actions: continuing support/new support	Any variations required to success criteria	New timescale

Use the next steps above to inform a new plan for Cycle 2/3

Signed: (Teacher) (date)

..... (Head teacher) (date)

Options at the end of cycle of support:

- Sufficient progress made on targets. Support ends and appraisal review meetings continue termly/half termly
- Insufficient progress has been made on targets. Move to a second support cycle or formal capability meeting

Signed: (Teacher) (date)

..... (Head teacher) (date)

8 week coaching action plan

Teacher: Coach: SLT link: Start Date: Finish Date:

Week	Input from coach	Input from SLT & CTL	Personalisation that is planned	Notes (including evidence, conversations, meeting details, observation notes etc).
1	<p>1) Initial meeting with coach: Teacher will meet the coach and bring with them:</p> <ul style="list-style-type: none"> • Their timetable and planner • Data and seating plans so you can discuss the groups that you teach. • Examples of a range of student books from different groups, previous lesson plans and their supporting resources. This is so you can chat to the coach, showing them the work that you have been doing with groups, things you have tried etc. <p>2) Initial questionnaire - efficacy questionnaire to be completed by the teacher.</p>	<p>Start of plan meeting between SLT, CTL, coach and member of staff. Targets for development and the action plan will be drawn up together.</p>		
2	<p>1) Joint planning – This will be planning of a lesson. The coach will assist in developing lesson planning skills. The teacher will bring resources they intend to use or need in order to plan the lesson.</p> <p>2) Informal lesson observation and feedback: The teacher teaches the lesson whilst being observed by the coach and is encouraged to reflect on the joint planned lesson.</p>			

3	<p>1) Planning a lesson for team teaching (or live coaching) – this will be decided on depending on the member of staff.</p> <p>2) Peer observations – the member of staff will observe two members of staff elsewhere in the school for 30 mins each.</p>	<p>Formal lesson observation by CTL – lesson decided with the teacher.</p> <p>Peer lesson observations to be arranged by coach (cross-faculty) and CTL (inside faculty)</p>		
4	<p>1) Joint planning of lesson – This will be planning of a lesson that will be live coached later in the week. The coach will assist in developing lesson planning skills. The teacher will bring resources they intend to use or need in order to plan the lesson.</p> <p>2) Live coaching of the planned lesson and discussion afterwards to reflect.</p>	<p>Mid-point formal lesson observation by SLT and CTL. Lesson to be selected by SLT&CTL.</p> <p>Mid-point review of success against action plan so far with CTL and coach. QA evidence required.</p>		
5	<p>Assessment and Feedback week – Two hours spent on improving assessment and feedback with the member of staff. This may include work on differentiated questioning, writing assessment pieces, formative assessment within lessons, acting upon findings from mini-plenaries etc. The coach may use this time to deliver new ideas, joint plan with the member of staff focussing on assessment or carry out informal observations. They will use methods appropriate to the individual member of staff being coached. The teacher should bring with them some exercise books from a range of their groups. This selection should contain a mixture of students of different abilities. These will be used to help</p>			

	the teacher reflect and develop further.			
6	Challenge for All week – Two hours focussing specifically on differentiation techniques. The teacher should bring with them examples of differentiated resources that they have been using since the start of the programme and a range of students books. This will help the teacher to reflect on differentiation.	Formal lesson observation by CTL.		
7	1) 1 hour flexible – To deal with any last minute problems. 2) Informal observation by coach. NB: The coach is not to help the member of staff plan for their final lesson observation.			
8	1) Teacher completes questionnaire that they did in week 1 again for comparison purposes. 2) Coach completes the final box in the evidence column of this action plan, showing it to the teacher and then passes a copy to the CTL, SLT line manager, DHH and HEM. 3) Meeting held between the teacher, coach, CTL and SLT link to discuss the final outcome.	Final observation – to be carried out by the CTL & SLT. Together with evidence from the QA process (including progress data) and this completed coaching action plan a new OPP score will be decided. Final meeting (see 1st column)		