Larkspur Primary School
Appraisal Policy for Teachers

Revised September 2024

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1. Aim

1.1. The Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations) places a statutory duty on Larkspur Primary School Governing Body to have an appraisal policy for all teachers. This is a supportive and developmental process ensuring that all teachers fully develop the skills and have access to the support they need to carry out their duties effectively and improve their professional practice.

2. Scope

2.1. This policy sets out the basis of appraisal and applies only to teachers, including the Head Teacher appointed by the Governing Body, except those on contracts of less than one term, those undergoing induction and those who are subject to the School's Capability Policy and Procedure.

2.2. In this school, the Governing Body acts as an agent of Gateshead Council in undertaking the functions of the employer.

2.3. This policy will:

- set out the framework for a clear and consistent assessment of the overall performance of teachers, including the Head Teacher;
- support and encourage development within the context of the School's plan for improving educational provision and performance, and the standards expected of teachers;
- provide an arena to address any concerns that are raised regarding performance;
- ensure that all teachers can continue to improve and develop their professional practice;
- be made available to all teachers and Governors.

3. Responsibilities

3.1. The Governing Body will:

- have regard for the need to minimise the impact on workload for teachers, appraisers, and Head Teachers in developing and implementing this policy;
- conduct the School with a view to promoting high standards of educational achievement;
- ensure that arrangements for linking appraisal to pay are applied consistently and objectively;
- ensure that the Head Teacher and teachers' performance is managed and reviewed in accordance with the regulations and this policy;
- consult with all teachers and their trade union representatives when reviewing the policy;

- abide by all relevant legislation and, will not discriminate on the grounds of any protected characteristic as defined by the Equality Act 2010 with regard to all decisions on performance and pay progression;
- delegate to the relevant Committee the task of appraising the Head Teacher and ensure they are supported by a suitably skilled and/or experienced external adviser;
- ensure all appraisers have the knowledge and skills to apply the policy fairly;
- ensure that as far as possible resources are made available in the School's budget for appropriate training and support on an equitable basis;
- receive an annual update from the Head Teacher on the operation of this policy, the effectiveness of this procedure in achieving improved outcomes and the training and development that has taken place;
- ensure that all performance appraisal reports are retained in a secure place for a period of 6 years.

3.2. The appraiser will:

- appraise all teachers or be the appraiser for those teachers they directly line manage;
- have the necessary background knowledge, skills, and training to undertake the role of appraiser;
- be a qualified teacher and have current or recent teaching experience;
- have an appropriate position in the school's staffing structure;
- discuss with the teacher their performance and set specific, measurable, achievable, realistic, and timely (SMART) objectives;
- provide constructive feedback throughout the year and no later than the end of the following working day after each observation has taken place or should other evidence regarding their performance come to light;
- ensure support, advice and guidance is provided to enable the teacher to meet the relevant standards and agreed objectives;
- ensure support, advice and guidance is provided to enable teachers to achieve the appropriate progression;
- make recommendations on pay progression, where teachers are eligible.

3.3. The teacher will:

- participate in arrangements for their appraisal in accordance with the conditions of their employment;
- receive copies of their appraisal plans and/or early intervention plans;
- raise any concerns in relation to the appraisal/early intervention process as part of their response at any appraisal/early intervention meeting or within five working days of any appraisal/early intervention meeting.

3.4. The School Improvement Partner will:

- advise the relevant Committee on the setting of the performance objectives of the Head Teacher;
- assist the relevant Committee in the Head Teacher's appraisal.

4. The Appraisal Period

4.1. The performance of all teachers will be reviewed, formally, on an annual basis.

4.2. The appraisal period will run for twelve months from 1 September to 31 August.

4.3. All teachers will be monitored, assessed, and provided with constructive feedback on their performance. This will be on the basis agreed between the teacher and the appraiser at the appraisal meeting and timetabled into the school calendar.

4.4. 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 appraisal period will be determined by the duration of their contract.

4.5. Where a teacher starts their employment at the School part-way through the appraisal period, the Head Teacher or, in the case of the Head Teacher the relevant Committee, will determine the length of their first period with a view to bringing this in line with the School's appraisal period.

4.6. Where a teacher transfers to a new post within the School their objectives will be revised in line with their new duties and responsibilities. In addition, the Head Teacher will determine whether there is a need to change the appraiser.

4.7. Where a teacher raises a grievance during the appraisal period in relation to the appraisal processes or appraiser, the Chair of the Governing Body (with advice from Human Resources) will determine whether it is appropriate to suspend the appraisal process.

5. Confidentiality and Retention

5.1. The appraisal process and relevant documents are strictly confidential.

5.2. Only staff members and advisers to the school who need the information in order to do their jobs will have access to the information.

5.3. Appraisal information will be anonymised when information is reported to the Governing Body.

5.4. Appraisal records will be kept securely in the teacher's personnel file in line with GPDR requirements.

6. Review

6.1. This Appraisal Policy for Teachers was agreed by the Governing Body of Larkspur Primary School on 13 Feb 2025, following consultation with all employees and the recognised trade unions.

6.2. It is a non-contractual policy and does not form part of an employee's contract of employment.

6.3. The School may amend it at any time, subject to consultation with all employees and recognised trade unions.

6.4. The Governing Body and Head Teacher will monitor the operation and effectiveness of the School's Appraisal Policy to ensure that the policy is having a positive impact on the outcomes for students and continues to minimise the impact on workload for teachers, appraisers, and Head Teachers.

1. Appraisers

1.1. All appraisers of teachers, other than those appraising the Head Teacher, will:

- be a qualified teacher;
- have an appropriate position in the staffing structure;
- have the necessary background knowledge, skills, and training to undertake the role.

1.2. The Head Teacher will appoint a suitably skilled, trained, and experienced appraiser for all teachers at the commencement of the appraisal period. Where a teacher is of the opinion the appraiser appointed is unsuitable, they must submit a written request to the Head Teacher, within five working days of receiving notification of their appraiser, stating the reasons for their objection. The Head Teacher will consider the submission and where there are sufficient grounds found for the objection then an alternative appraiser will be offered where possible. Where it becomes apparent that an appraiser will be absent for most of the appraisal period, the Head Teacher may perform those duties or delegate those duties to another appraiser for the duration of the absence.

1.3. Where the Head Teacher is not the appointed appraiser, they can be available to support the appraisal process, if required.

1.4. The Governing Body will appoint a suitably skilled and experienced adviser external to the School to support a Committee of the Governing Body when appraising the Head Teacher. Where the Head Teacher is of the opinion any member of the Committee is unsuitable to act as an appraiser, they must submit a written request to the Chair of the Governing Body within five working days of receiving notification of their appraisers, stating the reasons for their objection. The Chair will consider the submission and where there are sufficient grounds found for the objection then an alternative governor will be offered where possible.

2. Setting Objectives

2.1. Objectives for all teachers, including the Head Teacher, will be set at the start of each appraisal period during an appraisal meeting.

2.2. During the meeting the appraiser and teacher will discuss and seek to agree SMART objectives. In setting these, appraisers will have regard to what can reasonably be expected in the context of priorities, roles, responsibilities, and experience, consistent with the School's commitment to achieving a work life balance for all teachers.

2.3. The number of objectives will be limited to 3.

2.4. If it has not been possible to agree objectives during the appraisal meeting, the final decision on the setting of objectives will rest with the appraiser.

2.5. The objectives set will be recorded within the appraisal plan and contain the criteria of what success should look like and the evidence required to demonstrate success. The appraisal plan will be received by the teacher within five working days of the appraisal meeting. If the objectives are not agreed the teacher may record any comments in writing as an appendix to the appraisal plan. Any comments must be recorded within five working days of receiving their appraisal plan. The teacher will then be provided with a copy of the final appraisal plan.

2.6. The appraiser will consider any personal circumstances when setting objectives for example any reasonable adjustments necessary for any teacher with a disability. Objectives may also be revised if circumstances, both school and personal, change through the year. Any changes will be discussed and included in a revised appraisal plan.

2.7. The appraiser must set objectives over a shorter timescale where a teacher will be absent for any reason for an extended period. Any extended period of absence that occurs during the appraisal period will result in objectives being reviewed and adjusted for the remaining period of the year.

2.8. Once objectives have been set for all teachers, they will be moderated across the School by the Head Teacher to ensure they are consistent between teachers with similar experience and levels of responsibilities. The objectives set for all teachers will, if achieved, contribute to the School's plans for improving its educational provision and performance and improving the education of its students.

2.9. The Head Teacher's SMART objectives will be set by a Committee of the Governing Body after consultation with the external adviser and the Head Teacher. If it is not possible to agree the Head Teacher's objectives, the final decision on the setting of these will rest with the Committee. The objectives set will be recorded within the appraisal plan and contain the criteria of what success should look like and the evidence required to demonstrate success. The appraisal plan will be received by the Head Teacher within five working days of the appraisal meeting. If the objectives are not agreed the Head Teacher may record any comments in writing as an appendix to the appraisal plan. Any comments must be recorded within five working days of receiving their appraisal plan. The Head Teacher will then be provided with a copy of the final appraisal plan.

2.10. At the appraisal meeting, all teachers will be informed of the relevant standards against which their performance will be assessed, the criteria of what success should look like, and the evidence required to demonstrate success. Teachers will be assessed against the Teachers' Standards (England) taking into account what should be expected in their role and in the relevant stage of their career. The Head Teacher or Governing Body will consider whether certain teachers need to be assessed against other standards published by the Secretary of State or other relevant professional body. If required these will be provided to the teacher and fully discussed during the appraisal meeting.

3. Development and Support

3.1. All appraisal meetings will be used to identify continuing professional development needs and included in the appraisal plan. The Governing Body encourages all teachers to take responsibility for improving their teaching practice through appropriate professional development. Therefore, any professional development agreed will be linked to the School's improvement priorities and to the ongoing professional development needs of all teachers.

3.2. In the case of competing demands on the School's budget for the provision of professional development, a decision will be taken by the Head Teacher and priority will be given to the professional development opportunity that:

- will support the School to achieve its priorities; or
- is identified as essential for a teacher to meet their objectives.

3.3. If any identified development or support is not made available in a timely manner, then this will be considered when appraising performance.

4. Reviewing Performance

4.1. Teacher appraisal and performance management is an ongoing process. The quality and impact of performance will be evidenced over time and not as a series of one–off activities. This should provide the teacher with a range of evidence that is directly and explicitly related to the objectives and standards as detailed in their appraisal plan.

<u>Observation</u>

4.2. The School believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance to identify strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All classroom observations will:

- be carried out in a supportive fashion with professionalism, integrity, and courtesy;
- be evaluated objectively;
- be reported accurately and fairly;
- take account of circumstances which may affect performance on the day;
- follow the School's Classroom Observation Protocol as attached at appendix 1.

4.3. Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the School. Classroom observations will only be carried out by qualified teachers.

Drop Ins

4.4. The Head Teacher or other senior leaders with responsibility for teaching and learning may "drop in" to classes to support teachers in providing high quality of learning and to embed school improvement strategies. The length and frequency of "drop in" observations will vary depending on specific circumstances. The School's "Drop In" Protocol will be followed and is attached at appendix 2.

Feedback

4.5. Teachers will receive constructive feedback on their performance throughout the year to highlight areas of strength as well as any areas that need attention to achieve a positive assessment at the end of the appraisal period. If any advice, guidance and/or training is deemed necessary to improve performance, the appraiser and teacher should discuss and consider how these may be facilitated. This should be noted within a revised appraisal plan.

4.6. After a classroom observation has taken place oral feedback will be given by the observer to the teacher no later than the end of the following working day. In addition, written feedback will be provided within five working days of the observation taking place.

4.7. Where other concerns come to light feedback will be provided by the appraiser to the teacher orally as soon as possible.

4.8. In addition, the Governing Body considers it essential to hold interim review meetings during the appraisal period to monitor progress towards achieving the objectives and to assess if support is necessary to aid progress. Both the appraiser and teacher may provide evidence to assist the interim review discussions. Discussions that occur should be confirmed in writing to the teacher and may result in a revised appraisal plan being produced.

Annual Assessment

4.9. At the end of the appraisal period, a final review meeting between the appraiser and teacher will be held to discuss and assess the teacher's performance against the objectives based on the criteria set. If a challenging objective has not been fully achieved but good progress has been made towards achievement it may still be assessed favourably.

4.10. The appraiser will consider any circumstances that have occurred during the appraisal period, both school and personal, when reviewing objectives (for example an objective not being met due to something outside of the teachers' control), to ensure the assessment takes into account all relevant information.

4.11. A range of evidence will be gathered by the appraiser to enable an assessment of the teacher's performance and achievement against the

objectives and the required standards as agreed at the appraisal meeting. Evidence should be proportionate and demonstrate a contribution towards:

- an increasing positive impact on pupil progress;
- an increasing impact on wider outcomes for pupils;
- improvement in specific elements of practice;
- an increasing contribution to the work at the School; and/or
- an increasing impact on the effectiveness of staff.

This evidence may include:

- classroom observations;
- task observations;
- reviews of pupil assessment outcomes;
- internal tracking of pupils' attainment and progress;
- moderation within school;
- book scrutinies;
- mid-cycle review meeting;
- impact of CPD activity; or
- other evidence gathered by the teacher which reflects their progress towards meeting the objectives set.

4.12. Following this assessment, a written appraisal report will be provided to the teacher no later than 31 October (31 December for the Head Teacher). The appraisal report will include:

- the appraisal plan including any amendments made during the appraisal period;
- an assessment of the teacher's performance against their objectives and the relevant standards;
- an assessment of the teacher's professional development needs and identification of any action that should be taken to address them;
- a recommendation on pay, where relevant, and the evidence used to support this recommendation.

4.13. At the conclusion of the assessment of the teacher's performance against the relevant teaching standards and achieving the objectives, the appraiser will make a recommendation on whether the appraisal period has been successful or unsuccessful.

4.14. All teachers will have the opportunity to comment in writing on their appraisal report. These comments must be forwarded, within five working days of receipt of the appraisal report, to the appraiser who will arrange to discuss these with the teacher. Following this discussion, the appraiser will take any appropriate action necessary including amending the appraisal report and/or pay progression decision. The teacher's comments will be appended to the appraisal report, and they will receive a final copy.

4.15. The Head Teacher will review and collate the appraisal recommendations and moderate across the school to ensure they are consistent between teachers. They will then prepare a report to inform the relevant Committee of their conclusions, providing specific detail on any appraisals that have an unsuccessful recommendation.

4.16. Eligible teachers will be awarded pay progression on the basis of one point per appraisal period when they have a successful appraisal. A successful appraisal is defined as making good progress towards, or achieving, objectives and the relevant standards.

4.17. Where a teacher is absent due to maternity leave for more than two terms, the appraiser will recommend pay progression in line with the STPCD.

4.18. The decision to determine a successful or unsuccessful appraisal will be made by the relevant Committee based on the information held within the Head Teachers report by no later than 30 November.

4.19. Following the relevant Committee's determination, the Head Teacher or appraiser will verbally feedback the outcome to all teachers as soon as possible.

4.20. Where the relevant Committee determines pay progression has been awarded to eligible teachers, they will write to the teacher (within 5 working days of the determination) and inform them of their success and revised pay point. Where the relevant Committee determines pay progression has not been awarded, they will write to the teacher (within 5 working days of the determination) informing of the reasons for this decision and their right to appeal under the School's Pay Policy.

4.21. Where the relevant Committee determines that a teacher not eligible for pay progression has successfully performed during their appraisal period, they will write to the teacher (within 5 working days of the determination) and inform of their success. Where the relevant Committee determines that an appraisal period has not been successful, they will write to the teacher (within 5 working days of the determination) informing of the reasons for this decision and their right to appeal as detailed in Appendix 3.

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

5. Teachers Experiencing Difficulties

5.1. Where it is apparent that a teacher's personal circumstances are leading to difficulties at school, support will be offered as soon as possible with reference made to other school policies that may be able to provide support to the teacher.

5.2. The appraiser may identify that a teacher is experiencing difficulties at any time throughout the appraisal period. If the appraiser determines the difficulties experienced by a teacher are such that, if not rectified, it could lead to formal capability procedures the appraiser will write to the teacher giving at least five working days' notice requesting them to attend an early intervention meeting. At this meeting the appraiser and teacher will discuss targets for improvement alongside a programme of support, which will determine the teacher's early intervention plan. A model early intervention plan is attached at appendix 4.

5.3. The teacher will be allowed to be accompanied to this meeting by a trade union representative or work colleague. It is the teacher's responsibility to arrange the attendance of their chosen trade union representative or work colleague. If this date is not suitable for the teacher or the trade union representative or work colleague, they must offer an alternative date which is within 5 working days of the original date.

5.4. The appraiser will be supported by the School Improvement Partner.

5.5. At the meeting the appraiser will:

- give clear feedback and provide the evidence base to the teacher about the nature and seriousness of the concerns including why the teacher is not meeting the success criteria and therefore not achieving their objectives and/or relevant standards;
- give the teacher the opportunity to comment on and discuss the concerns;

5.6. Where the appraiser and teacher determine that an early intervention plan is not necessary at this time, the teacher will continue to be reviewed in line with Section 4 of the procedure.

5.7. Where an early intervention plan is determined as necessary, the appraiser and teacher will discuss:

- clear targets for the required improvement;
- any support (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers) that will be provided to help address the concerns;
- how, and by when, the appraiser will review progress;
- the implications and process if insufficient improvement is made.

5.8. The plan will summarise the concerns, the targets set, the support to be provided and the means to their achievement. The plan will also confirm how progress will be monitored and when it will be reviewed.

5.9. The appraiser and teacher will seek to agree the early intervention plan but, if that is not possible, the final decision on the setting of this will rest with the appraiser. The early intervention plan will be received by the teacher within five working days of the early intervention meeting. If the plan is not agreed the teacher may record any comments in writing as an appendix to the plan

within five working days of receiving the written plan. The appraiser will consider the comments made and confirm the final early intervention plan to be executed.

5.10. The teacher's progress will be continually monitored as part of the appraisal period and reasonable timescales given for the teacher's performance to improve as required by the early intervention plan. This will depend upon the circumstances and level of improvement required but will be for a minimum of 6 weeks and a maximum period of 12 weeks.

5.11. During the monitoring period the appraiser will give regular constructive feedback to the teacher on progress and will discuss and agree any modifications to the early intervention plan, if necessary. The appraiser will record in writing all feedback given and provide a copy to the teacher.

5.12. At the end of the monitoring period, the appraiser will hold a review meeting with the teacher to discuss achievements towards completing the early intervention plan, the monitoring that has taken place and the overall outcome. The teacher will be allowed to be accompanied at this meeting by their trade union representative or work colleague. The appraiser will have the same adviser present as attended the meeting to discuss concerns.

5.13. If sufficient progress has been made and the teacher is performing at the required level and standards the teacher will be informed of this and the appraisal period will continue as normal.

5.14. If good progress has been made but there is still a shortfall between acceptable and actual performance the monitoring period may be extended, and a further review date set and confirmed in writing.

5.15. If insufficient improvement has been made over the monitoring period, the teacher will be informed at the meeting that they are no longer being appraised in line with the appraisal policy and that their performance will be managed in line with the Schools' Formal Capability Policy and Procedure. This will be confirmed in writing by the appraiser to the teacher.

5.16. If a teacher refuses to engage with the early intervention plan or disengages during the monitoring period, a further meeting will be held by the appraiser (and if necessary, with the Head Teacher) with the teacher. This meeting will confirm that the early intervention plan has been implemented and the teacher's performance will be monitored against the targets set. The review meeting will still be held at the end of the monitoring period to assess the teacher's progress towards the targets and determine the next steps. The teacher will be allowed to be accompanied at this meeting by their trade union representative or work colleague.

Appendix 1

Classroom Observation Protocol

The effective and efficient operation of the appraisal process requires classroom observations to be a confidential process of constructive engagement within an atmosphere of support and co-operation.

The number and duration of classroom observations for appraisal purposes arranged for any teacher should reflect and be proportionate to the needs of the individual and not impact on their workload.

The Governing Body would expect each teacher to have one classroom observation per term. However, where evidence emerges or concerns are raised about a teacher's performance or where the teacher requests it, additional observations may take place. The appraiser will discuss and record the need for any additional observations at an interim appraisal meeting with the teacher.

The classroom observations will be discussed when setting objectives at the start of the appraisal period. These discussions will identify the observations' primary purpose, any aspects of the teacher's performance which will be assessed, when observations will take place and who will conduct the observations.

Teachers will be notified verbally by their appraiser of the date of any classroom observation. This notification will be received at least 5 working days in advance of the observation.

Where a teacher's allocated appraiser is not carrying out an observation, the school will ensure that those who are carrying them out are fully aware of this observation protocol and the confidential aspects of the process. Classroom observations will only be carried out by a qualified teacher who has had adequate preparation and appropriate professional development to undertake observations and to provide constructive oral and written feedback and support.

Oral feedback will be given to the teacher by the observer as soon as possible after the observation and no later than the end of the following working day. Feedback will be given during directed time in a suitable, private environment. PPA time and lunch breaks will not be used for this purpose.

Written feedback will be provided to the teacher by the observer within five working days of the observation taking place.

If concerns emerge from an observation that were not part of the focus of the observation as discussed during the appraisal period these should also be covered in the written feedback and the appropriate action taken by the appraiser. The written feedback will also include the date on which the observation took place, the lesson observed and the length of the observation. The teacher can append written comments to the feedback document. No written notes in addition to the written feedback will be kept.

Information gathered during the classroom observations will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school

improvement strategies in accordance with the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on teachers.

Appendix 2

Drop Ins

The Head Teacher/senior leaders have a duty to evaluate the standards of teaching and learning and to ensure that required standards of performance are established and maintained.

The Head Teacher/senior leaders have the right to drop in to observe practice, whilst walking around the school and visiting classrooms, to improve their understanding of the quality of learning.

Drop Ins do not form part of the appraisal process and therefore will not be formally recorded, and the Head Teacher may consider the classroom observations agreed with a teacher during their appraisal are sufficient for assessing performance.

Where a Head Teacher/senior leader carries out drop ins, they will be expected to give the teacher some notice of when the drop in is likely to take place, and to focus them on supporting teachers in providing high quality of teaching and learning and to embed school improvement strategies.

Where evidence arises from the drop ins that cause concern, the Head Teacher/senior leader will discuss these with the teacher and their appraiser, if necessary.

In this school, drop ins will be undertaken by the head teacher supported by the following by designated member(s) of the leadership team

Appendix 3

Appeals Process

Any appeal is conducted as an independent review of the appraisal period and whether it was thorough, fair, and reasonable in determining the outcome.

All parties involved in an appeal are expected to maintain confidentiality and documentation will only be shared outside of the appeal meeting where necessary.

It is important that full and careful notes are taken during the appeal meeting and the Committee will identify a separate person to take the notes to allow the other parties to concentrate fully on the discussions.

Submitting an Appeal

An employee must submit their appeal in writing to the Chair of the Governing Body within 10 working days of receiving the letter confirming the outcome of the teacher's appraisal period.

The employee must clearly state in writing the grounds on which they are appealing the determination. They should include an indication of any significant new evidence they wish to have considered.

Arranging an Appeal

The Chair of the Governing Body will, within 5 working days of receipt, acknowledge the appeal letter and arrange a meeting of the Appeals Committee as soon as is reasonably practicable.

The Committee will be made up of 3 or more Governors (not staff Governors) who have had no previous involvement in the pay determination. The Committee will be advised by Human Resources and the School Improvement Partner, if applicable.

At least 10 working days prior to the appeal, the Chair of the Committee will inform the employee in writing of the date, time, and location of the meeting and their right to be accompanied by a trade union representative or work colleague.

It is the employee's responsibility to arrange the attendance of their chosen trade union representative or work colleague. If this date is not suitable for the employee or the trade union representative or work colleague, they must offer an alternative date which is within 5 working days of the original date.

Appeal Documentation

All relevant documentary evidence to be used by leadership at the meeting will be provided with the letter confirming the date of the appeal. Two copies will be given to the employee, one for themselves and one to pass on to their trade union representative or work colleague.

At least 5 working days before the appeal meeting, the employee must provide to the Chair of the Committee a full submission of their appeal. This must include all relevant documentary evidence to be used by the employee.

The Chair of the Committee will provide copies of the employee's and leadership's submission to all parties attending the appeal meeting.

The Appeal

At the meeting, the employee (or their trade union representative or work colleague) will present their information, expanding on their reasons for appeal, referring to documentation as provided to the Committee.

The Chair of the original Committee supported by the Head Teacher and/or the appraiser will have the opportunity to ask questions of the employee. Members of the Committee and their advisers may also ask questions. The trade union representative or work colleague must not answer questions put directly to the employee.

The Chair of the original Committee will present the information, giving the background to and the reasons for the pay determination, referring to documentation as provided to the Committee.

The employee (or their trade union representative or work colleague) will have the opportunity to ask questions of the Chair of the original Committee (supported by the Head Teacher and/or the appraiser). Members of the Appeals Committee and their advisers may also ask questions.

The Chair of the original Committee and the employee (or their trade union representative or work colleague) will then sum up their presentations if they so wish.

The Chair of the original Committee, Head Teacher and appraiser, and the employee and their trade union representative or work colleague, will then withdraw from the meeting. The Committee will then consider the information presented, advised by Human Resources and the School Improvement Partner, if applicable.

The role of the Committee is to determine whether the original pay determination was fair and reasonable in all the circumstances and may consider the following in doing so:

- was the determination reached following the correct procedure?
- was the correct procedure applied consistently and fairly?
- was the determination reasonable based on the evidence available at the time?
- is there any significant new evidence which, if known at the time, may have altered the determination?
- have the mitigating factors, if presented by the employee or their representative, been considered?

If the Committee need to recall the Chair of the original Committee or the employee (or their trade union representative or work colleague) to clarify matters on which they are uncertain, then all parties are to return although only one may be required to comment on the point requiring clarification.

The decision of the Committee should be given orally in the presence of both the employee (or their trade union representative or work colleague) and Chair of the original Committee (supported by the Head Teacher and/or the appraiser), where practicable. If it is not practicable or sensible for them to return to the meeting, then they may be asked to return to hear the decision later or by telephone if requested.

The Chair of the Committee will, within 5 workings days of the meeting, confirm in writing to the employee the decision of the Committee.

The decision of the Committee will be the final decision of the school and there is no further right of appeal.

Appendix 4

Early Intervention Plan

Objective 1:	
Improvement Required:	
Success Criteria:	

Objective 2:	
Improvement Required:	
Success Criteria:	

Objective 3:	
Improvement Required:	
Success Criteria:	

	Support offered	Class visits	PM tasks to complete independently	Review linked to progress against objectives
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				

Record any other agreements made.
Record any additional support offered.