Handout

Have these objectives been met?

Look at the objectives below and the description of the outcomes. Do you think the objectives were met?

Objective: Improve Key Stage 2 SATs results in mathematics

Results at expected (86%) were disappointing after last year's 90%. However, 42% gained better than expected which was a significant increase from the previous year's figure of 34%. Both these results are above the LA average and are in line with the national figures.

Objective: To improve the management of pupil behaviour.

An evaluation of pupils' attitudes has been carried out, supplemented by feedback from performance management classroom observations. This shows more positive attitudes about lessons. Responses led to changes in the use of rewards and sanctions.

Further developments include a new policy and staff development to encourage the use of methods that engage pupils, such as collaborative learning approaches.

Exit interviews with staff leaving the school indicated that they rated highly the impact of staff development activities in this area. However, the exclusion rate remains the same as last year.

Objective: To raise awareness about substance abuse

A successful meeting was held for parents and staff. One of the Friday special assemblies was used to raise pupils' awareness.

Department for Education

Guidance

Headteachers' standards 2020

Updated 13 October 2020

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Introduction

Headteachers are leading professionals and role models for the communities they serve. Their leadership is a significant factor in ensuring high quality teaching and achievement in schools[1] and a positive and enriching experience of education for pupils[2]. Together with those responsible for governance[3], they are custodians of the nation's schools.

Parents[4] and the wider public rightly hold high expectations of headteachers, given their influential position leading the teaching profession and on the young people who are their responsibility. The headteachers' standards set out how headteachers meet these high expectations. The standards are an important benchmark not only for headteachers and those who hold headteachers to account, but also for those who train and develop school leaders.

These standards replace the national standards of excellence for headteachers 2015. They are non-statutory and intended as guidance to be interpreted in the context of each individual headteacher and school. They are designed to be relevant to all headteachers.

The standards can be used to:

- shape headteachers' own practice and professional development, within and beyond the school
- support the recruitment and appointment of headteachers, including the development of job descriptions and person specifications
- underpin frameworks for the training of school leaders, including current and aspiring headteachers
- inform the performance management of headteachers

Relationship to the teachers' standards

The teachers' standards (2011, as amended), including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for headteachers are built.

Headteachers, like other teachers, are expected to meet the teachers' standards. The headteachers' standards articulate how headteachers can meet both the additional responsibilities of headship and the requirements of the teachers' standards.

The first section of the headteachers' standards outlines the ethics and professional conduct expected of headteachers. This is developed from part 2 of the teachers' standards. As such, they consist of statements that define the behaviour and attitudes which should be expected of headteachers.

The second section sets out 10 headteachers' standards. The first 6 standards build on the teachers' standards, whereas the other 4 standards focus on leadership responsibilities specific to headteachers. There is no hierarchy to the standards; the numbering below is only to aid identification.

1. School culture (builds on teachers' standard 1)
2. Teaching (builds on teachers' standards 2 and 4)
3. Curriculum and assessment (builds on teachers' standards 3 and 6)
4. Behaviour (builds on teachers' standard 7)
5. Additional and special educational needs (builds on teachers' standard 5)
6. Professional development (some match to teachers' standard 4)
7. Organisational management
8. School improvement
9. Working in partnership
10. Governance and accountability

Domains

The ethics and professional conduct section is at the core of the standards. This outlines the ethics and professional conduct expected of headteachers. It consists of statements that define the behaviour and attitudes which should be expected of headteachers.

The standards in section 2 cover interlinked domains of the headteacher's role all underpinned by the governance and accountability domain.

Culture and ethos

- school culture
- behaviour
- professional development

Curriculum and teaching

- teaching
- curriculum and assessment
- additional and special educational needs

Organisational effectiveness

- organisational management
- school improvement
- working in partnership[5]

Section 1: Ethics and professional conduct

Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They are expected to meet the teachers' standards and be responsible for providing the conditions in which teachers can fulfil them.

Headteachers uphold and demonstrate the Seven Principles of Public Life at all times. Known as the Nolan principles, these form the basis of the ethical standards expected of public office holders:

- selflessness
- integrity
- objectivity
- accountability
- openness
- honesty
- leadership

> Headteachers uphold public trust in school leadership and maintain high standards of ethics and behaviour. Both within and outside school, headteachers:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values[6], including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead pupils to break the law

> As leaders of their school community and profession, headteachers:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen[7]
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

Section 2: Headteachers' standards

1. School culture

Headteachers:

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

2. Teaching

Headteachers:

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

3. Curriculum and assessment

Headteachers:

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

Headteachers:

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

5. Additional and special educational needs and disabilities

Headteachers:

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs[8] and special educational needs and disabilities[9] of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

6. Professional development

Headteachers:

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

7. Organisational management

Headteachers:

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding[10], as part of the duty of care[11]
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

8. Continuous school improvement

Headteachers:

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

Headteachers:

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

Headteachers:

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

How the standards apply to different leadership roles

The headteacher's standards cover the full breadth of leadership responsibilities within a single school. For most headteachers in maintained schools or academies in single academy trusts this means that all of the standards should be relevant to them, though it is anticipated that they will meet some standards through the successful leadership and management of teams and individuals within their schools.

There can be a range of job roles and titles for those leading individual schools, particularly where a school is working within a group, such as in a multi-academy trust. Job roles and titles are various, including Head of School, and Associate Head, as are the governance arrangements to which headteachers are accountable. In some settings headteachers are responsible for leading more than one school. There are also instances of shared headship through co-headship or job-shares. Employers[12], in such instances, will therefore want to decide which standards are applicable to roles in these contexts.

Resources

Appraisal

- Governance handbook
- The Education (School Teachers' Appraisal) (England) Regulations 2012
- Schoolteachers' pay and conditions

Equalities issues

- Equalities and Human Rights commission (EHRC)
- Equality Act 2010: advice for schools

Fundamental British values

- Guidance on promoting British values in schools

National Leaders of Education

- National Leaders of Education (NLE) standards

National professional qualifications

- National Professional Qualification for Executive Leadership (NPQEL)
- National Professional Qualification for Headship (NPQH)
- National Professional Qualifications for Middle Leaders (NPQML)
- National Professional Qualifications for Senior Leaders (NPQSL)

Principles of public life

- The Seven Principles of Public Life

SEND code of practice

- SEND code of practice: 0 to 25 years

Standard for teachers' professional development

- Standard for teachers' professional development

Teachers' standards

- Teachers' standards

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1. Schools: whatever schools the standards are applied in, such as maintained schools, academies and independent schools. ↩
2. Pupils: should be taken to include references to children of all ages who are taught by qualified teachers, including those in the early years foundation stage, and those in post-16 education. ↩
3. Those responsible for governance: should be taken to mean the accountable body for the school or group of schools: in local authority maintained schools, this will be the governing body and in an academy trust this will be the board of trustees. (Committees to whom the board has delegated functions should take account of guidance to the board, in so far as the relevant function has been delegated to them.) ↩
4. Parents: includes carers, guardians and other adults acting in loco parentis. ↩
5. Partnership: includes the external relationships with people and organisations that contribute to the safeguarding, education and support of pupils; to the development of the school community; and to the education system. ↩
6. Fundamental British values: as articulated in the prevent strategy, (June 2011), these values include democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. ↩
7. Good citizen: someone who adheres to fundamental British values. ↩
8. Pupils with additional needs: refers to various groups of children and young people who for a variety of reasons may face additional barriers to education and learning. This makes it more difficult for them to achieve their full potential. This may include pupils who are economically disadvantaged (attracting pupil premium); who have, or have needed a social worker, including children subject to child in need or child protection plans, as well as looked-after and previously looked-after children; and young carers. ↩
9. Pupils with special educational needs and disabilities (SEND): a child or young person has SEND if they have a learning difficulty or a disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. ↩
10. Safeguarding: the action that is taken by headteachers and all staff to promote the welfare of children and protect them from harm. This includes but is not limited to:
    - protecting children from maltreatment
    - preventing impairment of children's health or development
    - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
    - taking action to enable all children to have the best outcomes

    ↩
11. Duty of care: to do what is reasonable in all circumstances to safeguard and promote the welfare of pupils and staff. ↩
12. Employers: for the purposes of this document we define employer as the body or person responsible for employing the headteacher. Some responsibilities of the employer may be delegated. ↩

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Model staff appraisal and capability policy (2023/24)

This document sets out the broad content of a policy that schools may wish to adapt and/or adopt as their own; the policy aims to comply with the prevailing legislative framework and best practice.

As a reminder to our members, the Teachers' Standards, introduced in September 2012, must be incorporated into a school's appraisal arrangements.

The new arrangements don't apply to academies, free schools or other independent schools. However, these schools are free to adapt and/or adopt this model policy if they wish.

NAHT is here to help and assist you. **I**f you do need any further information, advice or guidance, call NAHT's advice team on **0300 30 30 333** (select option one). We're happy to help.

The governing body of _____ school adopted this policy on 1 September 20__, following consultation with the recognised teaching unions.

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Introduction

Under statutory regulations, appraisal arrangements for all teachers in maintained schools in England were changed from 1 September 2013.

The Education (School Teachers' Appraisal) (England) Regulations 2012, made under the Education Act 2002, came into force on 1 September 2012 and replaced The Education (School Teacher Performance Management) (England) Regulations 2006.

The 2012 regulations apply to any teacher employed for one school term or more in a community, voluntary, foundation, community special or foundation special school, or a maintained nursery school; and whether employed by the governing body of that school or by the local authority to work in that school.

The regulations place a legal obligation on qualifying schools to have an appraisal procedure in place for all teachers and a capability procedure in place for all staff.

The regulations don't apply to a teacher that is undergoing an induction period or the subject of a formal capability procedure.

Support staff aren't covered by the regulations, but it would be both prudent and practicable for the governing body to agree and the head teacher to implement the same or a broadly similar staff appraisal policy for non-teaching staff.

Guiding principles

In its oversight of the appraisal system, the governing body is committed to ensure consistency of treatment and fairness and to stay within the prevailing legal framework applicable to all employers; for example, the Equality Act 2010, the Employment Rights Act 1996, the Part-Time Workers Regulations 2000, the Fixed-Term Employees Regulations 2002 the Data Protection Act 1998 and the General Data Protection Regulation.

The head teacher will moderate a sample of the planning statements (more on those later) to check the agreed plans are consistently weighted between employees who have similar levels of responsibility and comply with the school's appraisal policy.

The appraisal process and the supporting documentation will be treated with strict confidentiality. We will only grant those who need access to such information to carry out their responsibilities as directed by the school. The governing body will monitor the operation of the appraisal system and review it at appropriate intervals.

Appraisal and capability in light of the covid-19 pandemic

Please note that at the time of writing, schools are expected to operate normally from September 2023. However, it is possible, that dependent on the pandemic there could be further disruption that may impact on the approach to staff appraisal. In any such circumstance the governing body and the headteacher will seek and be guided by appropriate advice.

Using data from statutory testing and qualifications for performance management or decisions about pay progression

The KS2 technical guidance has been published and pages 8 and 9 set out how the performance data from 2022/23 will be used. It states the following in respect to KS2:

> ‘As set out in DfE guidance, school and trust leaders should not make pay progression for teachers dependent on the assessment data for a single group of pupils. Performance management targets relating to pupil performance should not be used in isolation and other factors, in this case the ongoing uneven impact of the pandemic on pupils and schools and the caution needed when using the 2022/23 performance data, should also be taken into account.’

Secondary accountability technical guidance will be updated in October 2023 to explain the approach to the use of the data.

Purpose

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and support staff and for supporting their development needs in the context of the school’s improvement plan.

The appraisal

The governing body of a school must appraise the performance of a head teacher. In turn, the head teacher of a school is responsible for ensuring the review of the performance of every other school leader, teacher and member of support staff employed at the school.

Appraisal meetings should be held during normal working hours and scheduled for at least one hour or longer if necessary.

The purpose of the appraisal meeting is to review the employee’s current job, performance and plans. More specifically, the meeting will also be an opportunity to discuss how the employee can contribute to the wider work of the school and agree and set a number of objectives (typically three, however, there’s no minimum or maximum number of objectives). Mid-year reviews, while not mandatory, are highly recommended as a means to ensure progress is being made, that obstacles are being dealt with effectively and that there are ‘no surprises’.

The appraisal period

The appraisal period will be for 12 months, and it will begin on 1 September; the appraisal itself should ideally be completed by 31 October for teachers, support staff and middle leaders and by 31 December for head teachers. The cycle will begin with a planning meeting and end with a review meeting. Mid-year review meetings may also be held if agreed and considered necessary(see below in ‘Objective setting’).

Where a teacher starts their employment or transfers to a new post in the school part way through a performance management cycle, the head teacher (or in the case where the employee is the head teacher, the governing body) shall determine appraisal arrangements for the remainder of the appraisal period. They will do this with a view to bringing their appraisal arrangements into line with the cycle for other school leaders, teachers and support staff as soon as possible.

Where a school leader or teacher is employed on a fixed-term contract for less than 12 months, the length of the appraisal period will be determined by the duration of the contract.

The appraisers

All appraisers, including allocated members of the governing body, should be provided with appropriate training.

For the head teacher

The governing body is the appraiser for the head teacher, and it will (typically) appoint three governors to discharge this responsibility. Head teachers can raise an objection to the chair of governors, in writing, and with good reason, outlining why an appointed governor should be excluded from the appraisal process.

The governing body of a school must appoint an external adviser to provide it with advice and support in relation to the appraisal of the head teacher. The qualifications and experience required of an external adviser aren't set by regulation. It's for the governing body to decide who it wishes to use as an external adviser, ideally with the agreement of the head teacher.

The external adviser isn't responsible for determining a recommendation to the pay committee on whether an increment should be paid to the head teacher following the review; this is a matter for the governor's panel alone. However, governors can ask for advice and should take account of any advice offered.

For all other employees

The head teacher is responsible for the appraisal of all other employees, but they may delegate this responsibility to others who will normally have line management responsibility for those they appraise.

Teaching staff should be able to object, on professional grounds, to the appointment of an appraiser. They should place their concerns in writing to the head teacher, who will consider the objection and make a decision on the matter. The teacher should be advised in writing of the acceptance or rejection of the objection.

Objective setting

The setting and agreement of objectives are fundamentally important to the effective operation of a performance management system that aims to link individual performance to pay progression. The job description can be a useful place to begin the process of identifying relevant objectives for each individual job holder. However, the job description is just one 'reference document', others may include the school's improvement plan, the school's business plan, Ofsted's school inspection report or the Teachers' Standards.

In addition, it may be prudent to allow for some flexibility and pragmatism in the setting and agreement of objectives to enable them to be determined and agreed around issues that are emerging for the school and require some dedicated attention that's best articulated as one or as a set of objectives. Because emerging issues are unlikely to be known at the outset of an appraisal period, objectives may need to be adjusted throughout the appraisal period so that they remain relevant to the performance of the individual and pertinent to the priorities of the school. This is perfectly standard practice and again strengthens the case for having mid-year reviews where objectives can be discussed and adjusted. The ideal outcome for all parties is that the level and extent of the objectives is broadly or proportionately the same at the conclusion of any subsequent 'objectives' discussion.

Objectives should be SMART:

- S = Specific
- M = Measurable
- A = Achievable
- R = Relevant

- T = Timed.

Objectives should also be fair and equitable when judged across employees with similar roles and responsibilities. However, appraisal objectives will normally become more challenging as a teacher progresses up the main pay scale.

The governing body of a school must before, or as soon as practicable, after the start of each appraisal period for a head teacher, inform the head teacher of the standards against which their performance will be assessed and set objectives for the head teacher for the appraisal period.

The head teacher of a school must before, or as soon as practicable after the start of each appraisal period in relation to every teacher employed at that school, inform the teacher of the standards against which their performance will be assessed and set objectives for the teacher for the appraisal period. Head teachers may delegate this responsibility to the employee's line manager.

The objectives must be set such that they will contribute to the improvement of a school's educational provision and performance; appraisers will, therefore, be expected to align individual's objectives with the school's priorities.

Every effort should be made to achieve agreement on the head teacher's objectives; only as a last resort should targets be imposed on the head teacher. Similarly, all appraisers and appraisees should look to agree on objectives; where an agreement can't be reached, the appraiser will make the final determination.

Objectives should focus on the priorities for the school or individual for the duration of the appraisal cycle. Staff should typically expect to have no more than three objectives, but there's no actual minimum or maximum number.

Objectives will be set out in a planning statement along with details of any agreed training and support. The planning statement should also specify the evidence that will be collected to support the review of performance, including details of the arrangements for task or classroom observation, where relevant.

Objectives may be revised if circumstances change.

A final word on objectives…

On the understanding that pay decisions must be directly related to the performance of individual teachers, it's important to acknowledge that agreed performance objectives are in the working scope and remit of each teacher.

While it may be entirely appropriate to agree on a subject-related target with a teacher who is the subject lead, it wouldn't, for example, be appropriate to set and agree whole pupil progress targets for a teacher who is clearly not wholly responsible for the aggregated educational progress of individual pupils or groups of pupils that they coincidentally teach.

A robust moderation process should ensure teachers have set and agreed on performance objectives that are not beyond but within their reach, albeit with a little stretch.

Teachers' Standards

From the appraisal arrangements that took effect from 1 September 2013, the performance of all teachers, regardless of their career stage, will be assessed against the Teachers' Standards. The standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS.

The standards against which performance must be assessed in respect of a teacher are the set of standards articulated in the Teachers' Standards document and any other set of standards relating to teachers' performance published by the secretary of state as the governing body or head teacher determine as being applicable.

To meet the Teachers' Standards, a teacher will need to demonstrate their practice is consistent with the definitions set out in part one (teaching) and part two (personal and professional conduct).

Applying the Teachers' Standards

Teachers make pupils' education their first concern, and they are accountable for achieving the highest possible standards in their work and conduct. Teachers act with honesty and integrity, have strong subject knowledge and are self-critical. They forge positive professional relationships with those around them and work with parents and carers in the best interests of their pupils.

Teachers

The Teachers' Standards effectively set out a 'code' of good teaching practice and professional conduct, and as such, it would seem to be perfectly reasonable for schools to expect all teaching staff to meet the expectations set out in the standards document. Teachers should, therefore, be evaluated against all the elements set out in the Teachers' Standards, and it is for schools to put appropriate arrangements in place to achieve a fair and equitable process of evaluation. Some degree of pragmatism must be considered and it would be unreasonable (if not unmanageable) for teachers to be routinely expected to provide evidence that they meet all the standards.

Head teachers

Teachers' Standards must also be applied to head teachers and school leaders as well as to all other teachers. Because head teachers and school leaders may only spent a proportion of their scheduled week teaching, governing bodies should exercise particularly careful judgement when assessing such staff against the Teachers' Standards. Support from the external adviser will be important in this respect.

After an 11-year absence, the National Standards of Excellence for Head Teachers were reintroduced in January 2015. Unlike the teachers' standards, the standards for head teachers are non-mandatory.

The introduction to the standards makes it clear that they are intended 'to inform' the appraisal of head teachers.

Use of the standards in academies and free schools depends on the arrangements of those schools. Independent schools aren't required to use the standards, but they can do so if they wish.

Gathering the evidence

As part of the overall appraisal process, it's critically important for all members of staff subject to the school's staff appraisal policy to understand the evidence required to enable the appraiser to

assess their performance and make a substantiated and evidence-based pay recommendation to the 'decision maker'.

Judgements relating to performance should be supported by evidence which has been established and agreed at the beginning of the performance cycle. Evidence should show and demonstrate a contribution towards the following:

- a positive impact on pupils' progress
- a positive impact on wider outcomes for pupils
- improvement in specific elements of practice, eg lesson planning
- a positive contribution to the work at the school.

The evidence gathered by the school and the member of staff will largely be determined by the nature and scope of the agreed objectives and/or the Teachers' Standards. Examples of evidence may include the following:

- classroom observations
- task observations
- reviews of assessment results
- reviews of lesson planning records
- internal tracking
- school improvement and departmental/faculty plans
- moderation in and across schools
- pupils' voice
- parents' voice
- head teachers' walkabouts
- evidence supporting progress against the Teachers' Standards.

Classroom/task protocols

Any classroom/task observations will be carried out in accordance with the school's classroom and task observation protocol. Classroom observation will be carried out by qualified teachers. At least five working days' notice of the date and time of the observation will be given, and verbal feedback will be provided by the end of the next school day in a suitable private environment. Written feedback will be provided within five working days. The appraisee has the right to append written comments to the feedback document.

For appraisal purposes, the governing body is committed to ensuring that classroom and task observation is developmental and supportive and that those involved in the process will do the following:

- carry out the role with professionalism, integrity and courtesy
- evaluate objectively
- report accurately and fairly
- respect the confidentiality of the information gained.

The arrangements for classroom/task observation will be stated in the appraisal planning statement and adhere to the established classroom/task protocols. The arrangements will specify the amount of observation, its primary purpose, any specific aspects of the employee's performance that will be assessed, the duration of the observation, when during the appraisal cycle the observation is likely to take place and who is likely to conduct the observation.

Where evidence emerges about the appraisee's performance that gives rise to concern, additional observations may be arranged during the cycle.

The three hours' statutory limit on classroom observations for appraisal no longer applies; the government believes head teachers and other appraisers should be free to decide how much observation is necessary for them to form an accurate assessment of a teacher's performance.

A head teacher must evaluate the standards of teaching and learning and ensure proper standards of professional performance are established and maintained throughout the school. They may, therefore, determine that it's necessary to collect additional evidence to help inform the evaluation of teaching standards and school improvement strategies. This additional evidence may include learning walks, task observation, reviews of assessment results and lesson planning records. It may not be practicable to provide notice of these additional monitoring activities. As part of their overall inspection framework, Ofsted will want to see that the appraisal procedure is being used effectively and facilitates school improvement.

Reviewing performance and the annual assessment

At the end of the cycle, assessment of performance will be on the basis agreed at the beginning of the cycle.

In determining an appraisal, the governing body or head teacher must assess the performance in the appraisal period, apply the relevant standards, assess performance against the agreed objectives, assess the professional development needs, identify any action that should be taken and, finally, include a recommendation relating to pay.

It will be for individual schools to establish their arrangements for determining the overall evaluation and rating of the individual's performance. Many schools may wish to continue to use their existing arrangements for evaluating and rating an individual's performance and apply the Teachers' Standards where appropriate.

A written appraisal report must be provided at the end of the appraisal process – ideally by 31 October for middle leaders, teachers and support staff, and ideally by 31 December for head teachers; the report must record the overall performance assessment and pay recommendation.

Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, may still be assessed favourably. If an agreement can't be reached, especially on the outcomes of an appraisal meeting, the teacher may appeal to the head teacher (or the head teacher may appeal to the chair of the governing body) whose decisions will be final.

The overall assessment of performance and its subsequent performance rating for individual members of staff will be subject to a process of moderation, arrangements for which will be put in place by the head teacher with the approval of the governing body.

The final version of the appraisal documentation will be placed on the employee's file, and a copy of their continuing professional development (CPD) will be made available to the school's CPD coordinator. The sharing of such information is governed by the data protection principles set out under the Data Protection Act 2018 and General Data Protection Regulation.

The governing body and head teacher will ensure all written appraisal records are retained in a secure place for six years and then destroyed.

Continuing professional development

The school's overall CPD programme will be informed by the training and development needs identified through the appraisal procedure. The governing body will ensure in the budget planning process, that, as far as possible, appropriate resources will be made available for any agreed training, support or CPD.

Support to meet an individual or collective development needs should be provided in the context of the school's improvement plan.

Conflict of interest

In any circumstances where an individual believes their participation in any part of the appraisal process amounts (or may amount) to a 'conflict of interest', they should declare this to their appraiser and/or absent themselves from any part of the appraisal process where they believe a 'conflict of interest' would or is likely to prevail.

Pay progression linked to performance

The governing body must consider annually, whether or not to increase the salary of teachers who have completed a year of continuous employment since the previous annual pay determination, and if so, to what salary in the relevant pay ranges.

All pay recommendations should be clearly attributable to the performance of an employee.

The relevant body must decide how pay progression will be determined, subject to the following:

a. The decision, whether or not to award pay progression, must be related to a teacher's performance

b. A pay recommendation must be made in writing as part of a teacher's annual appraisal report

c. Continued good performance, as defined by the school's pay policy, should give a classroom or an unqualified teacher an expectation of progression to the top of their respective pay ranges

d. Those making pay decisions on employees facing capability proceedings, would be well-advised to have good reason and justification for departing from the statutory pay guidance and should seek the advice of their HR support service in this respect.

The relevant body must set out clearly in the school's pay policy how pay progression will be determined. The head teacher will be responsible for ensuring appropriate arrangements are put in place to support the links between performance and pay and agreed rates of pay progression are affordable and comply with prevailing legislation (eg equal pay).

Where teachers are eligible for pay progression, the recommendation made by the appraiser will be based on an assessment of performance against agreed performance objectives. The decision made by the relevant decision-making body will be based on the statutory criteria and guidance set out in the School Teachers' Pay and Conditions Document (STPCD) and the relevant Teachers' Standards.

To move up the main pay range, one point at a time, teachers will need to have made good progress towards achieving their objectives and have demonstrated they are competent in all

elements of the Teachers' Standards. Teaching should be consistently 'good', as defined by Ofsted (however, this doesn't necessarily mean every lesson observed needs to be rated as 'good').

If the overall appraisal evidence shows a teacher has demonstrated exceptional performance, the governing body will consider awarding enhanced pay progression. Teaching should be 'outstanding', as defined by Ofsted.

The head teacher will consult with staff and union representatives on the establishment of appraisal and pay policies, and they will also ensure appraisers have the knowledge and skills to apply procedures fairly.

Teachers will work with their appraisers to ensure there's sufficient evidence to support pay recommendations. Teachers will also keep records of objectives and review them throughout the appraisal period.

Applications to be paid on the upper pay range

Since1 September 2013, any qualified teacher can apply to be paid on the upper pay range. All applications should include the results of two appraisal cycles; where such information isn't available, a written statement and summary of evidence that sets out how the applicant has met the assessment criteria will be sufficient. Teachers who have been absent through sickness, disability or maternity may cite written evidence from previous years in support of their application.

To be assessed successfully, a teacher will be required to meet the criteria set out in the STPCD:

- the teacher is 'highly competent' in all the elements of the Teachers' Standards
- the teacher's achievements and contribution to the school are 'substantial' and 'sustained'.

Highly competent

The teacher's performance is assessed as having excellent depth and breadth of knowledge, skills and understanding of the Teachers' Standards in the particular role they are fulfilling and the context in which they are working.

Substantial

The teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their classroom but also in making a significant wider contribution to school improvement, which impacts on pupils' progress and the effectiveness of staff and colleagues.

Sustained

The teacher must have had two consecutive successful appraisal reports and made good progress towards their objectives; they will have been expected to have shown their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Leading practitioner role

Typically, the additional duties of a leading practitioner role will include the following:

- a leadership role in developing, implementing and evaluating policies and practices in a school that contribute to school improvement

- the improvement of teaching within the school that impacts significantly on pupils' progress
- improving the effectiveness of staff and colleagues, eg lesson planning.

The leading practitioner must demonstrate the following:

- they have made good progress towards their objectives
- they are an exemplar of teaching skills, which should impact significantly on pupils' progress in school and the wider community
- they have made a substantial impact on staff and colleagues, including any specific elements of practice that have been highlighted as in need of improvement
- they are highly competent in all aspects of the Teachers' Standards
- they have shown strong leadership in developing, implementing and evaluating policies and practices in their workplace that contribute to school improvement.

(See NAHT's model pay policy and accompanying guidance for 2023/24.)

Staff – especially teachers – experiencing difficulties

When a member of staff is experiencing difficulties, support and guidance will be provided through the appraisal process. Where it's clear that a member of staff's personal circumstances are leading to difficulties at work, appropriate support should be offered at the earliest opportunity.

If long-term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's absence policy. It will also be referred to the occupational health service to assess the member of staff's health and fitness for continued employment and whether either continuing with informal monitoring or formal procedures is deemed to be appropriate. Timely advice will be sought from the school's HR provider as necessary.

If the appraiser identifies through the appraisal process or other sources of information (eg parental complaints) that the difficulties experienced by a teacher could lead to the application of the capability procedure, the appraiser will, as part of the appraisal process, meet the member of staff to do the following:

- Give clear written feedback to the teacher about the nature and seriousness of the concerns
- Give the teacher the opportunity to comment on and discuss the concerns
- Give the teacher at least five working days' notice that a meeting will be held to discuss targets for improvement (alongside a programme of support) and remind them that they have the right to be accompanied by a work colleague or trade union representative at any future meetings where capability will be discussed
- Agree and establish, in consultation with the teacher, an action plan with the support that will help to remedy specific concerns
- Make clear how progress will be monitored and when it will be reviewed

- Explain the implications and process if no (or insufficient) improvement is made.

The teacher's progress will continue to be monitored **as part of the appraisal process** and a reasonable time given for the teacher's performance to improve. During this monitoring period, the teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

If sufficient progress is made, the teacher should be informed of this at a formal meeting, and the appraisal process will continue as normal.

If no (or insufficient) improvement has been made, the teacher will be invited to a 'transition meeting' to determine whether formal capability proceedings will be invoked.

As a final check and balance to invoking the capability procedure, it's advised that line managers ensure the following have been put in place:

- the employee has undergone an appropriate period of induction to their role
- an up-to-date job description has been issued to the employee
- professional standards and overall expectations of performance have been made clear
- the employee's performance has been monitored and feedback has been provided.

Transition to capability

Performance concerns should be dealt with through the staff appraisal policy, but if progress towards addressing performance concerns is insufficient or the concerns are sufficiently serious, a 'transition meeting' should be held; the expectation is that this meeting will reduce the likelihood of invoking the capability procedure or triggering a prolonged period of sickness absence. In this event, further support should be granted through the appraisal procedure.

A meeting of this nature doesn't constitute part of the formal capability procedure.

The employee, their line manager and the head teacher (or chair of governors where the capability of the head teacher is in question) will be present at the meeting. Because the outcome of the meeting may have serious consequences, the employee should be encouraged to be accompanied by a work colleague or trade union representative.

Guiding principles to the overall approach to the transition meeting:

- ensure practical support, advice and guidance is provided to the employee
- training should be provided where this is a reasonable expectation
- performance criteria should be clear and monitored in agreed time schedules
- the employee's shortcomings are clearly set out in writing.

The meeting will consider the following matters:

- the evidence that has given rise to the specific concerns about the employee's performance
- the seriousness of the concerns and their impact on the performance of the school
- the support that has been provided to date
- the time for which the concerns have persisted
- the degree of improvement that has been achieved and whether or not this has been sustained
- the extent to which the employee has shown insight and has engaged with the support provided throughout the appraisal process
- any mitigating factors.

Once these matters have been considered, the chair should close the meeting and reflect on the findings, take advice and reach a decision. The employee will be informed of the decision in writing and normally in five working days. The decision will be **either to continue with the appraisal process or to invoke the capability procedure** by convening a formal capability meeting.

The transition to the capability procedure won't normally be made unless there's evidence of the following:

- underperformance against agreed objectives and/or standards has prevailed for some time
- the underperformance is either serious or has persisted despite the provision of support.

Capability procedure

The principal purpose of a capability procedure is to support and ensure staff can perform their duties, and deal with underperformance on a formal basis. The aim is to deal with those cases where, despite appropriate management support (see above) a member of staff presents as deficient in key areas of ability, skill, competence or knowledge; and is consequently unable to perform their duties to an acceptable standard.

It's important that underperformance is managed to ensure the quality of teaching and learning is maintained and the general performance of the school isn't compromised. The overall approach to capability should be supportive, constructive and helpful to the employee.

This procedure complies with the provisions of the ACAS code of practice.

The capability procedure applies only to teachers and head teachers where there are serious concerns about their performance **that can't be addressed by the appraisal procedure**. The purpose of a capability meeting is to establish the facts, and it will usually be led by either the chair of governors or head teacher. The employee who is the subject of the capability meeting, will be able to respond to concerns about their performance and present any relevant evidence.

Employees should be made aware that while the concerns with regards to their performance are being considered by way of the capability procedure, the normal appraisal arrangements will be

suspended. Employees are expected to cooperate constructively with arrangements that are put in place to address underperformance. Where an employee believes they are being unfairly treated, they may raise an informal complaint or a formal grievance as appropriate.

As is the case in all formal procedures, the chair of each meeting should ensure clear written records are kept, in particular, the management concerns about the employee's performance.

Timescales

Under the procedure, timescales may be adjusted as appropriate:

- This model procedure proposes a period of between four and 10 weeks for the implementation of the 'informal stage', where a member of staff is typically supported by a 'support plan' or what may also be known as an 'action plan'. The agreed period may be adjusted to suit the merits and circumstances in each individual case (for example, you would expect an experienced teacher or a senior member of staff to make improvements in a shorter period whereas you may wish to grant a longer period of time to an employee at early career stage)

- In particularly serious cases where for example, the education, health or well-being of pupils may be at risk, a shorter period for monitoring is, in all likelihood, going to be more appropriate (eg where a teacher's control of the class is poor, or where pupil progress is inadequate despite support)

- If the implementation of the capability procedure triggers an episode of sickness absence, the case should be immediately referred to the school's occupational health service. They will then assess the employee's health and fitness for continued employment. The length of time a school should wait for an employee's health to improve before considering whether to terminate the employment on health grounds should be subject to ongoing occupational health guidance in accordance with the absence management procedure and informed by timely advice from the schools HR provider.

Formal capability meeting

The first meeting under the capability procedure, often referred to as the formal interview, initiates the capability procedure. At least five working days' notice will be given of the formal capability meeting. The notification will contain sufficient information about performance concerns and the possible consequences to enable the teacher to prepare to present their case at the meeting. The notification of a capability meeting will be accompanied by copies of written evidence, include details of the date and time of the meeting, and confirm the teacher's entitlement to be accompanied by a companion who may be a work colleague or trade union representative.

The chair of the capability meeting will aim to do the following:

a) identify the teacher's professional shortcomings

b) give clear guidance on the improved standard of performance needed

c) explain any support that will be available to help the teacher improve to a point where they can be removed from the capability procedure

d) set out the timetable for improvement and explain how performance will be monitored and reviewed

e) warn the teacher formally that failure to improve in the set period could lead to dismissal (in very serious cases, the warning could be a final written warning).

Notes will be taken of the formal meeting, and a copy will be sent to the member of staff.

There are three possible outcomes from the formal capability meeting:

1. a return to the appraisal process where it's determined that there is insufficient evidence to progress the matter further in the capability procedure

2. a first written warning

3. a final written warning.

Options two and three are relevant to any case where continued concern about the standards of performance is justified. The level of warning should be determined by the seriousness of the concerns that relate to the performance of the teacher or other member of staff. Low level concerns are likely to lead to a first written warning and a period of up to six to eight weeks may be granted for improvement; conversely, higher level concerns would normally lead to a final written warning and a shorter monitoring period of no more than four weeks.

The employee will be notified of the decision arising from the meeting, the timescales for monitoring and the anticipated next steps in the process.

An employee may appeal against the decision arising from the first formal meeting within five working days of receiving notification of the decision, and their appeal will normally be heard in 10 working days unless alternative timescales are agreed between the parties to the dispute.

Monitoring and review period following a formal capability meeting

A performance monitoring and review period will follow the formal capability meeting. This period will include regular task/classroom observation, performance evaluation and monitoring, training, management support and guidance.

Formal review meeting

Following the conclusion of a monitoring and review period, the member of staff will be invited to a formal review meeting. At the formal review meeting, if the person conducting the meeting is satisfied that the teacher has made sufficient improvement, the capability procedure will end and the appraisal process will restart.

If some progress has been made and there's confidence that more is likely, it may be appropriate to extend the monitoring and review period.

If no or insufficient improvement has been made during the monitoring and review period, the teacher will receive a final written warning. If, following a final written warning, performance doesn't improve to an acceptable standard, the case will be referred to an appropriate panel of, typically, three governors.

A further monitoring period will be set, and a subsequent and final review meeting will be scheduled.

Decision meeting

At the decision meeting, if an acceptable standard of performance has been achieved overall during the monitoring and review period, the capability procedure will end and the appraisal process will restart.

If performance remains unsatisfactory (ie where sufficient improvement can't be achieved despite comprehensive support or where performance concerns are of particular gravity), a decision (or recommendation to the governing body) will be made that the teacher should be dismissed or required to cease working at the school as soon as possible (consulting the local authority in those schools where they are the teacher's employer).

Dismissal

Once the decision to dismiss has been taken, the governing body will dismiss the teacher with notice; or once the governing body has decided that the teacher should no longer work at the school, it will notify the local authority of its decision and the reasons for it. The local authority must dismiss the teacher within 14 days of the date of the notification.

Appeal

If a teacher feels the decision to dismiss them is wrong or unjust, they may appeal in writing against the decision. The teacher will be informed in writing of the results of the appeal hearing without unreasonable delay.

The appeal panel should be made up of three impartial governors who weren't involved or have no knowledge of the case in which the appeal has been brought.

The decision of the appeal panel is final.

Management guidance: applying the procedures

Role of governors

Governors shouldn't normally be involved in a capability procedure before the dismissal stage unless the head teacher is the subject of the capability procedure.

Role of the head teacher

The head teacher will be responsible for taking the decision to invoke the capability procedure unless of course, they are the subject of the procedure.

Role of advisors

Local authority and other advisors (including HR providers) may be invited to participate in the capability procedure or with the monitoring process or with providing support.

Employee representation

If the employee's chosen companion isn't available to join them and the employee proposes an alternative date and time that is reasonable and falls within five working days of the original date, this should be given careful consideration and advice should be sought to ensure that revised arrangements can be made.

Monitoring arrangements

Any monitoring undertaken should be across the range of principal job responsibilities so that a balanced view can be reached to support the evaluation of performance.

Written records

Formal warnings should be disregarded after a specified period of satisfactory performance.

First written warning – 12 months

Final written warning – 24 months

Grievances

Where an employee raises a grievance that relates to the capability procedure and its management and/or implementation, it may be appropriate to suspend the capability procedure until the grievance can be considered. But such a delay should only be considered where there's a strong indication that the employee has been mistreated.

Appraisal – getting it right and avoiding the pitfalls

In this last short section, we've set out some of the more critical points of knowledge based on members' calls in recent years, from matters that we know cause head teachers the most concern and areas that head teachers and governing bodies regularly find themselves challenged on.

- **Who's appraised and who's exempt?**

  The current regulations that provide the statutory framework for teachers' appraisal in England came into force in 2012 and apply to all maintained schools in England, including maintained special schools and local authorities in respect of unattached teachers. The regulations don't, however, apply to teachers in maintained schools who are serving a statutory period of induction, teachers employed for less than a period of one term or any teacher who is the subject of capability procedures.

- **Evidence, evidence, evidence…**

  Schools should ideally set out, in their appraisal policies, what evidence they'll consider when making judgements about whether teachers' performance has met the relevant standards and their individual objectives. Evidence should provide all teachers with a fair opportunity, in their appraisal, to demonstrate they have met the relevant standards and their objectives.

- **Minimise the workload for yourself and others**

  A guiding principle that schools must consider when developing and implementing appraisal policies is the need to minimise the impact of workload on individual teachers, line managers and head teachers. The 'create once and use many times' approach should be utilised.

- **Equalities considerations – The Equality Act 2010 and the Public Sector Equality Duty**

  To discharge this statutory duty, schools must have due regard to doing the following:

(i) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act

(ii) Advance equality of opportunity between people who share a protected characteristic and those that don't

(iii) Foster good relations between people who share a protected characteristic and those that don't.

Compliance with the duty will help schools to avoid direct and/or indirect discrimination.

Schools should ensure all staff are treated fairly, and they should also take particular care in respect of those staff who have different working patterns or those with particular 'protected characteristics' under equality legislation – age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

An employee will be discriminated against if they can argue they have been (or have good reason to believe they are likely to be) treated less favourably than a comparator employee and the less favourable treatment can be attributed to reasons directly or indirectly associated with a protected characteristic. At the same time, schools should ensure part-time and fixed-term employees are not treated less favourably.

Appraisers, pay recommendations and decisions in schools should be assessed to establish whether there are implications for people with particular protected characteristics. So, for example, to avoid discrimination, schools should consider how objectives can be fairly weighted, how pay progression can be made fairly available to all eligible employees irrespective of their individual circumstances, and how pay decisions and appeals against pay decisions can be supported by a narrative that reflects the fair treatment of employees.

A pay audit of the school will help to not only monitor and evaluate pay decisions and practices but also remedy identified anomalies and patterns that are emerging and have been created by the pay decisions that have been taken over time.

Finally, a pay audit will help to ensure the rate of pay for each job is equitable and equal pay principles can be fulfilled – men and women doing the same job should be paid the same or broadly the same. And any differences, while permitted, must be capable of being objectively justified.

If your school wishes to avoid a challenge of discrimination, we recommend you do the following:

1. Create a pay profile of staff by age, disability, race and gender

2. Look at the reasons that employees with different protected characteristics are rewarded differently (if that is the case)

3. Consider whether employees who share particular protected characteristics are being treated less favourably than comparator employees

4. Take action to address any unfair treatment towards employees.

- **No surprises!**

  Teachers should receive feedback on their performance throughout the year at agreed intervals – there should be no surprises at the end of the year.

- **Appraisal determines pay**

  Schools should set out in their appraisal policy how the outcome of the appraisal process will feed into pay decisions.

- **Difficult conversations**

  There's a clear expectation set out in the STPCD that good performance will lead to pay progression. However, where a teacher doesn't qualify for pay progression, the line manager or head teacher must be able to explain the evidence that was taken into account to support this decision. This, potentially difficult conversation, is made much easier if such shortfalls are signalled to individual employees at intervals throughout the appraisal period.

- **Clear communication**

  Not only do shortfalls in performance need to be made clear to the individual employee, but, in equal measure, the employee must have a clear understanding of what is needed for a positive appraisal outcome and should be supported, in so far as possible, to achieve a positive outcome.

- **Training for appraisers**

  Schools should ensure all appraisers (including governors) are suitably prepared for carrying out all elements of the appraisal process and training is made available as necessary.

- **Accountability for the appraisal process**

  While head teachers can and do delegate the appraisal of teachers to others, head teachers remain fully accountable for the appraisal process under the regulations.

- **Career-stage expectations**

  Teachers' performance should be assessed against the relevant standards to a level that is consistent with what should reasonably be expected of a teacher at the relevant stage of their career. Teachers, however, shouldn't be routinely expected to provide evidence that they meet all the standards.

- **Informal stage (support)**

  To ensure an accurate assessment of progress by a teacher can be made, it's important that the range of support offered is 'front-loaded' during the informal stage. The maximum amount of additional support should be given at the commencement of the stage and should then 'taper off' completely so that by the end of the period, an assessment of the teacher without any additional support can be made.

- **Long-term absentees**

  There's nothing in the statutory provisions that prevents a school from making performance-

related pay decisions for teachers who are on long-term absence or that would mean doing so would place schools in breach of the provisions of the Equality Act 2010.

- **Avoiding discrimination**

  In relation to absence due to maternity leave, NAHT holds that if a woman is denied an appraisal because of her maternity, this will amount to discrimination. Similarly, employees returning from a career break may be unintentionally discriminated against because they have been absent from the workplace – if their absence is, say, related to their caring responsibilities, this is likely to be vulnerable to discrimination.

- **How to deal with appraisals for employees on maternity leave**

  To mitigate the risk of discriminating against pregnant employees or employees on maternity leave, schools should consider conducting appraisals before the employee commences maternity leave (even if this is early in the appraisal year) and then base any assessment of performance on the evidence to date in the relevant appraisal period. Account could also be taken of performance in previous appraisal periods if there's very little to go on in the current appraisal period.

  Assessment based on actual service will be easier to defend against criticism than speculative assessment based on what a teacher might have achieved during the year.

  Alternatively, an employee should be given the opportunity to attend school during their maternity leave (on a 'keep-in-touch' day) or make written representations so that a reliable appraisal can take place and be recorded as usual.

- **Employees with a disability**

  Schools need to design their policies to ensure any disadvantage suffered by a disabled teacher, due to their disability, is mitigated by incorporating adjustments that can be reasonably made to accommodate a teacher in that position.