APPRAISAL PROCEDURE FOR SCHOOL BASED TEACHERS & CENTRALLY EMPLOYED TEACHERS

Name of School: **Kirkoswald CE Primary School**
Date by which School/Unit have adopted procedure: **September 2026**
Date by which the procedure was last reviewed: **June 2025**
Anticipated review date by W&F HR Team and Trade Unions: **2026/27 academic year**
Signature of Chair of Governors: *A Farish*

Westmorland and Furness Council

MODEL POLICY FOR APPRAISING TEACHER PERFORMANCE

The Governing Body/ LA of Kirkoswald CE Primary School adopted this policy on 23rd September 2026. Consultation with the recognised teaching unions has been carried out by the LA on your behalf for schools that adopt this policy.

PURPOSE

This procedure sets out how Kirkoswald School will improve outcomes for children/students, and raise the morale of teachers, by motivating teachers to update their skills and improve their performance.

The appraisal procedure will be used also to address concerns that are raised about a teacher's performance. If concerns are such that they cannot be resolved through the appraisal process, there will be consideration of whether to commence the capability procedure.

It is recommended by the Assistant Director- Education and Inclusion that this policy is adopted by schools.

1 APPLICATION OF THE APPRAISAL POLICY

This policy applies to the headteacher and to all qualified teachers employed at the school except those on contracts of less than one term and those undergoing induction *(i.e., Early Career Teachers (ECTs)* or teachers on capability procedures

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

The Education (School Teachers' Appraisal) (England) Regulations 2012 places responsibility on Governing Bodies/ LA's of schools with delegated budgets for establishing appraisal procedures and taking appropriate steps to make them known to staff at the school.

While a school has a delegated budget, the Governing Body will have control of all matters of appraisal relating to staff employed at the school/LA.

In reaching agreement on this procedure it is acknowledged that the employer is the LA except in the case of Voluntary Aided/Foundation schools/Academies where the Governing Body is the employer.

The references to headteacher and school senior nominated manager in this procedure assume they are not the employee concerned. Where the headteacher is the employee concerned, references below to headteacher should be regarded as referring to the Chair of Governors/ Vice Chair and references to employee should be regarded as referring to the headteacher. In adopting this procedure, the Governing Body gives delegated authority to the Chair of Governors to act as stated, except where in their absence, the Vice Chair may act.

2 THE APPRAISAL PERIOD

The appraisal period will run **for twelve months** normally from 1st October to 30 September

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

Where a teacher starts their employment at the school/academy part-way through a cycle, the headteacher/CET line manager or, in the case where the employee is the headteacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing their cycle into line with the cycle for other teachers as soon as possible.

Where a teacher transfers to a new post within the school/academy/LA part-way through a cycle, the headteacher/CET line manager or, in the case where the employee is the headteacher, the governing body shall determine whether the cycle shall begin again and whether to change the appraiser.

3 APPOINTING APPRAISERS

All appraisers of teachers, other than those appraising headteachers, will be teachers and will be suitably trained.

Headteacher

The headteacher will be appraised by the Governing Body/LA and must be supported by a suitably skilled and/or experienced independent adviser who has been appointed by the Governing Body/LA for that purpose.

The task of appraising the headteacher, including the setting of objectives, will be delegated to a sub-group consisting of normally 3, and no less than 2, members of the Governing Body.

In Voluntary Aided church schools (or academies which were formerly VA) the majority of governors must be foundation governors. In voluntary controlled (or academies which were formerly VC) and foundation schools at least one of the governors must be a foundation governor

Where a headteacher is of the opinion that any of the governors appointed by the governing body is unsuitable to act as their appraiser, they may submit a written request to the Chair of Governors for that governor to be replaced, stating the reasons for the request. The Chair will consider the request and determine whether or not it is reasonable, giving written confirmation to the Headteacher

Teachers

The choice of appraiser is for the headteacher/CET line manager. Where teachers have an objection to the headteacher's/CET line manager's choice, they may submit a written request for that appraiser to be replaced, stating the reasons for the request. The Headteacher/CET line manager will consider the request and determine whether or not it is reasonable, giving written confirmation for accepting or rejecting the request. All appraisers appointed by the headteacher/CET line manager will be qualified teachers and will have current or recent teaching experience.

Where it becomes apparent that the appraiser appointed by the headteacher/CET line manager will be absent for the majority of the appraisal cycle, the headteacher/CET line manager may perform those duties themself or delegate those duties to another teacher for the duration of that absence.

If the headteacher/CET line manager appoints an appraiser who is not the teacher's line manager, the appraiser to whom they delegate those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

Where a teacher is experiencing difficulties and the headteacher/CET line manager is not the appraiser, the headteacher/CET line manager may undertake the role of appraiser or guide the appraiser in ensuring appropriate support is in place to help the teacher make progress towards successfully completing the cycle. See also section on Teachers Experiencing Difficulties.

4 SETTING OBJECTIVES

The headteacher's/CET line manager's objectives will be set by the appraisal sub-group of the Governing Body/LA after consultation with the external adviser and the headteacher/CET line manager.

Objectives will be set before or as soon as practicable, after the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the appraisee's role and level of experience. In setting the objectives, reviewers will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the school's strategy for achieving a work/life balance for all staff. Appraisees may at any point append their comments alongside their objectives.

The appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change.

The school will operate a system of moderation to ensure that all appraisers are working to the same standards.

Objectives will be moderated across the school/LA to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the headteacher/CET line manager.

Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils. Objectives can be set in relation to robust assessment data, however, these will not be used in isolation and a wider perspective must be taken. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives should be revised if circumstances change.

Setting more than three objectives, or, for example, using unrelated sub-targets, can lead to teachers experiencing unreasonable workload and pressure, making the objectives more difficult to achieve. Therefore, other than in exceptional circumstances, no teacher will be given more than three objectives.

The objectives set for each teacher are intended to contribute to the school's/LA's plans for improving the school's/LA's educational provision and performance and improving the education of pupils at that school/LA and will take into account the professional aspirations of the teacher.

The appraiser will take into account the effects of an individual's circumstances, including any protected characteristics as stated within the Equality Act, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, (e.g. due to maternity or sickness) the agreed appraisal objectives may be revised, or the length and impact of the absence on the teacher's ability to achieve their objectives will be taken into account in the assessment at the end of the appraisal cycle.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed.

The headteacher /CET line manager or governing body (as appropriate) will need to consider whether certain teachers should be assessed against other sets of standards published by the Secretary of State or other body that are relevant to them. For QTLS holders, that may include the overarching professional standards for teachers in the lifelong learning sector, held by The Education and Training Foundation.

5 PAY PROGRESSION

This section needs to be read in conjunction with the Model Teachers Pay Policy

A written pay recommendation is required for every teacher following the outcome of the appraisal process. The Headteacher/CET line manager is ultimately responsible for the recommendation made to the appropriate body and must verify and check any recommendations made by those that act on the Headteacher's/CET line manager's behalf as appraisers.

The Governing Body/LA has agreed the pay policy of the school and has considered the implications of the appraisal policy with respect to the arrangements relating to teachers' pay in accordance with the School Teachers' Pay and Conditions Document. The Governing Body/LA will ensure that decisions on pay progression are made by 31 December for headteachers and by 31 October for other teachers. If there is a delay in the publication of the final STPCD, these timescales may need to be adjusted accordingly.

6 REVIEWING PERFORMANCE

Observation
It is recognised that not all Schools will undertake lesson observations but where they do, the effective and efficient operation of the appraisal process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation.

Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy, will be evaluated objectively and reported accurately and fairly and will take account of particular circumstances which may affect performance on the day.

Within the normal performance review cycle at least 5 working days' notice of the date and time of the observation will be given and verbal feedback provided by at least the end of the next school day and written feedback within 5 working days, unless circumstances make this impossible.

Classroom observation will be carried out by qualified teachers.

For the purposes of appraisal, teachers' performance will be observed on an appropriate and reasonable number of occasions (normally 3) and will, as far as possible, be agreed by the appraiser with the appraisee based on the individual circumstances of the teacher and the overall needs of the school/LA. The number and duration of appraisal observations will be in accordance with the school/academy/LA's observation protocol (Appendix 1), which includes provision for exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits. There is an example action plan for teachers experiencing difficulties in appendix 2.

The school/college leader may, as a matter of course, observe practice whilst walking around the school and visiting classrooms as part of their regular routine, although this activity will not form part of the individual's appraisal process, or be documented.
For further information please refer to Appendix One, page 10 of this document.

For the purpose of professional development, feedback about lesson observations should be developmental.

This school/LA will use the findings of each observation, including appraisal observations, for other management requirements (for example subject area reviews), thereby seeking to minimise the total number of occasions on which teachers are observed.

Teachers (including the headteacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Professional Development

Appraisal is a supportive process which will be used to inform continuing professional development. The school/LA wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development, peer observation for example. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers.

The school's/academy's/LA's CPD programme will be informed by the training and development needs identified as part of the appraisal process. The governing body/LA will ensure in the budget planning that, as far as possible, resources are made available in the school budget for appropriate training, and support agreed for appraisees, maintaining access on an equitable basis.

An account of the training and development needs of teachers including the instances where it did not prove possible to provide any agreed CPD, will form a part of the headteacher's/CET line managers annual report to the governing body/CET Management Group about the operation of the appraisal process in the school/LA.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which:

a) the training and support will help the school/academy to achieve its priorities; and
b) the CPD identified is essential for an appraisee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

7 ANNUAL ASSESSMENT

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the headteacher, the Governing Body must consult the external adviser.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment on - a written appraisal report. The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives, and against the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where that is relevant. A recommendation for pay progression must be made and awarded, other than in cases where it is not relevant (i.e. 'top of range'), or where the teacher is in capability proceedings under the Capability Procedure. In cases of capability a recommendation may be made to withhold progression. **(N.B. – pay recommendations need to be made by 31 December for headteachers and by 31 October for other teachers)***;*
- a space for the teacher's own comment
- If a teacher is applying for progression to the upper pay range then they must demonstrate they are competent in the relevant standards and that they are making a substantial and

sustained contribution to the school, as per section 15 of the STPCD and as referenced in section 6 of the Teachers Model Pay Policy.

- competency may be evidenced through appraisal outcomes
- 'Substantial and sustained' will be evidenced by two successful performance reviews as documented on the threshold application form referenced within Appendix Four of the Model Teachers Pay Policy

A review meeting will take place to discuss the content of the report and any further action required and to inform objective setting for the next cycle. In some circumstances an interim review meeting may be appropriate.

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

8 TEACHERS EXPERIENCING DIFFICULTIES

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved. It is recognised that this may be a difficult time for the employee therefore the appropriate referral should be made to Occupational Health/School Occupational Health service if required at any time during the process (it would be useful to inform the employee to liaise with their trade union / professional body about the supportive nature of this action).

The appraiser, will, as part of the appraisal process meet the teacher to:

- 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 5 working days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the teacher that they have the right to be accompanied by a representative of an independent trade union or work place colleague, and that the meeting is to offer support to enable them to work towards completing the appraisal cycle successfully;
- in consultation with the teacher at the above meeting, an action plan with support will be established (for example coaching, training, in-class support, mentoring, structured observations, visits to other classes or schools or discussions with advisory teachers), that will help address those specific concerns. An example of an action plan can be found at Appendix 2.
- 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;
- In cases where the difficulties may lead to the initiation of capability proceedings this will be clearly outlined to the member of staff

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. This will depend upon the circumstances, but will normally be for a period of a minimum of 6 and a maximum of 10 working weeks (unless there are safeguarding concerns) after the action plan is put in place, with appropriate support as agreed in the action plan, in order that the aim of recovering and improving performance can be achieved. 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 such that the teacher is performing at a level that indicates that they will be on track to successfully complete the cycle then they should be informed of this.

If some progress has been made and the performance of the member of staff is not yet at a level where they will successfully complete the cycle as there remain some areas to address then a continuing programme of support should be put in place. Alongside the support in place the appraisal process will continue as normal.

If no, or insufficient, improvement has been made over this period, the teacher will be invited to a transition meeting to determine whether formal capability proceedings need to be commenced or the appraisal process remains in place. The teacher may be accompanied by a trade union representative or work colleague and will have at least 10 working days notice of the meeting.

9 APPEALS

Appraisees have a right of appeal against any of the entries in the written appraisal report. Details of the appeals process are available from the headteacher/CET line manager or from the school governing body. Where the headteacher has not been recommended for pay progression he/she will be informed by the appropriate governor. The headteacher/CET line manager will notify any teacher who has not been recommended for pay progression of the date when the governing body/CET Management Group meets to consider pay recommendations, following which the teacher (and Headteacher when the head has not been recommended for pay progression) may exercise the right of appeal as outlined in Appendix Five Pay Appeals Procedure of the Teachers Model Pay Policy. Appeals can be made following pay recommendation and formal outcome of the decision of the Pay Committee.

10 GENERAL PRINCIPLES UNDERLYING THIS POLICY

ACAS Code Of Practice on Disciplinary and Grievance Procedures

The conduct of the formal capability stage will be undertaken in accordance with the provisions of the ACAS Code of Practice.

Consistency of Treatment and Fairness

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

Sickness

If long term sickness absence interrupts the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the school's/LA's absence policy and will normally be referred to the occupational health service to assess the member of staff's health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. However, the views of the occupational health physician will always be taken into account before a decision is reached.

Grievances

Where a member of staff raises a grievance during the appraisal process, the appraisal or capability process may be temporarily suspended in order to deal with the grievance. Where the grievance and appraisal or capability cases are related it may be appropriate to deal with both issues concurrently.

Confidentiality & Professional Relationships

The appraisal and capability processes will be confidential. Only the appraiser's line manager or, where s/he had more than one, each of her/his line managers will be provided with access to the appraisee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities. Appraisees will be consulted on requests for access to statements in the context of this policy.

The process of gathering evidence for performance review will not compromise normal professional relationships between teachers. The governing body recognises that the reviewer will consult with, and seek to secure the agreement of, the reviewee before seeking information from other colleagues about the work of the reviewee.

However, the desire for confidentiality does not override the need for the headteacher/CET line manager and governing body to quality-assure the operation and effectiveness of the appraisal system. The headteacher/CET line manager or appropriate colleague might, for example, review all teachers' objectives and written appraisal records personally – to check consistency of approach and expectation between different appraisers. The headteacher/CET line manager might also wish to be aware of any pay recommendations that have been made.

Monitoring and Evaluation

The governing body/LA and headteacher/CET line manager will monitor the operation and effectiveness of the school's/LA's appraisal arrangements.

The headteacher/CET line manager will provide the governing body/CET Management Group with a written report on the operation of the school's/academy's/LA's appraisal and capability policies annually. The report will not identify any individual by name. The report will include an equality impact assessment of these policies on:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Part time status

The headteacher/CET line manager will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Retention

The governing body/LA and headteacher/CET line manager will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Appendix 1

CLASSROOM OBSERVATION PROTOCOL

Introduction
This governing body/LA is committed to ensuring that lesson observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- seek to reach agreement in advance on how lesson observations are to be carried out;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

Planning and preparing for lesson observation
In keeping with the school governing body's/LA's commitment to supportive and developmental lesson
observation the head teacher/CET line manager will:

- consult teachers on the pattern of lesson observation which they can expect annually and seek agreement with teachers and union representatives on these arrangements;
- ensure that those being observed for all purposes will be notified at least five working days in advance;
- arrange, as far as possible, for all observations to take place at a time agreed between the appraisee and the observer;
- ensure that there is a reasonable amount of time between lesson observations, irrespective of the purpose of those observations;
- ensure that classroom observation will be undertaken solely by persons with qualified teacher status (QTS) and the appropriate training and professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Planning for observation will take place at the start of the appraisal/performance management cycle and will include details of:

- the amount of observation;
- the focus of the observation;
- the duration of the observation;
- when during the performance management cycle the observation will take place; and
- who will conduct the observation.

In order that lesson observation is kept to a minimum, and to support efforts to deliver the school's commitment to streamlining data collection and minimising bureaucracy and workload burdens on appraisees and appraisers, the information gathered will be used for multiple purposes, including informing school/LA self-evaluation and school improvement strategies. This will enable the head teacher/CET line manager, in the exercise of her/his duty to evaluate the standards of teaching and learning, and to ensure that proper standards of professional performance are established and maintained.

Before any lesson observation is conducted, there will be an opportunity for the appraiser and appraisee to meet within directed time in order that the context of the lesson to be observed can be discussed.

Conducting observation
There will be a limit of a total of three observations except in exceptional circumstances for example as part of a support plan. In normal circumstances the total time occupied by all observations should not exceed three hours per year and the focus and timing must be agreed in the appraisee's performance management planning record.

Neither pupils nor governors will undertake observations (although governors may, by prior agreement with the teacher concerned, visit a lesson to familiarise themselves with their link area).

Feedback and records
Oral feedback will be given as soon as possible after the lesson observation and no later than the end of the following working day. It will be given during directed time in a suitable, private environment. Time for preparation and feedback for lesson observation for performance management/appraisal purposes will be made available in addition to PPA time.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement, these should also be covered in the written feedback and the appropriate action discussed with the appraisee.

The written record of feedback will include the date on which the observation took place, the lesson observed and the length of the observation. The appraisee has the right to append written comments on the feedback document. No written notes in addition to the written feedback and appraisee's comments will be kept. The appraiser will be given sufficient time within the school day to put in written form the conclusions agreed with the appraisee on the outcomes of the classroom observation.

Teachers will have access to all written accounts of the observation after their lessons and if they request, copies will be provided.

Appendix 2

EXAMPLE ACTION PLAN – TEACHER EXPERIENCING DIFFICULTIES
NB this is an example only and not a standard template. Any action plan is to be discussed and agreed with the employee

Appraisal Procedure: Teacher Experiencing Difficulties – Date: ……

Offer of support for……

Present: ……. (Headteacher), …… (Class teacher),

……..Trade Union Representative

Having outlined the concerns and detailing the support offered to…… up to this point, the following offer of support was agreed:

1. A xx week (minimum 6and maximum 10 unless safeguarding concerns exist) improvement period will begin in [date] and last until [date].
2. Work shall be monitored in three randomly selected children's exercise books. This will take place at three points [dates] and guidance given where required to maintain acceptable standards.
3. [name] to receive support from staff and governors as requested.
4. In lessons teaching assistant support will be given for;
    a. ….
    b. ….
5. Access to interventions for children who require specialist support will be given for:
    a. Reading Intervention
    b. Maths recovery
6. 10% additional PPA time each week.
7. Any financial barriers will be removed to allow for consideration of any supportive request.
8. If applicable access can be given to any counselling services that the school provides.
9. Any other additional support which has been identified.

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Teachers experiencing difficulties.

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Overview

The purpose of the programme is to provide support in order to meet the expected teaching standards and appraisal targets.

Programme

A five week action led course tailored to meet individual needs which will include:

- Identified areas of concern
- Standard of performance required
- Timeframe of programme
- Strategies to address concerns
- Support to be provided
- Specific indicators to demonstrate improvement
- Processes for monitoring and feedback

Support activities

A range of individualised support mechanisms will be used throughout the five weeks and may include:

- Coaching
- Collaborative lesson planning
- Personalised CPD on identified areas for development
- Developmental lesson observations
- Observation of other staff
- Learning walks

Structure

Teachers will be allocated an SLT mentor who will meet regularly to review progress and provide meaningful feedback. The teacher will continue to receive support from their line manager. Other staff may be used for support as necessary.

Week 1: An initial meeting will be held to inform further action planning and target setting. The lesson observation class will be identified for week 2.

Week 2: The SLT mentor will observe a lesson chosen by the teacher.

Week 3: A mid-term review will take place to evaluate performance against the action plan. SLT will identify a lesson for observation in week 4.

Week 4: A second member of SLT will carry out a formal observation for a lesson of their choice and provide the teacher with 1 weeks notice.

Week 5: The head teacher will carry out an unannounced lesson drop in and observe the quality of teaching and learning.

Week 6: The head teacher will carry out an unannounced lesson drop in and observe the quality of teaching and learning.

Supplementary documentation

- Appraisal targets
- Teaching standards

Outcome: If sufficient progress is made, such that the teacher is performing at a level that demonstrates improvement, then the normal appraisal process will continue. If insufficient improvement has been made over the xx (between 6 and 10) weeks, the teacher will be invited to a meeting to determine formal capability proceedings.

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Teacher: **SLT line manager to support the plan**:

Area of concern	Standard of performance required	Strategies/ Targets *e.g. learning walk, collaborative lesson planning, developmental lesson observation by a peer, use of cover pass*	Support (who and when).	Indicators to demonstrate improvement	Review	
					Date	Next steps

NB this is an example only and not a standard template. Any action plan is to be discussed and agreed with the employee

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WEEK 3 (W/C): **MID TERM REVIEW** (to evaluate progress towards standards, with further action and targets adjusted as necessary).						
Area of concern	**Standard of performance required**	**Strategies/ Targets**	**Support (who and when).**	**Indicators to demonstrate improvement**	**Review**	
					Date	**Next steps**

NB this is an example only and not a standard template. Any action plan is to be discussed and agreed with the employee

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WEEK 6 (W/C) : **FINAL REVIEW** (To include cause/effect and judgement based on evidence)

See Week 3 Review

Key Points

Next Steps:

Evidence to influence outcome:

- 3 x Lesson observations
- Completed action plan