

Viking Academy Trust



Appraisal & Capability Policy

The VIKING ACADEMY TRUST Appraisal and Capability Policy has been written following DFE guidance. It should be read alongside the Trust's 'Pay and Reward Policy' and 'Monitoring and Evaluation' Policy.

Approved by the Trust Board: Annually.

This is a statutory policy.

Last review date: Term 1 2023

Signed:



Chair of Trustees

APPRAISAL and CAPABILITY POLICY

The Viking Academy Trust

Empowering Children Through Education: One Childhood One Chance

Appraising teacher performance and dealing with capability issues

Introduction

These procedures apply to all employees in the Viking Academy Trust (teaching and support staff). Nothing in these procedures is intended to contravene the statutory rights, duties and obligations of the Executive Headteacher and Trustees as set out in the Articles of Government and in discrimination legislation.

The information and data (e.g. SIP, SEF) that academies collect for appraisals should be capable of being used in a number of different ways, for example, academy self-evaluation, academy improvement and development planning.

It is important that advice is sought from relevant professionals in the application of this policy.

Purpose

Appraisal is the process for assessing, through a variety of source material which may include observations, the overall performance of an employee, within the context of the individual's job description and the provisions of the relevant pay and conditions document, and for formulating plans with regard to the individual's future advancement in the wider context of the school's improvement plan.

Appraisal is intended be a supportive and developmental mechanism designed to ensure that all employees have the skills and support they require in order to carry out their role effectively and, in addition, to enable staff to engage in continued professional development in order to improve their personal performance and practice.

The practical purpose of this policy is to ensure that a fair and consistent procedure is applied to all employees, always having regard to the specific nature of their individual employment. This policy sets out the framework for a clear and consistent assessment of the overall performance of each and every employee in our MAT (Multi Academy Trust), and for supporting their development within the context of VAT's overall plan for improving educational provision and performance, and the professional standards expected of teachers and support staff (education / admin & premises).

This policy sets out the framework for a clear and consistent assessment of the overall performance of all employees in the Viking Academy Trust (teachers, including the Executive Headteacher, admin and education support staff) and for supporting their development within the context of the Trust's plan for improving educational provision



and performance, and the standards expected of all staff. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

Confidentiality

The appraisal process will be treated throughout as a confidential process. It is standard practice that the appraisal report will be accessed only by the appraiser (normally the employee's line manager) and the Head of School and Executive Headteacher (or other moderator of the whole process eg member of Personnel & Appraisal Committee) in their role of quality assurance/moderation.

Application of the policy

The policy is in two separate sections.

Part A of the policy, which covers appraisal, applies to all employees of the Viking Academy Trust, except those on contracts of less than one term, those undergoing induction (*ie ECTs*) and those who are subject to Part B of the policy.

Part B of the policy, which sets out the formal capability procedure, applies only to teachers (including the Head of School) about whose performance there are serious concerns that the appraisal process has been unable to address.

Schools in the Viking Academy Trust (VAT)

These are:

- Chilton Primary School
- Ramsgate Arts Primary School
- Upton Junior School

This Appraisal & Capability Policy is applied consistently across all schools for all staff working for the VAT.

Part A – Appraisal

Our vision statement ‘One Childhood One Chance’ permeates everything that happens in schools within the VIKING ACADEMY TRUST (VAT). Our high expectations and accountability at all levels is driven by a rigorous and robust appraisal for all staff which links performance and pay progression.

Whilst being a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively; it focuses upon pupil progress and achievement and staff continual professional development.

At the Viking Academy Trust we invest heavily on training and upskilling our work force to ensure staff are able to continue to improve their professional practice and to develop as teachers; which will in turn, impact upon pupil achievement.

The Appraisal Period

The appraisal period will run across each academic year; with the cycle commencing and culminating in Term 1. 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.

Non-Teaching staff will undergo rigorous and robust appraisal procedures. Their appraisal period will run alongside Teaching staff (Term 1 – Term 1) with their salary adjusted if a pay reward has been granted.

Where an employee starts their employment part-way through an appraisal cycle, the Executive Headteacher (or Board of Trustees with regard to appraisal of the EHT) will determine the length of the first cycle with a view to bringing into line with other staff in the academy trust. For existing employees changing posts within the academy trust, it may on occasion be appropriate to change both the appraiser and the appraisal cycle, e.g. for maternity leave.

Appointing Appraisers

The Executive Head teacher will be appraised by the Board of Trustees, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Trustees for that purpose.

A Personnel & Appraisal Committee is established annually consisting of the members of the Board of Trustees. (Personnel & Appraisal Committee: PA Committee)

In this Trust, the task of appraising the Heads of School, including the setting of objectives, will be delegated to a sub-group consisting of the EHT, the Chair of the Local Advisory Body (who is also a Trustee) and one other member of the Board.

All teachers on the Leadership Team will have at least one member of the LAB involved in their appraisal process.

The Executive Headteacher, in consultation with the Heads of School, will decide who will appraise other teachers and other members of school staff. If, in exceptional circumstances and for professional reasons, the staff member wishes to request a change of appraiser (where this role has been delegated), they may ask the EHT to appoint an alternative appraiser of comparable or higher status in the staffing structure than the original nominated appraiser. Any such request must be made in writing stating the reasons. Should the appraisee request an alternative appraiser he or she should send a written request to the EHT /Chair of LAB for consideration. Where such a request is not accepted, the response from the EHT should be explained in writing and kept together with the appraisee’s request.

Kent Range staff, including those on the Trust central team' will be appraised by their line manager and/or Executive Headteacher.

Where the appraisee works for more than one line manager, the nominated appraiser should consult other line managers (in advance of the appraisal meeting) with regard to establishing potential developmental needs to be explored in the next cycle.

The Appraisal Process

Appraisal is a supportive and developmental process which will be used to inform continuing professional development. The Viking Academy Trust wishes to encourage a culture in which all staff take responsibility for improving their own individual performance through appropriate professional development. Professional development will in turn be linked both to Trust & individual school improvement priorities and to the ongoing needs and priorities of individual staff.

Every employee's performance will be formally assessed in respect of each appraisal period. Progression on incremental teacher pay ranges is dependent upon performance. Equally for support staff, progression through the 'Kent Range Pay Scale' is dependent upon performance.

In assessing the performance of the EHT, the Board of Trustees must consult their external advisor.

Setting Objectives and Appraisal Criteria

The Executive Head teacher's objectives will be set by the Appraisal Committee (Personnel & Appraisal Committee, made up of a minimum of two members of Board of Trustees) after consultation with the external adviser. The Trust board has a duty to have regard to the work-life balance of the Executive headteacher and objectives will reflect this.

The Heads of School will have their objectives set by the Executive Headteacher, the Chair of the LAB and one other (Trustee or LAB member). The Executive Headteacher and Trust board have a duty to have regard to the work-life balance of the Head of School and the objectives set will reflect this.

A Teacher on the Leadership Team will have their objectives set by the Head of School and at least one member of the LAB. The Executive Headteacher has a duty to have regard to the work-life balance of the senior leader and the objectives set will reflect this.

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

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 other factors will also be considered when making decisions about pay progression. 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.

The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school.

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. *With the exception of those who are qualified teachers by virtue of holding and maintaining Qualified Teacher Learning and Skills (QTLS) status, all teachers must be assessed against the set of standards contained in the document called “**Teachers’ Standards**” published in July 2011.*

The Executive Headteacher has a duty to have regard to the work-life balance of the staff employed within the Trust and the appraisal objectives set will reflect this.

Other staff objectives

Objectives for other staff within the Viking Academy Trust should reflect the minimum standards where appropriate for that area of work. Where national occupational standards exist (e.g. to support teaching and learning in the classroom) these should be adapted to suit individual requirements and help to raise performance in accordance with the academy trust improvement plan.

The appraisal criteria should indicate how success may be formally evaluated at the end of the cycle. These measures should provide clarity about the basis on which the appraiser will assess the overall performance of the appraisee with regard to demonstrating progress towards the achievement of set objectives, including classroom observation and any other evidence. Such judgements of performance should invariably take into account the appraisee’s job description and level of experience, any relevant professional standards and, where the appraisee is eligible, the appropriate pay progression detailed in the STPCD.

The STPCD is used as the guiding framework for all schools in the Viking Academy Trust.

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. All teachers should be assessed against the set of standards contained in the document called “Teachers’ Standards” (see Appendix 1: separate document to review alongside this policy)

The Executive Head teacher will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them. For example, at the VAT, teachers that have crossed the threshold will have the ‘Upper Pay Range Criteria’ to meet.

Teachers that have received ‘Requires Support’ and ‘Unacceptable’ as lesson gradings will also be given specific teaching and learning targets they must meet.

Non-Teaching staff will each have an appraisal report in line with VAT policy. The format of the appraisal report will be shared with staff groups at the start of the appraisal cycle.

All staff should be assessed against the set of standards appropriate to the role they hold within the Trust.

Reviewing performance

Observation

The Viking Academy Trust believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers’ performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. Formal observations will be

carried out in a supportive fashion, notified in advance and using the school proformas (see appendix 2: separate document alongside this policy).

In this Trust, teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Formal classroom observation will be carried out by members of the Leadership Team and other school leaders eg Head of Year/Key Stage or Curriculum Leader. At least two formal observations a year will inform the triangulation of evidence gathered on a teacher's performance. Verbal and or written feedback is shared with staff following monitoring. See 'Monitoring and Evaluation Policy' for more detail.

In addition to formal observations, the Executive Headteacher, Heads of School or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of "drop in" observations will vary depending on specific circumstances

Teachers (including those on Leadership) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

As part of developing a supportive coaching model within the school; teachers will also formally observe each other sharing verbal and written feedback that highlights strengths and areas for development.

Education Support Staff will have a minimum of two observations as part of the Appraisal cycle: the type of observation will be dependent on the position held within the Education Support Staff Team.

Development and support

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

Feedback

Lesson Observation Feedback: For feedback to be meaningful and purposeful, Teachers must complete self-reflection alongside receiving constructive feedback from their 'observers'. Filming the formal observation gives the teacher the opportunity to reflect on the lesson and evaluate their role in facilitating learning. This creates dialogue to be shared during verbal feedback. A teacher is expected to contribute to the professional discussion during verbal feedback. If the teacher attends the session and has not prepared to evaluate their performance verbally, then the lead professional may call a halt to the meeting, postponing until such time that the teacher can fulfil the expectations and meet the requirements for the meeting to proceed.

Feedback will highlight particular areas of strength as well as any areas that need attention. Verbal feedback will ideally be shared within 24 hours of an observation. Written feedback will be shared within 5 working days of an observation.

Where there are concerns about any aspects of the teacher's performance the appraiser will meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;

- agree any support (eg coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness of the concerns*);
- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

Transition to capability

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

Annual assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the CEO(Executive Headteacher), the Board of Trustees may consult an external adviser.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place eg Inset Day, PDM sessions.

Written Appraisal Report

During the appraisal process, the appraiser and the teacher will complete an 'Appraisal Report' during timetabled formal meetings. It is the responsibility of the individual teacher to maintain their own 'Appraisal Report' and the evidence to run alongside this across the year and present the document at the formal Appraisal meetings with the appraiser.

Pay Progression

The final section of this 'Appraisal Report' is the pay progression recommendation and is completed by the appraiser.

Appraisers will be required to make a recommendation on pay where the appraisee is on: · the main pay range for teachers

- the upper pay range
- the pay range for members of the leadership group
- the pay range for leading practitioners
- the unqualified teacher pay range

or



· where the appraiser is considering a R&R payment or (for support staff) in accordance with NJC (Green Book). They may also wish to recommend the member of staff (Teacher or Support Staff) for a financial reward via the 'VAT Spirit of Viking Reward Scheme'. See VAT Spirit of Viking Policy for further details on nominations & process.

The appraiser will complete the 'Appraisal Record Final Statement' by 31 October and share pay progression recommendation to the Executive Headteacher.

The Executive Headteacher has delegated responsibility for pay progression for all staff working for the Viking Academy Trust except, those on the Leadership Pay range (See SoD Part 1 & 2 for further details)

Pay progression decisions are discussed by the PA Committee during their Term 1 meeting, which is reported to the Board of Trustees to be ratified.

The Leadership Team (including Heads of School) appraisal pay progression decisions are made by the Executive Headteacher and Chair of LAB, acting as appraisers. These decisions are shared with the PA committee and ratified by the FAR Committee. These decisions are taken to the Board of Trustees meeting and reported as part of the CEO Strategic report.

The Executive Headteacher appraisal pay progression decision is made by the Appraisal sub-committee of Trustees leading the Executive Headteacher appraisal process. This decision is ratified by the FAR committee and shared with Board of Trustees in strategic report.

As stated in the VAT Pay and Reward Policy, the Chair of the Trust will send written confirmation to every teacher stating their pay grade and if an enhancement had been made because of performance across the previous academic year.

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 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

Where the appraiser is not the Executive Headteacher, the appraiser gives the appraisee a copy of the final statement and passes the original to the EHT for retention. If the appraisee is the EHT the final report is passed to the Chair of Trustees.

The appraisal letter will include:

- Pay Range grade (VAT pay range: see appendix 3)

In all cases the evaluation of performance and of training and development needs will inform the planning process for the following appraisal period.

Appeals

Employers are required by law to establish procedures for dealing with any grievance staff may have at work and an appraisee can use these procedures to appeal against any entry on their appraisal report, including any changes made to the report during the cycle

An appeal mechanism is in place should any appraisee regard his or her annual report as unacceptable. Where an appraisee wishes to appeal on the basis of more than one entry on his/her appraisal report this would constitute one appeal hearing. Where the executive headteacher has indicated an intention to moderate one or more of the annual appraisals reports any individual appeal should be deferred until the moderation process has been completed.

Simple disagreements should be capable of being resolved by discussion between the appraiser and the appraisee without recourse to formal appeal procedures. The VAT Pay & Reward Policy & Procedure document details this process further.

Development and Support

Appraisal is a developmental process. It is incumbent upon both the appraiser and appraisee to seek to identify any external factors which may be affecting the appraisee's performance.

Where concerns are identified with regard to any aspects of a member of staff's performance the appraiser will meet formally with the appraisee to raise these concerns formally.

Any such meeting will:

- give clear feedback to the staff member about the nature and seriousness of the concerns
- give the staff member full opportunity to comment on and discuss these concerns
- seek strategies and agree any support (e.g. coaching, mentoring, structured observations) that may be provided to help address those specific concerns
- make clear how, and by when, the appraiser will review progress (it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement – this will be on a case by case basis and reflect the seriousness of the situation)
- explain the implications and process if no (or insufficient) improvement is made within the agreed timescale.

When progress is reviewed, if the appraiser is satisfied that the staff member has made, or is making, sufficient improvement the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

Review Meeting - If no, or insufficient, progress has been made after the agreed review period, the staff member will be notified in writing that the appraisal system will no longer apply and will be invited to a formal review meeting to discuss the next course of action. (See Part B of this policy) Once again it is incumbent upon both the appraiser and appraisee to seek to identify any external factors which may be affecting the appraisee's performance.

Written confirmation of the status of any such meeting will be provided and at least five working days' notice will be provided and the employee will be entitled to be accompanied by their union representative.

Quality Assurance – Moderation of Appraisal Statements

The Executive Headteacher (EHT) and Heads of School have a duty to ensure that the procedures and processes are applied fairly and consistently across the academy trust and with regard to equal opportunities. The EHT will set up procedures for monitoring and moderating the appraisal reports.

The EHT will review all completed appraisal reports within 10 working days of their completion and where necessary instruct the appraiser to prepare a new report with their appraisee (within 10 working days of being so instructed) prior to it being finalised and retained. The appraisee can add further comments at this stage.

There may be occasions when it is necessary to review (mid-cycle) what has been agreed in the last appraisal meeting (for example relating to prolonged sickness absence, maternity leave or where reasonable adjustments are required under the Equality Act 2010).

Retention

Appraisal reports will be retained by the EHT (or, in the case of the EHT's own appraisal reports, by the Chair of Trustees) in a secure place on academy trust premises for 6 years, after which they will be destroyed.

Executive Headteacher Report on the Operation of the Appraisal Process

The EHT should report to the Board of Trustees on the operation of VAT's appraisal policy, including an indication of the overall effectiveness of the process with particular regard to the identification of teachers' and support staff's training and development needs.

The appraisal process will be reviewed twice a year and will be on the agenda of the Board of Trustees and the Local Advisory Body (LAB). As part of this annual monitoring and reporting process, the LAB and Trust Board should consider the equal opportunities implications at each and every stage of the process.

Part B – Capability Procedure

This procedure applies only to teachers or head teachers about whose performance there are serious concerns that the appraisal process has been unable to address.

At least five working days' notice will be given of the formal capability meeting. The notification will contain sufficient information about the concerns about performance and their possible consequences to enable the teacher to prepare to answer the case at a formal capability meeting. It will also contain copies of any written evidence; the details of the time and place of the meeting; and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

Formal Capability Meeting

This meeting is intended to establish the facts. It will be conducted by the Chair of the Trust (for Executive Head teacher or Head of School capability meetings) or the Executive Head teacher (for other teachers). The meeting allows the teacher, accompanied by a companion if they wish, to respond to concerns about their performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.

The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the appraisal process. In such cases, the capability procedure will come to an end. The person conducting the meeting may also adjourn the meeting for example if they decide that further investigation is needed, or that more time is needed in which to consider any additional information.

In other cases, the meeting will continue. During the meeting, or any other meeting which could lead to a formal warning being issued, the person conducting the meeting will:

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

Notes will be taken of formal meetings and a copy sent to the member of staff. Where a warning is issued, the teacher will be informed in writing of the matters covered in the bullet points above and given information about the timing and handling of the review stage and the procedure and time limits for appealing against the warning.

Monitoring and Review Period following a Formal Capability Meeting

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

Formal Review Meeting

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

If the person conducting the meeting is satisfied that the teacher has made sufficient improvement, the capability procedure will cease and the appraisal process will re-start. In other cases:

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

As before, notes will be taken of formal meetings and a copy sent to the member of staff. The final written warning will mirror any previous warnings that have been issued. Where a final warning is issued, the member of staff will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in dismissal and given information about the handling of the further monitoring and review period and the procedure and time limits for appealing against the final warning. The teacher will be invited to a decision meeting.

Decision Meeting

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

If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start. It may be appropriate to provide a short period of informal monitoring to ensure that the improved performance is fully embedded.

If performance remains unsatisfactory, a decision, or recommendation to the Board of Trustees, will be made that the teacher should be dismissed or required to cease working at the school.

The teacher will be informed as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and their right of appeal.

Decision to Dismiss

The power to dismiss staff in this Trust rests with the Board of Trustees.

The power to decide that members of staff should no longer work at a school in the VAT has been delegated to one or more Trustees acting with the Executive Head teacher.

Dismissal

The employee will be informed as soon as possible within five working days of the decision meeting of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and their right of appeal.

Appeal

If a teacher feels that a decision to dismiss them, or other action taken against them, is wrong or unjust, they may appeal in writing against the decision within five days of the decision, setting out at the same time the grounds for appeal. Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place. The same arrangements for notification and right to be accompanied by a companion will apply as with formal capability and review meetings and, as with other formal meetings, notes will be taken and a copy sent to the teacher.

The appeal will be dealt with impartially and, wherever possible, by managers or Trustees who have not previously been involved in the case.

The teacher will be informed in writing of the results of the appeal hearing as soon as possible.

General Principles Underlying This Policy

ACAS Code of Practice on Disciplinary and Grievance Procedures

Part B of the policy will be implemented in accordance with the provisions of the ACAS Code of Practice.

Communication of this Policy

A copy of this policy will be kept in the Trust's shared drive (electronically) to ensure that all staff can have access to a copy of it as needed. A paper copy will be given to an individual on request. All new staff joining the school will be briefed on the policy as part of their induction into the school.

Confidentiality

The appraisal and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Executive Head teacher and Trustees to quality-assure the operation and effectiveness of the appraisal system.

Within the Trust, in order to check consistency of approach and expectation between different appraisers, the Executive Headteacher will carry out a random sample of teacher's objectives and written appraisal records at points across the annual cycle.

Consistency of Treatment and Fairness

The Trust board is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled teachers. The Trust board is aware of the guidance on the Equality Act issued by the Department for Education.

Definitions

Unless indicated otherwise, all references to "teacher" include the Executive head teacher / Head of School.

Delegation

Normal rules apply in respect of the delegation of functions by the Board of Trustees, Appraisal Sub-committee, Local Advisory Body (LAB), Executive Head teacher and Heads of School

Grievances

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

Sickness

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 Trust's absence policy and will be (*eg referred immediately 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). In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence.

Monitoring and Evaluation

The Board of Trustees and the Executive Head teacher will monitor the operation and effectiveness of the Trust's appraisal arrangements across all schools within the Trust.

Retention

The Board of Trustees and Executive Head teacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

Review of Policy

This policy is effective from September 2023 and the Board of Trustees will ensure the policy is reviewed annually.

The policy may be revised at other times if necessary to take account of any statutory regulation or associated guidance or changes.

Appendices:

All appendices listed below can be accessed in the Appraisal File on VAT SharePoint

Appendix 1: DfE Teachers' Standards (see separate document alongside this policy)

Appendix 2: Lesson Observation Key Survey (see separate document alongside this policy)

Appendix 3: Viking Academy Trust Pay Range (see separate document alongside this policy, part of Pay & Reward Policy)

Appendix 4: VAT Monitoring Policy

Appendix 5: VAT Appraisal Report: Teachers

Appendix 6: VAT Appraisal Report: Support Staff (Education)

Appendix 7: VAT Appraisal Report: Support Staff (Non Education)

Appendix 8: VAT Career Progression Policy

Appendix 9: VAT Pay Progression Budget Planning Grid

