GLC All Different: All Equal
Together, Improving Upon Our Best

Appraisal & Capability Policy
[for all GLC staff]
Academic year 2026-27

This Policy was ratified by the Board of Directors on :	Autumn 2026
This Policy will be reviewed by the GLC Board on :	Autumn 2027

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.
We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

Appraisal and Capability Policy

Purpose
This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Gateway Learning Community Chief Executive Officer and academy Heads of School, as well as all other GLC staff and for supporting their development within the context of the GLC's plan for improving educational provision and outcomes for pupils.

It also sets out the arrangements that will apply in serious cases where there have been persistent failures to meet job expectations, resulting in negative consequences on pupils and the organisation.

Application of the policy
The policy is in two separate sections:

> **Part A of the policy,** which covers appraisal, applies to the CEO, GLC Academy Heads of School and to all teachers employed by the GLC, except those on contracts of less than one term, those undergoing induction [ECTs] and those who are subject to Part B of the policy**.** The policy also applies to GLC non-teaching staff.
>
> **Part B of the policy**, which sets out the formal capability procedure, applies to all GLC staff about whose performance there are serious concerns that the appraisal process has been unable to address.

The policy should always be applied in a way that is robust whilst minimising the impact on workload for teachers, line managers, school leaders and governing bodies. When designing appraisal targets, this will mostly include readily available evidence, such as: lesson plans, pupil outcomes, data from existing trackers/academy information systems, feedback from drop-ins and instructional coaching and pupil support plans. This will minimise the expectation for staff members to create extra documentation.

Part A–GLC Appraisal

Appraisals in the GLC will be a supportive and developmental process designed to ensure that all employees have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers, and that all other staff are able to support the effective and efficient implementation of the GLC mission, values and priorities. It is an opportunity for a holistic discussion between the appraiser and the staff member about their well-being, professional growth, and contribution to the team. The aim is to create an open dialogue that builds trust and addresses potential issues early, ensuring a positive and productive work environment for everyone.

Links to the GLC Development Plan, Self-Evaluation and development planning documents.
The GLC development plan and individual academy implementation plans are the key documents that outline how the organisation is to improve. Appraisal is central to ensuring that all staff, as appropriate, are working to achieve the aims and objectives of the organisation. To this end, all reviewers are expected to explore the alignment of reviewees' objectives with the GLC's priorities and plans.

Consistency of treatment and fairness
The Board of Directors is committed to ensuring consistency of treatment and fairness in the operation of appraisals.

Each GLC Head of School has determined that they will delegate the reviewer role for some or all staff for whom s/he is not the line manager. In these circumstances the Head of School will ensure appraisal documentation:

- Is recorded on SAM People
- Is consistent between those who have similar experience and similar levels of responsibility;
- Comply with the GLC's Appraisal Policy, the regulations and the requirements of equality legislation.

The Board of Directors will review the quality assurance processes when the policy is reviewed.

Appointment of reviewers for all staff
The trust board will appoint a performance management reviewer for the CEO and Head of School. The Head of School will appoint performance management reviewers for other staff in their academy. The CEO will appoint performance management reviewers for centrally employed staff. The role of the performance management reviewer is to operate the performance management procedure in its entirety. This person may be the line-manager of the member of staff or a person with suitable standing and qualifications.
Staff will be informed of their reviewer at the beginning of the PM cycle.

Where a member of staff is of the opinion that the person to whom the CEO or Head of School has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the CEO or Head of School for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the CEO or Head of School may perform the duties themselves or delegate them in their entirety to another member of staff. Where this reviewer is not the reviewee's line manager the reviewer will have an equivalent or higher status in the staffing structure as the reviewee's line manager.

An appraisal cycle will not begin again in the event of the reviewer being changed.

The Appraisal Cycle
The performance of teachers and non-teaching staff must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers and non-teaching staff by 31 October.

The appraisal cycle at the GLC, therefore, will normally run from 1st November to 31st October of the following year for teachers and from 1st January to 31st December for Heads of School and the CEO.

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

Where a member of staff starts their employment at the GLC part-way through a cycle, the Head of School or, in the case where the new member of staff is the Head of School, the Governors [or GLC Board] shall determine the length of the first cycle for that colleague, with a view to bringing the cycle into line with the cycle for other teachers at the academy as soon as possible.

Where a member of staff transfers to a new post within the GLC part-way through a cycle, the Head of School or, in the case where the member of staff is the Head of School, the GLC Board shall determine whether the cycle shall begin again and whether to change the reviewer.

There will be a mid-point review where progress towards the objectives is discussed and any additional actions or support needed will be identified.

At the end of the appraisal cycle, assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. The main purpose of this cycle is to ensure that maximum impact is made on pupils' learning and the continuous motivation and training of staff. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

The appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

Appraisal discussions will include open dialogue around workload, staff wellbeing, working hours, and career aspirations, in alignment with DfE Teacher Appraisal guidance."

Objective Setting

The objectives set for each teacher will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the staff members role and level of experience. Objectives and appraisal discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils. The objectives shall also take account of the employee's professional aspirations.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. The appraisee can record their disagreement on the appraisal statement and this will be taken into account at the appraisal review. Objectives should be revised if circumstances change, such as but not limited to a member of staff going on maternity leave, or undergoing surgery/medical treatment, to take account of the anticipated absence and to allow the members of staff to meet reduced and attainable targets.

Prior to the objective setting meeting every member of the teaching staff and pupil-facing support staff will be expected to reflect on their practice against key GLC policies and bring these to the meeting as a starting point for discussion. The key policies are as follows:

- GLC Teaching & Learning Policy [Primary and Secondary]
- GLC English [Primary and Secondary]
- GLC Maths [Primary and Secondary]
- GLC Curriculum [Primary and Secondary]
- GLC Assessment Policy [Primary and Secondary]
- GLC Oracy Policy [Primary and Secondary]
- GLC Homework [Primary and Secondary]
- GLC SEND Policy [Primary and Secondary]
- Disadvantaged Pupils' Policy [Primary and Secondary]

- GLC Behaviour Policy [Primary and Secondary]
- GLC Safeguarding and Child Protection Policy

All other staff will be expected to self-reflect on the areas of responsibility and their relative effectiveness [i.e. strengths and areas for development] in relation to GLC priorities, as a starting point for a professional discussion with their reviewer.

Teachers:
- All teachers will have a minimum of three and no more than four objectives;
- Objectives will be set in relation to the professional standards for teachers and individual roles and responsibilities;

Though appraisal is an assessment of overall performance of teachers and leaders, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a teacher's roles/ responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

Pupil facing support staff and non-pupil facing support staff
- All non-teachers will have a minimum of two and no more than four objectives;
- Objectives will be set in relation to the standards aligned to individual roles and responsibilities.

Reviewing performance

Teachers
At the GLC, all teachers will have a comprehensive monitoring and development plan which will include but not limited to:
- Learning walks and classroom observation;
- Curriculum focused reviews;
- Engagement with instructional coaching [Steplab platform]
- Best practice reviews;
- Peer review;
- Self-evaluation [using video, reflection of practice, pupil outcomes and pupil conferencing].

This will be used to identify strengths and areas for development of each Teacher. It will also be used to gain useful information which will inform school improvement more generally.

The amount and type of monitoring will depend on the individual circumstances of each teacher and the overall needs of the GLC.

The Head of School/reviewer will be responsible for making recommendations on pay progression on the appraisal statement - it is not necessary for the pay committee to approve pay progression increases, as objectives set are not related to performance related pay. Pay progression may only be withheld if the member of staff is part of a capability procedure.

Feedback
Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after any monitoring has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the teacher's performance the reviewer will meet the teacher formally to instigate a period of informal support, written into a support plan with clear timescales, prior to instigating formal support, if required. The reviewer will:
- 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 [e.g. coaching, mentoring, training and structured observations], that will be provided to help address those specific concerns;
- Make clear how, and by when, the reviewer 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 reflects the seriousness of the concerns]*;
- Explain the implications and process if no – or insufficient – improvement is made.
- Where concerns persist despite the support set out in the support plan, the reviewer may issue a letter of professional advice. This confirms the expectations not being met and the review date, and refers to the support already provided. It is not a formal warning and does not start Part B.

Reviewing Non-Teachers' Performance
All non-teaching staff will be assigned a 'reviewer' who will conduct their appraisal. The reviewer will be assigned by the Head of School [in case of academy staff] and the CEO [in the case of GLC Central Staff].

Once the objectives have been set, the reviewer will discuss the evidence and processes [performance criteria] that will be required to evidence the objectives being met.

The appraisal cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

The Head of School/reviewer will be responsible for making recommendations on pay progression on the appraisal statement - it is not necessary for the pay committee to approve pay progression increases, as objectives set are not related to performance related pay. Pay progression may only be withheld if the member of staff is part of a capability procedure.

Feedback
Non-teaching staff will receive constructive feedback on their performance throughout the year by their line manager as part of a line manager's responsibilities. Feedback will be constructive and will highlight particular areas of strength as well as any areas that need attention. Impact statements and action plans will be completed to support the GLC development plan. Where there are concerns about any aspects of the non-teacher's performance the reviewer will meet the non-teaching staff member formally to instigate a period of informal support, written into a support plan with clear timescales. Give clear feedback to the member of staff about the nature and seriousness of the concerns;

- Give the member of staff the opportunity to comment and discuss the concerns;
- Agree any support that will be provided to help address those specific concerns;
- Make clear how, and by when, the reviewer 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 reflects the seriousness of the concerns]*;
- Explain the implications and process if no – or insufficient – improvement is made.
- Where concerns persist despite the support set out in the support plan, the reviewer may issue a letter of professional advice. This confirms the expectations not being met and the review date, and refers to the support already provided. It is not a formal warning and does not start Part B.

When progress is reviewed again [usually in 6-8 weeks]; if the reviewer is satisfied that the member of staff 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 reviewer is not satisfied with progress, the member of staff will be **notified in writing** 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.

Appeals
At specified points in the appraisal process, the reviewee has a right of appeal against any judgement made by their reviewer. Where a reviewee wishes to appeal on the basis of more than one entry this would constitute one appeal hearing. On receiving the appeal, the Head of School [and in the case of the Central Team, the CEO] will make arrangements for the appeal to be heard and additional evidence gathered before a final judgement is made. Where there is a conflict of interest a governor or director will oversee the appeal process.

Confidentiality
The performance management process and related paperwork will be treated with confidentiality. Only the Head of School, the CEO and the reviewee's line manager/reviewer or, where s/he has more than one, each of her/his line managers will be provided with access to the reviewee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and has been granted access.

Data collected will be held in accordance with the Trust's retention schedule. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the Trust's data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the disciplinary procedure.

The performance management paperwork may be shared beyond the reviewer and reviewee in the following circumstances:

- With senior leaders for the purposes of quality assurance;
- With the headteacher for the purpose of assessing eligibility to progress to the Upper Pay Range and meeting HLTA and other relevant standards;
- Where poor performance is identified;
- With those responsible for making pay decisions.

All documentation regarding an individual's appraisal will be kept securely in their personnel file on the HR Management system [SAM People].

The GLC's CPD programs will be informed by the training and development needs identified in the reviewees' planning and review statements.

Each GLC will ensure that, as far as possible, appropriate resources are made available in each GLC academy's budget for any training and support agreed for reviewees.

With regard to the provision of CPD in the case of competing demands on the academy budget, a decision on relative priority will be taken with regard to the extent to which: [a] the CPD identified is essential for a reviewee to meet their objectives; and [b] the extent to which the training and support will help the GLC to achieve its priorities. The GLC's priorities will have precedence. GLC staff should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

Retention of Statements
Appraisal planning and review statements will be retained for a minimum period of 6 years.

Monitoring and Evaluation
The GLC Board of Directors will monitor the operation and outcomes of appraisal arrangements.

The CEO will provide the Board of Directors with a written report on the operation of the GLC's Appraisal and Capability Policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- The operation of the appraisal and capability policy;
- The effectiveness of the GLC's appraisal procedures;
- Teachers' training and development needs.

The Board of Directors is committed to ensuring that the appraisal process is fair and non-discriminatory and the following monitoring data should be included in the CEO's report because they represent the possible grounds for unlawful discrimination:

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership

The CEO will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

Review of the Policy

The Board of Directors will review the Appraisal and Capability Policy every year at its Summer term meeting.

The Board of Directors will take account of the CEO's report in its review of the Appraisal and Capability Policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

The Board of Directors will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

To ensure teachers are fully conversant with the appraisal arrangements, all new teachers who join a GLC Academy will be briefed on them as part of their introduction to the school.

Access to Documentation

Copies of the GLC's Development Plan are published on the GLC's google drive:

GLC Development Plan 2026-2027

Part B–GLC Capability Procedure

This procedure applies only to GLC staff about whose performance there are serious concerns that the appraisal process has been unable to address. These concerns could include for teachers [and pupil facing non-teaching staff]:

- The quality of teaching is not meeting the Teachers' Standards;
- A failure to achieve agreed appraisal targets such as those related to pupils' progress;
- A failure to perform management and/or TLR responsibilities in line with expectations;
- Poor classroom management and/or behaviour management that results in a negative impact on learning.
- A failure to adhere to one or more of the GLC Policies.

And for other non-teaching staff:

- A failure to achieve appraisal objectives;
- A failure to achieve the objectives in a support plan;
- A failure to perform adequately in-line with the job description;
- Other serious lapses in performance;
- A failure to adhere to one or more of the GLC Policies.

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.

Step 1: Formal capability meeting

This meeting is intended to establish the facts. It will be conducted by the Chair of the Board of Directors [for the CEO] or a Board member [for Heads of Schools] or Head of School [for other members of staff]. The meeting allows the member of staff, 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. **NB the CEO can deputise for the Head of School at any time.**

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 member of staff 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 member of staff 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 between six to eight weeks to allow for improvement to take place.

- Warn the member of staff 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 within 10 days. Where a warning is issued, the member of staff 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.

Step 2: 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].

Step 3: 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 member of staff 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 member of staff 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 member of staff will be invited to a decision meeting.

Step 4: 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 member of staff 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. If performance remains unsatisfactory, a decision, or recommendation to the GLC's CEO, will be made that the teacher should be dismissed or required to cease working at the GLC.

The member of staff 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 the GLC rests with the GLC's CEO and with the GLC Board where the CEO's dismissal is being considered.

Dismissal
Once the decision to dismiss has been taken, the CEO will dismiss the member of staff with notice.

Appeal
If a member of staff 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 directors who have not previously been involved in the case.

The member of staff 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.

Confidentiality
The appraisal and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the CEO and Board of Directors to quality-assure the operation and effectiveness of the appraisal system. The Head of School who is responsible for appraisals will review members of staffs' objectives and written appraisal records personally, in order to check consistency of approach and expectation between different reviewers. The Head of School will be aware of any pay recommendations that have been made.

Consistency of Treatment and Fairness
The Board of Directors is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Delegation
Normal rules apply in respect of the delegation of functions by the GLC Directors, the CEO 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 school's absence policy and will be 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 Directors and CEO will monitor the operation and effectiveness of the GLC's appraisal arrangements.

Teaching Staff: Appraisal 2025-2026

Name: _____

Objectives:		**Required Action**	**Review & Further Action Required**	**Success Criteria**	**Outcome** (Achieved, partially achieved, not achieved)
1					
2					
3					
4					
5					
6					

Signed: Staff _____ Team Reviewer _____ Review Date_____

Non-Teaching Staff: Appraisal 2025-2026

Professional Development Review Statement

Objective	Evidence (How/By whom/When/Success Criteria)	Fully met/Partially met

Signed: Staff _____ Reviewer _____ Review Date_____

Appendix 1

TEACHERS' STANDARDS
PREAMBLE
Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING
A teacher must:
1 Set high expectations which inspire, motivate and challenge pupils
- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils
- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge
- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonic
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons
- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Appraisal and Capability Process work Flow

Phase 1: Appraisal Process

Step	Action	Description
1. Start	Appraisal Cycle	Performance is reviewed on an annual basis. The process includes monitoring, mid point reviews and objective setting
2. Trigger	Performance Concerns Identified	Constructive feedback is given throughout the year. If concerns arise about any aspects of the staff member's performance
3. Decision	Instigate Informal Support	The reviewer meets the staff member formally to instigate a period of informal support

Phase 2: Informal Support

Step	Action	Description
1. Implement	Informal Support Plan	The support is written into a support plan with clear timescales (e.g., typically a review period of 6-8 weeks). Support may include coaching, mentoring, training, and structured observations. The reviewer provides clear feedback and explains the implications if no or insufficient improvement is made.
2. Review	Informal Progress Review	Progress is reviewed again, usually in 6-8 weeks
3. Decision [Point A]	Sufficient Improvement? Yes - return to Appraisal No - Transition to Capability	 If the reviewer is **satisfied** that the staff member has made, or is making, sufficient improvement, the appraisal process continues as normal. If the reviewer **not satisfied** with progress, the staff member is notified in writing that their performance will be

		managed under the capability procedure

Phase 3: Formal Capability Procedure

Step	**Action**	**Description**
1. Formal start	Step 1: Formal Capability Meeting	The staff member is invited to a meeting (with at least five working days' notice) to establish the facts and respond to concerns. The meeting sets out the improved standard of performance needed, available support, and a timetable for improvement. A formal warning may be issued
2. Monitoring	Step 2: Monitoring and Review Period	Formal monitoring, evaluation, guidance, and support continue during this period.
3. Review	Step 3: Formal Review Meeting	A formal review meeting is held (with at least five working days' notice) to assess progress.
4. Decision Point [B]	Result of Review	
- Sufficient Improvement	Exit Capability	Capability procedure ceases, and the appraisal process re-starts
- Some Progress	Extend Monitoring	Monitoring and review period is extended if confidence exists that more improvement is likely.
- Insufficient Progress	Final Written Warning	A final written warning is issued, and the staff member is invited to a decision meeting.
5. Final Review	Step 4 Decision Meeting	Held after the further monitoring period following a final written warning
6. Final Decision	Performance Satisfactory?	
	Yes - Exit Capability	Capability procedure ends, and the appraisal process re-starts
	No - Dismissal	A decision or recommendation is made to dismiss the staff

		member. The staff member is informed of their right to appeal

The GLC Support Plan

Staff member		Appraiser name		Initial meeting date	

Agreed priorities:

Standards that the objectives relate to (circle as appropriate):

Teaching and learning	Personal and professional conduct	Knowledge and understanding	Working with others

Objectives	Success criteria	Evidence to be used to assess progress	Support/resources to be provided	Monitoring arrangements	Review date

	Date due	Completed (please tick)	Objectives / support adapted? (detail in boxes below)	Signatures
Initial Meeting				
2 week review				
4 week review				
6 week review				

Other support provided:

Mentor / coach allocated	
Counselling to be provided	
Occupational health referral to be made	
Formal review date	
Other	

GLC Chief Executive Officer's Pay Committee

Membership
The CEO's Pay Committee shall consist of at least three Directors, none of whom shall be employees at the GLC or Associate Members. The committee will decide if it wishes to engage an external consultant in an advisory capacity.

Quorum
A quorum shall be three members.

Frequency of Meetings
The Committee will meet twice per year [before the Board of Directors' meeting if possible].

Clerking
The meeting of the CEO's Pay Committee should not be clerked by a Director of the GLC, an Associate Member or a member of the Committee.

Terms of Reference and Delegated Powers
- To undertake the appraisal process in respect of the CEO, having regard to the Education (School Teachers' Appraisal) (England) Regulations 2012 and DfE teacher appraisal guidance, including the agreement, monitoring and review of performance management objectives;
- To agree performance objectives for pay purposes with the CEO (and in default of agreement to set such objectives) informed by the current School Teachers' Pay and Conditions Document. It is recognised that these objectives should be the same as the appraisal objectives referred to above;
- To determine the salary of the CEO;
- To advise the Board of Directors of the CEO's objectives.

The CEO and/or his/her representative are able to make representations in writing or in person to the CEO's Pay Committee if they wish to do so.

The Board of Directors will receive the report of the CEO's Pay Committee in the confidential section of the agenda.

GLC Heads of Schools' Pay Committee

Membership
The Head of School's Pay Committee shall consist of at least three Directors or Governors appointed by the GLC Board, none of whom shall be employees at the GLC or Associate Members. In addition, the CEO will support the Committee in an advisory capacity.

Quorum
A quorum shall be three members.

Frequency of Meetings
The Committee will meet twice per year.

Note Taking
Notes of discussions from the meeting will be taken by the clerk to the governors and approved by the committee.

Terms of Reference and Delegated Powers

- To undertake the appraisal process in respect of the CEO, having regard to the Education (School Teachers' Appraisal) (England) Regulations 2012 and DfE teacher appraisal guidance, including the agreement, monitoring and review of performance management objectives;
- To agree performance objectives for pay purposes with the Head of School (and in default of agreement to set such objectives) informed by the current School Teachers' Pay and Conditions Document. It is recognised that these objectives should be the same as the appraisal objectives referred to above;
- To agree the appropriate Individual School Range within which the Head of School's salary should fall;
- To determine the salary of the Head of School;
- To advise the Governors of the Head of School's objectives.

The Head of School and/or his/her representative are able to make representations in writing or in person to the Head of School's Pay Committee if they wish to do so.

The Directors will receive the report of the Head of School's Pay Committee in the confidential section of the agenda.

Early Career Teachers [ECTs]

- Induction and assessment of ECTs is completed over a 2 year period
- In addition to the 10% timetable reduction that ECTs receive in their first year of induction, ECTs will also receive a 5% timetable reduction in the second year of induction.
- Each GLC academy will deliver an induction period that is underpinned by the Early Career Teachers Entitlement [ECTE] Programme: Early career teacher entitlement - GOV.UK
- Appropriate bodies will check that induction training covers the Initial Teacher Training and Early Career Framework (ITTECF) in full
- There will be two formal assessment points, one midway through the first year of induction, and one at the end of the induction period. These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled.
- ECTs will continue to be assessed against the Teachers' Standards Since September 2025, the ITTECF sets out what ECTs are entitled to learn about and learn how to do. It underpins the Early Career Teacher Entitlement and is not an additional assessment tool.
- Part Two of the Teachers' Standards defines the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. These standards must always be met and stand alongside the ECF so are not explicitly referenced within the framework.
- An ECT's teaching is expected to be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. Observations of the ECT may be undertaken by the induction tutor or another suitable person from inside or outside the institution.
- In cases where ECTs working part-time can demonstrate that they have met the Teachers' Standards, the appropriate body is able to reduce the length of the induction period and bring forward the final assessment point. This decision is only to be made in agreement with the ECT and once the ECT has completed a period covering, but not equivalent to, two school years.
- Refer to the GLC ECT policy for further information:
  Early Career Framework Entitlement Policy Sum 2025 [26]*