

St Elizabeth Catholic Primary School
Appraisal Policy - Teachers



The Governing Body of St Elizabeth Catholic Primary
 School

Date of Policy	September 2022
Reviewed	September 2023
Chair/Committee Chair of Governor's signature	
Headteacher's signature	

Mission Statement

**Inspiring and achieving lifelong learning in a welcoming
 Catholic community.**

Safeguarding Statement

At St Elizabeth Catholic Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at St Elizabeth Catholic Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Equality statement

As a school we are committed to ensuring that equality principles are embedded within all school policies and procedures, as we endeavour to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community so all pupils achieve their full potential.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, sexual orientation, and ethnic origins.

School Values

As a Catholic school with a strong Christian ethos we actively support and promote a value-based education. By living out our 4Rs – **Relationships, Resilience, Responsibility and Respect**, we encourage the whole school community to:

- Think about and reflect upon positive Christian, British and Universal values
- Experience how living out these values impacts on themselves and others, in school, in the wider community and in the world
- Instil a sense of belonging to the school, the local community, the country they live in and the wider global community
- Inspire individuals to choose their own positive personal social, moral and spiritual values
- Promote an inclusive school ethos and a learning climate that will raise aspirations and achievement
- Raise self-esteem and encourage children to take more responsibility for their own behaviour and learning

British Values

At St Elizabeth, we recognise and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Through this provision of SMSC, the school will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England; further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Data Protection

The General Data Protection Regulation (GDPR) ensures a balance between an individual's rights to privacy and the lawful processing of personal data undertaken by organisations in the course of their business. It aims to protect the rights of individuals about whom data is obtained, stored, processed or supplied and requires that organisations take appropriate security measures against unauthorised access, alteration, disclosure or destruction of personal data.

The School will protect and maintain a balance between data protection rights in accordance with the GDPR. This policy sets out how we handle the personal data of our pupils, parents, suppliers, employees, workers and other third parties.

Changes to data protection legislation will be monitored and further amendments may be required to this policy in order to remain compliant with legal obligations.

All members of staff are required to familiarise themselves with its content and comply with the provisions contained in it. Breach of this policy will be treated as a disciplinary offence which may result in disciplinary action under the School's Disciplinary Policy and Procedure up to and including summary dismissal depending on the seriousness of the breach.

DEFINITIONS

In this Appraisal Policy and Procedure, unless the context otherwise requires, the following expressions shall have the following meanings:

- i. 'Chair' means the Chair of the Governing Body as appointed from time to time.
- ii. 'Clerk' means the Clerk to the Governing Body as appointed from time to time.
- iii. 'Companion' means a willing work colleague not involved in the substance of the employee's performance under review by this Appraisal Policy and Procedure, or a trade union official, an accredited representative of a trade union or other professional association of which the employee is a member, who should be available for the periods of time necessary to meet the timescales under this Appraisal Policy and Procedure.
- iv. 'Diocesan Schools Commission' means the education service provided by the diocese in which the School is situated, which may also be known, or referred to, as the Diocesan Education Service.
- v. 'External Adviser' means a suitably skilled and/or experienced person who is appointed by the Governing Body to support the Governing Body in the appraisal of the Headteacher in accordance with this Appraisal Policy and Procedure. The External Adviser must be familiar with the particular needs of a Catholic voluntary aided school e.g. in relation to the development of a Catholic school's ethos and should be independent of the Headteacher.
- vi. 'Governing Body' means the governing body of the School as constituted from time to time.
- vii. 'Governors' means the governors appointed or elected to the Governing Body of the School, from time to time.
- viii. 'Headteacher' means the most senior Teacher in the School who is responsible for its management and administration.
- ix. 'School' means the school or college named at the beginning of this Appraisal Policy and Procedure and includes all sites upon which the School undertaking is, from time to time, being carried out.

- x. 'Standards' means the Teachers' Standards published by the DfE in July 2011 as amended from time to time and, as appropriate, the National Standards of Excellence for Headteachers published by the DfE in January 2015 as amended from time to time.
- xi. 'Teacher' means a teacher employed by the Governing Body to work at the School and, where the context so admits, includes the Headteacher.
- xii. 'Vice-Chair' means the Vice-Chair of the Governing Body as elected from time to time.
- xiii. 'Working Day' means any day on which you would ordinarily work if you were a full-time employee. In other words, 'Working Day' may apply differently to teaching and non-teaching staff. However, part-time and full-time staff will not be treated differently for the purposes of implementing this Appraisal Policy and Procedure.
- xiv. 'Working Week' means any week that you would ordinarily work.

1. APPLICATION

- 1.1 Subject to Paragraph 1.2 below, this Appraisal Policy and Procedure applies to you if you are an employee or worker at the School and are a Teacher or Headteacher (hereinafter referred to as an "employee" or "you").
- 1.2 This Appraisal Policy and Procedure does not apply to Teachers employed under a contract of employment for less than one term, those undergoing induction (i.e. Newly Qualified Teachers) and those who are subject to the School's Capability Policy and Procedure.

2. SCOPE

- 2.1 The purpose of this Appraisal Policy and Procedure is to establish a framework for a clear and consistent review of the overall performance of Teachers and for supporting their development within the context of the School's plan for improving educational provision and performance and in order to enhance Teachers' professional practice. The review shall have regard to the Standards and other applicable professional codes of practice, such as the Special Educational Needs Code of Practice, where relevant.
- 2.2 The School is committed to ensuring respect, objectivity, belief in the dignity of the individual, consistency of treatment and fairness in the operation of this Appraisal Policy and Procedure. This commitment extends to promoting equality of opportunity and eliminating unlawful discrimination throughout the School community.
- 2.3 The School is committed to providing a supportive working environment for all Teachers through this Appraisal Policy and Procedure. Concerns about a Teacher's performance will always be addressed in the first instance through the operation of this Appraisal Policy and Procedure. Where it is not possible to resolve concerns through the operation of this Appraisal Policy and Procedure it may be necessary to consider whether to invoke the School's Capability Policy and Procedure in accordance with Paragraph 9.
- 2.4 This Appraisal Policy and Procedure does not form part of any other procedure but relevant information on appraisal, including Appraisal Reports, may be taken into account in relation to the operation of other applicable policies and procedures.
- 2.5 An employee is entitled to have access, by arrangement, to their personnel file and to request the deletion of time-expired records in line with the provisions of the General Data Protection Regulation and the Data Protection Act 2018.
- 2.6 The Governors delegate their authority in the manner set out in this policy.
- 2.7 The School is committed to ensuring that the operation of this Appraisal Policy and Procedure does not lead to an unnecessary increase in workload for Teachers and Appraisers. This Appraisal Policy and Procedure will always be applied in a way which is robust and fair, whilst monitoring the impact on workload for Teachers, Appraisers and Governors.

3. APPRAISAL IN A CATHOLIC CONTEXT

- 3.1 Teaching, as a 'work of love, requires a radical commitment and service from all Teachers, whatever their faith and whatever point they have reached on their spiritual journey': "The Church looks upon you as co-workers with an important measure of shared responsibility...To you it is given to create the future and give it direction by offering your students a set of values with which to assess their newly discovered knowledge...[The changing times] demand that educators be open to new cultural influences and interpret them for young pupils in the light of Christian faith. You are called to bring professional skills and competence and a high standard of excellence to your teaching...But your responsibilities make demands on you that go far beyond the need for professional skills and competence. Through you, as through a clear window on a sunny day, students must come to see and know the richness and joy of a life lived in accordance with Christ's teaching, in response to his challenging demands. To teach means not only to impart what we know, but also to reveal who we are by living what we believe. It is this latter lesson which tends to last the longest"¹. The School recognises the challenge for all Teachers in carrying out their 'work of love' and is committed to nurturing them throughout their professional careers.
- 3.2 Appraisal 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 within the context of the School's ethos. It will help to ensure that Teachers are able to continue to improve their professional practice and to develop as Teachers.
- 3.3 Arrangements for appraisal will be conducted in such a way that employees will be secure in the knowledge that their progress and commitment to the School are acknowledged.
- 3.4 Appraisal is a time to celebrate achievement wherever possible, as well as for discerning where there is scope for development. Challenge is at the heart of the Gospels. Christ challenged all whom he encountered, each according to their needs and readiness.
- 3.5 This Appraisal Policy and Procedure offers opportunities to ensure justice for Teachers and pupils alike and has the potential for the expression of Christian qualities such as honesty, self-knowledge, respect for

¹ Christ at the Centre – a summary of why the Church provides Catholic Schools – Bishops' Conference and Catholic Education Service. Schools - Appraisal Policy and Procedure - Teachers – England – updated May 2020 – with minor amendment May 2022
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others and their gifts, recognition of the needs and achievements of others, challenge of self and others, personal growth and openness.

4. THE APPRAISAL PERIOD

- 4.1 The Appraisal Period will run for twelve months from **October to October**.
- 4.2 Teachers who are employed on a fixed-term or temporary contract of less than one year will have their performance managed in accordance with the principles underpinning this Appraisal Policy and Procedure. The length of the Appraisal Period will be determined by the duration of their contract of employment.
- 4.3 Where a Teacher starts their employment at the School part-way through the School's usual Appraisal Period, the Headteacher or, in the case where the employee is the Headteacher, the Governing Body shall determine the proportionate length of the Appraisal Period for that Teacher with a view to bringing his/her Appraisal Period into line with the School's usual Appraisal Period (as per Paragraph 4.1 above) as soon as possible.
- 4.4 Where a Teacher transfers to a new post within the School part-way through an Appraisal Period, the Headteacher or, in the case where the employee is the Headteacher, the Governing Body, shall determine, in discussion with the Teacher, whether the Appraisal Period should be re-set and whether the Appraiser should be changed.

5. APPOINTING APPRAISERS

- 5.1 The table below sets out the persons to be appointed to appraise employee performance during the Appraisal Period depending on the employee who is being appraised:

<i>Employee Level</i>	<i>Appraiser</i>
Headteacher	A panel appointed by the Governing Body in accordance with Paragraph 5.3 and supported by an External Adviser.
Teacher	A person appointed by the Headteacher, usually the Teacher's line manager. Appraisers will have Qualified Teacher Status and should have received appropriate training for the role.

- 5.2 In carrying out its duties in accordance with Paragraph 5.1, the Governing Body must appoint an External Adviser to support the Governing Body to appraise the Headteacher.
- 5.3 The task of appraising the Headteacher, including the setting of objectives in accordance with Paragraph 6 below, will be delegated by the Governing Body to a sub-group consisting of three Governors, which must include at least two Foundation Governors, and such sub-group will be supported by the External Adviser appointed in accordance with Paragraph 5.2 above.
- 5.4 The Governing Body may also seek advice from other external advisers including, but not limited to, the Diocesan Schools Commission or the Local Authority.
- 5.5 Where it becomes apparent that an Appraiser appointed by the Headteacher will be absent for the majority of the Appraisal Period, the Headteacher may perform the duties of the Appraiser or delegate those duties to another Teacher for the duration of the absence.
- 5.6 Where a Teacher has an objection to the choice of Appraiser, their concerns will be carefully considered by the Headteacher, or where the Headteacher is the Appraiser, the Chair, and where it can be reasonably accommodated, an alternative Appraiser will be provided.

6. SETTING OBJECTIVES

General

- 6.1 Appraisal objectives should reflect the Catholic identity and mission of the School and the values it proclaims² and Appraisers are expected to explore the alignment of such objectives with the School's priorities and plans, working at all times to ensure that the Catholic ethos is preserved, developed and maintained.
- 6.2 The Appraiser and the employee will engage in a professional dialogue with a view to agreeing a realistic number of objectives which shall be reasonably achievable during the course of the Appraisal Period taking into account the professional development aspirations of the Teacher. Objectives may be revised following discussion with the Teacher if circumstances change. The School operates a system of

² Such values should include the principles of Catholic social teaching in respect of justice for all, the needs of the whole person, respect for the individual and the community and the preferential option for the poor. More information about these principles and how they might apply in the area of appraisal can be found in the CES User Guide.

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moderation to ensure that all appraisals are carried out in a consistent manner. Objectives will be moderated across the School to ensure that they are consistent between employees with similar experience and levels of responsibility. Should the objectives not be agreed, a record of the employee's comments in relation to the objectives set shall be added to the appraisal documentation but the final decision on allocation of objectives rests with the Appraiser.

- 6.3 The objectives set for each Teacher will, if achieved, contribute to the School's plans for improving educational provision and improving the progress, development and well-being of the pupils at the School. This will be ensured by quality assuring all objectives against the school improvement plan and/or a process of moderation.
- 6.4 Objectives, where met, should contribute to improving the progress, development and well-being of pupils at the School as understood in relation to the Catholic nature of the School and so include the academic, spiritual, moral, social, emotional and cultural development of each pupil.
- 6.5 The objectives set for Teachers will be Challenging, Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the Teacher's role and level of experience.
- 6.6 The Appraiser will take into account the School's work/life balance strategy and the effects of an individual's circumstances, including any disability requiring the implementation of reasonable adjustments, when agreeing objectives and Appraisers will include a review of a Teacher's workload in the Appraisal Report.
- 6.7 Following discussion between the Appraiser and the employee, set objectives may be revised by the Appraiser in accordance with the needs of the School and the Teacher, and any such revision(s) to set objectives will be recorded in writing and a copy will be provided to the employee.

Headteacher

- 6.8 In accordance with Paragraph 5, the Headteacher's objectives will be set by the Governing Body in consultation with the External Adviser before, or as soon as reasonably practicable after, the start of each Appraisal Period. The Headteacher's performance will be measured against the Standards.

Teachers

- 6.9 Objectives for each Teacher will be set before, or as soon as reasonably practicable after, the start of each Appraisal Period. Teachers' performance will be measured against the Standards but for the avoidance of doubt, in accordance with paragraph 7.2, the Standards should not be used as a checklist against which the Teachers' performance is assessed.

7. REVIEWING PERFORMANCE

Gathering Evidence

- 7.1 In order to review performance, the Appraiser will need to rely on the available evidence obtained in connection with the Teacher's performance. This may include, but is not limited to, classroom observations, task observations, evidence of contribution to the development of the curriculum, reviews of assessment results, reviews of lesson planning records, internal tracking, evidence of good relationships with pupils, colleagues and parents and evidence supporting progress against the Standards. Where possible, the evidence to be obtained should be agreed when the objectives are set and the School acknowledges that Teachers' performance will not be assessed solely on the basis of assessment results.
- 7.2 For the avoidance of doubt, it will not be necessary for a Teacher to provide evidence against each of the Standards. When collecting evidence, the focus will be on using evidence which is readily available from day to day practice wherever possible.

Observation

- 7.3 Observation of classroom practice and other responsibilities is important both as a way of reviewing Teachers' performance in order to identify any particular strengths and areas for development and of gaining useful information which can inform school improvement more generally.
- 7.4 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. All observation will be carried out in a supportive fashion and will not lead to unnecessary increases in Teacher workload. The School uses a variety of monitoring procedures; lesson observations, learning and environment walks, planning monitoring, pupil and/or parent voice, book monitoring.

- 7.5 Unless it is not reasonably practicable, at least 5 Working Days' notice of the date and time of the observation will be given to the Teacher and verbal feedback will be provided by at least the end of the next Working Day with written feedback within 5 Working Days.
- 7.6 Classroom observation will only be carried out by those with Qualified Teacher Status.
- 7.7 In addition to formal observation, the Headteacher or any other senior leader with responsibility for teaching standards may "drop in" usually for a maximum of 30 minutes 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 the specific circumstances but will be reasonable.
- 7.8 Teachers who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- 7.9 All feedback about lesson observations will be developmental.

Development and Support

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

Informal Support

- 7.11 A Teacher's line manager may identify concerns on an informal basis at any time about any performance falling short of the standard expected by the School and/or Governing Body.
- 7.12 A Teacher's line manager may also provide informal advice and appropriate support which may include training, coaching, mentoring, counselling, monitoring, working in a professional learning community, learning and development opportunities, supervision, occupational health, arrangements for observation of lessons taught by other Teachers at the School or elsewhere or discussing practice with advisory

teachers. These arrangements will take into account the Teacher's workload and where possible, will not take place in their PPA time.

7.13 Informal support could include reaffirming the expectations that the School and/or the Governing Body has of the Teacher and what support may be provided to help the Teacher to meet those expectations.

7.14 Informal support may be recorded in writing and may be referred to at a later stage as evidence of an attempt to address the concerns identified using informal support and the outcome of such an attempt. Where any informal action is recorded in writing, the Teacher will be provided with a copy of any written record and will be given 5 Working Days to comment on the written record in writing.

Alternative Support

7.15 There may be a situation where the Teacher's line manager and/or the Appraiser considers that a recent promotion or job change has been a contributory factor in any unsatisfactory performance. In such a case, informal support should be taken as described in Paragraphs 7.11 to 7.14.

7.16 If such informal support is ineffective, the Teacher's line manager/Appraiser may offer the Teacher the option of agreeing to voluntarily give up the promotion or job change as an alternative to proceeding with formal action pursuant to Paragraph 9 of this Appraisal Policy and Procedure.

8. ANNUAL REVIEW

8.1 In reviewing the performance of the Headteacher the Governing Body must consult the External Adviser appointed pursuant to Paragraph 5.2.

8.2 Teachers' performance will be formally reviewed in respect of each Appraisal Period by way of an Annual Review.

8.3 The Annual Review is the end point to the annual Appraisal Period but performance and development priorities will be reviewed and addressed throughout the year at interim meetings (which shall be conducted in person or via other appropriate medium depending on the circumstances) which will take place at least once per term. The School will consider Teacher workload when determining the frequency of such interim meetings and where possible, will ensure that they do not take place in PPA time.

8.4 The Teacher will receive, as soon as practicable following the end of each Appraisal Period, but by no later than 31st October for Teachers other than the Headteacher and 31st January for the Headteacher, a written Appraisal Report. The Teacher will have the opportunity to comment on the Appraisal Report in writing.

8.5 The Appraisal Report will include:

- (a) Details of the Teacher's objectives for the relevant Appraisal Period;
- (b) A review of the Teacher's performance of their role and responsibilities against their objectives and the Standards;
- (c) An assessment of the Teacher's training and development needs and details of any action that should be taken to address them;
- (d) A recommendation on pay where that is relevant (*NB – pay recommendations need to be made by 31st January for Headteachers and by 31st October for Teachers other than Headteachers*);
- (e) A space for the Teacher's own comments
- (f) A summary of Leadership support, Quality of duties, Resources/Evidence provided, Management guidance and Attendance and Punctuality.

8.6 A review meeting will take place after the end of the Appraisal Period to discuss the content of the Appraisal Report and the Teacher's written comments in the Appraisal Report (if any), to decide any further action required, including setting a period for review of performance, and to inform objective setting for the next Appraisal Period.

8.7 Where it has not been possible for Teachers to fully meet their objectives because the agreed support has not been provided this will be taken into account in the review meeting.

9. TEACHERS (INCLUDING HEADTEACHERS) EXPERIENCING DIFFICULTIES

9.1 It is the School's aim, when dealing with a Teacher experiencing difficulties, 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.

9.2 Where it is apparent that a Teacher's personal circumstances are leading to difficulties at School, the School will aim to establish informally whether the reason is due to ill-health, lack of competence, misconduct or other mitigating personal circumstances. Support will then be offered and/or appropriate

action taken as soon as reasonably practicable, without waiting for the Annual Review detailed in Paragraph 8. Support could include informal advice and appropriate support which may include training, coaching, mentoring, counselling, monitoring, working in a professional learning community, learning and development opportunities, supervision, occupational health, arrangements for observation of lessons taught by other Teachers at the School or elsewhere or discussing practice with advisory teachers. Support programmes and meetings to discuss support programmes will take into account the Teacher's workload and where possible, meetings will not be held in PPA time.

9.3 If an Appraiser identifies through the appraisal process, or via other sources of information, that the difficulties experienced by a Teacher are such that, if not rectified, could lead to the School's Capability Policy and Procedure being invoked, the Appraiser, the Headteacher or a member of the senior leadership team (as appropriate) will meet with the Teacher to:

- (a) Give clear written feedback to the Teacher about the nature and seriousness of the concerns;
- (b) Give the Teacher the opportunity to comment on, refute, explain and discuss the concerns;
- (c) 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 at any such meetings by a Companion;
- (d) In consultation with the Teacher at the above meeting, an action plan with support will be established (e.g. 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;
- (e) Make clear how progress will be monitored and when it will be reviewed; and
- (f) Explain the implications and process if no, or no sufficient, improvement is made.

9.4 The Teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time will be given for the Teacher's performance to improve. The relevant monitoring period will depend on the circumstances but will usually be between four and six Working Weeks, with appropriate support as agreed in the action plan detailed in Paragraph 9.3(d) above, in order that the aim of improving performance can be achieved. During this monitoring period the Teacher will be given regular feedback on his or her progress and arrangements will be made to modify the support programme if appropriate.

9.5 At the end of the monitoring period referred to in Paragraph 9.4 above, if sufficient improvement is made, such that the Teacher is performing at a level that indicates there is no longer a possibility of the School's Capability Policy and Procedure being invoked, the Teacher will be informed of this at a formal meeting

with the Appraiser or Headteacher. Following this meeting, the appraisal process will continue as normal. The Teacher will be given at least 5 Working Days' notice of such formal meeting and will have the right to be accompanied by a Companion. The outcome of such meeting will be confirmed in writing to the Teacher within 5 Working Days of the meeting taking place.

- 9.6 If no, or no sufficient, improvement has been made by the end of the monitoring period referred to in Paragraph 9.4 above, the Teacher will be invited to a transition meeting with the Appraiser to determine whether the School's Capability Policy and Procedure needs to be invoked or whether the appraisal process will remain in place. The Teacher will be given at least 5 Working Days' notice of such meeting and shall be entitled to be accompanied at the meeting by a Companion. The outcome of such meeting will be confirmed in writing to the Teacher within 5 Working Days of the meeting.
- 9.7 Prior to invoking the Capability Policy and Procedure, the Appraiser will seek to ensure that the Teacher has undergone an appropriate period of induction to their role, an up to date job description has been issued to them, professional standards and overall expectations of performance have been made clear and the Teacher's performance has been monitored and feedback has been provided.
- 9.8 Whilst the Appraisal Report does not form part of any formal capability or disciplinary procedures, any relevant information from the appraisal process including the contents of the Appraisal Report may be taken into account by those responsible for taking decisions about capability and disciplinary matters.

10. APPEALS

- 10.1 Teachers have a right of appeal against any of the entries in the written Appraisal Report and a separate right of appeal against a decision to invoke the School's Capability Policy and Procedure made at a meeting as set out in Paragraph 9.6 above. If an appeal relates to a decision about pay, the employee is referred to the School's Pay Policy and Procedure.
- 10.2 An appeal lodged in accordance with Paragraph 10.1 must be made in writing to the Clerk and lodged within 10 Working Days of receipt of the Appraisal Report (which will usually be received in the review meeting referred to in Paragraph 8.6) or the date of the letter confirming the outcome of the meeting provided for in Paragraph 9.6.
- 10.3 The appeal letter must set out the grounds of the appeal in detail.

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- 10.4 An Appeal Meeting will normally be held within 20 Working Days of an appeal letter being received by the Clerk.
- 10.5 In the case of an appeal by the Headteacher, the appeal will be heard by a Governor appointed by the Vice-Chair (such Governor shall be independent of the sub-group appointed in Paragraph 5.3). In the case of an appeal lodged by any other Teacher, the appeal will usually be heard by the Headteacher unless they participated in the appraisal review which is being appealed, in which case the appeal will be heard by the Chair.
- 10.6 The outcome of the Appeal Meeting will be confirmed in writing to you within 5 Working Days of the date of the Appeal Meeting. The decision reached following the Appeal Meeting is final and there will be no further right of appeal. The possible outcomes of an Appeal Meeting are any one or more of the following (as appropriate):
- (a) the entries made in the Appraisal Report are upheld;
 - (b) the outcome of the meeting provided for in Paragraph 9.6 stands and the Capability Policy is invoked;
 - (c) the appeal is upheld and any disputed entries in the Appraisal Report are referred back to the Appraiser for reconsideration;
 - (d) the outcome of the meeting under Paragraph 9.6 is overturned and the appraisal process will continue as normal.
- 10.7 Where an appeal is against entries in the Appraisal Report and the outcome of a meeting heard under Paragraph 9.6, the appeals will be heard together. For the avoidance of doubt, it will be possible for the outcome of each appeal, where both entries in the Appraisal Report and the outcome of a meeting heard under Paragraph 9.6 are appealed, to be different.

11. COMPANION

- 11.1 Where a meeting is held under Paragraphs 9 or 10 above, you may be accompanied by a Companion.
- 11.2 You must let the person appointed to hold such meeting under Paragraphs 9 or 10 above know who your Companion will be at least one Working Day before the meeting.
- 11.3 If you have any particular reasonable need, for example, because you have a disability, you can also be accompanied by a suitable helper.

11.4 Your Companion can address the meeting in order to:

- (a) put your case;
- (b) sum up your case;
- (c) respond on your behalf to any view expressed at the meeting; and
- (d) ask questions on your behalf.

11.5 Your Companion can also confer with you during the meeting.

11.6 Your Companion has no right to:

- (a) answer questions on your behalf;
- (b) address the meeting if you do not wish it; or
- (c) prevent you from explaining your case.

11.7 Where you have identified your Companion and they have confirmed in writing to the relevant person appointed under Paragraphs 9 or 10 that they cannot attend the date or time set for the meeting, the meeting will be postponed for a period not in excess of five Working Days from the date set by the School to a date and time agreed with your Companion. Should your Companion subsequently be unable to attend the rearranged date, the meeting may be held in their absence or written representations will be accepted.

12 TIMING OF MEETINGS

The aim is that meetings under this Appraisal Policy and Procedure will be held at mutually convenient times but depending on the circumstances, meetings may:

- 12.1 need to be held when you were timetabled to teach;
- 12.2 exceptionally be held during planning, preparation and administration time if this does not impact on lesson preparation;
- 12.3 exceptionally be held after the end of the School day;
- 12.4 not be held on days on which you would not ordinarily work;
- 12.5 be extended by agreement between the parties if the time limits cannot be met for any justifiable reason.

13 VENUE FOR MEETINGS

Any meeting held under Paragraphs 9 or 10 may be held off the School site to minimise any distress to the employee.

14 ASSISTANCE

Where matters fall to be decided under Paragraphs 9 or 10, the Diocesan Schools Commission may send a representative to advise the School.

15 REVIEW OF THIS PROCEDURE

This policy and procedure was produced in September 2013, updated in June 2016, May 2018 and May 2020 by the Catholic Education Service (CES) for use in Catholic Voluntary Aided Schools in England following consultation with the national trade unions. It may be adapted, as appropriate, for use in joint Church schools subject to the approval of the CES on referral by the relevant Catholic diocese.