

APPRAISAL POLICY AND PROCEDURE FOR TEACHERS

Adopted and ratified at the Board of Directors meeting on 12 November 2013

THIS DOCUMENT TO BE REVIEWED ON AN ANNUAL BASIS

For: The Giffard Catholic Primary Academy
SS Mary and John's Catholic Primary Academy
St Michael's Catholic Primary Academy
St Teresa's Catholic Primary Academy
St Edmund's Catholic Academy



Date of Approval: 12/11/13

Date to be reviewed: November 2014



BISHOP CLEARY CATHOLIC MULTI ACADEMY COMPANY

APPRAISAL POLICY AND PROCEDURE FOR TEACHERS

The Giffard Catholic Primary Academy and Nursery,
SS Mary and John's Catholic Primary Academy,
St Michael's Catholic Primary Academy and Nursery, St Teresa's Catholic Primary Academy
and St Edmund's Catholic Academy

DEFINITIONS

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

- i. 'Diocesan Education Service' [DES] means the education service provided by the diocese.
- ii. 'Chair' means the Chair of the Board of Directors of Bishop Cleary Catholic Multi Academy Company appointed from time to time.
- iii. 'Clerk' means the Clerk of the Board of Directors of Bishop Cleary Catholic Multi Academy Company appointed from time to time.
- iv. '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 an accredited Trade Union representative.
- v. 'External Adviser' means a suitably skilled and/or experienced person who is appointed by an individual Academy Committee of Bishop Cleary Catholic Multi Academy Committee to support the Board of Directors to appraise the Principal in accordance with this Appraisal Policy and Procedure. The External Adviser must be familiar with the particular needs of a Catholic Academy e.g. the development of the Academy's ethos.
- vi. 'Board of Directors' means the Board of Directors of Bishop Cleary Catholic Multi Academy Company.
- vii. 'Directors' means the directors appointed to the Board of Directors of Bishop Cleary Catholic Multi Academy Company, from time to time.

- viii. 'Company' means Bishop Cleary Catholic Multi Academy Company, [comprising five academies] all named at the beginning of this Appraisal Policy and Procedure and includes all sites upon which the company's undertaking is, from time to time, being carried out.
- ix. 'Standards' means:
 - (a) For academies, the relevant standards incorporated into the employee's contract of employment which are the Professional Standards for Teachers published by the DfE in May 2012.
- x. 'Teacher' means a teacher employed by Bishop Cleary Catholic Multi Academy Company Board of Directors to work at one of the five named academies and, where the context so admits, includes the Principal of each academy.
- xi. 'Vice-Chair' means the Vice-Chair of the Board of Directors appointed from time to time.

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 one of the five academies and are a teacher or principal (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 procedure is to establish a framework for a clear and consistent assessment of the overall performance of Teachers and for supporting their development within the context of the academies' plan for improving educational provision and performance, and the standards expected of Teachers.
- 2.2 The Board of Directors delegates its authority in the manner set out in this procedure.

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 on 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 supporting 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 academies' 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 academies 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 The Board of Directors is committed to ensuring consistency of treatment and fairness in the operation of appraisal as Catholic academies, as well as belief in the dignity

¹ Christ at the Centre – a summary of why the Church provides Catholic Schools – Birmingham Diocesan Schools' Commission.

of the individual. 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 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 September 2013 to August 2014.

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 one of the academies part-way through the academy's usual Appraisal Period, the principal or, in the case where the employee is the principal, the Board of Directors, shall determine the length of the Appraisal Period for that Teacher with a view to bringing his/her appraisal period into line with the academy'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 part-way through an Appraisal Period, the principal or, in the case where the employee is the principal, the Board of Directors shall determine 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>
Principal	A panel appointed by the Board of Directors in accordance with Paragraph 5.3 and supported by an External Adviser
Teacher	A person appointed by the Principal

5.2 In carrying out its duties in accordance with Paragraph 5.1, the Board of Directors must appoint a suitably skilled and/or experienced External Adviser to support the Board of Directors to appraise the principal.

5.3 The task of appraising the principal, including the setting of objectives in accordance with Paragraph 6 below, will be delegated by the Board of Directors to a sub-committee of the local academy committee consisting of three Academy Committee Representatives, which must include at least two Foundation Representatives, and such sub-committees will be supported by the External Adviser appointed in accordance with Paragraph 5.2 above.

5.4 The Board of Directors may also seek advice from other external advisers including, but not limited to, the Diocesan Education Service or the Local Authority.

5.5 Where it becomes apparent that an Appraiser appointed by the principal will be absent for the majority of the Appraisal Period, the principal may perform the duties of the Appraiser or delegate those duties to another Teacher for the duration of the absence.

5.6 Where an employee has a reasonable objection to the choice of Appraiser, their concerns may be carefully considered and, where it can be reasonably accommodated, an alternative appraiser may be offered.

6. SETTING OBJECTIVES

General

6.1 Appraisal objectives should reflect the Catholic identity and mission of the academy and the values it proclaims and Appraisers are expected to explore the alignment of such objectives with the academy's priorities and plans, working at all times to ensure that the Catholic ethos is developed and maintained.

6.2 In setting and reviewing objectives for Teachers at the five Academies, the following principles should be considered:

- (a) Justice for all;
- (b) The needs of the whole person;
- (c) Respect for the individual and the community; and
- (d) The preferential option for the poor.

6.3 The Appraiser and appraisee will seek to agree the objectives. Objectives may be revised if circumstances change. Each academy operates a system of moderation

to ensure that all Appraisers are working to the same Standards. Targets will be moderated across each academy to ensure that they are consistent between employees with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Appraiser.

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

6.5 Objectives, where met, should contribute to improving the progress, development and well-being of pupils at the academy as understood in relation to the Catholic nature of the academy and so include the spiritual, moral and social development of each pupil / student.

6.6 The objectives set for Teachers will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the Teacher's role and level of experience.

6.7 The Appraiser may take into account the effects of an individual's circumstances, including any disability, when agreeing objectives.

6.8 Following discussion between the Appraiser and the employee, set objectives may be revised by the Appraiser in accordance with the needs of the academy and the Teacher, and any such revision(s) to set objectives will be recorded in writing.

Principal

6.9 In accordance with Paragraph 5, the principal's objectives will be set by the Board of Directors / local Academy Committee in consultation with the External Adviser before, or as soon as reasonably practicable after, the start of each Appraisal Period and the principal will be informed of the Standards against which their performance will be appraised in that Appraisal Period.

Teachers

6.10 Objectives for each Teacher will be set before, or as soon as reasonably practicable after, the start of each Appraisal Period and Teachers will be informed of the Standards against which their performance will be appraised in that Appraisal Period.

7. REVIEWING PERFORMANCE

Observation

7.1 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 and of gaining useful information which can inform school improvement more generally.

7.2 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 academy. All observations will be carried out in a supportive fashion.

7.3 Unless it is not reasonably practicable, at least 2 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 school day and written feedback within 5 working days.

7.4 Classroom observation will only be carried out by those with Qualified Teacher Status.

7.5 In addition to formal observation, the principal, senior leaders and subject leaders 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 the specific circumstances but will be reasonable.

7.6 Teachers who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

7.7 For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgment using Ofsted grades.

Development and Support

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

- 7.9 Account will be taken in a review meeting of where it has not been possible for employees to fully meet their performance criteria because the agreed support has not been provided.

Informal Action

- 7.10 A Teacher's line manager may point out in a professional way, to a teacher, at any time about any performance falling short of the standard expected.
- 7.11 A Teacher's line manager may also provide informal advice, mentoring, coaching, counselling, arrangements for observation of lessons taught by other teachers at the academy or elsewhere or discussing practice with advisory teachers.
- 7.12 Informal action could include establishing the expectations that the academy and/or the Board of Directors / Local Academy Committee has of the Teacher and what support may be provided to help the Teacher to meet those expectations.
- 7.13 Informal action may be recorded in writing and may be referred to at a later stage as evidence that an informal approach was attempted and the success or failure of such an approach.

Alternative Action

- 7.14 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 and that informal action has been, or is unlikely to be, effective.
- 7.15 The line manager/Appraiser may offer the Teacher the option of taking a voluntary step-down as an alternative to proceeding to more formal actions beyond the scope of this Appraisal Policy and Procedure.

8. ANNUAL ASSESSMENT

- 8.1 In assessing the performance of the principal the Board of Directors / local Academy Committee must consult the External Adviser in accordance with Paragraph 5.
- 8.2 Teachers' performance will be formally assessed in respect of each Appraisal Period.
- 8.3 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 at pre-determined, interim meetings.

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 teaching staff and 31st December for the principal, 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) An assessment of the Teacher's performance of their role and responsibilities against their objectives and the relevant Standards;
- (c) An assessment of the Teacher's training and development needs and identification 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 December for principals and by 31st October for other teachers*);

8.6 A review meeting will take place to discuss the content of the Appraisal Report and any further action required and to inform objective setting for the next Appraisal Period.

9. TEACHERS (INCLUDING PRINCIPALS) EXPERIENCING DIFFICULTIES

9.1 It is the academy'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 the academy, support will be offered as soon as reasonably practicable, without waiting for the Annual Assessment of performance.

10. APPEALS

10.1 Teachers have a right of appeal against any of the entries in the written Appraisal Report

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

10.3 Your appeal letter must set out the grounds of your appeal in detail.

10.4 The Appeal Meeting will normally be held within 20 working days of your appeal letter being received by the Clerk.

10.5 In the case of an appeal by the principal, the Appeal Manager will be appointed by the Vice-Chair. In the case of an appeal by any other Teacher, the Appeal Manager will be the principal, including where the principal is the Appraiser.

10.6 The Appeal Manager will confirm the outcome of the Appeal Meeting in writing to you within 5 working days of the date of the Appeal Meeting. The decision of the Appeal Manager is final and there will be no further right of appeal. The outcomes of the Appeal Meeting are that:

(a) the Appeal Manager may uphold the entries made in the Appraisal Report

or

(b) the Appeal Manager may uphold the employee's appeal and overturn the decision of the Appraiser. Where such appeal relates in whole or in part to entries in the Appraisal Report, the disputed entries shall be referred back to the Appraiser for reconsideration.

10.7 Where an appeal is against entries in the Appraisal Report and the outcome of a meeting under Paragraph 9.6, the appeals will be heard together.

11. COMPANION

11.1 Where a meeting is held under Paragraph 10 above, you may be accompanied by a Companion.

11.2 You must let the person appointed to hold such meeting under Paragraph 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; and

(c) respond on your behalf to any view expressed at the meeting.

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 Paragraph 10 that they cannot attend the date or time set for the meeting, the relevant person will postpone the meeting for no more than five working days from the date set by the academy to a date or time agreed with your Companion provided that it is reasonable in all the circumstances.

12 TIMING OF MEETINGS

Meetings under this procedure 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 be held after the end of the School day.

12.4 not be held on days on which you would not ordinarily work.

13 VENUE FOR MEETINGS

Any meeting held under Paragraph 10 may be held on the academy site or, if preferred, at another academy site within the company to preserve the dignity of the employee and as much confidentiality as possible.

14 ASSISTANCE

Where matters fall to be decided under Paragraph 10, the Diocesan Education Service may send a representative to advise the academy.

15 REVIEW OF THIS PROCEDURE

This procedure **has been adapted** from one produced in September 2013 by the Catholic Education Service (CES) for use in Catholic Voluntary Aided Schools and Academies in England following consultation with the national trade unions. The original procedure will be reviewed by CES in September 2015.



To Love and
Serve the Lord



Bishop Cleary Catholic Multi Academy Company

ANNUAL APPRAISAL PROFILE: 2013 - 2014

In the five Bishop Cleary Academies we are working together as a Catholic community as part of the Diocesan Education Service and living the mission of our patron and of our own academies

Religious Education and spiritual, moral & vocational development are intrinsic to what we do - as are our contributions to collective Worship

NAME OF TEACHER:

DATE:

Area of Assessment	Outstanding	Good	Requires Improvement	Assessment 1 = Outstanding 2 = Good 3 = Requires Improvement
Teaching Teaching Standards	The teacher has consistently achieved outstanding observations over a sustained period of time and never below Good in the last 3 years	Almost all observed lessons have been Good or better over the last 3 years. The teacher may have taught some Outstanding lessons.	The teacher requires improvement because the evidence suggests they do not meet the Good standard.	
Learner Progress Teaching Standards	The national and school comparative progress data shows a consistent performance which is significantly above average over a sustained period of time and with a number of examination classes.	The national and school comparative progress data demonstrates performances above or in line with expected levels of performance. This has been demonstrated with the majority of classes over a sustained period of time.	The teacher requires improvement because the evidence suggests they do not meet the Good standard.	
Leadership / CPD Teaching Standards	Leadership is Outstanding because the clear vision of the teacher is borne out in all they do and is equally reflected in the work of the whole team. Significant improvement (including progress and attainment data where relevant) is occurring in the area of responsibility as a result of the actions of the leader. Plays a proactive role in leading in the professional development of colleagues across the school.	Leadership is Good because the teacher is able to communicate effectively with their team and promote a healthy professional dialogue which results in improvements in classroom practice. As a result of the action of the leader, improvements are evident and can often be quantified. Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly	The teacher requires improvement because the evidence suggests they do not meet the Good standard. Can identify, with support, key professional development needs and respond to advice and feedback	

- The teaching grade is made up of two elements:
lesson observations
work scrutiny
- The learner progress grade is based on:
data collections and reviews / reports
external examination / SATs results
RAISE on-line / PANDA
- Leadership applies to all teachers who have moved beyond main scale or hold a TLR responsibility. Continuing professional development applies to everyone.

