

# CARDINAL POLE CATHOLIC SCHOOL



## Appraisal Policy Teaching Staff

Approved  
Governors

by Signed:

Date:

25/01/2017

Review due date (3 years):

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## **1. Cardinal Pole School Vision**

Cardinal Pole Catholic School is a learning community for all based upon partnership and respect. It is a strong and vibrant place which recognizes the importance and individual needs of every pupil and member of staff. Praise and encouragement is vital in creating a climate of learning and high expectations supported by teaching of the highest quality. The school is full of confident, creative and fulfilled young people and staff. They are celebrated as individuals – unique creations of God – who deserve our support, love and trust as they begin the great journey of life.

## **2. Mission Statement**

Cardinal Pole is a Roman Catholic School with a Christian commitment to building community through the individual care of pupils and staff. Within the school we share a common faith which, while recognising the values of all cultures and ethnic groups, promotes understanding of and respect for the values of the Gospel. As teachers or non teaching staff in a Catholic School we promote what we believe and understand of the Christian truths which refer us back and lead us to Christ. We are conscious that in trying to do so we are subject to various pressures e.g. ever changing educational ideologies and the materialistic bias of the society in which we live. Nevertheless, there are certain criteria, which underpin our work as teachers and non-teaching staff. All members of staff should facilitate the development of skills and knowledge in pupils and help them to understand that God is glorified through the acquisition and good use of knowledge. All members of staff should in their behaviour and attitudes set positive examples for pupils and encourage them in the practice of their faith. The school seeks to foster close relationships between school, home and the local community in particular by increasing their faith. In our daily assembly we attempt to bring before God our work and the needs and concerns not only of the school but of the wider community.

## **3. Purpose**

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the Headteacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers.

## **4. Application of the policy**

This policy, which covers appraisal, applies to the Headteacher and to all teachers employed by the school or local authority, except those on contracts of less than one term, those undergoing induction (i.e. NQTs) and those who are subject to the school's capability policy.

## **5. Appraisal**

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 to 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 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."<sup>vi</sup> This school recognises the challenge for all teachers in carrying out their 'work of love' and is committed to nurturing them throughout their professional careers.

Appraisal in this school will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively 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.

**The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser.**

**Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period.** The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

**The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils at that school.** This will be ensured by quality assuring all objectives against the School Improvement Plan and ensuring parity amongst teachers at the same level. They will contribute to improving the progress, development and well-being of pupils at the school. Pupil progress is to be understood in relation to the Catholic nature of the school and include spiritual, moral and social development of each pupil.

The areas will be: Catholicity, Teaching & Learning, progress, and post related.

In setting and reviewing objectives for the head teacher and other teachers in a Catholic school, the following principles should be considered: justice for all, the needs of the whole person, respect for the individual and the community and the preferential option for the poor.

**Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in that appraisal period will be assessed.** All teachers should be assessed against the set of standards contained in the document called "Teachers' Standards" published in July 2011. These will be used to generate the objectives which will be set. The Headteacher or Governing Body (as appropriate) will need to consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

## **6. Reviewing performance**

**Observation:** This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of

gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion. In this school 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. Classroom observation will be carried out by those with QTS. In addition to formal observation, Headteachers or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained.

**Annual assessment:** Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body must consult the external adviser, as referred to above.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place. It is essential to have the review in case of appeal. It is the responsibility of the appraisee to ensure the review takes place.

**The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report.** In this school, teachers will receive their written appraisal reports by 1 October (31 December for the Headteacher). **The appraisal report will include:**

- details of the teacher's objectives for the appraisal period in question;
  - an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
  - an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
  - a recommendation on pay where that is relevant (*NB – pay recommendations need to be made by 31 December for head teachers and by 31 October for other teachers*);
- a. The priorities of the School Improvement Plan, the assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

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<sup>(1)</sup> Christ at the Centre – A summary of why the Church provides Catholic Schools – Birmingham Diocesan Schools Commission.)