

# CARDINAL POLE CATHOLIC SCHOOL



## Appraisal Policy Teaching Staff 2020

Approved  
Governors

by Signed:

*David Rhans*

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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." 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 and support for personal development of students, Quality of Education, and professional development related to the SIP or, where identified, to self. Where the member of staff is a TLR post holder or other leadership role, there will be a separate objective to support this.

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 and learning walks:** 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/lesson walks 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 appraiser 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.
  - b. There will be a mid year review.

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

### **Development and Support**

- 1.1 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

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linked to the School's improvement priorities and to the ongoing professional development needs and priorities of individual Teachers.

- 1.2 As part of the process, a mid year review will take place by 28<sup>th</sup> February.
- 1.3 Account will be taken at the 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.
- 1.3.1 Where there are concerns, these will be recorded and shared and agreed support provided.

### **Informal Action**

- 1.4 A Teacher's line manager may identify concerns on an informal basis at any time about any performance falling short of the standard expected.
- 1.5 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.
- 1.6 Informal action could include establishing 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.
- 1.7 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**

- 1.8 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.
- 1.9 The line manager/Appraiser may offer the Teacher the option of taking a voluntary demotion as an alternative to proceeding with action under this Appraisal Policy and Procedure.

## **2. ANNUAL ASSESSMENT**

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- 2.1 In assessing the performance of the Headteacher the Governing Body must consult the External Adviser in accordance with Paragraph 5.
- 2.2 Teachers performance will be formally assessed in respect of each Appraisal Period.
- 2.3 This assessment is the end point to the annual Appraisal Period but performance and development priorities will be reviewed and addressed on a regular basis 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 a mid way point during the year.
- 2.4 The Teacher will receive, as soon as practicable following the end of each Appraisal Period, but by no later than 31<sup>st</sup> October for teaching staff and 31<sup>st</sup> December for the Headteacher, a written Appraisal Report. The Teacher will have the opportunity to comment on the Appraisal Report in writing.
- 2.5 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 31<sup>st</sup> December for headteachers and by 31<sup>st</sup> October for other teachers*);
  - (e) A space for Teacher's own comments
  - (f) Evidence of the basis of the decision made to achieve or not achieve the objective.
- 2.6 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.

### **3. TEACHERS (INCLUDING HEADTEACHERS) EXPERIENCING DIFFICULTIES**

- 3.1 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

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that the Teacher's performance improves and the problem is, therefore, resolved.

3.2 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 or misconduct. Support will then be offered and/or appropriate action taken as soon as reasonably practicable, without waiting for the Annual Assessment of performance. 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.

3.3 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 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 insufficient, improvement is made.

3.4 The Teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the Teacher's performance to improve. This will depend on the circumstances but will usually be for a reasonable period of between 4 and 12 working weeks, with appropriate



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support as agreed in the action plan as per Paragraph 9.3(d) above, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the Teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.

3.5 If sufficient progress is made such that the Teacher is performing at a level that indicates that there is no longer a possibility of the School's Capability Policy and Procedure being invoked, the Teacher should be informed of this at a formal meeting with the Appraiser or Headteacher. Following this meeting, the appraisal process will continue as normal.

3.6 If no, or insufficient, improvement has been made over this period, 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.

3.7 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.

3.8 The Appraisal Report does not form part of any formal capability or disciplinary procedures. However any relevant information from the appraisal process may be taken into account by those responsible for taking decisions about capability.

#### **4. APPEALS**

4.1 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 under 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.

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- 4.2 An appeal lodged must be made in writing to the Clerk and lodged within 10 working days of receipt of the Appraisal Report or the letter confirming the outcome of the meeting.
- 4.3 Your appeal letter must set out the grounds of your appeal in detail.
- 4.4 The Appeal Meeting will normally be held within 20 working days of your appeal letter being received by the Clerk.
- 4.5 In the case of an appeal by the Headteacher, the Appeal Manager will be appointed by the Vice-Chair. In the case of an appeal lodged by any other Teacher, the Appeal Manager will usually be the Headteacher unless they have participated in the appraisal review which is being appealed, in which case the Appeal Manager may be the Chair assisted by a representative appointed by the Governing Body.
- 4.6 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 and/or the outcome of the meeting under Paragraph 9.6; 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, you may be accompanied by a Companion.
- 11.2 You must let the person appointed to hold such meeting 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 relevant person will not usually postpone the meeting for a period in excess of five working days from the date set by the School to a date or time agreed with your Companion provided that it is reasonable in all the circumstances. 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 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 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.

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**13 VENUE FOR MEETINGS**

Any meeting held under Paragraph 9 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 procedure was produced in line with 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. This procedure will be reviewed by the CES in readiness for the academic year 2020/2021.

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## Appendix 1 - Guide to Setting Objectives

### Overview

In setting objectives, Managers are advised to follow the SMART model for objective setting. SMART objectives are as follows:

**S** specific  
**M** easurable  
**A** ction oriented  
**R** ealistic  
**T** ime Bound and Trackable

### Specific & Stretching

Objectives have to be clear and concise. They should also provide the reviewee with a challenge so that they will learn and develop as a result of the challenge

### Measurable

If objectives are measurable, they will avoid factual disagreements and subjective assessments, and it will also be easier to monitor progress. Descriptive objectives can also be measurable, doing something "better" or "more accurately" does not provide a quantifiable measurement necessary to determine whether the objective is met but provides a standard for comparison and progress measurement.

### Action oriented

The objective should be worded in a way which explains what needs to be done in order to achieve the objective e.g. create, prioritise, learn, reduce, develop, increase, improve, raise performance,

### Realistic

Realistic objectives are practical, achievable and possible. Objectives must motivate members of staff to improve and to reach for attainable ends. The member of staff executing the objective must feel "I CAN DO IT".

Realistic objectives are a balance between what is hard and easy to achieve.

The degree to which the objectives are achieved should impact directly on fulfilment of the role. If there is no impact, the objective is probably irrelevant.

### Time Bound and Trackable

Time constraints encourage action to get the objective completed. Time constraints and deadlines must be precise to promote the urgency needed to move toward achieving objectives. If a member of staff's progress cannot be monitored, it is a poorly written objective and should be reworded.

Trackable objectives provide the opportunity to obtain warning of deviations, 'fine tune' performance, and coach for further development. If objectives are not trackable, not only is it impossible to monitor progress, but also vital opportunities for routine appraisal discussions are being missed.

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## **Appendix 2 - Preparing for the review and development meeting**

### **Member of staff:**

In preparation for your review and development meeting you should have a copy of:

- your current job description & teacher standards
- your last review (or the objectives and targets set for the last year)

Consider the objectives set last year and think about:

- what you see as your achievements and successes
- what went well and what could have gone better
- any factors which helped/hindered you achieving your objectives/targets
- any training and development that you undertook in the last 12 months and its relevance/usefulness to you either personally or in enabling you to carry out your job
- any work you carried out which is not covered by your objectives or was not planned
- any knowledge or skills gaps you would like to work on
- what you would like to achieve in the year ahead
- your own personal and career development
- things which would enable you to achieve your objectives/targets better (for example, training needs)
- What support you have received from your manager to help you achieve your objectives and carry out your job. Is there any specific action your manager could take to help you further?
- your job description: is it clear/does it accurately reflect your duties?

If you did not have objectives set (for instance if you have completed less than one year's service at the school) it may help to refer to your job description or any supervision notes in order to consider your main achievements and challenges to date.

### **Line manager:**

In preparation for your review and development meeting with a member of your staff you should have access to:

- a job description for the member of staff
- a copy of the staff supervision notes
- last year's objectives/targets staff member's

With these in mind you should consider:

- achievement or non achievement of objectives/targets set by the member of staff and also the reasons which may have prevented any objectives being performed effectively
- the way in which the staff member's current job relates to, and how it fulfils the criteria outlined in the corporate plan
- potential objectives/targets set to take account of Equal Opportunities implications
- staff strengths and weaknesses prior to the process in order to provide constructive feedback in reviewing their progress and setting new targets
- any training needs that the staff may have

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In addition you should:

- have a brief meeting with the member of staff a week before the review meeting to clarify the process and share paperwork so that there are 'no surprises' plan the timing of the review discussion
- book a room for the meeting (make sure that you will not be interrupted)
- arrange office/duty cover
- have all the papers to hand (job description, review and development guide & forms, any notes, operational plan)

### **During the review and development meeting**

Member of staff and line manager should consider the accuracy of the job description and current work objectives. Your manager will ask you to think about your previous objectives in order to review what you have achieved. If you do not have set objectives, go through the main areas of your job description. You will also discuss achievements in the year not planned.

The manager should use open questions (who, what, how etc.) to find out what factors helped/hindered the member of staff to achieve their objectives. This should highlight any training or developmental needs or external factors, which may contribute to or inhibit the member of staff in their work.

You should both agree realistic and measurable targets and objectives for the year ahead. You should also agree set standards for meeting these objectives.

It will help if you:

#### **As the Line manager:**

- are welcoming and put the staff at ease
- make sure there is no interruption
- think of the review as a 2 way conversation (though the emphasis should be on the staff member)
- explain the purpose and positive aspects of the process
- use constructive language

#### **As the member of staff:**

- prepare your feedback before the meeting
- consider your objectives/targets and how your manager has assisted in helping and guiding you in the performance of your job and achievement of your objectives
- give specific examples of actions which could be taken by your manager to help you do your job better
- concentrate on key points rather than a long list
- stick to the facts - avoid personal conflict.
- be constructive: if you are giving negative feedback try and think of some suggestions / solutions to the issues you raise

Remember - feedback is a two way process. It is not always easy receiving or giving feedback. Both staff and the line manager should feel able to give and receive feedback without interruption.

If appropriate, agree action to improve ways of working which may help both of you to carry out your jobs more effectively - be constructive with your feedback. Most importantly, try to end on a positive note.

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## **Comments**

### **Line manager's comments:**

Line managers should use this section to draw out good performance and praise achievements. They should also address areas needing improvement and invite suggestions on how things can be improved. They should give clear and honest feedback.

This can be done either throughout the review so each aspect is covered or at the end.

Whichever method is chosen the manager should ensure key points are summarised and recorded to ensure mutual understanding.

### **Member of staff comments:**

This section provides an opportunity to give honest and open feedback to your line manager and request support.