

St Vincent de Paul Catholic Primary School



Pay and Performance Appraisal Policy

September 2018

This policy has been negotiated with the Professional Associations/Trade Unions

(For Full Appraisal details please refer to separate CES Teacher or Support Staff Appraisal Policy)

Appendix 4: Teaching Staff
Appendix 5: Support Staff)

“We are called to be the hands and face of Jesus as we learn,
love and grow together”

Reviewed: Autumn 2018
To be reviewed: Autumn 2019
Reviewed by: Resource Committee

Signature:

Chair of Governors

Date ratified: 9th October 2018

APPRAISAL IN A CATHOLIC CONTEXT

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 nurturing them throughout their professional careers.

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.

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management as a Catholic school, as well as belief in the dignity 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.

1. Objective, Scope and Principles

- 1.1 The Governing Body has adopted the policy set out in this document to provide a clear framework for the management of pay and appraisal for all staff employed in the school.
- 1.2 The Governing Body recognises the requirement that all pay progression decisions for employees must be linked to annual appraisal of performance; indeed for teachers it is statutory. This policy sets out the framework for a clear and consistent assessment of the overall performance of staff, including the Headteacher, and for supporting their development within the context of the schools' plan for improving educational provision and performance, and the standards expected. It also sets out the arrangements that will apply when staff fall below the levels of competence that are expected of them.
- 1.3 This policy applies to all employees of the school, except the appraisal section for those on contracts of less than one term, those undergoing induction (e.g. NQTs), non-teaching staff during their probation period, and those who are subject to the formal stages of the schools' capability policy.

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

1.4 The policy complies with the School Teachers' Pay & Conditions Document (STPCD) and the accompanying statutory guidance and with national and local pay agreements for support staff and these documents will take priority in any disputes.

1.5 This policy aims to:

- maximise the quality of teaching and learning at the school;
- support the recruitment and retention of a high quality workforce;
- recognise and reward staff for their contribution to school improvement;

- ensure that pay and performance appraisal arrangements enable the current and future delivery of the curriculum and school improvement plans;

- ensure that pay decisions are made in a fair and transparent way; and

- ensure that available monies are allocated appropriately.

2. Basic Pay Determination on Appointment

2.1 The Governing Body will determine the pay range for a vacancy prior to advertising it. On appointment it will determine the starting salary within that range to be offered to the successful candidate. (See Appendix 1 for teacher salary and Appendix 2 for non-teaching staff.)

2.2 In making such determinations, the Governing Body will take into account a range of factors, including:

- the nature of the post
- the level of qualifications, skills and experience required
- market conditions
- the wider school context
- (for teachers) any specific restrictions set out in the School Teachers' Pay & Conditions Document

2.3 There is no assumption that any employee, including teachers, will be paid at the same rate as they were being paid in a previous school.

2.4 A teacher transferring roles internally within the school will continue to be paid the same salary on the main pay range (Bands 1 and 2) or the upper pay range (Band 3) as paid in the previous role.

2.5 The Governing Body may, at their discretion, award an additional payment in respect of housing or relocation costs. For teachers in the leadership group this will not be included in the calculation of the Individual School Range (ISR) or the 25% of basic salary restriction on temporary payments.

2.6 Lead Practitioners

- 2.6.1 Where a Lead Practitioner post(s) are included in the Staffing Structure, each Lead Practitioner will be paid within the Pay Range for Lead Practitioners.
- 2.6.2 In setting the specified Range, the Pay Committee will determine the number and value of performance pay progression stages within that range.
- 2.6.3 Different Lead Practitioner posts may have a different specified range, having regard to the challenge of the individual post.

2.7 Leadership teacher posts (Headteacher, Deputy & Assistant Headteacher)

- 2.7.1 The pay ranges for the Headteacher, Deputy Headteacher(s) and Assistant Headteacher(s) will be determined in accordance with the criteria specified in the current STPCD.
- 2.7.2 The Governing Body will assign a seven point ISR, for the Headteacher and a five point ISR for other leadership group posts. The current ranges are set out in Appendix 1.
- 2.7.3 The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. The amount paid to a previous post holder will not influence the range that may be set for a new appointment.
- 2.7.4 Temporary payments to the Headteacher will be determined in accordance with the provisions of the STPCD and will be reviewed annually.
- 2.7.5 On appointment the salary of the Headteacher will be within the agreed ISR. Governors reserve the right to make an offer at any point on the range for an exceptional candidate.
- 2.7.6 Other than in exceptional circumstances, the Governing Body will ensure that there is no overlap of pay points between the Headteacher and any other leadership post.
- 2.7.7 On appointment a teacher paid within the leadership range will be appointed according to skills and experience at any point below the maximum of the range.
- 2.7.8 The pay range for teachers paid on the leadership spine will be reviewed where there is a significant permanent change in the duties and responsibilities of the post, or where it is necessary to maintain consistency across the leadership group.

3. Short Notice/Supply Teachers

- 3.1 Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata.
- 3.2 Agency Workers Regulations Provide for an agency Teacher who has worked in the same school for more than 12 weeks to have the right to be paid in accordance with the normal terms and conditions applied by the school for the post undertaken. This will normally be limited to payment within the main pay range as agency teachers will not usually be expected to meet the requirements of an upper pay range teacher.

4. Pay increases due to 'cost of living' awards and changes to the STPCD

4.1 All teachers are paid in accordance with the statutory provisions of the document as updated from time to time. The Governing Body will ensure that all teachers are paid within the statutory ranges set out in the STPCD.

4.2 The Governing Body will annually determine the extent of any uplift to teachers within the minimum and maximum amounts of their pay ranges and TLR and SEN allowances. This may see the school apply the uplift that applies to the ranges within the STPCD to each point or set its own percentage increase, or do nothing. There is no obligation on the Governing Body to uplift, or if performance is below expectations, to progress. The exception to this is those staff at the bottom of a range who will as a minimum be uplifted to ensure their pay does not fall outside the relevant range contained within the STPCD.

4.3 For non-teaching staff employed on NJC Local Government terms and conditions of service any uplift will be applied in accordance with any nationally agreed award.

5. Discretionary Allowances and Payments

5.1 Teaching and Learning Responsibility Payments (TLRs)

5.2 TLR payments will be awarded to the holders of the posts indicated in the schools' staffing structure. (See Appendix 1.)

5.2.1 TLR payments will be awarded to a teacher on the main range or upper pay range where a teacher is required to undertake a sustained additional responsibility within the schools' staffing structure for ensuring the continued delivery of high quality teaching and learning for which they are accountable.

i.e. where a post:

- is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgment;
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils;
- involves line management, leading, developing and enhancing the teaching practice of others; and
- must be a significant responsibility that is not required of all classroom teachers.

5.2.2 In order to qualify for a TLR1 payment, the post holder's role must include line management responsibility for a significant number of people.

5.2.3 TLRs will not generally be awarded in a primary setting for subject coordination, as all teachers, where not otherwise restricted from doing such work, will have the same responsibility and are not therefore eligible for a TLR.

- 5.2.4 The Governing Body will award TLR payments within the range prescribed in the School Teachers' Pay and Conditions Document. In this school the Governing Body has determined that TLR payments will be as set out in Appendix 1.
- 5.2.5 A teacher is not entitled to be awarded more than one TLR of any value, with the exception of a TLR3.
- 5.2.6 A TLR payment will not be awarded in respect of teaching duties in Special Educational Needs or pastoral care.
- 5.2.7 The Governing Body may award a fixed-term TLR3 to a classroom teacher for clearly time-limited school improvements, or one-off externally driven responsibilities. The annual value of a TLR3 will fall within the range set by the STPCD applicable at the time. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Where a TLR3 is awarded to a part-time teacher it must be paid on a pro-rata basis.
- 5.2.8 There will be no salary safeguarding of any fixed term/temporary TLR payments. TLR1 and TLR 2 payments may not be temporarily added to the structure so will only be applied on a temporary basis to those acting up in the absence of a colleague.

5.3 Special educational needs (SEN) allowances

- 5.3.1 The Governing Body will award SEN allowances in accordance with the criteria and provisions set out in the current STPCD.
- 5.3.2 The value of SEN allowances to be paid at the school are set out in Appendix 1.

5.4 Unqualified Teacher Allowance

- 5.4.1 The Governing Body and Headteacher may determine that an additional Allowance be paid to an unqualified teacher who is paid on the Unqualified Teachers' Pay Range where, in the context of its staffing structure, the teacher has:
- taken on a sustained additional responsibility which is:
 - focussed on teaching and learning; and
 - requires the exercise of a teachers' professional skills and judgement: or
 - qualifications or experience which bring added value to the role s/he is undertaking.
- 5.4.2 The Governing Body and Headteacher will determine the amount of any such allowances having due regard to consistency, fairness and transparency.

5.5 Acting allowances

Where a teacher is assigned and carries out the duties of a Headteacher, Deputy Headteacher, or Assistant Headteacher, but has not been appointed in an acting capacity the Governing Body shall, within four weeks, determine whether or not an allowance should be paid in accordance with the provisions of the School Teachers' Pay & Conditions Document.

Consideration may be given to backdating any increase to when the additional duties commenced.

5.6 Provision of service to another school(s)

- 5.6.1 The Governing Body will formally authorise any agreement for the Headteacher to provide services relating to the raising of standards in one or more other school. Where such an agreement is authorised, the Governing Body will determine, what, if any, proportion will be paid to the Headteacher and/or other staff, of additional income received by the school as part of the agreement. Any such payments will be in accordance with the terms of the Teachers' Pay & Conditions Document and will be temporary with no entitlement to safeguarding when they cease.
- 5.6.2 This does not apply to the Headteacher where the Headteacher is appointed as the Headteacher of more than one school, as this responsibility will be reflected in the setting of the ISR or an additional temporary allowance.

5.7 Recruitment and retention incentives and benefits (teachers on MPR and UPR only)

- 5.7.1 The Governing Body may, on the advice of the Headteacher, consider the award of a recruitment and retention payment to a teacher where there is clearly demonstrated evidence that such a payment is:
- required to attract suitable candidates for a post which it has been or it is considered difficult to fill; or
 - required to retain the skills and expertise of a teacher, particularly in a specialist area or where it is considered that the subsequent vacancy would be difficult to fill;
- 5.7.2 The value of any recruitment or retention payment will be determined according to the circumstances of each case but will take into account salary relativities across the school structure and known staffing changes in the future and would normally be within the range £500 - £3,000.
- 5.7.3 The duration of the payment will be determined according to the circumstances of the payment. Such payments will be subject to annual review which may extend the period if appropriate.
- 5.7.4 Members of the leadership group will not be entitled to a separate recruitment and retention payment, save where it relates to reasonably incurred housing or relocation cost on recruitment.

5.8 Residential duties (not applicable)

The Governing Body will make payments in respect of residential duties in accordance with the Joint National Council for Teachers in Residential Establishments national agreement.

5.9 Honoraria payments

5.9.1 The Governing Body will not pay any honoraria to any member of the teaching staff for carrying out their professional duties as a teacher, recognising that there is no provision within the STPCD for the payment of bonuses or honoraria in any circumstances.

5.9.2 Such awards may however be made to non-teaching staff, such payments will be exceptional in their use rather than the norm. Honoraria payments can be used when an individual is undertaking work that is part but not all of a higher graded position for a period of 4 weeks or more.

5.9.3 Honoraria payments can also be used to reward additional or onerous tasks or a specific piece of project work at the same grade or lower, for a specific period over 4 weeks or more. In such circumstances the payment would not normally exceed the value of the difference of an employee's monthly salary and one or two incremental points higher, this relates to spinal column points not hay grades.

5.9.4 Where the full duties of a higher grade are undertaken this will be treated as acting up. The difference in salary between the two posts should be paid in relation to the percentage of duties of the higher post being undertaken i.e. if taking on 50% of higher graded post duties, post will usually be paid 50% of the difference between the two posts.

5.10 Safeguarding

The Governing Body will operate salary safeguarding arrangements in line with the provisions of the STPCD applicable at the time of safeguarding being applied.

6. Staff Appraisal

6.1 Appraisal in this school will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice and to develop.

6.2 In this school all employees can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice.

6.3 The appraisal period

- 6.3.1 For teachers the appraisal period will run for twelve months from 1 September to 31 August, for non-teaching staff the appraisal period will run for twelve months from 1 April to 31 March.
- 6.3.2 Staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

6.4 Appointment of Appraisers

- 6.4.1 The Headteacher will be appraised by the Governing Body, supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body for that purpose.
- 6.4.2 In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group consisting of two/three members of the Governing Body.
- 6.4.3 The Headteacher will decide who will appraise other employees.
- 6.4.4 Teaching staff will not be appraised or formally observed by anyone other than an individual holding Qualified Teacher Status (QTS). Support staff may be appraised by a member of the teaching staff.

6.5 Setting objectives

- 6.5.1 The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser. Objectives will be focused on key school priorities and take account of the relevant national standards.
- 6.5.2 Objectives for all employees, including the Headteacher, will be set before or as soon as practicable after, the start of each appraisal period. In some circumstances it may be possible to set objectives for the upcoming year in the same meeting that objectives are reviewed from the previous year.
- 6.5.3 The objectives set will be linked to the relevant occupational standards for the role undertaken, where applicable, and take account of the individuals job description, person specification for the role.
- 6.5.4 The appraiser and employee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives, and the employee may record their comments in writing as an appendix to the appraisal statement.
- 6.5.5 Objectives may be revised if circumstances change.
- 6.5.6 The objectives set for each employee, including the Headteacher, will, if achieved, contribute to the schools' plans for improving the schools' educational provision and performance and improving the education of pupils at that school.
- 6.5.7 Objectives should therefore link directly to the school improvement plan and should reflect the schools' priorities in terms of pupil progress, teaching and learning, and leadership and management.

- 6.5.8 Agreed continuing professional development (CPD) for individuals should support the achievement of these objectives.
- 6.5.9 Some roles, such as teachers, have national standards which form a core expectation of the standards that employees fulfilling those roles will consistently meet. These standards will be considered as part of the review process and must be deemed to have been met for a cycle to be successful. A self-audit and reviewer comparison exercise will be undertaken from time to time to inform employee development needs, new employees to the school may be deemed to benefit from this for example.
- 6.5.10 Under normal circumstances employees will have a reasonable number of objectives that is relative to the role that they undertake in the school. This will usually be 3 objectives as well as an additional objective related to the Catholic life of the School. However, employees who are found not to be meeting standards at the appropriate level may be given as many additional objectives as are required to ensure that the most appropriate support can be provided.
- 6.5.11 The senior leadership team will be responsible for ensuring that the appraisal process operates consistently and that there is moderation of staff fulfilling equivalent roles.

6.6 Reviewing performance

6.6.1 Observation

- 6.6.1.1 This school believes that observation of classroom, leadership and work practice as applicable is important both as a way of assessing employee 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.
- 6.6.1.2 All observation of teachers will be carried out in a supportive fashion by those with QTS. For support staff work scrutiny will be carried out by those with knowledge of the employee's work. Appropriate and timely oral and/or written feedback will be given.
- 6.6.1.3 Where non-teaching staff are delivering lessons, for cover or supervision purposes for example, lesson observations may be necessary to assess objectives where relevant.
- 6.6.1.4 In this school teachers' performance will be regularly observed but the amount and type of formal classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school.
- 6.6.1.5 The amount of observation that takes place will not normally exceed 3 hours of formal observation in a particular appraisal cycle. Formal observation will usually be with prior notification of at least 5 working days' notice, most likely agreed as part of objective setting. Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- 6.6.1.6 Additional formal observation may be deemed necessary in circumstances where concerns arise where it is felt appropriate to facilitate and monitor the effectiveness of management support. This would usually be explained at the time concerns are raised with an employee.

6.6.1.7 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. The length and frequency of 'drop in' observations will vary depending on specific circumstances.

6.6.1.8 Formal observation outlined above excludes school reviews, Ofsted visits, learning walks with a specific focus e.g. pupil premium provision or a department review. The areas excluded cover circumstances where it is a whole school or department focus rather than an individual focus.

6.6.1.9 Informal drop in observations and wider school or department reviews covered under sections 6.6.1.7 and 6.6.1.8 will not result in formal outcomes being given. These are not documented for an individual employee and do not form part of a measure against an employee's annual appraisal. Anything identified as an issue outside of formal observation will be revisited in accordance with section 6.6.1.5 and 6.6.1.6.

6.6.2 **Development and support**

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all employees take responsibility for improving their teaching/skills through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual employees as detailed in section 6.5 on "Setting Objectives" above.

6.6.3 **Feedback**

6.6.3.1 Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after formal observation has taken place or other evidence has come to light. Feedback will include discussion with the employee, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

6.6.3.2 If during the review cycle, there are concerns about any aspects of an employee's performance these will be addressed in accordance with section 6.7.

6.6.3.3 When progress is reviewed mid cycle, if the appraiser is satisfied that the employee has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

6.7 **Transition to Capability**

6.7.1 Where standards (such as the national standards for teachers) in line with the schools' expectations, are found not to be met at the appropriate professional skills level/behaviour descriptors, special arrangements will be made to ensure that the appropriate support can be provided. These may include:

- the appointment of an appraiser from the senior leadership team;
- the setting of an appropriate number of additional performance management objectives above the school norm;
- further lesson observations, many or all of which may be unannounced.

Where information comes to light during the course of an appraisal cycle that leads the Headteacher to conclude that national standards are not met at the appropriate professional skills level/behaviour descriptors, these new arrangements (as outlined in 6.6.1 above), which may include a change of appraiser, will come into force as soon as possible after the decision has been made. (Appendix 3: Professional Skills Level Descriptors).

6.7.2 Where national standards are identified as not being met at the appropriate career stage expectation level/ behaviour descriptors, performance objectives will be action planned to a much shorter timescale, typically between half a term and a term as the Headteacher decides the situation warrants. At the end of each such period, progress will be reviewed, and a decision made on whether:

- to end the support programme and resume normal appraisal arrangements;
- to continue to provide support within appraisal by setting further short-term objectives;
- to suspend performance appraisal and move immediately into the formal capability procedure.

6.8 Annual Assessment

6.8.1 Where the appraiser indicates that performance is unsatisfactory, they will be able to present evidence previously shared with the member of staff.

6.8.2 Employees and their appraiser will as a minimum annually attend a formal appraisal meeting, where their performance will be formally assessed in respect of each appraisal period. The aim of the meeting will be to determine appraisal review outcomes or performance related pay (PRP) outcomes where appropriate, to set objectives for the coming year and to determine any professional development requirements. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser.

6.8.3 Where appraisee and appraiser cannot reach agreement as to appraisal review outcomes or PRP outcomes, the matter will be referred to the Headteacher (or to the member of senior staff with delegated responsibility for the process) who will meet with the appraisee, consider all available evidence, and inform the appraisee of their decision

6.8.4 Disputes concerning appraisal review outcomes or PRP outcomes will be dealt with through the schools' pay appeal process in section 10.

6.8.5 This assessment is the end point of the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of:

- Professional dialogue
- Lesson or task observations;
- Planning and work scrutiny;
- In-year review meeting/s with appraiser;
- Observation / scrutiny of leadership and management activities where appropriate;
- Other feedback obtained during the cycle relevant to the employee's overall performance.

6.8.6 As soon as practicable following the end of each appraisal period, the employee will receive, and have the opportunity to comment in writing on, a written appraisal report. The appraisal report will include:

- details of the employee's objectives for the appraisal period in question;
- an assessment of the employee's performance of their role and responsibilities against their objectives, the relevant standards, and their job description and person specification;
- an assessment of the employee's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay progression where that is relevant and in keeping with the relevant terms and conditions of employment.

6.8.7 The assessment of performance and of training and development needs will inform the planning process for the following appraisal and training period.

6.8.8 Recommendations on pay will be referred to the Headteacher before being referred on to the Governing Body.

6.9 Confidentiality

Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the Headteacher and/or nominated member of the senior management team and those with line management responsibilities.

6.10 Equality and consistency

6.10.1 The Headteacher will have overall responsibility for the quality assurance of the appraisal process across the school. This will include ensuring the consistency and equality of application of the process throughout the school. The Headteacher may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior management team. The School Business Manager will often take this role for non-teaching staff.

6.10.2 The Headteacher will be responsible for reporting regularly to the Governing Body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues. The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff.

6.10.3 The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

6.11 Retention of statements

The Governing Body and Headteacher will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

7. Pay Reviews

7.1 The Governing Body will ensure that each teacher's salary is reviewed annually with effect from 1 September and that each teacher is notified of the outcome by no later than 31 October each year or 31 December for the Headteacher, and that all teachers are given a written statement setting out their salary and any other financial benefits to which they are entitled.

- 7.2 Reviews may take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and where applicable will give information about the basis on which it was made.
- 7.3 Where a pay determination leads or may lead to the start of a period of salary safeguarding, the Governing Body will give the required notification as soon as possible and no later than one month after the date of the determination.
- 7.4 Non-teaching staff will have their reviews undertaken annually in line with the financial year (April – March); notification of the outcome will be given by no later than 30 April each year. Pay determinations will take effect from 1 April each year.
- 7.5 It will be possible for a 'no progression' determination to be made without recourse to the capability procedure.
- 7.6 To be fair and transparent, assessments of performance will be properly rooted in evidence. Fairness will be assured by annual monitoring of the application of the pay policy and pay decisions.
- 7.7 Decisions regarding pay progression will be made with reference to performance appraisal reports and the pay recommendations they contain. In the case of NQTs, pay decisions will be made by means of the statutory induction process.
- 7.8 Teachers' performance appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Governing Body, having regard to the performance appraisal report and taking into account advice from the senior leadership team. The Governing Body will consider its approach in the light of the schools' strategic priorities and ensure that appropriate funding is allocated for pay progression at all levels.
- 7.9 In this school, judgements of performance will be made against objectives met, any relevant standards which apply to the role, and for teachers the schools' skill level/behaviour descriptors/career grade expectations.

8. Pay progression based on performance

Non-teaching Staff

- 8.1 Progression through incremental spinal column points is automatic for non-teaching staff, with increments awarded annually on a time served basis (one incremental point per annum).
- 8.2 The annual appraisal review (April) will provide the opportunity to award additional payments to employees who achieve an 'Exceed' rating against all their objectives. Employees will receive a non-consolidated one off payment of 1% of their annual salary.

Teaching Staff

8.3 Progression on the pay range for a member of teaching staff, including members of the leadership group will be subject to a review of their performance set against the annual appraisal review and the Governors' relevant skills level descriptors, as applicable. Employees will not move from Band 1 to Band 2 or from Band 2 to Band 3 on their range or ISR as appropriate until all the elements of the Governors' skills level descriptors applicable to the post for either Band 2 or Band 3 respectively have been met.

8.4 The Governing Body may award one increment for sustained high quality performance against the criteria in section 8.2 above or may award two or more increments where performance has been exceptional and exceeded the expectations set out in section 8.2.

8.5 Where performance has not been of a sustained high quality the Governing Body may decide that there should be no pay progression.

8.6 The Governing Body has determined that a member of the teaching staff appointed to Band 1 on their range would, other than in exceptional circumstances, be expected to have progressed to Band 2 within 2 to 3 years of taking up their post. In circumstances where the employees' performance is not at that level this will be addressed through the schools' appraisal, and possibly capability procedure.

8.7 Decisions regarding annual pay progression within the relevant ranges will be made with reference to teachers' performance appraisal statements and the pay recommendation they contain. In the case of Newly Qualified Teachers, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

8.8 The Governing Body expects all teachers to perform at the highest possible level and to continue to improve their professional practice year on year. Performance Appraisal objectives will be progressive and developmental, thereby ensuring that good performance is rewarded and that good teachers have the opportunity over a number of years, to progress to the maximum of their respective pay range.

8.9 Decisions on performance pay progression will be based on an assessment of the overall performance of the teacher.

8.10 A teacher will be eligible for annual performance pay progression where they:

- 1) have been assessed as meeting the relevant career stage expectations throughout the assessment period;
- 2) have had their teaching assessed as at least good overall during the assessment period;
 - 2a) Upper Pay Range teachers will be expected to demonstrate increasing levels of outstanding teaching overall
 - 2b) Lead Practitioners will be expected to demonstrate outstanding teaching overall
- 3) have been assessed as meeting the requirements of their job description/job role;
- 4) meet their individual performance appraisal objectives;

Consideration will be given where factors beyond the teacher's control have impacted on their ability to meet objectives;

- 5) have demonstrated a personal responsibility for identifying and meeting their CPD needs;
- 6) Are performing in line with the skill level/behaviour descriptors/career grade expectations.

8.11 The evidence which will be considered in assessing performance will include:

- pupil progress data;
- quality of teaching against the Teaching Standards, including observed practice;
- self-assessment;
- professional dialogue;
- received feedback;
- performance appraisal statements;
- CPD records.

And in the case of Upper Pay Range teachers and Lead Practitioners, evidence of their contribution beyond their own classroom and their impact on the wider school.

8.12 Where a teacher has been absent for some or all of the assessment period, an assessment will be based on performance during any periods of attendance and/or prior performance.

8.13 Where the performance pay progression criteria are **not** met, the teacher will not receive any performance pay progression. A decision not to award performance pay progression may be made without recourse to capability procedures. However, teachers who fail to meet the minimum teaching standards and/or who consistently fail to improve their practice or to sustain the expected level of performance for their pay level, may be subject to these procedures.

8.14 Where a decision not to progress is made, the teacher will be supported through the performance appraisal process to improve their performance.

9. Movement to the Upper Pay Range

9.1 Applications and Evidence

9.1.1 Any qualified teacher on the Main Pay Range may apply to be paid on the Upper Pay Range once per year. It is the responsibility of the teacher to decide whether or not they wish to submit a request to move onto the Upper Pay Range.

9.1.2 Applications must:

- be put in writing and submitted to the Headteacher;
- be submitted by the end of the summer term in each year (consideration will be given to accepting late applications where individual circumstances e.g. absence prevent this deadline being met).

9.1.3 An application will be successful, if the Headteacher and the Pay Committee are satisfied that:

- the teacher is highly competent in all elements of the teaching standards; and,
- the teacher's achievements and contribution to the school are substantial and sustained; and,
- the teacher has fulfilled the schools' skills level descriptors/career grade expectations for Band 3.

In this school, this means that the teacher has consistently:

- demonstrated that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period:
- been assessed as meeting their performance appraisal objectives over a sustained period;

and in addition that;

- teaching has been rated as good overall, with some outstanding, over a sustained period;
- the teacher has demonstrated over a sustained period an ability to support pupils to exceed expected levels of progress/achievement;
- the teacher has consistently taken responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning;
- the teacher has demonstrated that they have made an impact on the school beyond their own class/group(s) over a sustained period. This may include
 - demonstrating an ability to coach, mentor, advise and demonstrate best practice to, other teachers to enable them to improve their teaching practice;
 - contributing to policy and practice which has improved teaching and learning across the school;

9.1.4 Sustained means maintained continuously over a period of at least 2 school years.

9.1.5 The school will exercise its discretion to consider performance over a lesser period where a teacher has been absent for some of the relevant period due to maternity, adoption, shared parental leave or ill health.

9.1.6 If a teacher is simultaneously employed at another school(s), they may submit separate applications if they wish to apply to be paid on the upper pay range in that school or schools. This school will not be bound by any decision made by another school.

9.2 The application will be assessed: processes and procedures

- 9.2.1 The Headteacher or another assigned member of the senior leadership team (SLT) will assess all applications to be paid on the Upper Pay Range and their recommendation will be considered by the Pay Committee.
- 9.2.2 The Headteacher or another assigned member of the SLT will use the evidence contained in the teachers' performance appraisal review paperwork to make their assessment.
- 9.2.3 A teacher may, if they wish, provide additional evidence to support their application, but is not obliged to do so.
- 9.2.4 The Headteacher or assigned member of the SLT will discuss their recommendation with the teacher and the Pay Committee will confirm the decision by 31 October.
- 9.2.5 Where the application is approved, the teacher will progress to the minimum of the Upper Pay Range backdated to the 1 September (this will in effect be the beginning of the new appraisal year following the submission in the previous appraisal year).
- 9.2.6 Where the application is not successful, the Headteacher will provide feedback and the teacher will be provided with advice and support through the performance appraisal process to develop their skills with a view to them making a future successful application.
- 9.2.7 Teachers have the right to appeal any decision not to move them onto the Upper Pay Range.

10. Appeals

- 10.1 Pay recommendations will be contained within Performance Appraisal Review Statements and these will be discussed with employees at the review meeting. Where an employee has concerns about the pay recommendation which cannot be resolved at the review meeting, they should include these on the review statement for consideration by those responsible for making pay decisions.
- 10.2 An employee may make a formal appeal against a decision on pay, which must be submitted in writing within 7 calendar days of receipt of written notification of that decision.
- 10.3 The grounds of appeals are that the decision maker(s):
 - incorrectly applied the provisions of the Teachers' Pay & Conditions Document / national / local terms and conditions
 - failed to have proper regard for statutory guidance;
 - failed to take proper account of relevant evidence and/or took account irrelevant or inaccurate evidence;
 - were biased; or
 - otherwise unlawfully discriminated against the employee.
- 10.4 Appeals will be heard by the Pay Appeals Committee.

- 10.5 The Appeals will be heard at a meeting, normally within 20 working days of receipt of the written appeal. The employee will be entitled to attend the appeal meeting, to make representations and to be accompanied by a work colleague or a member of a Professional Association or Trade Union.
- 10.6 Any written submissions relevant to the appeal must be circulated to all parties at least 3 working days prior to the meeting.
- 10.7 The decision of the appeal committee will be notified in writing and, where the appeal is rejected, this will include a note of the evidence considered and the reasons for the decision.
- 10.8 The decision of the Governing Body's Pay Appeals Committee is final and there is no recourse to the staff grievance procedure.
- 10.9 The Headteacher shall be entitled to attend, for the purposes of providing information and advice (except in the case of his/her own salary), all proceedings of the Pay Appeals Committee.
- 10.10 The role of the Pay Appeal Committee is not to make judgement about the effectiveness of individual staff. It is to satisfy themselves that any recommendation/decision has been made on the basis of evidence and has been made taking proper account of equal opportunities and that correct procedures have been followed.

11. Monitoring the impact of the policy

- 11.1 The Governing Body will monitor the outcome and impact of this policy annually assess its effect and continued compliance with equalities legislation. The effect of the policy will be assessed particularly with reference to trends in progression across specific groups of teachers and the correlation between this and performance appraisal reviews and outcomes for pupils.
- 11.2 The pay of individual staff will remain confidential, shared only with those responsible for making pay decisions and managing administrative matters.

Appendix 1: Teaching Reference Points/Salary Bands

The Governing Body agreed to use the teaching and leadership pay reference points published to support the School Teachers' Pay and Conditions Document.

Main Pay Range reflects ...

Upper Pay Range reflects ...

Leadership Points reflect ...

The specific pay ranges and bands for teaching and leadership posts in this school are:

In response to the STRB's recommendations, the Secretary of State has proposed a differentiated pay award for teachers and leaders as follows:

- 3.5% to all Main Pay Scales range;
- 2% to all upper pay range, leading practitioner pay range and all allowances;
- 1.5% to all the leadership pay ranges.

The Governors have agreed to use the Hertfordshire pay awards – these bands will be published here once they are released from County.

Hertfordshire have communicated to schools that any pay increases will now be paid in November 2018, at the earliest. Once these have been published all teacher pay will be backdated to 1st September 2018.

Appendix 2: Non-Teaching Salary Bands

HERTFORDSHIRE COUNTY COUNCIL SALARY SCALES 1st April 2018

GRADE/HAY JOB UNITS	SCP	£	GRADE/HAY JOB UNITS	SCP	£	GRADE/HAY JOB UNITS	SCP	£
HB Job units up to 76	6	16,394	H6	23	21,693	M4 597 - 647	49	44,697
				24	22,401		50	45,653
			229 - 267	25	23,111		51	46,610
				26	23,866		52	47,579
HA 77 - 105	6	16,394	H7	26	23,866	M5 648 - 703	52	47,579
				27	24,657		53	48,572
			268 - 313	28	25,463		54	49,575
				29	26,470		55	50,610
H1 106 - 116	9	16,755	H8	29	26,470			
				30	27,358			
			314 - 368	31	28,221			
				32	29,055			
H2 117 - 138	11	17,007	H9	34	30,756			
				35	31,401			
			369 - 432	36	32,233			
				37	33,136			
H3 139 - 163	14	17,681	M1	38	34,106			
				39	35,229			
			433 - 506	40	36,153			
				41	37,107			
H4 164 - 193	17	18,672	M2	43	39,002			
				44	39,961			
			507 - 549	45	40,858			
				46	41,846			
H5 194 - 228	20	19,819	M3	46	41,846			
				47	42,806			
			550 - 596	48	43,757			
				49	44,697			
	21	20,541						
	22	21,074						
	23	21,693						

SCP 33 = £29,909 - Used for career grades only.

Appendix 3: Professional Skills Level Descriptors

Professional Area	Relevant Standards	Band 1: Teacher			Band 2: Accomplished Teacher			Band 3: Expert Teacher		
		M1	M2	M3	M4	M5	M6	U1	U2	U3
Professional Practice	1.1(1); 1.2(2,3,5) 1.3(1,3); 1.4(1,2,3); 1.5 all; 1.6 (1); 1.7(1,2,3); 1.8 (3); 2.1 (2,4); Preamble	Many, but not all, aspects of teaching over time are good			All aspects of teaching over time are good			Many aspects of teaching over time are outstanding		
Professional Outcomes	1.1(2) 1.2(1,2,3) 1.5(1) 1.6 (3,4) Preamble	With appropriate additional support, most pupils progress in line with school expectations			Most pupils progress in line with school expectations without additional support			Significant numbers of pupils exceed school expectations		
Professional Relationships	1.1(1) 1.6(4) 1.7(4) 1.8(2,3,5) 2.1(1,3,4) Preamble	Positive working relationships established with pupils, colleagues and parents			These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others.			Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges		
Professional Development	1.2(4,5) 1.3(1,2,4,5) 1.4(5) 1.5(2,3,4) 1.6(1) 1.8(4) 2.1(2) 2.3 Preamble	Develops professional practice in line with advice from more experienced colleagues			Takes a proactive role in identifying areas for professional development, accessing advice and adapting practice			Proactively leads the professional development of others in a way which leads to improved outcomes for pupils		
Professional Conduct	1.1(3); 1.7(1); 1.8(1); 2.1(all); 2.2; 2.3; Preamble	Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards			Meets the standards for professional conduct set out in the Teachers' Standards		

St Vincent de Paul Catholic Primary School



Appraisal Policy for Teaching Staff

September 2018

(CES version – updated May 2018)

“We are called to be the hands and face of Jesus as we learn,
love and grow together”

Reviewed: Autumn 2018
To be reviewed: Autumn 2019
Reviewed by: Resource Committee

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 appointed from time to time.
- ii. 'Clerk' means the Clerk to the Governing Body 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 an accredited trade union representative or an official employed by a trade union who will be expected to make themselves 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, 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 to appraise 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. the development of the School's ethos.
- vi. 'Governing Body' means the governing body of the School.
- vii. 'Governors' means the governors appointed and elected to the Governing Body of the School, from time to time.
- viii. 'Headteacher' means the substantive headteacher, who is the person with overall responsibility for the day to day management of the school.
- 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, for maintained schools, the Teachers Standards published by the DfE in 2012 or any subsequent revisions thereafter.
- 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 elected 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 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 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 School’s plan for improving educational provision and performance.. **The assessment shall have regard to the Teachers’ Standards and other applicable Professional Code of Conduct and Practice such as the SEND 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 performance management at a Catholic school. This commitment extends to promoting equality of opportunity and eliminating unlawful discrimination throughout the school community.

2.3 Where concerns raised about a Teacher’s performance cannot be resolved through this Appraisal Policy and Procedure, there will be consideration of whether to invoke the School’s Capability Policy and Procedure.

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 the School’s Capability Policy and Procedure and/or Disciplinary Policy and Procedure.

2.5 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 other applicable policies and procedures.

2.6 The Governors delegate their authority in the manner set out in this policy.

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"². 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 others and their gifts, recognition of the needs and achievements of others, challenge of self and others, personal growth and openness.

² Christ at the Centre – a summary of why the Church provides Catholic Schools – Bishops' Conference and Catholic Education Service.

4. THE APPRAISAL PERIOD

4.1 The Appraisal Period will run for twelve months from 1st September to 31st August.

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 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 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

5.2 In carrying out its duties in accordance with Paragraph 5.1, the Governing Body must appoint a suitably skilled and/or experienced 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 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 School and the values it proclaims³ 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 and maintained.

6.2 The Appraiser and the employee will seek to agree the objectives. Objectives may be revised if circumstances change. The School operates a system of moderation to ensure that all Appraisers are working to the same Standards. Targets 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, 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 performance and improving education of the pupils at the School. This will be ensured by quality assuring all objectives against the school improvement plan.

³ 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.

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 may take into account the **School's work/life balance strategy and the** effects of an individual's circumstances, including any disability, when agreeing objectives.

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.

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 and the headteacher will be informed of the Standards against which their performance will be appraised in that Appraisal Period.

Teachers

6.9 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

Gathering Evidence

In order to assess performance the Appraiser will need to gather evidence which may include classroom observations, task observations, reviews of assessment results, reviews of lesson planning records, internal tracking, moderation within and across academies/schools, Pupils' Voice, Parents' Voice, headteachers' walkabouts and evidence supporting progress against Standards.

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 School. All observation will be carried out in a supportive fashion.

7.3 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 school day with 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 headteacher or any other senior leader 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. 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 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.

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 identify concerns on an informal basis at any time about any performance falling short of the standard expected.

7.11 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.

7.12 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.

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 demotion as an alternative to proceeding with action under this Appraisal Policy and Procedure, specifically Paragraph 9.

8. ANNUAL ASSESSMENT

8.1 In assessing the performance of the headteacher the Governing Body 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 Period but performance and development priorities will be reviewed and addressed on a regular basis throughout the year at interim meetings (which may be in person or via telephone, email or other appropriate medium) which will take place mid-year.

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 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) 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 headteachers and by 31st October for other teachers*);
- (e) A space for Teacher's own comments

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 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 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 (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.

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 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.

9.4 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 period of between 6 and 10 working weeks, with appropriate 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.

9.5 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.

9.6 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.

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 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.

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 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.

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 or the letter confirming the outcome of the meeting under Paragraph 9.6.

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 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.

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 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.

10.8 The School's Appraisal Appeal Policy and Procedure is set out in the Pay and Appraisal Policy.

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 relevant person will postpone the meeting for no more than 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

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;
- 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 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 September 2013 and updated in June 2016 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. This procedure will be reviewed by the CES in readiness for the academic year **2019/2020**.

St Vincent de Paul Catholic Primary School



Appraisal Policy for Support Staff

September 2018

(CES version – updated May 2018)

“We are called to be the hands and face of Jesus as we learn,
love and grow together”

Reviewed: Autumn 2018

To be reviewed: Autumn 2019

Reviewed by: Resource Committee

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 appointed from time to time.
- ii. 'Clerk' means the Clerk to the Governing Body 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 an accredited trade union representative or an official employed by a trade union who will be expected to make themselves 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, which may also be known, or referred to, as the Diocesan Education Service.
- v. 'Governing Body' means the governing body of the School.
- vi. 'Governors' means the governors appointed and elected to the Governing Body of the School, from time to time.
- vii. **Headteacher' means the substantive headteacher, who is the person with overall responsibility for the day to day management of the school.**
- viii. '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.
- ix. 'Vice-Chair' means the Vice-Chair of the Governing Body elected 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 the School employed in your capacity as support staff worker and are not a teacher or headteacher (hereinafter referred to as an "employee" or "you").

1.2 This Appraisal Policy and Procedure does not apply to those employees who are employed under a contract of employment for less than one term 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 employees and for supporting their development within the context of the School's plan for improving educational provision and performance, and the standards expected of the staff of the School.

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 performance management at a Catholic school. This commitment extends to promoting equality of opportunity and eliminating unlawful discrimination throughout the school community.

2.3 Where concerns raised about an employee's performance cannot be resolved through this Appraisal Policy and Procedure, there will be consideration of whether to invoke the School's Capability Policy and Procedure.

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 the Capability Policy and Procedure and/or Disciplinary Policy and Procedure.

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 (GDPR).

2.6 The Governors delegate their authority in the manner set out in this policy.

3. APPRAISAL IN A CATHOLIC CONTEXT

3.1 Appraisal will be a supportive and developmental process designed to ensure that all employees have the skills and support they need to carry out their role effectively within the context of the School's ethos.

3.2 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.

3.3 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.

3.4 The School is committed to ensuring respect, objectivity, belief in the dignity of the individual, consistency of treatment and fairness in the operation of performance management as a Catholic school. This Appraisal Policy and Procedure offers opportunities to ensure justice for employees 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 April to March each year.

4.2 Employees 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 an employee starts their employment at the School part-way through the School's usual Appraisal Period, the headteacher shall determine the length of the Appraisal Period for that employee 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 an employee transfers to a new post within the School part-way through an Appraisal Period, the headteacher shall determine whether the Appraisal Period should be re-set and whether the Appraiser should be changed.

5. APPOINTING APPRAISERS

5.1 An Appraiser will be appointed by the headteacher to appraise an employee of the School.

5.2 The Appraiser will set employee objectives in accordance with Paragraph 6 below.

5.3 The Appraiser, through the headteacher and/or Governing Body, may seek advice from other external advisers including, but not limited to, the Diocesan Schools' Commission or the Local Authority.

5.4 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.

5.5 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

6.1 Appraisal objectives should reflect the Catholic identity and mission of the School and the values it proclaims⁴ 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 developed and maintained.

6.2 The Appraiser and the employee will seek to agree the objectives. Objectives may be revised if circumstances change. The School operates a system of moderation to ensure that all Appraisers are working to the same standards. Targets 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, the final decision on allocation of objectives rests with the Appraiser.

6.3 The objectives set for each employee will, if achieved, contribute to the School's plans for improving educational provision and performance and improving education of the pupils at the School. This will be ensured by quality assuring all objectives against the school improvement plan.

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

⁴ 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.

and so include the academic, spiritual, moral, social, emotional and cultural development of each pupil.

6.5 In accordance with Paragraph 5, the employee's objectives will be set by the Appraiser before, or as soon as reasonably practicable after, the start of each Appraisal Period and the employee will be informed of the objectives and standards against which their performance will be appraised in that Appraisal Period.

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

6.7 The Appraiser may take into account the effects of an individual's circumstances, including any disability, **requiring the implementation of reasonable adjustments**, 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 School and the employee, and any such revision(s) to set objectives will be recorded in writing.

7. REVIEWING PERFORMANCE

Development and Support

7.1 Appraisal is a supportive process which will be used to inform the employee's continuing professional development. The School wishes to encourage a culture in which all employees take responsibility for improving the School 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 employees.

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

Informal Action

7.3 An employee's line manager may identify concerns on an informal basis at any time about any performance falling short of the standards expected.

7.4 An employee'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 teachers at the School or elsewhere or discussing practice with advisory teachers or other support staff members.

7.5 Informal action could include establishing the expectations that the School and/or the Governing Body has of the employee and what support may be provided to help the employee to meet those expectations.

7.6 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

7.7 There may be a situation where the employee'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.

7.8 The line manager/Appraiser may offer the employee the option of taking a voluntary demotion as an alternative to proceeding with action under this Appraisal Policy and Procedure, specifically Paragraph 7.12.

Observation

7.9 The School believes that observation of work practice is important both as a way of assessing employee performance in order to identify any particular strengths and areas for development as well as gaining useful information which can inform School improvement more generally.

7.10 All observation will be carried out in a supportive fashion.

Feedback

7.11 Employees will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light. Feedback will include discussion with the employee, highlighting their areas of strength and areas that need attention and will determine any appropriate action required.

7.12 Where there are concerns about any aspects of the employee's performance these will be addressed at a meeting between the Appraiser and the employee. At such meeting the employee will be notified of the Appraiser's concerns about the employee's performance, the action required to bring the employee's performance to the standard expected and the timeframe for so doing. The employee's progress will continue to be monitored as part of the appraisal process and a reasonable time given for their performance to improve. This will depend on the circumstances but will usually be for a period of between 6 and 12 working weeks, with appropriate support as agreed at the meeting held in accordance with this Paragraph 7.12 in order that the aim of recovering and improving performance can be achieved.

7.13 When progress is reviewed at the end of the review period in accordance with Paragraph 7.12, if the Appraiser is satisfied that the employee has made, or is making, sufficient improvement, the appraisal process will continue as normal. Where the Appraiser finds that insufficient, or no, improvement has been made, then paragraph 8.6 will apply.

8. ANNUAL ASSESSMENT

8.1 Employees' performance will be formally assessed in respect of each Appraisal Period.

8.2 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 interim meetings (which may be in person or via telephone, email or other appropriate medium) which may take place at least once mid- year.

8.3 The employee will receive, as soon as practicable following the end of each Appraisal Period, a written Appraisal Report. The employee will have the opportunity to comment on the Appraisal Report in writing. This 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.

8.4 The Appraisal Report will include:

- a. Details of the employee's objectives for the relevant Appraisal Period;

- b. An assessment of the employee's performance of their role and responsibilities against their objectives and any relevant standards;
 - c. An assessment of the employee'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;
 - e. A space for the employee's own comments
- 8.5 A review meeting will take place to discuss the content of the Appraisal Report and any further action required, including setting a period for review of performance, and to inform objective setting for the next Appraisal Period.

Transition to capability

8.6 If the Appraiser is not satisfied with the employee's progress following the review period in accordance with Paragraph 7.12 or the Annual Assessment, the employee will be notified in writing that this Appraisal Policy and Procedure will no longer apply and that their performance will be managed under the School's Capability Policy and Procedure.

9. APPEALS

9.1 Employees 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 in accordance with Paragraph 8.6 above. If an appeal relates to a decision about pay, the employee is referred to the School's Pay Policy and Procedure.

9.2 An appeal in accordance with Paragraph 9.1 must be made in writing to the Clerk and lodged within 10 working days of receipt of the Appraisal Report or the letter confirming that the School's Capability Policy and Procedure will be invoked.

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

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

9.5 The Appeal Manager will be the Headteacher, excluding where the Headteacher is the Appraiser.

9.6 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 transition to capability proceedings in accordance with Paragraph 8.6; 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.

9.7 Where an appeal is against entries in the Appraisal Report and a decision to invoke the Capability Policy & Procedure under Paragraph 8.6, the appeals will be heard together.

9.8 The School's Appraisal Appeal Policy and Procedure is set out in the Pay and Appraisal Policy.

10. COMPANION

10.1 Where a meeting is held under Paragraphs 7.12 or 9 above, you may be accompanied by a Companion.

10.2 You must let the person appointed to hold such meeting under Paragraphs 7.12 or 9 above know who your Companion will be at least one working day before the meeting.

10.3 If you have any particular reasonable need, for example, because you have a disability, you can also be accompanied by a suitable helper.

10.4 Your Companion can address the meeting in order to:

- put your case;
- sum up your case;
- respond on your behalf to any view expressed at the meeting; and
- Ask questions on your behalf.

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

10.6 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.

- 10.7 Where you have identified your Companion and they have confirmed in writing to the relevant person appointed under Paragraphs 7.12 or 9 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 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.

11. 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:

- 11.1 need to be held when you were timetabled to assist with lessons;
- 11.2 be held after the end of the School day;
- 11.3 not be held on days on which you would not ordinarily work;
- 11.4 Be extended by agreement between the parties if the time limits cannot be met for any justifiable reason.

12. VENUE FOR MEETINGS

Any meeting held under Paragraph 7.12 or 9 may be held off the School site to minimise any distress to the employee.

13. ASSISTANCE

Where matters fall to be decided under Paragraphs 7.12 and 9, the Diocesan Schools Commission may send a representative to advise the School.

14. REVIEW OF THIS PROCEDURE

This procedure was produced in September 2013 and amended in June 2016 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. This procedure will be reviewed by the CES in readiness for the academic year 2019/2020.