



# St Joseph

Catholic Multi Academy Trust

## Appraisal Policy for Teachers

Reviewed By	Approved By	Date of Approval	Version Approved	Next Review Date
Andrew Truby/Gill Meeson	Board	23.11.22	1.0	November 2023

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Document Owner	Andrew Truby
Organisation	St Joseph Catholic MAT
Title	CEO
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Draft appraisal policy for implementation in 2022-2023 cycle	

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17.10.2022	1.0		Based on latest CES policy Consulted on with Trade Unions but not agreed See attached consultation report
20.01.23	1.0	Approved	Gill Meeson, Interim HR Manager reviewed clause 8.3 and renumbered 12.9 – non substantive

For the purpose of this policy the following representatives need to sign off this document:	
Role & Responsibilities	Name
Chair of the Board of Directors	Ann Connor OBE
CEO	Andrew Truby

Website:	
Yes/No	No. Trust SharePoint

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### **Commitment to Equality:**

**We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.**

## DEFINITIONS

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

- i. 'Academy' means the academy named at the beginning of this Appraisal Policy and Procedure and includes all sites upon which the Academy undertaking is, from time to time, being carried out.
- ii. 'Academy Trust Company' means the company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Academy.

- iii. 'Board' means the board of Directors of the Academy Trust Company.
- iv. 'Chair' means the Chair of the Board as appointed from time to time.
- v. 'Clerk' means the Clerk to the Board as appointed from time to time.
- vi. 'Companion' means a willing work colleague not involved in the substance of the employee's performance under review by this Appraisal Policy and Procedure, or a trade union official, an accredited representative of a trade union who should be available for the periods of time necessary to meet the timescales under this Appraisal Policy and Procedure.
- vii. 'Diocesan Schools Commission' means the education service provided by the diocese in which the Academy is situated, which may also be known, or referred to, as the Diocesan Education Service.
- viii. 'Directors' means directors appointed to the Board from time to time.
- ix. 'External Adviser' means a suitably skilled and/or experienced person who is appointed by the Governing Board to support the Governing Board in the appraisal of the Headteacher in accordance with this Appraisal Policy and Procedure. The External Adviser must be familiar with the particular needs of a Catholic voluntary academy e.g. in relation to the development of a Catholic academy's ethos and should be independent of the Headteacher.
- x. 'Governing Board' means the body carrying out the employment functions of the Academy Trust Company in relation to the Academy. St Joseph Catholic Multi Academy Trust is the employer.
- xi. 'Governors' means the governors appointed or elected to the Local Governing Body from time to time.
- xii. 'Headteacher' means the most senior Teacher in the Academy who is responsible for its management and administration. Such Teacher may also be referred to as the Head of School or Principal.
- xiii. 'Local Governing Body' means the Governors appointed and elected to carry out specified functions in relation to the Academy as delegated by the Academy Trust Company.
- xiv. 'Standards' means the Teachers' Standards published by the DfE in July 2011 as amended from time to time and, as appropriate, the National Standards of Excellence for Headteachers published by the DfE in October 2020 as amended from time to time.

- xv. 'Teacher' means a teacher employed by the Academy Trust Company to work at the Academy and, where the context so admits, includes the Headteacher.
- xvi. 'Working Day' means any day on which you would ordinarily work if you were a full-time employee. In other words, 'Working Day' may apply differently to teaching and non-teaching staff. However, part-time and full-time staff will not be treated differently for the purposes of implementing this Appraisal Policy and Procedure.
- xvii. 'Working Week' means any week that you would ordinarily work.

## **1. APPLICATION**

- 1.1 Subject to Paragraph 1.2 below, this Appraisal Policy and Procedure applies to you if you are an employee or worker at the Academy and are a Teacher, Headteacher or other roles with School Teachers Pay and Conditions (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. Early Career Teachers) and those who are subject to the Academy's Capability Policy and Procedure.

## **2. SCOPE**

- 2.1.1 The purpose of this Appraisal Policy and Procedure is to establish a framework for a clear and consistent review of the overall performance of Teachers and for supporting their development within the context of the Academy Trust Company's plan for improving educational provision and performance and in order to enhance Teachers' professional practice. The review shall have regard to the Standards and other applicable codes of practice, such as the Special Educational Needs Code of Practice, where relevant.
- 2.2 The Academy Trust Company is committed to ensuring respect, objectivity, belief in the dignity of the individual, consistency of treatment and fairness in the operation of this Appraisal Policy and Procedure. This commitment extends to promoting equality of opportunity and eliminating unlawful discrimination throughout the Academy community which includes all of the academies in the Academy Trust Company's group.
- 2.3 The Academy Trust Company is committed to providing a supportive working environment for all Teachers through this Appraisal Policy and Procedure. Concerns about a Teacher's performance will always be addressed in the first instance through the operation of this Appraisal Policy and Procedure.

- 2.4 This Appraisal Policy and Procedure does not form part of any other procedure but relevant information on appraisal, including Appraisal Reports, may be taken into account in relation to the operation of other applicable policies and procedures.
- 2.5 The Academy Trust Company delegates its authority in the manner set out in this policy.
- 2.6 The Academy Trust Company is committed to ensuring that the operation of this Appraisal Policy and Procedure does not lead to an unnecessary increase in the workload for Teachers and Appraisers. This Appraisal Policy and Procedure will always be applied in a way which is robust and fair, whilst monitoring the impact on workload for Teachers, Appraisers, Directors and Governors.

### **3. APPRAISAL IN A CATHOLIC CONTEXT**

- 3.1 Teaching, as a ‘work of love, requires a radical commitment and service from all teachers, whatever their faith and whatever point they have reached on their spiritual journey’: “The Church looks upon you as co-workers with an important measure of shared responsibility...To you it is given to create the future and give it direction by offering your students a set of values with which to assess their newly discovered knowledge...[The changing times] demand that educators be open to new cultural influences and interpret them for young pupils in the light of Christian faith. You are called to bring professional skills and competence and a high standard of excellence to your teaching...But your responsibilities make demands on you that go far beyond the need for professional skills and competence...Through you, as through a clear window on a sunny day, students must come to see and know the richness and joy of a life lived in accordance with Christ’s teaching, in response to his challenging demands. To teach means not only to impart what we know, but also to reveal who we are by living what we believe. It is this latter lesson which tends to last the longest”<sup>1</sup>. The Academy Trust Company 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 Academy Trust Company’s ethos. It will help to ensure that Teachers are able to continue to improve their professional practice and to develop as Teachers. St Joseph Catholic Multi Academy Trust is committed to high quality teacher development as a core entitlement.
- 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 Academy are acknowledged.

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<sup>1</sup> Christ at the Centre – a summary of why the Church provides Catholic Schools – Bishops’ Conference and Catholic Education Service.

- 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.

## 4. THE APPRAISAL PERIOD

- 4.1 The Appraisal Period will run for twelve months from 1<sup>st</sup> November to 31<sup>st</sup> October.
- 4.2 Teachers who are employed on a fixed-term or temporary contract of less than one year will have their performance managed in accordance with the principles underpinning this Appraisal Policy and Procedure. The length of the Appraisal Period will be determined by the duration of their contract of employment.
- 4.3 Where a Teacher starts their employment with the Academy Trust Company part-way through the Academy's usual Appraisal Period, the Headteacher or, in the case where the employee is the Headteacher, the Board shall determine the proportionate length of the Appraisal Period for that Teacher with a view to bringing his/her Appraisal Period into line with the Academy's usual Appraisal Period as soon as possible.
- 4.4 Where a Teacher transfers to a new post within the Academy or any other Academy within the Academy Trust Company's Group part-way through an Appraisal Period, the Headteacher or, in the case where the employee is the Headteacher, the Board shall determine, in discussion with the Teacher, whether the Appraisal Period should be re-set and whether the Appraiser should be changed.

## 5. APPOINTING APPRAISERS

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

<b><i>Employee Level</i></b>	<b><i>Appraiser</i></b>
Chief Executive Officer	A panel appointed by the Board and supported by an External Adviser
Director of School Improvement	Chief Executive Officer
Headteacher	A panel appointed by the Governing Board including the Chief Executive Officer and

	supported by an External Adviser and the Director of School Improvement.
Teacher	A person appointed by the Headteacher, usually their line manager. Appraisers will have Qualified Teacher Status and must have received appropriate training for the role

- 5.2 In carrying out its duties, the Board must appoint an External Adviser to support the Academy Trust Company to appraise the Headteacher. For the Chief Executive Officer, the external adviser will be appointed by the Board. For headteachers, an external adviser will be appointed by the Chief Executive Officer. The Appraisal Panel may also seek advice from other external advisers including, but not limited to, the Diocesan Schools Commission.
- 5.3 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.
- 5.4 If, in exceptional circumstances and for professional reasons, the teacher wishes to request a change of appraiser, they may ask for an alternative appraiser who should be of comparable (or higher) status in the staffing structure than the person proposed. Any such application must be made in writing and must state the reasons for the request. If such a request is not accepted, the teacher must receive a written communication from the manager giving the reasons for refusal.

## 6. SETTING OBJECTIVES

### General

- 6.1.1 Appraisal objectives should reflect the Catholic identity and mission of the Academy Trust Company and the values it proclaims<sup>2</sup> and Appraisers are expected to explore the alignment of such objectives with the Academy's priorities and plans, working at all times to ensure that the Catholic ethos is preserved, developed and maintained. The Trust agrees the academy-wide objects that will be set in principle.
- 6.2 The Appraiser and the employee will agree three objectives which shall be reasonably achievable during the course of the Appraisal Period taking into account the professional development aspirations of the Teacher. Where necessary, a fourth objective may be included by agreement, to recognise additional responsibilities eg where a teacher has a TLR or who is on the leadership pay range in a multi-faceted role. Objectives may be revised following discussion with the Teacher if circumstances change. The Academy operates a system of moderation to ensure that all appraisals are carried out in a consistent manner. Objectives will be moderated across the Academy

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<sup>2</sup> 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 context of appraisal can be found in the CES User Guide.



and other academies in the Academy Trust Company's group to ensure that they are consistent between employees with similar experience and levels of responsibility. Should the objectives not be agreed, a record of the employee's comments in relation to the objectives set shall be added to the appraisal documentation but the final decision on allocation of objectives rests with the Appraiser. Where there is a difficulty agreeing the objectives, the Director of School Improvement may facilitate a professional discussion / mediation meeting to explore this further.

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

#### **Headteachers**

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

#### **Teachers**

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

## **7. REVIEWING PERFORMANCE**

## **Gathering Evidence**

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

## **Observation**

- 7.3 Observation of classroom practice and other responsibilities is one way of reviewing Teachers' performance in order to identify any particular strengths and areas for development. There is a place for formal observations however this is not the Trust's preferred approach to teacher development. There would typically be three full lesson observations per year with written feedback in line with the Trust's criteria and this would also be the maximum of this particular monitoring activity under this policy.
- 7.4 Teachers' performance will be regularly observed with classroom observations only undertaken by senior leaders holding QTS. There will be a maximum of three hours' observation in any cycle, however, where issues arise it may be appropriate (following discussion) to revisit the amount of classroom observation originally envisaged. All observation will be carried out in a supportive fashion and will not lead to unnecessary increases in Teacher workload. Monitoring criteria is always shared in advance and lessons (or part of lessons) are evaluated against them to ensure that feedback is specific and precise.
- 7.5 Unless it is not reasonably practicable, at least 5 Working Days' notice of the date and time of the observation will be given to the Teacher and verbal feedback will be provided by at least the end of the next Working Day with written feedback within 5 Working Days.
- 7.6 In addition to formal observation, as part of the ongoing monitoring, evaluation and review cycle, the Headteacher or any other senior leader with responsibility for teaching standards may "drop in" usually for a maximum of 15 minutes, on an informal basis, 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. The monitoring, evaluation and review cycle should be clearly communicated to all teachers. There are three key documents:

Core Expectations for Excellence

Teaching Record for Excellence

Monitoring for Excellence

The latest versions can be found on the Trust Sharepoint site.

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

7.8 All feedback about lesson observations will be developmental.

### **Continuing Professional Development**

7.9 Appraisal is a supportive process which will be used to inform Teachers' continuing professional development. The Academy 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 Academy's improvement priorities and to the ongoing professional development needs and priorities of individual Teachers.

7.10 The Trust is committed to high quality teacher development as a core entitlement for all teachers. This is not limited to but will include:

Regular instructional coaching

Relevant CPD in line with DfE CPD Standards

Subject knowledge development

Professional qualifications

Research and development opportunities

Specific feedback on performance

## **8. ANNUAL REVIEW**

8.1 In reviewing the performance of the Headteacher the Appraisal Panel must consult the External Adviser.

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

- 8.3 The Annual Review is the end point to the annual Appraisal Period but performance and development priorities will be reviewed and addressed throughout the year at interim meetings (which shall be conducted in person or via other appropriate medium depending on the circumstances) which will take place during the Spring Term. Teacher Workload will be considered when determining the frequency of such interim meetings; they will not take place in PPA time.
- 8.4 The Teacher will receive, as soon as practicable following the end of each Appraisal Period, but by no later than 31<sup>st</sup> October for Teachers other than Headteachers and 31<sup>st</sup> December for the Headteacher, a written Appraisal Report. The Teacher will have the opportunity to comment on the Appraisal Report in writing.
- 8.5 The Appraisal Report will include:
- (a) Details of the Teacher's objectives for the relevant Appraisal Period;
  - (b) A review of the Teacher's performance of their role and responsibilities against their objectives;
  - (c) An assessment of the Teacher's training and development needs and details of any action that should be taken to address them;
  - (d) A recommendation on pay where that is relevant (*NB – pay recommendations need to be made by 31<sup>st</sup> December for Headteachers and by 31<sup>st</sup> October for Teachers other than Headteachers*);
  - (e) A space for the Teacher's own comments
  - (f) The template for the appraisal report for teachers or headteachers can be found on the Trust SharePoint site.
- 8.6 A review meeting will take place after the end of the Appraisal Period to discuss the content of the Appraisal Report and the Teacher's written comments in the Appraisal Report (if any), to decide any further action required, including setting a period for review of performance, and to inform objective setting for the next Appraisal Period.
- 8.7 Where it has not been possible for Teachers to fully meet their objectives because the agreed support has not been provided this will be taken into account in the review meeting.

## 9. Development and Support

- 9.1.1 It is the Academy's aim, when significant concerns are identified in respect of any aspect of teacher's performance, to provide support and guidance through the appraisal process. The appraiser and appraisee will seek to identify any external factors which may be affecting the appraisee's performance.

- 9.2 Where the ongoing monitoring, evaluation and review cycle identifies that a teacher is not meeting the Academy's expectations or is experiencing difficulty, the Appraiser, the Headteacher or a member of the senior leadership team (as appropriate) will meet with the Teacher to:
- (a) Give clear and specific written feedback to the Teacher about the nature of the concerns, where relevant making reference to the specific expectations;
  - (b) Give the Teacher the opportunity to comment on, refute, explain and discuss the concerns;
  - (c) Give the Teacher at least 5 Working Days' notice that a meeting will be held to discuss targets for improvement alongside a programme of support, and inform the Teacher that they have the right to be accompanied at any such meetings by a Companion;
  - (d) In consultation with the Teacher at the above meeting, an action plan with support will be established (e.g. additional instructional coaching, training, in-class support, mentoring, structured observations, visits to other classes or academies or discussions with advisory teachers) that will help address those specific concerns;
  - (e) Make clear how progress will be monitored and when it will be reviewed; and
  - (f) Explain the implications and process if no, or no sufficient, improvement is made.
- 9.3 The Teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time will be given for the Teacher's performance to improve. The relevant monitoring period will depend on the circumstances but will usually be between 6 and 8 Working Weeks, with appropriate support as agreed in the action plan detailed above, in order that the aim of improving performance can be achieved. During this monitoring period the Teacher will be given regular feedback on his or her progress and arrangements will be made to modify the support programme if appropriate.
- 9.4 At the end of the monitoring period referred to above, the Headteacher or Appraiser will determine whether further support is required or if any further actions are needed in a formal review meeting, this may include a consideration of an extension to the original support period as appropriate. The Teacher will be given at least 5 Working Days' notice of such formal meeting and will have the right to be accompanied by a Companion. The outcome of such meeting will be confirmed in writing to the Teacher within 5 Working Days of the meeting taking place.
- 9.5 If the appraiser is satisfied that the teacher has made during the period of monitoring, or is making, sufficient improvement the appraisal process will continue.
- 9.6 If no, or no sufficient, improvement has been made by the end of the monitoring period referred to above, the matter will be referred to the Headteacher and Director of School Improvement to consider the next steps.
- 9.7 Throughout the period of support, the Appraiser will seek to ensure that the Teacher has undergone an appropriate period of induction to their role, an up to date job description has been issued to them, professional standards and overall expectations of performance have been made clear and the Teacher's performance has

been monitored and feedback has been provided.

- 9.8 Whilst the Appraisal Report does not form part of any formal capability or disciplinary procedures any relevant information from the appraisal process including the Appraisal Report may be taken into account by those responsible for taking decisions about capability and disciplinary matters.
- 9.9 The Academy's Capability Policy and Procedure operate separately to this procedure. As stated above, where teachers or headteachers who are currently subject to the capability procedure, this appraisal process will be paused.

## **10. APPEALS**

- 10.1.1 Teachers have a right of appeal against any of the entries in the written Appraisal. If an appeal relates to a decision about pay, the employee is referred to the Academy's Pay Policy and Procedure.
- 10.2 An appeal lodged in accordance must be made in writing to the Clerk and lodged within 5 Working Days of receipt of the Appraisal Report (which will usually be received in the review meeting referred to above) or the letter confirming the outcome of the meeting.
- 10.3 The appeal letter must set out the grounds of the appeal in detail.
- 10.4 An Appeal Meeting will normally be held within 10 Working Days of an appeal letter being received by the Clerk.
- 10.5 In the case of an appeal by the Headteacher, the appeal will be heard by a Director appointed by the Board (such individual will be independent of the sub-group appointed). In the case of an appeal lodged by any other Teacher, the appeal will usually be heard by the Headteacher unless they have participated in the appraisal review which is being appealed, in which case the appeal will be heard by an individual appointed by the Board assisted by a representative appointed by the Local Governing Body (if the Board deems this is necessary).
- 10.6 The outcome of the Appeal Meeting will be confirmed in writing to you within 5 Working Days of the date of the Appeal Meeting. The decision reached following the Appeal Meeting is final and there will be no further right of appeal. The possible outcomes of an Appeal Meeting are any one or more of the following (as appropriate):

- (a) the entries made in the Appraisal Report are upheld;
- (b) the appeal is upheld and any disputed entries in the Appraisal Report are 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 heard, the appeals will be heard together. For the avoidance of doubt, it will be possible for the outcome of each appeal, where both entries in the Appraisal Report and the outcome of a meeting heard are appealed, to be different.

## **11. COMPANION**

11.1 Where a meeting is held 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 that they cannot attend the date or time set for the meeting, the meeting will be postponed for a period not in excess of five Working Days from the date set by the Academy to a date and time agreed with your Companion.

Should your Companion subsequently be unable to attend the rearranged date, the meeting may be held in their absence or written representations will be accepted.

## **12. TIMING OF MEETINGS**

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

- (a) need to be held when you were timetabled to teach;
- (b) exceptionally be held after the end of the academy day (within directed time);
- (c) not be held on days on which you would not ordinarily work;
- (d) be extended by agreement between the parties if the time limits cannot be met for any justifiable reason.

## **13. SICKNESS ABSENCE**

There may be occasions when it is necessary to review (mid-cycle) what has been agreed in the last appraisal meeting (for example in relation to prolonged sickness absence, maternity leave or where reasonable adjustments are required under the Equality Act 2010). Any periods of sickness absence will be managed under the Attendance Management Policy.

## **14. RAISING A GRIEVANCE**

If a grievance is raised by an employee during any part of the appraisal process a decision may be taken to temporarily suspend that process until after the issue has been dealt with. Depending upon the nature of the grievance, the CEO/headteacher may need to consider bringing in another manager to continue with the appraisal.

## **15. ASSISTANCE**

Where matters fall to be decided, the Diocesan Schools Commission may send a representative to advise the Academy Trust Company.

## **16. MONITORING - ACROSS THE TRUST ESTATE**

This policy will be reviewed by the Finance, Estates and Human Resources Committee annually.



At every review, the policy will be approved by the Trust Board.


## **17. LINKS WITH OTHER POLICIES**

This Appraisal policy links to the following policies and documents:

- Core Expectations for Excellence
- Teaching Record for Excellence
- Monitoring for Excellence
- Other relevant HR policies

The policies can be found on the Trust SharePoint site.

## 18. SIGN OFF

<b>Presented &amp; Approved by Trust Board</b>	23.11.22
<b>Signed by Chair of Trust Board</b>	
<b>Name of Chair of Trust Board</b>	Ann Connor
<b>Date</b>	23.11.22
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