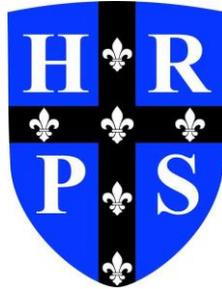


Holy Rosary Catholic Primary School



APPRAISAL POLICY AND PROCEDURE FOR SUPPORT STAFF

“Building loving hearts and strong minds in union with God and each other.”

All Catholic Schools and Academies are directed to use Catholic Education Service contracts of employment and supporting policies. This Appraisal policy is one of those policies. The Governing Body of Holy Rosary Catholic Primary School will adopt, update, publish and apply this policy to all staff employed at the school.

Signed by Chair of Governors:

A handwritten signature in black ink, reading "Cecilia Finney". The signature is written in a cursive style and is underlined with a single horizontal stroke.

Mission Statement

We, at the Holy Rosary Catholic Primary School, work together to provide our children with a happy and secure environment in which they develop spiritually, academically and socially, based on the values and teachings of the Gospel.

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. '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.
- viii. '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 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.
- 2.3 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.
- 2.4 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 May to April.
- 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 proclaims¹ 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.

¹ 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.

- 6.3 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 making sure the objectives match the priorities of the school improvement plan and needs of the pupils.
- 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 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, 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. Observations of support staff performance will take place during learning walks and formal observations of class teachers.

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 4 and 6 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 an interim meeting (which may be in person or via telephone, email or other appropriate medium) which will take place in November.
- 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 can be located in the school office.

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:

- (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.

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

Meetings under this procedure may:

- 11.1 need to be held when you were timetabled to teach;
- 11.2 exceptionally be held during planning, preparation and administration time if this does not impact on lesson preparation;
- 11.3 be held after the end of the School day;
- 11.4 not be held on days on which you would not ordinarily work;

11.5Be 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 2018/2019.