





The Bosco Catholic Education Trust is a Christ-centred family of Catholic academies, within the Diocese of Arundel and Brighton, working together as one body to provide an outstanding education for all. As Catholic schools, we endeavour to develop confident, compassionate and faithful young people. Through partnership, collaboration and mutual support, we seek to enable all those entrusted to our care to become the person God called them to be.

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

Academy Trust Company	The company responsible for the management of Bosco Catholic Education Trust (Bosco CET) and, for all purposes, means the employer of staff at its schools.
Academy	The school named at the beginning of this Appraisal Policy and Procedure and includes all sites upon which its activity is being carried out. Each school with Bosco Catholic Education Trust has academy status.
Board	The board of Directors of the Bosco CET.
Chair	The Chair of the Board or the Chair of the Local Governing Committee of the Academy

Governors	The governors appointed and elected to the Local Governing Committee of the School, from time to time.
Local Governing Committee	The group of governors appointed and elected to carry out specified functions in relation to the school as delegated by the Academy Trust Company.
Standards	The relevant standards incorporated into the Teacher's contract of employment which may be the Teachers Standards published by the DfE in 2012 or any subsequent revisions thereof.
Teacher	A teacher employed by the Academy Trust Company to work at the School and, where the context so admits, includes the Headteacher.
Vice-Chair	The Vice-Chair of the Board or the Vice-Chair of the Local Governing Committee of the Academy elected from time to time, as appropriate.

3.1 Subject to Paragraph 3.2 below, this Appraisal Policy and Procedure applies to you if you are an employee or worker at the Academy and are a teacher or Headteacher (hereinafter referred to as an "employee" or "you").

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- 5.4 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.
  - 5.5 The Academy 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 academy. 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.
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- 6.1 The Appraisal Period will run for twelve months from September to September



- 8.8 In accordance with Paragraph 7, the Headteacher's objectives will be set by the Governing Board in consultation with the CEO 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.
- 8.9 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.
- 9.1 In order to assess performance, the Appraiser will need to gather evidence. Progress made by all pupils will form the first and most important piece of evidence. Other evidence may include classroom observations, task observations, reviews of assessment results, reviews of lesson planning records, internal tracking, moderation within and across academies, Pupils' Voice, Parents' Voice, Headteacher' walkabouts and evidence supporting progress against Standards.
- 9.2 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 academy improvement more generally.
- 9.3 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 Academy.
- 9.4 Only those with Qualified Teacher Status will carry out classroom observation.
- 9.5 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.
- 9.6 Teachers who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- 9.7 For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgment using Ofsted grades.

9.8 Appraisal is a supportive

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10.6 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.

- 11.1 It is the Academy'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.
- 11.2 Where it is apparent that a Teacher's personal circumstances are leading to difficulties at work, the Academy 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 10). 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 Academy or elsewhere or discussing practice with advisory teachers.
- 11.3 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 Academy'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:
  - 11.3.1 Give clear written feedback to the Teacher about the nature and seriousness of the concerns;
  - 11.3.2 Give the Teacher the opportunity to comment on and discuss the concerns;
  - 11.3.3 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;
- 11.4 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 academies or discussions with advisory teachers) that will help address those specific concerns; make clear how progress will be monitored and when it will be reviewed; and explain the implications and process if no, or insufficient, improvement is made.
- 11.5 The Teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the Teacher's

- 11.7 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 Academy'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.
- 11.8 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.
- 11.9 The Appraisal Report does not form part of any formal capability or disciplinary procedures. However, those responsible for taking decisions about capability may take any relevant information from the appraisal process into account



13.6.3 prevent you from explaining your case.

13.7 Where you have identified your Companion and they have confirmed in writing to the relevant person appointed under Paragraphs 11 or 12