Appraisal Policy

For all schools within the Bosco Catholic Education Trust

This policy has been approved and adopted by the
Bosco Catholic Education Trust.

Approved	For Review
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Bosco Catholic Education Trust Mission Statement

The Bosco Catholic Education Trust ("Bosco") 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.

"Serve the Lord joyfully"

1. Introduction and Purpose of Policy

This policy sets out the 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, and the standards expected of teachers.

The appraisal system in this school is intended to be a supportive and developmental process designed to ensure that teachers:

- have or fully develop the skills and access to support they need to carry out their role effectively;
- can continue to improve their professional practice and to develop as teachers;
- receive fair pay progression awards reflecting their achievements and contribution, in accordance with the Bosco Catholic Education Trust pay policy.

This policy applies to all teachers (including the Headteacher) employed by the Bosco Catholic Education Trust except those on contracts of less than one term, those undergoing induction (i.e. ECTs and during the probationary period) and those who are the subject of capability procedures

The Bosco Catholic Education Trust is mindful of its obligations under the Equality Act 2010 and this policy will be applied fairly and consistently to all teaching staff employed at the school, with the exceptions outlined above. All pay progression decision for teachers are based on successful appraisal and the process for decisions on pay are set out in the pay policy.

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. However, 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 whom we are by living what we believe. It is this latter lesson which tends to last the longest."[1] The Bosco Catholic Education

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

Trust recognises the challenge for all teachers in carrying out their 'work of love' and is committed to nurturing them throughout their professional careers.

2. The Appraisal Process

A number of schools within the Trust use alternative professional development / appraisal processes. Examples include collaborative research in small teams focusing through lesson studies and observations on key areas of learning highlighted in the school development plan and one-to-one coaching, which is based on research, planning and review cycles. The key focus for all appraisal approaches will be based on those highlighted in the school plan and in some cases subject or leadership responsibility.

In these schools the appraisal process will be incorporated into the lesson study/coaching and team targets and success criteria will be set, and progress agreed across the team. Lesson observations (peer/coach) will be part of this process, as will case studies and pupil interviews.

In these schools, teachers will also have the opportunity to discuss their personal career development, wellbeing and contributions to the school with their line manager as part of the appraisal process. The appraisal report and evidence will be replaced by the coaching and lesson study record plus on-going feedback.

The appraisal period will run for twelve months from September to September.

Teachers who are employed on a temporary or fixed-term contract likely to last for less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the appraisal period will be determined by the known or likely duration of the contract and the expectation is that an individual teacher's objectives should take account of the length of contract.

3. Appointing Appraisers

The Headteacher will be appraised by the Headteacher Performance Management (HTPM) group, supported by the school improvement adviser (SIA) and CEO.

The Headteacher will determine who will appraise other teachers.

4. Setting Objectives and Agreeing Evidence Base

The Headteacher's objectives will be set by the HTPM group with advice from the SIA and CEO. Objectives will reflect the Governing Body's duty to have regard to the work-life balance of the Headteacher.

Objectives for each teacher will be set before, or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher will be 'SMART' (i.e. specific, measurable, achievable, realistic and time-bound) and will be appropriate to the teacher's role and level of experience.

It may be determined that specific objectives require a longer time span than a single appraisal period, in which case appropriate milestones towards the achievement of such objectives will be built in, in order to monitor progress within each appraisal period.

The appraiser and teacher will seek to agree the objectives. Where this is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

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

Objectives will be subject to moderation before they are finalised in accordance with the school's arrangements for monitoring and evaluation in section 7.

Before, or as soon as practicable after, the start of each appraisal period, each teacher will be informed of the standards against which that teacher's performance in the appraisal period will be assessed. In addition, the reviewer will discuss, and wherever possible agree with each teacher, the evidence base to be used for assessment at the end of the appraisal period.

Evidence

The evidence base may vary according to the chosen objectives and any development focus but is likely to include:

- Classroom observation (see also 5.1)
- Lesson plans
- Book scrutiny
- Learning walks
- Pupil progress data
- Examination / test outcomes

The range and level of evidence collected for appraisal and pay determination purposes will be proportionate and aim to minimise workload.

Use of Assessment Data

Objectives and performance management discussions will not be based on teacher generated data and predictions, or solely on the assessment data for a single group of pupils. Objectives may be set in relation to robust assessment data; however, these will not be used in isolation and other factors will also be considered when making decisions which may impact on pay progression.

5. Reviewing Performance

Classroom Observation

The Bosco CET believes that observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. It also enables teachers to learn from each other and collaborate. All observations will be carried out in a supportive fashion with the aim that it will not contribute to teacher workload.

Teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation will be carried out by those with QTS. In addition to formal observation, the Headteacher 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.

Teachers (including the Headteacher) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

6. Development and Support

Appraisal is designed to be a supportive process which will be used to inform continuing professional development as well as decisions on pay progression, where relevant. The Bosco Trust wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers. If concerns are raised through the school's monitoring or feedback processes, these will be discussed with the teacher as soon as possible and an informal support plan may be agreed.

7. Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place or as and when other evidence is reviewed. Feedback will highlight particular areas of strength as well as any areas that need further development. Where there are concerns about any aspects of the teacher's performance the appraiser will arrange to meet the teacher to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- set clear objectives for required improvement;
- agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress;
- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the teacher 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.

The appraisal plan will be revised as necessary to reflect any changes, such as to the objectives or planned development activities.

8. Transition to Capability Procedures

If the appraiser is not satisfied with progress made in response to support provided during the appraisal process, to the extent that the teacher is deemed to be seriously underperforming, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure. They will be invited to a formal capability meeting in accordance with the school's adopted procedure.

9. Progression to and through the Upper Pay Range

If a teacher wishes to be considered for progression to the upper pay range, he/she should follow the process laid out in the school's pay policy and submit an application by the deadline in the policy.

Progression through the upper pay range will be based on the outcome of appraisal and assessment against criteria in the school's pay policy.

10. Annual Assessment

Each teacher's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the HTPM group will seek guidance and support from the SIA and CEO.

This assessment is the end point to the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year in interim meetings. The reviewer will use interim meetings to check progress against objectives and that evidence-gathering is on track to inform the final assessment of performance at the end of the appraisal year.

The teacher will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on – a written appraisal report. Teachers will receive their written appraisal reports by 31 October (31 December for the Headteacher). The appraisal report will include:

- details of the teacher's objectives for the appraisal period in question;
- an assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- an assessment of the teacher's training and development needs and identification of any action that should be taken to address them;
- a recommendation on pay where relevant, in accordance with the Bosco Catholic Education Trust pay policy;

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

11. Data Protection

When conducting an employee's appraisal, the Trust processes personal data collected in accordance with its data protection policy. Data collected by the school as part of the operation of the appraisal process is held securely and accessed by, and disclosed to, individuals only for the purposes of managing his/her appraisal or to quality assure the operation and effectiveness of the appraisal system. Inappropriate access or disclosure of employee data constitutes a data breach and should be reported in accordance with the data protection policy immediately. It may also constitute a disciplinary offence, which will be dealt with under the school's disciplinary procedure.

12. Monitoring and Evaluation

The Local Governing Committee and Headteacher will monitor the operation and effectiveness of the school's appraisal arrangements. This will include ensuring that the arrangements minimise the impact on workload for all parties involved.

- The Headteacher will be apprised of all pay recommendations (if these are made by multiple reviewers) and will moderate these for consistency, taking into account the pay progression model adopted by the school in the pay policy;
- Reviewers will receive training to ensure they are familiar with the Teachers' Standards and the school's approach to appraisal, objective setting and pay recommendations.

13. Retention

The Local Governing Committee and Headteacher will ensure that all written appraisal records are retained in a secure place for six years after employment has ended and then destroyed.

Appendix – Template Appraisal Form

Bosco Catholic Education Trust Professional Development

Professional Development & Appraisal – 2024/2025

Surname		**Forename**	
School			
Position			
Line Manager			

Professional development meetings, formal and informal should be held on a regular basis between staff, their team and line managers.

As part of the BCET Appraisal Policy a formal review and planning meeting is held once a year and summarised below. Termly review meetings should be scheduled at the start of the year.

A Review of Prior Year Targets – 2023/24

1.[Insert data or other target and bullet point key aims/actions/outcomes]

2.[Insert professional target relating to role and bullet point key aims/actions/outcomes]

3.[Insert CPD / personal target and bullet point key aims/actions/outcomes]

Before the meeting, please complete the self-evaluation questions:

1. What aspects of your role were particularly successful last year?
2. What areas of your role did you find difficult or have been less successful with?
3. How would you like to develop your career moving forward, what would you need in terms of training or different experiences/opportunities?
4. How well have you managed your well-being? What support might you need?

Line manager (to complete during the meeting)

Evaluation of previous year:

1. Areas that have gone well
2. Any area that could be improved related to the role?
3. Was a 360º review undertaken during the year? What were the areas of strength / development?*

*If no 360º review completed, set date for forthcoming year

Performance Related Pay

1. Has it been a successful year?

2. Has the salary range for this role been defined and benchmarked?

3. Will a pay award be recommended to Trustees as a result of this appraisal?

B Target Setting for 2024/25

Make as long a list as you wish of tasks, actions and aspirations you have for the year ahead. Think about what success would 'look' like this time next year. Twenty-five is a good number to RAG-rate over the course of the year and share with your colleagues periodically.

No.	Tasks, Actions & Aspirations	RAG
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
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25		

Trust Priorities

The wider Trust priorities (which all relate to Catholic Social Teaching) are as follows:

- Ensure that the Catholic life and mission of the Church is central to all that we do: providing chaplaincy support to all schools.
- Every child receives an education that is second-to-none, with outstanding opportunities to learn in and out of the classroom.
- Disadvantaged children and families prioritised and at the heart of every decision we make.
- Significant investment of time and money into teacher training, recruitment and professional development.

- Succession planning for all key roles, in particular for reserved posts.
- Career development pathways for every member of staff, including those working within Professional Services and Chaplaincy.
- Partnership working within and between Hubs, sharing best practice at every opportunity.
- Financially stable, whilst also developing our Premise and Estate to be fit for purpose and environmentally sustainable.

Your Objectives for 2024/25

1. Trust Objective
[Insert SMART target relating to wider Trust priorities]
What would success look like?
•
Timescale for completion?
•
Support required?
•
Mid-year review 1 (Spring term)
• WWW/EBI • Adjustments? • Support?
Mid-year review 2 (Summer term)
• WWW/EBI • Adjustments? • Support?

2. Professional Objective
[Insert SMART professional objective relating to your specific role – this might come from one of your broader list of tasks, actions and aspirations]
What would success look like?
•
Timescale for completion?
•
Support required?
•
Mid-year review 1 (Spring term)
• WWW/EBI • Adjustments? • Support?
Mid-year review 2 (Summer term)
• WWW/EBI • Adjustments? • Support?

3. Personal Development Objective / Wellbeing Target
[Insert SMART personal development or wellbeing target]
What would success look like?

•
Timescale for completion?
•
Support required?
•
Mid-year review 1 (Spring term)
• WWW/EBI • Adjustments? • Support?
Mid-year review 2 (Summer term)
• WWW/EBI • Adjustments? • Support?

C	Sign off	
Name		
Appraiser		
Date		