



Appraisal policy and procedure for teachers

*I have come that they may have life and have it to the full
(John10:10)*

Policy Overview Info	
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APPRAISAL POLICY AND PROCEDURE FOR TEACHERS

This policy is taken from the OLHOC Trust Handbook of Statutory policies and should be read in conjunction with the other policies within the document.

APPRAISAL POLICY AND PROCEDURE FOR TEACHERS

1. Introduction

- 1.1. Subject to Section 1.2 below, this Appraisal Policy and Procedure applies to you if you are an employee or worker at the Trust and are a Teacher or CEO / Principal / Head Teacher (hereinafter referred to as an “employee” or “you”).
- 1.2. This policy does not form part of any employee’s contract of employment and is not intended to have contractual effect. The policy may be amended by the Trust at any time and employees will be informed of those changes.
- 1.3. 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 Teacher or Early Career Teachers) and those who are subject to the Trust’s Capability Policy and Procedure.

2. Scope

- 2.1. 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 Trust’s plan for improving educational provision and performance and in order to enhance Teachers’ professional practice. The review shall have regard to the Teachers’ Standards and other applicable codes of practice, such as the Special Educational Needs Code of Practice, where relevant.
- 2.2. The Trust 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 community which includes all of the academies within the Trust.
- 2.3. The Trust 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. Where it is not possible to resolve concerns through the operation of this Appraisal Policy and Procedure it may be necessary to consider whether to invoke the Trust’s Capability Policy and Procedure in accordance with Section 9.
- 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. 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 and the Data Protection Act 2018.
- 2.6. The Trust delegates its authority in the manner set out in this policy.

- 2.7. The Trust 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 students 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"¹. The Trust 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 Trust'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 Trust 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 students 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 October to 30 September.
- 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.

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

- 4.3. Where a Teacher starts their employment with the Trust part-way through the Trust's usual Appraisal Period, the CEO / Principal / Head Teacher or, in the case where the employee is the CEO / Principal / Head Teacher, the Board shall determine the proportionate length of the Appraisal Period for that Teacher with a view to bringing their Appraisal Period into line with the Trust's usual Appraisal Period (as per Section 4.1 above) as soon as possible.
- 4.4. Where a Teacher transfers to a new post within the Trust or any other academy within the Trust part-way through an Appraisal Period, the CEO / Principal / Head Teacher or, in the case where the employee is the CEO / Principal / Head Teacher, 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:

<i>Employee Level</i>	<i>Appraiser</i>
CEO / Principal / Head Teacher	A panel appointed by the Governing Board in accordance with Section 5.3 and supported by an External Adviser
Teacher	A person appointed by the CEO / Principal / Head Teacher, usually their line manager. Appraisers will have Qualified Teacher Status and should have received appropriate training for the role

- 5.2. In carrying out its duties in accordance with Section 5.1, the Governing Board must appoint an External Adviser to support the Trust Company to appraise the CEO / Principal / Head Teacher.
- 5.3. The task of appraising the CEO / Principal / Head Teacher, including the setting of objectives in accordance with Paragraph 6 below, will be delegated by the Trust to a sub-group consisting of three Directors and / or Governors, which must include at least two Foundation Directors / Governors. Such Appraisal Panel will be supported by the External Adviser appointed in accordance with Section 5.2 above.
- 5.4. The Appraisal Panel may also seek advice from other external advisers including, but not limited to, the Diocesan Schools Commission.
- 5.5. Where it becomes apparent that an Appraiser appointed by the CEO / Principal / Head Teacher will be absent for the majority of the Appraisal Period, the CEO / Principal / Head Teacher may perform the duties of the Appraiser or delegate those duties to another Teacher for the duration of the absence.
- 5.6. Where a Teacher has an objection to the choice of Appraiser, their concerns will be carefully considered by the CEO / Principal / Head Teacher, or where the CEO / Principal / Head Teacher is the Appraiser, the Chair (or their suitably qualified appointee), and where it can be reasonably accommodated, an alternative Appraiser will be provided.

6. Setting Objectives

- 6.1. Appraisal objectives should reflect the Catholic identity and mission of the Trust and the values it proclaims² and Appraisers are expected to explore the alignment of such objectives with the Trust's priorities and plans, working at all times to ensure that the Catholic ethos is preserved, developed and maintained.
- 6.2. The Appraiser and the employee will engage in a professional dialogue with a view to agreeing no more than **three** objectives which shall be reasonably achievable during the course of the Appraisal Period taking into account the professional development aspirations of the Teacher. Part time teachers may have shared targets. Objectives may be revised following discussion with the Teacher if circumstances change. The Trust operates a system of moderation to ensure that all appraisals are carried out in a consistent manner. Objectives will be moderated across the Trust and other academies within the Trust 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.
- 6.3. The objectives set for each Teacher will, if achieved, contribute to the Trust's plans for improving educational provision and improving the progress, development and well-being of the students at the Trust. This will be ensured by quality assuring all objectives against the Trust's improvement plan and those its academies.
- 6.4. Objectives, where met, should contribute to improving the progress, development and well-being of students at the Trust as understood in relation to the Catholic nature of the Trust and so include the academic, spiritual, moral, social, emotional and cultural development of each student.
- 6.5. The objectives set for Teachers will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the Teacher's role and level of experience.
 - 6.5.1. **Specific** means that objectives are clearly defined and well understood by you and your appraiser – they identify the expected work/behaviour and achievement/outcome in precise terms to help you and your appraiser consider whether the objective has been achieved.
 - 6.5.2. **Measurable** means that you can decide whether the objective has been achieved by reference to the appropriate evidence.
 - 6.5.3. **Achievable (or attainable)** means that the objectives are realistic and linked to factors within your control – they may be stretching targets (although the degree of challenge should be recognised when progress is assessed) but should not be impossible to achieve or be outside your control. This should also take into account what a part-time or temporary teacher can achieve compared to a full-time equivalent.

² 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.

- 6.5.4. **Relevant** means that the objectives are linked to the school or department development priorities – but also that they are linked to your own professional development.
- 6.5.5. **Time-bound** (or **time-limited**) means that the objectives have a clear timetable for progress and achievement, with interim milestones where appropriate, to help you assess how you are progressing towards them.
- 6.6. The Appraiser will take into account the Trust'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 Trust 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.

7. CEO / Principal / Head Teacher

- 7.1. In accordance with Section 5, the CEO / Principal / Head Teacher'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 CEO / Principal / Head Teacher's performance will be measured against the Headteachers' Standards.

8. Teachers

- 8.1. 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, in accordance with Section 9.1.2, the Standards should not be used as a checklist against which the Teacher's performance is assessed.

9. Reviewing Performance

9.1. Gathering Evidence

- 9.1.1. 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, 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 students, colleagues and parents and evidence supporting progress against the Standards. Where possible, the evidence to be obtained should be agreed when the objectives are set and the Trust acknowledges that Teachers' performance will not be assessed solely on the basis of assessment results.
- 9.1.2. 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.

9.2. Observation

- 9.2.1. Observation of classroom practice and other responsibilities is important both as a way of reviewing 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.
 - 9.2.2. 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 Trust. The total time occupied by all observations will not exceed three hours per year, with a maximum of three observations for all purposes including appraisal.
 - 9.2.3. All observation will be carried out in a supportive fashion and will not lead to unnecessary increases in Teacher workload.
 - 9.2.4. For the purpose of professional development, feedback about lesson observations will be developmental, not simply a judgement using Ofsted grades. This school will use the findings of each observation, including appraisal observations, for other management requirements (for example, subject area reviews), thereby seeking to minimise the number of occasions on which teachers are observed. Teachers (including the CEO / Principal / Head Teacher) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
 - 9.2.5. 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.
 - 9.2.6. Classroom observation will only be carried out by those with Qualified Teacher Status.
 - 9.2.7. In addition to formal observation, the CEO / Principal / Head Teacher or any other senior leader with responsibility for teaching standards may "drop in" usually for a maximum of 30 minutes 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.
 - 9.2.8. Teachers who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.
- 9.3. Development and Support
- 9.3.1. Appraisal is a supportive process which will be used to inform Teachers' continuing professional development. The Trust 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 Trust's improvement priorities and to the ongoing professional development needs and priorities of individual Teachers.
- 9.4. Informal Support

- 9.4.1. A Teacher's line manager may identify concerns on an informal basis at any time about any performance falling short of the standard expected by the Trust and / or the Governing Board (as appropriate).
 - 9.4.2. 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 Trust or elsewhere or discussing practice with advisory teachers. These arrangements will consider the Teacher's workload and where possible, will not take place in their PPA time. Consideration will be given when budget planning to ensure, as far as possible, appropriate resources are made available for the training and support agreed for staff.
 - 9.4.3. Informal support could include reaffirming the expectations that the Trust and/or the Governing Board (as appropriate) has of the Teacher and what support may be provided to help the Teacher to meet those expectations.
 - 9.4.4. Informal support may be recorded in writing and may be referred to at a later stage as evidence of an attempt to address the concerns identified using informal support and the outcome of such attempt. Where any informal support is recorded in writing, the Teacher will be provided with a copy of any written record and will be given 5 working days to comment on the written report in writing.
- 9.5. Alternative Support
- 9.5.1. 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. In such a case, informal support should be provided as described in Sections 9.4.1 to 9.4.4.
 - 9.5.2. If such informal support is ineffective, the Teacher's line manager / Appraiser may offer the Teacher the option of agreeing to voluntarily give up the promotion or job change as an alternative to proceeding with formal action pursuant to Section 11 of this Appraisal Policy and Procedure.

10. Annual Review

- 10.1. In reviewing the performance of the CEO / Principal / Head Teacher the Appraisal Panel must consult the External Adviser appointed pursuant to Section 5.2.
- 10.2. Teachers' performance will be formally reviewed in respect of each Appraisal Period by way of an Annual Review.
- 10.3. 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 an interim meeting (which shall be conducted in person or via other appropriate medium depending on the circumstances) which will take place which will take place at mid- year point. Teacher Workload will be considered when determining the frequency of such interim meetings and where possible, they will not take place in PPA time.

- 10.4. The Teacher will receive, as soon as practicable following the end of each Appraisal Period, but by no later than 31st October for Teachers other than CEO / Principal / Head Teacher s and 31st December for the CEO / Principal / Head Teacher, a written Appraisal Report. The Teacher will have the opportunity to comment on the Appraisal Report in writing.
- 10.5. The Appraisal Report will include:
- 10.5.1. Details of the Teacher's objectives for the relevant Appraisal Period.
 - 10.5.2. A review of the Teacher's performance of their role and responsibilities against their objectives and the Standards.
 - 10.5.3. An assessment of the Teacher's training and development needs and details of any action that should be taken to address them.
 - 10.5.4. A recommendation on pay where that is relevant (*NB – pay recommendations need to be made by 31st December for CEO / Principal / Head Teacher s and by 31st October for Teachers other than CEO / Principal / Head Teacher s*).
 - 10.5.5. A space for the Teacher's own comments
- 10.6. 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.
- 10.7. 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.

11. Teachers (Including CEO / Principal / Head Teacher s) Experiencing Difficulties

- 11.1. It is the Trust'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 Trust will aim to establish informally whether the reason is due to ill-health, lack of competence, misconduct or other mitigating personal circumstances. Support will then be offered and/or appropriate action taken as soon as reasonably practicable, without waiting for the Annual Review detailed in Section 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 Trust or elsewhere or discussing practice with advisory teachers. Support programmes and meetings to discuss support programmes will take into account the Teacher's workload and where possible, meetings will not be held in PPA time.
- 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 Trust's Capability Policy and Procedure being invoked, the Appraiser, the CEO / Principal

/ Head Teacher 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, refute, explain 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 may be accompanied at any such meetings by a work colleague or trade union representative;
 - 11.3.4. 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;
 - 11.3.5. Make clear how progress will be monitored and when it will be reviewed; and
 - 11.3.6. Explain the implications and process if no, or no sufficient, improvement is made.
- 11.4. 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 four and six working weeks, with appropriate support as agreed in the action plan detailed in Section 11.3.4 above, in order that the aim of improving performance can be achieved. During this monitoring period the Teacher will be given regular feedback on their progress and arrangements will be made to modify the support programme if appropriate.
- 11.5. At the end of the monitoring period referred to in Section 11.4 above, if sufficient improvement is made, such that the Teacher is performing at a level that indicates there is no longer a possibility of the Trust's Capability Policy and Procedure being invoked, the Teacher will be informed of this at a formal meeting with the Appraiser or CEO / Principal / Head Teacher. Following this meeting, the appraisal process will continue as normal. The Teacher will be given at least 5 working days' notice of such formal meeting and may be accompanied by a work colleague or a trade union representative. The outcome of such meeting will be confirmed in writing to the Teacher within 5 Working days of the meeting taking place.
- 11.6. If no, or no sufficient, improvement has been made by the end of the monitoring period referred to in Section 11.4 above, the Teacher will be invited to a transition meeting with the Appraiser to determine whether the Trust'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 may be accompanied at the meeting by a work colleague or a trade union representative. The outcome of such meeting will be confirmed in writing to the Teacher within 5 working days of the meeting.
- 11.7. 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.

- 11.8. 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.

12. Appeals

- 12.1. 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 Trust's Capability Policy and Procedure made at a meeting as set out in Section 11.6 above. If an appeal relates to a decision about pay, the employee is referred to the Trust's Pay Policy and Procedure.
- 12.2. An appeal lodged in accordance with Section 12.1 must be made in writing to the Clerk and lodged within 10 working days of receipt of the Appraisal Report (which will usually be received in the review meeting referred to in Section 10.6) or the letter confirming the outcome of the meeting provided for in Section 11.6.
- 12.3. The appeal letter must set out the grounds of the appeal in detail.
- 12.4. An Appeal Meeting will normally be held within 20 working days of an appeal letter being received by the Clerk.
- 12.5. In the case of an appeal by the CEO / Principal / Head Teacher, the appeal will be heard by a Director appointed by the Board (such individual will be independent of the sub-group appointed in Section 5.3). In the case of an appeal lodged by any other Teacher, the appeal will usually be heard by the CEO / Principal / Head Teacher 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).
- 12.6. 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):
- 12.6.1. the entries made in the Appraisal Report are upheld;
 - 12.6.2. the outcome of the meeting provided for in Paragraph 11.6 stands and the Capability Policy is invoked;
 - 12.6.3. the appeal is upheld and any disputed entries in the Appraisal Report are referred back to the Appraiser for reconsideration;
 - 12.6.4. the outcome of the meeting under Paragraph 11.6 is overturned and the appraisal process will continue as normal.

- 12.7. Where an appeal is against entries in the Appraisal Report and the outcome of a meeting heard under Paragraph 11.6, 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 under Paragraph 11.6 are appealed, to be different.

13. Companion

- 13.1. Where a meeting is held under Sections 11 or 12 above, you may be accompanied by a work colleague or a trade union representative.
- 13.2. You must let the person appointed to hold such meeting under Sections 11 or 12 above know who will be accompanying you at least one working day before the meeting.
- 13.3. If you have any particular reasonable need, for example, because you have a disability, the Trust may agree to you being accompanied by a suitable helper (such as a relative or friend).
- 13.4. Your companion can address the meeting in order to:
- 13.4.1. put your case;
 - 13.4.2. sum up your case;
 - 13.4.3. respond on your behalf to any view expressed at the meeting; and
 - 13.4.4. ask questions on your behalf.
- 13.5. Your companion can also confer with you during the meeting.
- 13.6. Your companion has no right to:
- 13.6.1. answer questions on your behalf;
 - 13.6.2. address the meeting if you do not wish it; or
 - 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 Sections 11 or 12 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 Trust 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.

14. Timing of Meetings

- 14.1. 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:
- 14.1.1. need to be held when you were timetabled to teach;

- 14.1.2. exceptionally be held during planning, preparation and administration time if this does not impact on lesson preparation;
- 14.1.3. exceptionally be held after the end of the working day;
- 14.1.4. not be held on days on which you would not ordinarily work;
- 14.1.5. be extended by agreement between the parties if the time limits cannot be met for any justifiable reason.

15. Venue for Meetings

- 15.1. Any meeting held under Sections 11 or 12 may be held off the Trust's premises or local academy site to minimise any distress to the employee.

16. Assistance

- 16.1. Where matters fall to be decided under Sections 11 or 12, the Diocesan Schools Commission may send a representative to advise the Trust.

17. Review of this Procedure

- 17.1. This policy and procedure was produced in September 2013, updated in June 2016, May 2018 and May 2020 by the Catholic Education Service (CES) for use in Catholic Voluntary Academies in England following consultation with the national trade unions. It may be adapted, as appropriate, for use in joint Church academies subject to the approval of the CES on referral by the relevant Catholic diocese.