




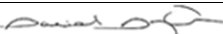
NEWMAN
CATHOLIC TRUST
HEART SPEAKS TO HEART

Teaching Staff Appraisal Policy 2024-25

Review

Review Cycle	Date of Policy	Reviewed by	Review Date
Annual	2024-25	FBM	November 2025

Ratification

Role	Name	Signature	Date:
Chair of Board	Chris Izuka		October 2024
CEO	Dr Daniel Doyle		October 2024

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.

"Rooted in faith, we ignite a love of learning, foster inclusive education and empower every individual to achieve their utmost potential."

At the Newman Catholic Trust, we stand united in our unwavering mission to nurture a transformative educational experience, where every child is seen, valued, and cherished as a unique gift from God. Rooted in faith, we ignite a love for learning that awakens curiosity, sparks imagination, and fuels a lifelong journey of discovery.

Guided by the teachings of Christ and inspired by the profound wisdom of our namesake, Saint John Henry Newman, we strive to foster a community where inclusion is lived, diversity is embraced, and every individual is empowered to fulfil their highest potential. As Newman said, *"To live is to change, and to be perfect is to have changed often."* We believe that education is a sacred journey of continual transformation—intellectually, spiritually, and personally. We believe that true education is not just about knowledge, but about shaping hearts and minds, cultivating resilience, and nurturing the whole person.

Our vision is simple yet profound: to be a beacon of hope and excellence, where students are not only academically accomplished but spiritually enriched and personally empowered to make a difference in the world. In all that we do, we strive to embody our core values:

- **Christ/Child Centred:** Placing the Gospel values, the teachings of Christ and the well-being of each child at the heart of every action we take.
- **Inclusive and Consultative:** Ensuring open communication and engagement with all members of our community.
- **Caring:** Showing empathy, understanding, and support in navigating any challenges that may arise.
- **Transparent:** Fostering openness and honesty in all our interactions.
- **Strategic:** Approaching all matters with careful planning and consideration for the wider community.
- **Professional:** Maintaining the highest standards of conduct and integrity in our decision-making.
- **Accountable:** Taking responsibility for our actions and fulfilling our commitment to ensuring a safe and nurturing environment for all.

DEFINITIONS

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

- i. 'Academy' means the local school and local academy which is part of the Cardinal Newman Catholic Educational Trust and includes all sites upon which the Academy undertaking is, from time to time, being carried out.
- ii. 'Academy Trust Company' means the Cardinal Newman Catholic Educational Trust 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 Newman Trust.
- iv. 'Capability due to ill-health' means any health condition or any other physical or mental quality which results in unsatisfactory performance. In these cases, the Sickness Absence Policy and Procedure will apply.
- v. 'Capability due to lack of competence' means a lack of skill or aptitude leading to unsatisfactory performance. In these cases, this Capability Policy and Procedure will apply.
- vi. 'Chair' means the Chair of the Board as appointed from time to time.
- vii. 'Governance Professional' means the Governance Professional to the Board as appointed from time to time.
- viii. 'Companion' means a willing work colleague not involved in the substance of the employee's performance issues under review by this Appraisal Policy and Procedure, a trade union official, or an accredited representative of a trade union or other professional association of which the employee is a member who should be available for the periods of time necessary to meet the timescales under this Capability Policy and Procedure.
- ix. '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.
- x. 'Directors' means directors appointed to the Board from time to time.
- xi. 'Local Governing Committee' means the local Academy body carrying out the employment functions of the Academy Trust Company in relation to the Academy and such term may include the Board and/or the Local Governing Committee of the Academy.
- xii. 'Governors' means, the governors appointed and elected to the Local Governing Committee, from time to time.
- xiii. '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.
- xiv. 'Local Governing Committee' means the Governors appointed to carry out specified functions in relation to the Academy as delegated by the Academy Trust Company.
- xv. Misconduct means any action or inaction which contravenes the provisions of the employee's contract of employment, the rules laid down by the Academy Trust Company and/or any Professional Code of Conduct and Practice. In such cases the Disciplinary Policy and Procedure will apply and the Capability Policy and Procedure may also apply.
- xvi. 'Vice-Chair' means the Vice-Chair of the Board as elected from time to time.
- xvii. 'Working Day' means any day on which you would ordinarily work if you were a full-time employee. In other words, 'Working Day' will 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.
- xviii. '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 or Headteacher (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 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 Cardinal Newman Catholic Educational Trust's plan for improving educational provision and performance and in order to enhance Teachers' professional practice. Appraisal should be a nonbureaucratic process that recognises, encourages and validates a teacher's commitment to professional development, pedagogical excellence and effective performance. 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 Cardinal Newman Catholic Educational 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 Academy community, which includes all of the academies in the Cardinal Newman Catholic Educational Trust.
- 2.3 The Cardinal Newman Catholic Educational 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 informal focused support within the 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 Academy's Capability Policy.
- 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 Academy Trust Company delegates its authority in the manner set out in this policy.
- 2.7 The Cardinal Newman Catholic Educational 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 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"¹. 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.
- 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.
- 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 1st September to 31st August.
- 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 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 their Appraisal Period into line with the Academy's usual Appraisal Period (as per Paragraph 4.1 above) as soon as possible.
- 4.4 Where a Teacher transfers to a new post within the Academy or within the Cardinal Newman Catholic Educational Trust part-way through an Appraisal Period, the CEO or,

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

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. Alternatively, the individual can complete their existing appraisal process.

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>
Headteacher	A panel appointed by the Governing Board in accordance with Paragraph 5.3 and supported by an External Adviser
Teacher	A person appointed by the Headteacher, 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 Paragraph 5.1, the Local Governing Committee must appoint an External Adviser to support the Cardinal Newman Catholic Educational Trust to appraise the CEO. The Cardinal Newman Catholic Educational Trust will appoint an appropriate external advisor to support the appraisal of Headteachers of local Academies.
- 5.3 The task of appraising the CEO and Academy Headteachers, including the setting of objectives in accordance with Paragraph 6 below, will be delegated by the Cardinal Newman Catholic Educational 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 Paragraph 5.2 above.
- 5.4 The Appraisal Panel may also seek advice from other external advisers including, but not limited to, the Clifton Diocese.
- 5.5 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.
- 5.6 Where an employee has concerns regarding the choice of Appraiser, the employee should raise any concerns about their line manager (appraiser). Concerns will be considered by the Headteacher and line management could be reviewed.

6. SETTING OBJECTIVES

General

- 6.1 Appraisal objectives should reflect the Catholic identity and mission of the Academy Trust Company and the values it proclaims² 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.
- 6.2 The Appraiser and the employee will engage in a professional dialogue with a view to agreeing a realistic number of objectives which shall be reasonably achievable during the course of the Appraisal Period taking into account the professional development aspirations of the Teacher. 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 and the Cardinal Newman Catholic Educational Trust to ensure that they are consistent between employees with similar experience and levels of responsibility. Should the objectives not be agreed, the appraisee can record their disagreement on the appraisal statement and this will be taken into account at the appraisal review 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 Academy's plans for improving educational provision, performance and improving the progress, development and well-being of the pupils at the Academy. Objectives should also have a strong focus on effective professional development to ensure that teachers stay up to date with the latest methodologies, technologies, and educational research.
- 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 has a duty to have regard to the work-life balance of the teacher and objectives will reflect this. The Appraiser will consider 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.

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.

CEO, Headteachers and the Trust Leadership Team

- 6.8 In accordance with Paragraph 5, the CEO, CFO and 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 CEO, CFO and Headteacher will be informed of the standards which their performance will be appraised against in that period.

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 and Teachers will be informed of the Standards against which their performance will be appraised in that Appraisal Period.

7. REVIEWING PERFORMANCE

Gathering Evidence

- 7.1 In order to assess performance, the Appraiser will need to rely on the available evidence obtained in connection with the Teacher's performance. This may include classroom observations, task observations, reviews of assessment results, reviews of lesson planning records, internal tracking and evidence supporting progress against Standards. This evidence will be decided upon when the objectives are being set at the beginning of the appraisal process. This school believes that a range of different methods should be utilised, in a supportive fashion, to assess teachers' performance. It is important to our school that methods of assessing teacher performance do not add to teacher workload

Observation

- 7.2 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.
- 7.3 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. All observation will be carried out in a supportive fashion and should not be excessive or add to a teachers workload.
- 7.4 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.
- 7.5 Classroom observation will only be carried out by those with Qualified Teacher Status.
- 7.6 In addition to formal observation, the Headteacher 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.
- 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.

Development and Support

- 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.

Informal Support

- 7.10 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 Academy and/or the Newman Catholic Trust.

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 Academy or elsewhere or discussing practice with advisory teachers.

Informal support could include reaffirming the expectations that the Academy and/or the Newman Catholic Trust and what support may be provided to help the Teacher to meet those expectations.

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.

Alternative Support

- 7.11 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 and that informal action has been, or is unlikely to be, effective.
- 7.12 The line manager/Appraiser may offer the Teacher the option of taking a voluntary demotion as an alternative to proceeding with action under this Appraisal Policy and Procedure, specifically Paragraph 9.

8. ANNUAL REVIEW

- 8.1 In reviewing the performance of the Headteacher the Appraisal Panel must consult the External Adviser appointed pursuant to Paragraph 5.
- 8.2 Teachers performance will be formally assessed in respect of each Appraisal Period.
- 8.3 This assessment is the end point to the annual Appraisal Period but performance and development priorities will be reviewed and addressed on a regular basis throughout the year at interim meetings (which shall be conducted in person or via other appropriate medium depending on the circumstances) will take place.
- 8.4 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 Headteachers and 31st 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 and the Standards;
 - (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 31st December for Headteachers and by 31st October for Teachers other than Headteachers*);
 - (e) Details of a discussion on wellbeing and workload and career progression/aspirations
 - (f) A space for the Teacher's own comments
 - (g) School Virtual Learning Environments or other software may be used to record and store the Appraisal Report.
- 8.6 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.

9. TEACHERS (INCLUDING HEADTEACHERS/CEO) EXPERIENCING DIFFICULTIES

- 9.1 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.
- 9.2 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 8). 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.
- 9.3 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 will meet with the Teacher to:
- (a) Give clear written feedback to the Teacher about the nature and seriousness of the concerns;
 - (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. 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.

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- 9.4 The Teacher's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the Teacher's performance to improve. This will depend on the circumstances but will usually be for a period of between four and twelve working weeks, with appropriate support as agreed in the action plan as per Paragraph 9.3(d) above, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the Teacher will be given regular feedback on progress and arrangements will be made to modify the support programme if appropriate.
- 9.5 If sufficient progress is made such that the Teacher is performing at a level that indicates that there is no longer a possibility of the Academy's Capability Policy and Procedure being invoked, the Teacher should be informed of this at a formal meeting with the Appraiser or Principal/Headteacher. Following this meeting, the appraisal process will continue as normal.
- 9.6 If no, or no sufficient, improvement has been made by the end of the monitoring period referred to in Paragraph 9.4 above, 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.
- 9.7 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.
- 9.8 The 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.

10. APPEALS

- 10.1 Teachers have a right of appeal against any of the entries in the written Appraisal Report. 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 with Paragraph 10.1 must be made in writing to the Governance Professional and lodged within 10 Working Days of receipt of the Appraisal Report (which will usually be received in the review meeting referred to in Paragraph 8.6) or the letter confirming the outcome of the meeting provided for in Paragraph 9.6.
- 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 20 Working Days of an appeal letter being received by the Governance Professional.
- 10.5 In the case of an appeal by the CEO/CFO/Headteacher, the appeal will be heard by a Director appointed by the Board (such individual will be independent of the sub-group appointed in Paragraph 5). 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 Committee (if the Board deems this is necessary).
- 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.

11. COMPANION

- 11.1 Where a meeting is held under Paragraphs 9 or 10 above, you may be accompanied by a Companion. A companion can only be a Trade Union Representative from a recognised trade union or an employee of the Trust.
- 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 under Paragraphs 9 or 10 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:

- 12.1 need to be held when you were timetabled to teach;
- 12.2 exceptionally be held during planning, preparation and administration time if this does not impact on lesson preparation;
- 12.3 exceptionally be held after the end of the academy day;
- 12.4 not be held on days on which you would not ordinarily work;
- 12.5 be extended by agreement between the parties if the time limits cannot be met for any justifiable reason.

13 VENUE FOR MEETINGS

Any meeting held under Paragraphs 9 or 10 may be held off the Academy site or via a remote method to minimise any distress to the employee.

14 ASSISTANCE

Where matters fall to be decided under Paragraphs 9 or 10, the Diocese may send a representative to advise the Cardinal Newman Trust.