The Cardinal Wiseman Catholic School

Omnia Pro Christo – All Things for Christ

Appraisal and Employee Development Policy 2026/27

Our Ethos

The Cardinal Wiseman Catholic School subscribes to the ethos and vision encapsulated by "All things for Christ" (Omnia Pro Christo).

Thus, our commitment to the development of human ecology, divine inspiration, Catholic Social Teaching, the counter-cultural element of our work and a constant quest for excellence inspire us daily. We want our students to flourish at Cardinal Wiseman in order that they will have the knowledge, skills, compassion and agency to make the world a better place.

Date approved by Governors	October 2026
Date of next approval	October 2027

"A flourishing school is one that recognises the gifts of its members and provides opportunities to allow them to flourish for the common good of all." Called to Flourish in Faith and Hope, Catholic Education Service, 2024

Status	Approved by Governors, October 2026. Transferred from the St Carlo Catholic Academy Trust Appraisal and Employee Development Policy, which is adapted from the CES model policy for academy trusts (March 2026). It is adapted here for The Cardinal Wiseman Catholic School while it remains a voluntary aided school maintained by Ealing Council, and replaces the school's Appraisal Policy and Procedure for Teachers 2026/27
Diocesan requirement	The Bishops' Memorandum requires the Governing Body to adopt the CES model employment policies. This policy is based on the CES model for academy trusts, so that the school uses the same policy as the Trust before it joins. Its use, and any changes beyond the provisions the CES marks as adaptable, should be agreed with the Diocese of Westminster [to confirm]
Policy owner	Headteacher, supported by the school's HR provider [to confirm]
Approved by	Full Governing Body, October 2026
Applies to	All employees of the school, teaching and support staff, except those listed in section 3.2. When the school joins St Carlo Catholic Academy Trust, expected in 2027, the Trust's policy will replace this policy
Review	Every year, with the school's pay policies, or sooner if the law, the STPCD or the CES model changes, or the school joins the Trust. Next review: October 2027
Related documents	Teachers' Pay Policy 2026/27; Pay Policy for Support Staff 2026/27; Informal Support and Capability Policy 2026/27; ECT Induction Policy [title to confirm]; Flexible Working Policy [title to confirm]; Equality and Inclusion Policy 2026/27; Data Protection Policy 2026/27

This policy in brief

Everyone is assumed to be doing well. Appraisal is supportive and developmental. It celebrates achievements and helps each employee grow in their vocation (sections 1 and 2).

One cycle, one year. The appraisal period runs from 1 September to 31 August for all staff [to confirm] (section 4).

Up to four objectives. Objectives are agreed through professional dialogue, and one always relates to Catholic life. They are not based solely on student data (section 6).

Two review meetings. Usually one in the spring term and one in the summer term, with at least 10 school days' notice (section 7).

An annual review. Held in the autumn term, it produces a signed appraisal report. Not meeting every objective in full does not prevent a successful review (section 8).

Appraisal informs pay. Each teacher's report includes a written pay recommendation. The school does not use performance-related pay, so progression is withheld only in formal capability proceedings (section 9) [to confirm].

You can appeal. Any entry in the appraisal report can be appealed within 10 school days, with a companion at the appeal meeting (sections 10 and 11).

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1. Our Catholic approach

1.1 The Cardinal Wiseman Catholic School is a Catholic school in the Diocese of Westminster, with the motto Omnia Pro Christo, All Things for Christ. Catholic schools are called to be "places of human flourishing in which we will realise the fullness of our potential in all its dimensions" (Called to Flourish in Faith and Hope, CES, 2024). We want to create an environment in which both students and staff flourish, and this policy is part of that commitment.

1.2 Our aim is for employees to work with us to create an environment in which all staff feel supported, where professional dialogue can take place, where accountability is welcomed, and where appraisal is experienced as constructive, developmental and encouraging. It is a process rooted in trust and in a shared commitment to our collective mission in Catholic education.

1.3 Challenge is at the heart of the Gospels. Christ challenged all whom he encountered, each according to their needs and readiness. All employees are recognised as children of God, made in his image, empowered to make decisions, to be creative, to lead and to grow.

1.4 Catholic education is "a work of love" that "requires a radical commitment and service". The Church looks on those who work in its schools as "co-workers with an important measure of shared responsibility", called "to bring professional skills and competence and a high standard of excellence", so that through them, "as through a clear window on a sunny day", students "come to see and know the richness and joy of a life lived in accordance with Christ's teaching" (Christ at the Centre, Bishops' Conference and CES). We recognise the challenge for every employee in carrying out this work of love, and we are committed to nurturing them throughout their careers.

1.5 We are committed to a positive working environment, free from prejudice, unlawful discrimination and any form of harassment, bullying or victimisation, and to the formation and flourishing of all employees. Our key policies embed the principles of Catholic Social Teaching on human dignity and the dignity of work in every aspect of school life. We recognise the importance of:

- respecting the rights and dignity of employees;
- supporting the flourishing and formation of all members of the community;
- providing opportunities for all to participate and contribute; and
- recognising talents and valuing contributions.

2. Our commitments

2.1 Appraisal and employee development at the school rest on the following commitments to every employee.

Celebrating and growing

- All achievements will be celebrated. "Each star has its own brightness" (Drawing New Maps of Hope, Pope Leo XIV, 2025).

- All employees will be supported in their vocation, and we will help them gain the skills they need to carry out their role effectively and grow professionally.
- Annual reviews, which assess each employee's contribution to our shared mission, will be clear and consistent. They will nurture a spirit of formation and professional growth so that all can flourish in their work. Together, appraiser and employee "chart a course".
- We will support consistent and equitable formation and professional development within our plans for improving educational provision and performance.
- We will value the Christian qualities of 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.
- We will always be ambitious for our students and our staff, and committed to improving professional practice for everyone in our "educational constellation".
- We will support employees to feel able to take the next step in their career, and we will form, nourish and sustain existing leaders and create the leaders of the future.

Fairness and dignity

- Appraisal and employee development will offer opportunities to secure justice for employees and students alike.
- We will have regard to relevant standards and codes of practice, including the Teachers' Standards, the Headteachers' Standards, the SEND Code of Practice and, for support staff, any code of practice referred to in their job description. These will not be used as a checklist against which to assess performance.
- We are committed to respect, objectivity, belief in the dignity of the individual, consistency of treatment and fairness, to promoting equality of opportunity and to eliminating unlawful discrimination.
- We will provide a supportive environment in which employees are secure in the knowledge that their progress and commitment are acknowledged.
- There will be an assumption that all employees are doing their job well. Concerns about performance will be addressed under the Informal Support and Capability Policy, and only where there is clear evidence of sustained underperformance that has not been addressed through appraisal (section 9).

Workload and practice

- We will apply this policy consistently and fairly, and monitor its impact on workload (section 15).
- Formal and informal observations of professional practice, teaching and non-teaching, will not form part of appraisal without prior notice and discussion. Informal observations, drop-ins and learning walks may take place as part of the school's established self-review processes. They will be used only to give support, offer help and, above all, to celebrate strengths.
- We encourage peer support and collaborative working, including with other schools, as a means to drive improvement. Peer observation and collaboration are welcomed.

- We will try to give all employees time within their working hours to prepare for appraisal meetings, whether as appraiser or appraisee.

3. Purpose and scope

3.1 This policy sets out how employees are appraised, how objectives are set and reviewed, how evidence is gathered, and how employees' formation and professional development is supported. It applies to all employees and workers of the school, teaching and support staff (in this policy, "employee" covers both).

3.2 This policy does not apply to:

(a) employees on a contract that is due to last less than one term;

(b) apprentices;

(c) employees in a probationary period;

(d) early career teachers (ECTs), whose performance and development are assessed through statutory induction, in line with the DfE statutory guidance Induction for early career teachers (England) and the school's ECT Induction Policy [title to confirm]; and

(e) employees who have been told that their performance is causing concern and who are being supported under the Informal Support and Capability Policy, for as long as that process lasts.

3.3 This policy does not form part of any other procedure, but relevant information from appraisal, including appraisal reports, may be taken into account when other policies are used.

3.4 The Governing Body delegates appraisal and employee development in the way set out in this policy.

Legal context

3.5 The School Teachers' Pay and Conditions Document 2026 (STPCD) has effect from 1 September 2026 (SI 2026/1096). It requires a written pay recommendation for every teacher following appraisal, and says the appraisal process should be carried out annually (STPCD 2026, paragraph 19.2).

3.6 As a maintained school, the school must follow the Education (School Teachers' Appraisal) (England) Regulations 2012 for teachers employed for one term or more. They require the Governing Body to appoint an external adviser for the Headteacher's appraisal, objectives to be set at the start of each appraisal period, and a written appraisal report after it ends, including any pay recommendation. This policy meets those requirements.

3.7 The school is expected to become an academy and join St Carlo Catholic Academy Trust in 2027 [date to confirm]. Staff will then transfer to the Trust under TUPE, and the Trust's Appraisal and Employee Development Policy will apply. From 1 September 2027, the Children's Wellbeing and Schools Act 2026 is expected to require academy trusts to have regard to the STPCD when setting teachers' conditions (legislation.gov.uk; Schools Week). The Governing Body will review this policy before the school joins the Trust.

3.8 From October 2027, under the Employment Rights Act 2025, an employer refusing a flexible working request will have to give one of the reasons listed in law and explain why the refusal is reasonable (Acas). Any flexible working discussion at an annual review (section 8.8) will be followed up under the school's Flexible Working Policy, which will be updated for these changes.

4. The appraisal period

4.1 The appraisal period runs each academic year from 1 September to 31 August, for teachers and support staff [to confirm]. If you are unsure which appraisal period applies to your role, please ask your line manager.

4.2 Employees on a fixed-term or temporary contract of less than one year will have their appraisal managed in line with the principles of this policy. The length of their appraisal period will depend on the length of their contract.

4.3 Where an employee works part-time, the appraiser will take this into account. A part-time employee may not have the same number or weight of objectives as a full-time employee with comparable experience and responsibilities. Objectives will be proportionate to the employee's contracted hours, although part-time employees will not always have fewer objectives than full-time employees.

4.4 Where an employee starts part-way through the appraisal period, the appraiser will decide a proportionate appraisal period for them, with a view to bringing them into line with the usual appraisal period as soon as possible.

4.5 Where an employee moves to a new post part-way through the appraisal period, the appraiser will review their objectives with them to make sure they remain appropriate. A change of appraiser may also be needed.

5. Who appraises

5.1 Appraisers will be appointed as follows.

Employee	Appraiser
Headteacher	A panel of three governors appointed by the Governing Body, including at least two foundation governors, supported by the external adviser (section 5.3). A representative of the Diocesan Schools Commission will be invited to take part (section 5.4). The panel presents its pay recommendation to the Pay Committee
Teachers, including deputy and assistant headteachers	A person appointed by the Headteacher, usually the teacher's line manager
Support staff, including the School Business Manager	A person appointed by the Headteacher, usually the employee's line manager

5.2 Appraisers of teachers will generally be qualified teachers with current or recent teaching experience.

5.3 The Governing Body must appoint an external adviser to advise and support it on the Headteacher's appraisal, including setting objectives (Appraisal Regulations 2012, regulations 4, 6 and 7). The adviser will be skilled, experienced and independent of the Headteacher, with a robust background and track record in education, and familiar with the needs of a Catholic voluntary aided school.

5.4 In line with the Diocesan Protocols, the Diocesan Schools Commission, or its appointee, will be invited to take part in the appraisal of the Headteacher.

5.5 Appraisers are responsible for setting objectives and for deciding whether they have been met, referring to relevant evidence. The Governing Body may also seek advice from outside sources, including the Diocesan Schools Commission, Ealing Council and the school's HR provider.

5.6 If it becomes clear that an appraiser will be absent for most of the appraisal period, another appraiser will be appointed, and this will be discussed with the employee.

5.7 If an employee has a reasonable objection to their appraiser, an alternative appraiser will be appointed where this can reasonably be done. If it is unclear whether the objection is reasonable, the matter will be referred to:

(a) for teachers and support staff, the Headteacher; and

(b) for the Headteacher, or where the Headteacher is the appraiser, the Chair of Governors.

The decision on the referral is final.

6. Objectives

6.1 Appraisal objectives will:

- ensure that our Catholic ethos is preserved, developed and maintained, and reflect our Catholic identity and mission;
- support employees in their work to further the mission of the Church in education;
- support formation and professional development, and help employees with their career aspirations;
- encourage a commitment to professional excellence, pedagogical excellence and effective performance;
- align with the development priorities and plans shared with employees, including the school development plan, and contribute to improving educational provision and students' progress and attainment;
- contribute to students' wellbeing and their spiritual, moral, social, emotional and cultural development;
- not be based solely on numerical data, including student achievement data;
- be the result of professional dialogue, driven by self-reflection, with employees contributing so that the objectives are right for them;
- be challenging, specific, measurable, achievable, realistic and time-bound, with success criteria and milestones;

- be appropriate to the employee's role and experience, and consistent between employees of similar experience and responsibility; and
- take account of work-life balance and wellbeing, individual circumstances and any disability requiring reasonable adjustments.

"Christian education is a collective endeavour: no one educates alone. The educational community is a 'we' where teachers, students, families, administrative and service staff, pastors and civil society converge to generate life." Congregation for Catholic Education, The Identity of the Catholic School for a Culture of Dialogue, 2022

6.2 Employees will usually have up to four objectives, although more may be agreed if their professional development aspirations require it. One objective will always relate to Catholic life. For the Headteacher, the four objectives normally cover Catholic identity, teaching and learning, leadership and management, and personal development.

6.3 Objectives will usually be personal and individual, but a shared objective may be set for all employees or for a group of employees where appropriate.

6.4 Appraisers will take account of employees' formation and professional development aspirations and will agree personalised opportunities for formation and professional growth.

6.5 When objectives are set, the appraiser and employee will agree how progress will be evidenced and what evidence either of them may provide at review meetings. Any specific evidence to be collected will be recorded in the appraisal documentation. Collecting evidence must not add unnecessarily to workload.

6.6 Appraisers will try to agree objectives with employees. If objectives are not agreed, the employee's comments will be added to the appraisal documentation. The final decision on objectives rests with the appraiser, and there is no right of appeal against the setting of objectives.

6.7 Objectives may be revised during the appraisal period, after consultation with the employee, if circumstances change, for example because of illness, maternity leave or a change of role. Revised objectives will be recorded in writing and added to the appraisal documentation.

6.8 Objectives will usually be set at the annual review meeting (section 8), and no later than:

(a) 31 October for teachers and support staff; and

(b) 31 December for the Headteacher.

6.9 The Headteacher will moderate objectives and appraisal outcomes across the school so that appraisal is carried out consistently and fairly, and will assess the workload impact of any moderation arrangements.

7. Review meetings

7.1 For most employees, two review meetings will take place during the appraisal period: one in the spring term and one in the summer term. The appraiser may decide that only one review meeting is needed, and will tell the employee if so. Employees will be given at least 10 school days' notice of each review meeting.

7.2 Feedback at review meetings is essential, because feedback on progress towards objectives increases the chances of success. Employees should expect a two-way, supportive and professional conversation about their progress.

7.3 Employees do not have to present written evidence at review meetings unless they wish to. If they do, they should provide it at least 5 school days before the meeting so that the appraiser has time to read it.

7.4 Appraisers may also present evidence, verbally or in writing. Written evidence will be given to the employee at least 5 school days before the meeting. Evidence from the appraiser will usually come from everyday line management, so it should not come as a surprise to the employee.

7.5 If circumstances beyond the employee's control have made progress difficult, this will be discussed at the review meeting and recorded. Objectives may be revised under section 6.7.

7.6 Review meetings are part of a supportive process that informs employees' formation and professional development. We want to encourage a culture in which all employees take responsibility for improving their practice through professional development linked to clear improvement priorities.

8. The annual review

8.1 The appraisal cycle ends with the annual review meeting, which takes place in the autumn term after the appraisal period ends, by the dates in section 6.8. For the Headteacher, the external adviser will attend, and a representative of the Diocesan Schools Commission will be invited.

8.2 Enough time will be set aside for annual review meetings, and appraisers will do their best to prevent interruptions.

8.3 Although the annual review is the end point, performance and development priorities are reviewed throughout the year (section 7). Extra review meetings may be arranged if more support would help the employee meet their objectives. If so, the nature of the support and the reasons for it will be discussed and recorded, and clear and reasonable timescales will be set.

8.4 At the annual review, the appraiser and employee will seek a professional consensus on whether each objective has been fully met, partially met or not met. An appraisal report will be produced at the meeting. It will include:

(a) the employee's objectives;

(b) an assessment of their performance against the objectives and any relevant professional standards;

(c) an assessment of their formation and professional development needs; and

(d) for teachers, a written pay recommendation, and for support staff, any recommendation on pay progression (section 9).

8.5 Where an objective has not been fully met, the reasons will be discussed and noted on the report. The appraiser will take account of, and record, any circumstances beyond the

employee's control. Open dialogue during the year should mean these circumstances do not come as a surprise.

8.6 Not meeting objectives in full does not prevent a successful annual review.

8.7 Employees are encouraged to raise any workload or wellbeing issues at the annual review, or at any time in the year. This may lead to a workload impact assessment.

8.8 Employees are welcome to have an informal discussion about flexible working at the annual review, which can then be followed up under the Flexible Working Policy. They are also encouraged to discuss any support needs, including reasonable adjustments.

8.9 At the end of the meeting, the employee and the appraiser will sign the appraisal report. The employee may add written comments at that point.

8.10 If the employee and appraiser cannot agree the contents of the report, the employee may appeal under section 10.

8.11 Review meetings and the annual review will take place within the employee's directed time or normal working hours, unless there are exceptional circumstances, but never in PPA time.

9. Appraisal, pay and capability

9.1 Pay decisions are made by the Pay Committee of the Governing Body under the Teachers' Pay Policy 2026/27 and the Pay Policy for Support Staff 2026/27, not under this policy.

9.2 For teachers, the appraisal report will include a written pay recommendation, which the Pay Committee must take into account (STPCD 2026, paragraph 19.2; Teachers' Pay Policy, section 6). Every teacher must have one, including any teacher supported under the Informal Support and Capability Policy during the year. For early career teachers, the recommendation comes through statutory induction (section 3.2).

9.3 The school does not use performance-related pay for teachers [to confirm] (ASCL). A teacher's pay progression may therefore be withheld only if they are in formal capability proceedings (Teachers' Pay Policy 2026/27, section 3.5). Support under the informal stage of the Informal Support and Capability Policy 2026/27 does not, on its own, affect pay progression.

9.4 Teachers applying for the upper pay range should include their two most recent appraisal reports, with their pay recommendations (Teachers' Pay Policy, section 11).

9.5 For support staff, the annual review records whether the employee should move up their grade. Progression may be withheld only where concerns were raised in writing during the year and support was given (Pay Policy for Support Staff 2026/27).

9.6 The Informal Support and Capability Policy will only be used if there is clear evidence of sustained underperformance that has not been addressed through appraisal and any extra support given under section 8.3.

10. Appeals

10.1 Employees may appeal against any entry in their appraisal report. Appeals against a pay decision, rather than the report, are heard under section 16 of the Teachers' Pay Policy 2026/27 or under the Pay Policy for Support Staff 2026/27. If a teacher appeals against both, the school will hear them together where it can.

10.2 Appeals should be made in writing to the Clerk to the Governing Body within 10 school days of the annual review meeting. The appeal letter must set out the grounds of appeal in detail.

10.3 An appeal meeting will normally be held within 20 school days of the appeal letter being received. Any evidence either side wishes to rely on must be given to the other at least 5 school days before the meeting.

10.4 The employee may bring a companion to the appeal meeting (section 11). If they need any reasonable adjustments to attend, they should tell the person arranging the meeting as soon as possible.

10.5 No one who has been involved in the appraisal may hear the appeal. Appeals will be heard by:

(a) for teachers and support staff, a more senior member of staff than the appraiser, usually the Headteacher, or the Chair of Governors, or a governor appointed by the Chair, if the Headteacher has been involved; and

(b) for the Headteacher, a panel of three governors appointed by the Vice-Chair, who are not on the appraisal panel and are not employed at the school.

Any panel of governors will have a majority of foundation governors.

10.6 The outcome will be confirmed in writing within 5 school days of the appeal meeting. The decision is final and there is no further right of appeal. The possible outcomes are:

(a) the appeal is not upheld, and any disputed entries remain as recorded; or

(b) the appeal is upheld, and the disputed entries are referred back to the appraiser with instructions on what should be done.

11. Companions

11.1 A companion may be a willing work colleague who is not involved in the substance of the appeal, a trade union official, an accredited trade union representative, or a representative of a professional association of which the employee is a member.

11.2 Employees may bring a companion to an appeal meeting. Companions should not attend review meetings or annual review meetings unless this is needed as a reasonable adjustment.

11.3 The employee must tell the person arranging the appeal meeting who their companion is at least 1 school day before the meeting. If the companion cannot attend, every effort will be made to rearrange the meeting. If they cannot attend the new date, the meeting may go ahead without them, or written representations may be accepted.

11.4 The companion may address the meeting to:

- put the employee's case;
- sum up the case;
- respond on the employee's behalf to any view expressed; and
- ask questions on the employee's behalf.

11.5 The companion may also confer with the employee during the meeting. They may not answer questions for the employee, address the meeting if the employee does not wish it, or prevent the employee from explaining their case.

12. Arranging meetings

12.1 Appeal meetings will be held at mutually convenient times where possible. Depending on the circumstances, they may:

(a) need to be held when the employee is timetabled to teach or to work, in which case cover will be arranged;

(b) exceptionally be held after the end of the school day, including in directed time;

(c) not be held on days the employee would not normally work; and

(d) have their time limits extended by agreement, if they cannot be met for a justifiable reason.

12.2 Timescales in this policy are given in school days. For staff who work all year round, working days may be used instead so that the process is completed as soon as possible. The employee will be told if this is the case.

13. Records and confidentiality

13.1 The appraisal outcome and appraisal documents are confidential between the employee, the appraiser and relevant senior staff, including the Pay Committee and those who advise it under the Teachers' Pay Policy and the Pay Policy for Support Staff.

13.2 The school will process personal data under this policy in line with UK GDPR, the Data Protection Act 2018 and its Data Protection Policy 2026/27. Appraisal records will be kept securely and retained in line with the school's retention schedule.

13.3 Employees may see their personnel file by arrangement, may ask for time-expired records to be deleted, and may make a subject access request under the Data Protection Policy.

14. Words we use

Term	Meaning
Governing Body	The governing body of The Cardinal Wiseman Catholic School, the employer of all staff at the school
Chair, Vice-Chair, governors	The Chair and Vice-Chair of the Governing Body, and its members. Foundation governors are those appointed by the Diocese
Clerk	The Clerk to the Governing Body, who receives appeals under this policy
External adviser	The adviser appointed by the Governing Body to support the Headteacher's appraisal (section 5.3)
Trust	St Carlo Catholic Academy Trust, which the school is expected to join in 2027
Appraiser	The person or panel appointed under section 5 to appraise an employee
Appraisal period	The period over which performance is assessed, normally 1 September to 31 August (section 4)
Companion	A work colleague, trade union official or representative, or professional association representative (section 11)
STPCD	The School Teachers' Pay and Conditions Document and guidance, currently the 2026 edition
PPA time	Planning, preparation and assessment time guaranteed to teachers under the STPCD
School day	A day on which the school is open to students. For all-year-round staff, working days may be used instead (section 12.2)

15. Approval, monitoring and review

15.1 This policy is approved by the full Governing Body, after consultation with staff and the recognised trade unions.

15.2 The Headteacher will monitor how the policy is used, including completion of annual reviews by the dates in section 6.8, the number of appeals, the impact on workload, and outcomes by protected characteristic. Anonymised findings will be reported to the Governing Body at least annually.

15.3 The policy will be reviewed every year, alongside the school's pay policies, and sooner if the law, the STPCD or the CES model changes, or the school joins the Trust. Employees and the recognised trade unions will be consulted before any revised policy is adopted.

Signed by the Chair of Governors: _____

Date: _____

Signed by the Headteacher: _____

Date: _____

"Be servants of the world of education, choreographers of hope, tireless seekers of wisdom, credible creators of expressions of beauty." Drawing New Maps of Hope, Apostolic Letter of Pope Leo XIV, 27 October 2025

Appendix A. The appraisal cycle at a glance

When	What happens	The employee	Reference
Autumn term (by 31 October; 31 December for the Headteacher)	Annual review of the previous year; appraisal report signed, with the pay recommendation; objectives set for the new year; Pay Committee then decides pay	Reviews, reflects and seeks feedback; agrees objectives and development	Sections 6 and 8
Spring term	Review meeting 1, with at least 10 school days' notice	Engages in formation and professional development; reviews progress	Section 7
Summer term	Review meeting 2, with at least 10 school days' notice (may be omitted, section 7.1)	Engages in formation and professional development; considers objectives for next year	Section 7
31 August	Appraisal period ends	Prepares for the annual review	Section 4
Within 10 school days of the annual review	Appeal against any entry in the appraisal report, if needed	Writes to the Clerk to the Governing Body	Section 10

[The cycle may run at different times for some roles. The school's standard forms for setting objectives and recording reviews, including the Headteacher appraisal form, may be attached.]

Appendix B. Summary of timescales

Step	Timescale
Objectives set: teachers and support staff	By 31 October [to confirm]
Objectives set: the Headteacher	By 31 December [to confirm]
Notice of review meetings	At least 10 school days
Employee's written evidence for a review meeting (optional)	At least 5 school days before the meeting
Appraiser's written evidence for a review meeting	At least 5 school days before the meeting
Appeal against the appraisal report	Within 10 school days of the annual review meeting
Appeal meeting	Normally within 20 school days of receiving the appeal
Evidence for an appeal meeting	At least 5 school days before the meeting
Naming a companion	At least 1 school day before the appeal meeting
Appeal outcome	Within 5 school days of the appeal meeting

Appendix C. Key sources

Sources checked on 30 October 2026.

Church and school documents

- Catholic Education Service, model Appraisal and Employee Development Policy for academy trusts (March 2026), on which the Trust policy and this policy are based
- Catholic Education Service, Called to Flourish in Faith and Hope (2024); Christ at the Centre (Bishops' Conference and CES)
- Congregation for Catholic Education, The Identity of the Catholic School for a Culture of Dialogue (January 2022)
- Pope Leo XIV, Apostolic Letter Drawing New Maps of Hope (27 October 2025): https://www.vatican.va/content/leo-xiv/en/apost_letters/documents/20251027-disegnare-nuove-mappe.html
- St Carlo Catholic Academy Trust, Appraisal and Employee Development Policy (November 2026), from which this policy is transferred
- The Cardinal Wiseman Catholic School, Appraisal Policy and Procedure for Teachers 2026/27 (CES model for schools, May 2020, amended May 2022), which this policy replaces

External sources

- DfE, School teachers' pay and conditions document and guidance 2026: https://assets.publishing.service.gov.uk/media/6ad21656dfa45fcb6753cb0b/School_teachers_pay_and_conditions_document_and_guidance_2026.pdf
- The School Teachers' Pay and Conditions (England) Order 2026 (SI 2026/1096): https://www.legislation.gov.uk/uksi/2026/1096/body/made
- Children's Wellbeing and Schools Act 2026, Schedule 3: https://www.legislation.gov.uk/ukpga/2026/21/schedule/3/enacted?view=plain
- Schools Week, Children's Wellbeing and Schools Act: the final policies: https://schoolsweek.co.uk/childrens-wellbeing-and-schools-act-the-policies-signed-into-law/
- ASCL, Pay and conditions: https://ascl.org.uk/Our-view/Position-on-policy/Pay-and-conditions
- Acas, Employment Rights Act 2025: https://www.acas.org.uk/employment-rights-act-2025
- DfE, Induction for early career teachers (England), statutory guidance (June 2026): https://www.gov.uk/government/publications/induction-for-early-career-teachers-england
- DfE, Teachers' Standards: https://www.gov.uk/government/publications/teachers-standards
- The Education (School Teachers' Appraisal) (England) Regulations 2012: https://www.legislation.gov.uk/uksi/2012/115/made