

THE PAINSLEY CATHOLIC ACADEMY



The Painsley Catholic Academy
Better Together

Teachers' Appraisal Policy

September 2018

1 Introduction

1.1 This policy applies for use with all teaching staff. There is a separate policy for the support staff employed by The Painsley Catholic Academy.

2 Policy for appraising staff performance and dealing with capability issues

2.1 The Board of Directors of The Painsley Catholic Academy adopted this policy on **1st September 2018**. It will be reviewed in September 2020.

3 Purpose

3.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers, including the CEO/DCEO/CFO (referred to as Executive Leader in this document)/Principal/Headteacher, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected of teachers and unqualified teachers. It also sets out the arrangements that will apply when staff fall below the levels of competence that are expected of them.

3.2 Painsley Catholic Academy's commitment to staff development and wellbeing is reflected in its mission statement. The following comments from the mission statement are particularly relevant:

3.3 The Painsley Catholic Academy aims to develop relationships within the school communities which are based on the values of the Gospel. To achieve this aim, the Painsley Catholic Academy will:

- Value each individual as a member of the community
- Set the highest standards in teaching which entitle all students to different teaching styles and methodology which promotes the value and joy of learning

4 Appraisal in a Catholic Context

4.1 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". The Painsley Catholic Academy recognises the challenge for all teachers in carrying out their 'work of love' and is committed to nurturing them throughout their professional careers.

- 4.2 Appraisal will be a supportive and developmental process designed to ensure that all employees have the skills and support they need to carry out their role effectively within the context of the individual school's ethos. It will help to ensure that employees are able to continue to improve their professional practice and to develop.
- 4.3 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 school are acknowledged.
- 4.4 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.
- 4.5 The Academy is committed to ensuring respect, objectivity, belief in the dignity of the individual, consistency of treatment and fairness in the operation of performance management as a Catholic school. This Appraisal Policy and Procedure offers opportunities to ensure justice for Executive Leaders, 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.

5 Application of the policy

- 5.1 **This policy** applies to the Executive Leader/Headteacher/Principal and to all teachers, except those on contracts of less than one term, those undergoing induction (*ie* NQTs) and unqualified teachers with more than one year's experience.
- 5.2 Appraisal in our Catholic Academy will be a supportive and developmental process designed to ensure that all employees have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice and to develop their professional practice.

6 The appraisal period

- 6.1 **The appraisal period will run for twelve months** from 1st November – 31st October.
- 6.2 Staff who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

7. Appointing appraisers

- 7.1 The task of appraising the Executive Leader/Headteachers/Principals, including the setting of objectives, will be delegated to a sub-group consisting of three members of the Board of Directors. The sub-group will be supported by a suitably skilled and/or experienced external adviser who has been appointed by the Board of Directors for that purpose.
- 7.2 The Principals/Headteachers will decide who will appraise other teachers and staff.

8 Setting objectives

- 8.1 The individual Executive Leader/Principal/Headteacher's objectives will be set by the Directors' sub-group after consultation with the external adviser(s).
- 8.2 Objectives for each member of staff will be set before, or as soon as practicable after, the start of each appraisal period. The planning and review meetings must be arranged at least 5 days prior to the meeting. Approximately $\frac{3}{4}$ hour should be sufficient in most cases. An INSET session, held by the end of October, will be used for the purpose of these meetings. There may be a need to arrange alternative meetings for those staff who are flexible workers.
- 8.3 All staff within the Catholic Academy, including the Executive Leaders/Principals/Headteachers, will have at least three but we suggest no more than four objectives unless the reviewee specifically asks for additional objectives or if the reviewee is deemed to require substantial development on any element of the national standards or aspect of the job description. It is anticipated that all staff will have a team objective, as appropriate. These objectives are to be completed on form B, following a review of the previous year on form A – please see the on-line Professional Development System. These forms are to be completed on-line by all schools in the Painsley MAC.
- 8.4 The reviewer should, within 5 working days of the meeting, produce a draft statement and provide the reviewee with a copy. The reviewee and reviewer should seek to agree the statement. The reviewee may request changes to the draft statement and make comments on it. The statement should record all the required elements of the plans and be a fair summary of what took place at the meeting. The reviewee should therefore only be able to secure changes when the statement does not convey this fairly or where the wording is capable of the wrong interpretation.
- 8.5 The reviewer must within 10 working days of the meeting, ensure a final statement is printed and prepared and signed by both parties. The reviewee may add final comments before submitting, printing and signing their final statement. Where the reviewer is not the Principal, the reviewer gives the reviewee a copy of the final statement and passes the original to the Principal for retention, or if the reviewee is the Principal/Headteacher or Executive Leader, to the Chair of Directors. The 5 and 10 day periods referred to above can be extended if either party does not work or is absent from work during those school days following receipt of the draft performance review and planning statement.
- 8.6 The Principal may review planning and review statements within 10 days of their completion and, where necessary, instruct the reviewer to prepare a new statement prior to it being finalised and retained.
- 8.7 The grounds on which the Principal may change the statement are that the statement was not consistent with those for other teachers/staff with similar experience and/or who had similar levels of responsibility; or that the statement was not in line with the MAC/school's development plan. If the Principal is concerned about a statement, following discussion with the reviewer and reviewee, a revised statement may be prepared. The reviewer and

reviewee should produce a revised statement within 10 days of being instructed by the Principal. The reviewee can also add any comments at this stage.

- 8.8 The above process must be completed by 10th November.
- 8.9 The objectives set for each employee, will be **Specific, Measurable, Achievable, Realistic and Time-bound** and will be appropriate to the person's role and level of experience. The appraiser and employee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.
- 8.10 The objectives set for each employee will, if achieved, contribute to the MAC/school's development plans for improving the school's educational provision and performance and improving the education of pupils at that school. This will be ensured by, for example, giving specific reference to relevant Painsley Catholic Academy policies, explicitly reflecting the teachers' standards, using UPS (or equivalent) criteria to reflect the position of the teacher in the Catholic Academy, having at least one quantitative objective for student performance, and having an explicit leadership objective for those with TLR (or equivalent) positions.

9. Reviewing performance

9.1 Observation

- 9.2 The Painsley Catholic Academy believes that observation of classroom practice and other responsibilities is important both as a way of assessing employees' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally. All teaching staff will be observed twice a year (unless on a support programme or as part of a short routine "drop-in") by the relevant Leadership Team, preferably done at the same time as an appraisal observation. These will occur near the start and end of an academic year as per the MAC calendar. In addition, support sessions by the Co-Ordinator/Head of Department, peers or other middle leaders (e.g. G&T co-ordinator, Pastoral Lead) will be reviewed in the interim period. This will be through, for example, line management responsibilities. All staff will take part in Professional Development Assessment reviews. Coaching will take place as a means of sharing best practice.
- 9.3 All observations will be carried out in a supportive fashion. The Board of Directors is committed to ensuring that classroom observation (or leadership observations) is developmental and supportive and that those involved in the process will:
- carry out the role with professionalism, integrity and courtesy;
 - evaluate objectively;
 - report accurately and fairly; and
 - respect the confidentiality of the information gained.
- 9.4 In our Catholic Academy, 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 specific school. Classroom observation will be carried out by those with QTS. In addition to formal observation, the CEO/DCEO,

Principals/Headteachers or other leaders with responsibility for teaching standards may “drop in” in order to evaluate the standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of “drop in” observations will vary depending on specific circumstances.

- 9.5 Staff (including the Principal/Headteacher/Executive Leaders) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

10 Development and support

- 10.1 Appraisal is a supportive process which will be used to inform continuing professional development. The Painsley Catholic Academy wishes to encourage a culture in which all staff take responsibility for improving their practice through appropriate professional development. Professional development will be linked to MAC/school improvement priorities and to the on-going professional development needs and priorities of individual staff.

11 Feedback

- 11.1 Staff will receive constructive feedback on their performance throughout the year and as soon as practicable after observation or professional development assessment has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need attention. Where there are concerns about any aspects of the individual’s performance, the appraiser will meet the employee formally to:
- give clear feedback to the teacher/employee about the nature and seriousness of the concerns;
 - give the teacher/employee the opportunity to comment and discuss the concerns;
 - agree any support (eg coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
 - make clear how, and by when, the appraiser will review progress (*it may be appropriate to revise objectives, and it will be necessary to allow sufficient time for improvement. The amount of time should reflect the seriousness of the concerns*);
 - explain the implications and process if no – or insufficient – improvement is made.
- 11.2 To meet our commitment to employee wellbeing and mental health, staff are asked to complete an online evaluation of the lesson observation/assessment review process in order to confirm that they have been treated fairly and with respect. Staff are asked to complete two actions that they will implement in order to respond positively to the feedback. This may include sharing the good practice observed.
- 11.3 An interim review will be completed mid-cycle using form C, as an additional support mechanism towards successful appraisal. When progress is reviewed, if the appraiser is satisfied that the member of staff has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process. The member of staff may also raise issues concerning wellbeing and workload at this meeting if there are any concerns.

12 Teachers (including Executive Leaders/Principals/Headteachers) experiencing difficulties

- 12.1 It is the Academy's aim, when dealing with a person experiencing difficulties, to provide support and guidance through the appraisal process in such a way that the employee's performance improves and the problem is, therefore, resolved.
- 12.2 Where it is apparent that a person's personal circumstances are leading to difficulties at a school, the school 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. 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 school or elsewhere or discussing practice with advisory teachers.
- 12.3 If an Appraiser identifies through the appraisal process, or via other sources of information, that the difficulties experienced by an employee are such that, if not rectified, could lead to the School's Capability Policy and Procedure being invoked, the Appraiser, the Executive Leader, (or the Directors involved in the Appraisal process in the case of Executive Leaders)/Principal/Headteacher or a member of the senior leadership team (as appropriate) will meet with the person concerned to:
- (a) Give clear written feedback to the employee about the nature and seriousness of the concerns;
 - (b) Give the person the opportunity to comment on and discuss the concerns;
 - (c) Give the person 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 person that they have the right to be accompanied at any such meetings by a companion;
 - (d) In consultation with the person 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 schools 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 insufficient, improvement is made.
- 12.4 The CEO and DCEO should be informed if any member of staff meets this criteria in order to provide further guidance and support.
- 12.5 The employee's progress will continue to be monitored as part of the appraisal process and a reasonable time given for the person's performance to improve. This will depend on the circumstances but will usually be for a period of 5 working weeks, with appropriate support as agreed in the action plan, in order that the aim of recovering and improving performance can be achieved. During this monitoring period the employee will be given regular

feedback on progress and arrangements will be made to modify the support programme if appropriate.

- 12.6 If sufficient progress is made such that the employee is performing at a level that indicates that there is no longer a possibility of the School's Capability Policy and Procedure being invoked, the employee should be informed of this at a formal meeting with the Appraiser (directors involved in the appraisal of Executive Leaders if it is concerning a person in that role) or the Principal/Headteacher. Following this meeting, the appraisal process will continue as normal.
- 12.7 If no, or insufficient, improvement has been made over this period, the employee will be invited to a transition meeting with the Appraiser to determine whether the School's Capability Policy and Procedure needs to be invoked or whether the appraisal process will remain in place. The employee 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 employee within 5 working days of the meeting.

13 Companion

- 13.1 Where a meeting is held under the above circumstances, an employee may be accompanied by a companion.
- 13.2 The employee must let the person appointed to hold such meeting know who the companion will be at least one working day before the meeting.
- 13.3 If the employee has any particular reasonable need, for example, because of a disability, he/she can also be accompanied by a suitable helper.
- 13.4 The companion can address the meeting in order to:
- (a) put the employee's case;
 - (b) sum up the employee's case;
 - (c) respond on the employee's behalf to any view expressed at the meeting; and
 - (d) ask questions on the employee's behalf.
- 13.5 The companion can also confer with the employee during the meeting.
- The companion has no right to:
- (a) answer questions on the employee's behalf;
 - (b) address the meeting if the employee does not wish it; or
 - (c) prevent the employee from explaining their case.

- 13.6 Where the employee has identified their companion and they have confirmed in writing to the relevant person appointed that they cannot attend the date or time set for the meeting, the relevant person will postpone the meeting for no more than 5 working days from the date set by the school to a date or time agreed with the companion provided that it is reasonable in all the circumstances. Should the 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 Meetings under this procedure may:

- (a) need to be held when a teacher was timetabled to teach;
- (b) exceptionally be held during planning, preparation and administration time if this does not impact on lesson preparation;
- (c) be held after the end of the school day;
- (d) not be held on days on which the employee would not ordinarily work;
- (e) 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 the above circumstances may be held off the school site to minimise any distress to the employee.
- 15.2 Prior to invoking the Capability Policy and Procedure, the Appraiser will seek to ensure that the employee 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 employee's performance has been monitored and feedback has been provided.
- 15.3 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.

16 Transition to capability

- 16.1 If the appraiser and/or Headteacher/Principal is not satisfied with progress despite the above process, the employee will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted as described in the Capability Policy.

17 Annual assessment

- 17.1 Each employee's performance will be formally assessed in respect of each appraisal period. In assessing the performance of the Executive Leaders/Principal/Headteacher, the Board of Directors must consult the external adviser(s).

17.2 This assessment is the end point to the annual appraisal process.

17.3 The employee will receive as soon as practicable following the end of each appraisal period – and have the opportunity to comment in writing on - a written appraisal report.

17.4 In our Catholic Academy, staff will receive their written appraisal reports by 10th November (31st December for the Principal/Headteacher and Executive Leaders).

18 The appraisal report will include:

- details of the employee’s objectives for the appraisal period in question;
- an assessment of the employee’s performance of their role and responsibilities against their objectives and the relevant teaching standards including whether he/she met or not met the relevant standards;
- an assessment of the employee’s training and development needs and identification of any action that should be taken to address them;
- a reflection on the employee’s wellbeing and any workload issues;
- a recommendation on pay where that is relevant – see the performance rating below (*NB – pay recommendations need to be made by 31st December for Principals and by 1st December for other teachers*);

18.1 Performance ratings for teachers on the Main Pay Scale will be linked to pay recommendations as follows:

Assessment	Descriptor	Award	Overall assessment (select as appropriate)
Unsatisfactory	Not all professional teaching standards are satisfactorily met; teaching is inadequate or requiring improvement (as evidenced through observations, student and parent voice etc); lack of involvement in, and impact of, CPD; ‘Key’ objectives are only partly achieved; has not met all of the demands of the descriptor for ‘Professional Conduct Part 2’ of the teachers’ Professional Standards. It is likely that there is dissatisfaction from stakeholders such as students and parents. A teacher Support Plan will be initiated, if not already done so, and could lead to more formal Capability/Disciplinary procedures.	No pay scale movement.	
Effective with some further development required	All professional teaching standards are satisfactorily met, with some concerns about matters of general professionalism; most teaching is at least good, with some aspects requiring improvement; evidence of active involvement in, and impact of, CPD; ‘Key’ objectives are fully met, and/or remaining challenging objectives at least partly achieved	No automatic increase; the Principal has the discretion to award a temporary monthly increase equivalent to a	

	with clear evidence of how the teacher has strived to achieve the objectives.	one point increment, based on the context of each individual case.	
Effective	All professional teaching standards are robustly met; all teaching is at least good, and some is outstanding; strong evidence of regular involvement in, and impact of, CPD; there is clear evidence of contributing to whole school practice; all objectives are challenging. Excellent progress has been made towards achieving challenging objectives. Where challenging objectives have not been met there is suitable evidence to show how the teacher has endeavoured to achieve them.	A one point pay increase	

18.2 These Upper Pay Scale performance ratings (for teachers that are aspiring to move onto the UPS, so currently M5 or M6 and for those on UPS1) will be linked to the following pay recommendations:

Upper Pay Scale	Descriptor	Overall assessment (Meets Y/N)
<p>UPS 1 – ‘sustained’</p> <p>The teacher must have had two consecutive successful appraisal reports and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding. In addition, the teacher will need to have been paid at point 6 of the main scale for at least one year.</p>	<p>Professional Practice: All teaching is good and some outstanding. The teacher contributes at a strategic level to policy initiatives.</p> <p>Professional Outcomes: Almost all pupils achieve in line with school (or departmental) expectations. Some pupils exceed them. Interventions are routinely in place. Students make rapid progress as a consequence of intervention.</p> <p>Professional Relationships: Plays a proactive role in building working relationships and teams to improve provision and outcomes.</p> <p>Professional Development: The teacher continues to drive own professional development needs and responds timely to advice and feedback. The teacher contributes more broadly to the life of the school – this has been maintained over a period of time. Plays a proactive role in leading professional development in teams. This includes sharing good</p>	

	<p>practice through INSET, staff briefings/meetings, mentoring and coaching.</p>	
<p>UPS2 - 'Substantial'</p> <p>The teacher's achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.</p>	<p>Professional Practice: All teaching is good and much is outstanding. The teacher contributes at a strategic level to policy initiatives.</p> <p>Professional Outcomes: Almost all pupils achieve in line with school (or departmental expectations). Many pupils exceed them. The teacher makes a distinctive contribution to the raising of pupil standards. Interventions are routinely in place where there is underperformance. Students make rapid progress as a consequence of intervention.</p> <p>Professional Relationships: Plays a proactive role in building teams to improve provision and outcomes. The teacher is skilled in collaborating with others and maximises opportunities for staff to work together, sharing responsibility and good practice.</p> <p>Professional Development: The teacher continues to drive own professional development needs and responds timely to advice and feedback.</p> <p>Plays a proactive role in leading the professional development in relevant staff teams. The teacher contributes more broadly to the life of the school. This contribution has been maintained over a period of time.</p> <p>This includes sharing good practice through INSET, staff briefings/meetings, mentoring and coaching.</p>	
<p>UPS 3 – 'Highly competent in all elements of the relevant standards'</p> <p>The teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the</p>	<p>Professional Practice: All teaching is good and much outstanding. The teacher's practice is secure, well – informed and consistently good or outstanding in all Professional Standards.</p> <p>Professional Outcomes: Almost all pupils achieve in line with school (or departmental) expectations. Many</p>	

<p>Teachers' Standards in the particular role they are fulfilling and the context in which they are working.</p>	<p>pupils exceed them. They are not distracted from the vision of outstanding teaching and learning. Interventions are routinely in place where there is underperformance. Students make rapid progress as a consequence of intervention.</p> <p>Professional Relationships: Plays a proactive role in building school - wide teams to improve provision and outcomes. There is a relentless focus on standards within the context in which they are working.</p> <p>Professional Development:</p> <p>The teacher continues to drive own professional development needs and responds timely to advice and feedback. Plays a proactive role in leading the professional development of colleagues across the school. This includes sharing good practice through INSET, staff briefings, mentoring and coaching. They demonstrate effective practice, providing advice and feedback.</p>	
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18.3 Taking all of this information into account an overall pay recommendation will be made by the appraiser.

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

19 Appeals

19.1 Employees 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 School's Capability Policy and Procedure made at a meeting to discuss underperformance (as above). If an appeal relates to a decision about pay, the employee is referred to the School's Pay Policy and Procedure.

19.2 An appeal against the contents of the appraisal must be made in writing to the Principal and copied to the CEO and lodged within 10 working days of receipt of the Appraisal Report or the letter confirming the outcome of the meeting under the transition to capability meeting.

19.3 The appeal letter must set out the grounds of the appeal in detail.

19.4 The Appeal Meeting will normally be held within 20 working days of your appeal letter being received by the Principal/CEO.

- 19.5 The person conducting the appeal meeting (the Appeal Manager) will normally be the Principal unless they have participated in the appraisal review which is being appealed, in which case the Appeal Manager may be the CEO or he/she may delegate the role to a suitably qualified person such as the DCEO.
- 19.6 In the case of an Executive Leader appealing the appraisal, a letter must be sent to the Clerk to the Board of Directors so a panel of 2 directors can hear the appeal (this will not include those involved in the original appraisal).
- 19.7 Again, the employee may be accompanied to the meeting by a companion as outlined above.
- 19.8 The Appeal Manager will confirm the outcome of the Appeal Meeting in writing to the employee within 5 working days of the date of the Appeal Meeting. The decision of the Appeal Manager is final and there will be no further right of appeal. The outcomes of the Appeal Meeting are that:
- (a) the Appeal Manager may uphold the entries made in the Appraisal Report and/or the outcome of the transition to capability meeting or
 - (b) the Appeal Manager may uphold the employee's appeal and overturn the decision of the Appraiser. Where such appeal relates in whole or in part to entries in the Appraisal Report, the disputed entries shall be referred back to the Appraiser for reconsideration.
- 19.9 Where an appeal is against entries in the Appraisal Report and the outcome of a transition to capability meeting, the appeals will be heard together.
- 19.10 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 (GDPR).