



SCHOOL POLICY ON STAFF APPRAISAL

Implemented : April 2014

Reviewed : May 2021

Next Review : May 2022

Compiled by : SLT & SMT

Approved by: Ms. Asma Gilani, Principal & CEO



Policy Statement:

- Appraisal in the school 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.
- It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers.
- Appraisal will be carried out by Principal, Vice Principal, Head of Sections, Supervisors and HODs

Aims and Principles of the Policy

Objectives for each teacher will be set before or as soon as practicable after, the start of each appraisal period. The objectives set for each teacher, will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. Objectives may be revised if circumstances change.

Observation

This school believes that observation of classroom practice and other responsibilities to assess teaching and learning and to identify any particular strengths and areas for development they may have and of gaining useful information which can feed into school improvement generally. All observation will be carried out in a supportive manner.

In this school the teachers' performance will be regularly observed and the frequency of classroom observation will depend on the individual performance of the teacher and the overall needs of the school. Classroom observation will be carried out periodically. In addition to formal observation, there may be "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 the support that is needed specific circumstances.

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

Development and Support

Appraisal is a supportive process which will be used to ensure continuous professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. It is an ongoing process conducted to address the priorities of individual teachers and will be linked to the overall development of the School.

Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

Feedback

Teachers will receive constructive feedback after the observation at a convenient time suitable to the appraiser and the appraisee. On their performance throughout the year and as soon as practicable after observation 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 teacher's performance the appraiser will meet the teacher formally to:

The Appraisee will be given:

- Clear feedback regarding any concerns related to teaching strategies.
- The opportunity to comment and discuss the concerns;
- Support to address specific concerns by way of mentoring and peer observations.
- Sufficient time to improve and the next date to review progress.
- The implications of poor or insufficient improvement made.

The appraisal report will include:

- Details of the teacher's objectives for the appraisal period in question;
- An assessment of the teacher's performance of their role and responsibilities against their objectives and the relevant standards;
- An assessment of the teacher's professional development needs and identification of any action that should be taken to address them;