



The Gulf English School
Appraisals Policy and Procedures

Date

September 2016

Author

Leadership Team

(Following whole school staff recommendations)

Adoption / Review	Committee	Lead Personnel	Review Date
September 2013	Whole school	LT	September 2016



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Observation and Appraisals

Overview of the Teacher Appraisal and Professional Development Process

The teacher appraisal and professional development process in the Gulf English School have several key components:

- **The job description** provides a clear description of the basic competencies required of all GES teachers.
- **The self-reflection** provides teachers a vehicle to reflect upon their total teaching experience, to elaborate upon the highlight of the school year, to identify areas for improvement, to identify areas of strength, and to brainstorm future goals and activities.
- **The feedback forms and data** provide teachers with a mechanism to utilise additional information to validate their effectiveness and/or identify areas for improvement.
- **The observation process** provides teachers the mechanism to validate their use of appropriate pedagogy and effective teaching practices. It also provides a vehicle for teachers to enlist the support of their administrator to improve their effectiveness.
- **The professional development plan** utilises all of the above to provide teachers with a mechanism to design, implement and verify their professional development. Teachers are encouraged to explore and implement innovative activities to enhance student achievement.
- **The summative appraisal meeting** provides the venue for teachers to meet with their line managers to review all of the above for the purpose of:
 1. Maintaining a productive, collaborative dialogue.
 2. Identify areas for improvement and strengths.
 3. Compiling a comprehensive teacher portfolio and determining a subsequent contract offer.





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Teacher -----

School Year -----

POSITION SUMMARY: To create an educational programme and a classroom environment that is multicultural, gender and ability fair, that is favourable to learning and personal growth, and is based on the commitment that all students can master the basic and essential skills at each grade level or course.

In addition, the teacher will establish an educational programme and environment to foster students' self-esteem, motivation and sense of civic responsibility. Teachers will establish an effective rapport with students and good relationships with parents and other staff members.

Significantly Below Performance Expectations=1

Meets Performance Expectations=3

Exceeds Performance Expectations=4

Below Performance Expectations=2

Significantly Exceeds Performance Expectations=5

1.0 Instructional Process					
Plans and implements a programme of instructions that adheres to the GES mission and to the stated curricular standards and benchmarks	1	2	3	4	5
Plans and implements a programme of instructions designed to meet the individual needs of a diverse student population	1	2	3	4	5
Create a classroom environment conducive to learning.	1	2	3	4	5
Utilises differentiated teaching strategies	1	2	3	4	5
Maximises student time on task	1	2	3	4	5
Encourages student enthusiasm for the learning process and the development of good study habits	1	2	3	4	5
Incorporates currently appropriate educational (learning) Technology effectively.	1	2	3	4	5
Plans, implements and monitors purposeful assignments for teacher assistants and volunteers	1	2	3	4	5
Demonstrates a requisite understanding of the subject matter	1	2	3	4	5
Uses effective oral and written expression	1	2	3	4	5
2.0 Student Evaluation					
Constructs and/or implements differentiated diagnostic and progress-assessment measures for the purpose of student placement, guiding student	1	2	3	4	5





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learning and evaluating students learning.					
Evaluates accomplishments of students regularly using multiple, differentiated assessment methods	1	2	3	4	5
Provides accurate, adequate and timely assessment results (including grades) and feedback to students and parents.	1	2	3	4	5
Provides progress and interim reports as required	1	2	3	4	5
Respects the confidentiality of records and information regarding students, parents, and teachers	1	2	3	4	5
3.0 Classroom Management					
Develops, in accordance with the school policies, reasonable rules and procedures for classroom behaviour	1	2	3	4	5
Takes necessary and reasonable precautions to protect students, equipment, materials and facilities	1	2	3	4	5
Maintains appropriate classroom environment, i.e. neatness, ventilation, temperature, lighting	1	2	3	4	5
Provides for supervision of students when a brief classroom or duty absence necessitates	1	2	3	4	5
Fulfils supervisory duties and actively supervises students in all areas of the school	1	2	3	4	5
4.0 Professional Growth					
Solicits feedback and takes constructive action to improve his/her teaching performance	1	2	3	4	5
Continues professional growth through workshops, seminars, conferences, and/or advanced course work.	1	2	3	4	5
Keeps current in subject matter knowledge and learning theory.	1	2	3	4	5
Maintains membership in appropriate professional organizations	1	2	3	4	5
Assists in the ongoing curriculum revision process including updating Rubicon	1	2	3	4	5
Contributes to the professional development and support of colleagues	1	2	3	4	5
Co-operates in the planning of in-service programmes as appropriate	1	2	3	4	5
Attends staff, department, and committee meetings as required.	1	2	3	4	5





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Attachments:

- Observation Report(s)
- Professional Goal Plan & Record of Achievement
- Self-Reflection
- Student results Summary
- Standardised Testing Scores (when Appropriate)
- Student Feedback Summary
- Parents Feedback Summary



This document details the expectations and procedures with respect to the Teacher's appraisals (Sep 2016)



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Observation process:

- Teachers will be informed formally of the time and lesson to be observed. (First observation).
- A second/third observation will be carried out without prior notification.
- Notes from learning walks will be included as part of the appraisals process.
- Focused on those teachers' standards which can normally be observed during a lesson

School: Infants Juniors Secondary	Observer:
Teacher:	Date & duration:
Subject:	Focus Targets:
Class/Year Group incl. number of pupils:	
Lesson Context:	





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<u>Standard 1:</u>	<u>Comments</u>
<p>Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> a. Establish a safe and stimulating environment for pupils, rooted in mutual respect b. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions c. Demonstrate consistently the positive attitudes, GES values and behaviour which are expected of pupils. 	
<p><u>Standard 2:</u></p> <p>Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> a. Be accountable for pupils’ attainment, progress and outcomes b. Be aware of pupils’ capabilities (attention paid to new pupils) and their prior knowledge and plan teaching to build on these, (LS, EAL, G&T, medical) c. Guide pupils to reflect on the progress they have made and their emerging needs d. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching e. Encourage pupils to take a responsible and conscientious attitude to their own work and study 	
<p><u>Standard 3:</u></p> <p>Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings b. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship c. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct 	





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<p>use of standard English, whatever the teacher’s specialist subject</p> <p>d. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p> <p>e. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>	
<p>Standard 4:</p> <p>Plan and teach well - structured lessons</p> <p>a. Impart knowledge and develop understanding through effective use of lesson time</p> <p>b. Promote a love of learning and children’s intellectual curiosity</p> <p>c. Set homework (if applicable) and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired (Firefly, Rubicon Atlas)</p> <p>d. Deploy support staff effectively</p>	
<p>Standard 5:</p> <p>Adapt teaching to respond to the strengths and needs of all pupils</p> <p>a. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>b. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development</p> <p>c. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p> <p>d. Integrate global dimensions within the disciplines one teaches, engaging students in learning about the world and exploring their place in it.</p>	
<p>Standard 6:</p> <p>Make accurate and productive use of assessment</p> <p>a. Make use of formative and summative assessment to secure</p>	





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<p>pupils' progress</p> <p>b. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>	
<p>Standard 7:</p> <p>Manage behaviour effectively to ensure a good and safe learning environment</p> <p>e. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</p> <p>f. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p> <p>g. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</p> <p>h. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p> <p>i. Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</p>	
<p>Feedback:</p> <p>Strengths</p> <p>1.</p>	<p>Areas of development</p> <p>1.</p>





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SELF-REFLECTION

The following are questions that can be used to guide your process of self-reflection. They are meant to provide an opportunity for self-reflection about the previous year. Ideally, your responses will offer a dispassionate perspective of the past and a forward-looking agenda for the future. They will also serve as a good starting point for planning for next year's in-class and professional development programs.

- 1) In what instructional areas would you consider yourself as having grown most this year (e.g. subject competence, lesson design, skills, teaching strategies, standards or achievement etc.)? What do you consider to have been one of your most successful activities/classes? What made it so successful? Please provide specific examples as appropriate (If you do not teach please consider areas which pertain to your primary responsibilities).
- 2) In your opinion, what aspect(s) of your curriculum (or primary responsibilities) have students found most difficult to deal or cope with this year? What adjustments in your teaching style/approach have you made (or are you planning to make) to help those students overcome their difficulties? Please be as specific as possible.
- 3) If you have participated in workshops, seminars, in-service days, or professional conferences during the past year, can you describe some of the most valuable insights for your own professional practice? How have these affected the way you are (or will be) teaching your classes?
- 4) How would you characterise your overall relationship with students? Can you describe an/some instance(s) when you were particularly successful in responding to a student's academic, personal or emotional needs? Describe, in hindsight, an instance you would approach differently?
- 5) How would you characterise your relationship with your colleagues? With the administration? What, for you, sources of satisfaction as well as frustration in these relationships?





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- 6) In which of the school's other co-curricular activities (e.g. athletics, trips, clubs etc.) did you participate this year? In which would you like to take part next year?

- 7) Please comment on the conclusions you have drawn from your student and/or parent surveys





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PROGRAMme IMPROVEMENT PLAN

I. PROGRAMME IMPROVEMENT GOALS: (Based on your self-appraisal. List two specific areas you would like to work to improve this year.)

1-

2-

II. IMPLEMENTATION PLAN:

a. List specific activities or steps.

b. Timeline for completion

c. Resources needed: (consider such items as time, materials, training etc.)

d. Performance criteria for evaluation (visible evidence of completion).





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Teaching Standards

TEACHING STANDARD #1 : Pursues current Knowledge of content and teaching practices, and is committed to continuous learning

Meets Standards	Exceeds Standards	Suggested evidence
<ul style="list-style-type: none"> ➤ Seek professional development opportunities. ➤ Honours school-wide agreements and expectations in sustaining well –defined common goals. ➤ Attending CPD ➤ ESL training within first year of employment. ➤ Integrates learning from professional development opportunities in line with agreed Teaching targets set by ELT. ➤ Peer to peer observations in a different Key Stage / department and sharing the outcomes with colleagues. ➤ Shares learning from professional development opportunities with colleagues in structured environments, such as faculty. 	<ul style="list-style-type: none"> ➤ Provides leadership in school improvement initiatives by working on committees. ➤ Mentors colleagues in supporting school-wide agreements and expectations. ➤ Disseminate knowledge and skills acquired through the pursuit of further CPD i.e.: courses attended, online courses etc. ➤ Peer to peer observations across all Key Stages and sharing the outcomes with colleagues. 	<ul style="list-style-type: none"> ➤ Requests and sets up CPD or peer observation activities. ➤ Implementation of goals or targets set in School Improvement plan. ➤ Certificate for completing ESL course. ➤ Implementation of targets set ➤ Completion of Peer Observation Form and feedback of observations and reflections. ➤ Shares resources or information at Year Group/Faculty meetings – minutes of meeting/agenda. Minutes from meetings or documents/actions from Committee work. ➤ Meets and supports a colleague over a sustained period of time with specific, measurable outcomes. Feedback at an INSET/CPD session. Lead a course or activity to teach knowledge and skills.

TEACHING STANDARD #2 : Demonstrates high quality teaching and uses effective instructional strategies that make learning meaningful

Meets Standards	Exceeds Standards	Suggested Evidence
<ul style="list-style-type: none"> ➤ Delivers GES curriculum which is planned with cross curricular links. ➤ Delivers well planned creative 	<ul style="list-style-type: none"> ➤ Linking action plans for individuals to planning and evidence of this shown in lessons 	<ul style="list-style-type: none"> ➤ Lesson observations ➤ Learning walk feedback





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<p>lessons which include a clear learning objective, an introduction, middle and plenary.</p> <ul style="list-style-type: none"> ➤ Students actively engaged in tasks appropriate to level and needs ➤ Implements a variety of teaching methods and uses a range of resources to aid learning ➤ Differentiates instructional strategies and resources to meet the needs of all learners ➤ Previous assessments and pupil levels are taken into account in planning ➤ Demonstrates sound subject knowledge which is age and level appropriate ➤ Safe, secure and stimulating learning environment where good relationships are evident ➤ Sets, marks and monitors homework/projects according to the GES homework policy ➤ Demonstrates behaviour management strategies according to GES behaviour policy ➤ Evidence of achieving personal teaching targets set last year by LT 	<p>(including G&T, LS and ESL)</p> <ul style="list-style-type: none"> ➤ Identified as showing outstanding practice in an area and providing support to others, sharing good practice. ➤ Uses summative assessment to support individual pupils where appropriate 	<ul style="list-style-type: none"> ➤ Book moderation feedback ➤ Planning moderation feedback ➤ Drop in observation feedback ➤ INSET delivery ➤ Emails ➤ Teacher target setting and evidence of achievement ➤ Planning and assessment inputted on Rubicon ➤ Firefly posts (homework)
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TEACHING STANDARD #3: Uses a variety of assessment strategies and data to monitor and improve instruction.

Meets Standards	Exceeds Standards	Exceeds standard
<ul style="list-style-type: none"> ➤ Knows, understands, and uses the GES essential agreements on assessments (SATS, APP grids, CATS, PTM, PTE, and EYFS etc.). ➤ Differentiates instructional strategies and resources using student data. ➤ Adheres to and uses the GES marking policy consistently and correctly. Marking must include constructive feedback which is linked to learning objectives and student targets. ➤ Uses ongoing assessment to inform planning. ➤ Involves students in self and peer assessment. ➤ Informs students of their levels and indicates skills necessary to reach next levels. ➤ Provides evidence that students are meeting their target grades. 	<ul style="list-style-type: none"> ➤ Uses assessment data (grade distributions, trends in grades, standardised test scores) to adapt instructional practices to enhance student learning. ➤ Is able to show evidence of many students who perform above GES expected assessment levels for the year group in termly assessments, PTE, PTM, CATS, EYFS profiles etc. 	<p>Meets standards</p> <ul style="list-style-type: none"> ➤ Differentiation is evident in lesson planning. ➤ Scrutiny of students' work clearly shows evidence of adherence to the GES marking policy. ➤ There is evidence of annotation/adjustment of lesson planning in light of assessment results. ➤ Some of the students' work has been clearly peer/self-assessed. ➤ When questioned, students know their levels and understand the necessary steps to progress to the next level. ➤ Assessment levels confirm that students are meeting their target grades. <p>Exceeds standards</p> <ul style="list-style-type: none"> ➤ There is clear evidence that students' assessment results have been analysed and that individual learning styles are catered for in future lesson planning and class groupings. ➤ Assessment levels confirm that many students are exceeding their target grades.





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TEACHING STANDARD #4: Maintains and models GES values/Vision and Mission

Meets Standards	Exceeds Standards	Suggested evidence
<ul style="list-style-type: none"> ➤ School vision and mission is a reference point for all practice. ➤ Classroom environment fosters the school values. ➤ School values are used as a reference when reflecting on self and student issues, behaviour and achievements. ➤ Setting individual targets (personal best) ➤ Develop creativity. ➤ Develop students' life skills and link teaching to real life. ➤ Builds good character traits within students to take responsibility for own actions. Teachers provide this focus and utilize behaviour system and anti-bullying initiative. ➤ Demonstrates sensitivity, tolerance, and respect for diverse cultures and foster a safe, positive and student- focused community/environment. ➤ Supports school-wide expectations for student behaviour. ➤ Models the value of honesty, respect, responsibility, and compassion toward all segments of the school community. ➤ Empowers students to have a voice pertaining to classroom standards, rules and consequences. ➤ Creates a dialogue with students who do not demonstrate trust and responsibility and facilitates self- reflection on their behaviour ➤ Works collaboratively to support school-wide expectations for student behaviour. Identifies a student problem and proactively helps to find a solution. ➤ Proactively identifies students needing extra support and refers them to Learning Support. 	<ul style="list-style-type: none"> ➤ Actively looks for and creates additional opportunities to demonstrate independence and responsibility (i.e. student jobs in the classroom, eliciting and promoting students to help and care for the school environment). ➤ Actively creates opportunities for students to demonstrate care, support, responsibility, and respect. ➤ Engage students in conversations about vision and mission of the school on a regular basis. 	<ul style="list-style-type: none"> ➤ Lesson observation ➤ Learning Walks ➤ Staff Focus group ➤ Parents meetings with reference to G&T, LS etc. ➤ Parent meetings with regards to behavioural issues ➤ Set up and attend student bodies/projects e.g. student council.





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TEACHING STANDARD #5 Initiates and participates in collaboration and effective communication with students and parents

Meets Standards	Exceeds Standards	Suggested Evidence
<ul style="list-style-type: none"> ➤ Maintains collaborative and cooperative relationships with students and parents. ➤ Knows and follows the correct procedures regarding parent communication and meetings. ➤ Initiates timely parent communication to support students using the GES agreed lines of communication. ➤ Consistently communicate learning and behaviour expectations with pupils and parents where necessary. ➤ Consistently provide timely feedback regarding student performance and achievements on portal ➤ Respond to parents' questions within 24 hours 	<ul style="list-style-type: none"> ➤ Promotes the school and student achievement through Al-Sedra newsletter and School Website and other forms of media. (At Regular Intervals) 	<ul style="list-style-type: none"> ➤ Fills in the appropriate paperwork with regards staff and parent communication. ➤ Minutes of meetings ➤ Agreed targets and follow ups (staff/Students/parents) ➤ Letters sent (via portal) to parents regarding school issues ➤ Hold parent meetings with respect to behaviour and academic concerns ➤ Feedback to parents/students with regards to student progress through portal and firefly ➤ Records of emails in response to parent questions. ➤ Devise appropriate action plan with parents and teachers for student support where necessary. ➤ Articles and blogs posted on school social media consistently.

TEACHING STANDARD #6 : Demonstrates effective interpersonal relationships with all members of the GES community

Meets Standards	Exceeds Standards	Suggested Evidence
<ul style="list-style-type: none"> ➤ Maintains collaborative and cooperative relationships with all members of the school community. 	<ul style="list-style-type: none"> ➤ Coaching/mentoring/team teaching outside of normal role. ➤ Volunteers to organize school events and completes the successfully. 	<ul style="list-style-type: none"> ➤ Meeting minutes of team meetings. ➤ Clear evidence of planning whole school event





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<ul style="list-style-type: none"> ➤ Is viewed by colleagues including administration; as a constructive contributor to the overall atmosphere of the school. ➤ Goes to the source when there is an issue. ➤ Engages in open, honest, and respectful communication. ➤ Solves problems in a collaborative manner with peers. ➤ Approaches problems with a constructive attitude and works proactively toward resolution. ➤ Encourages, respects, and/or shares multiple viewpoints, including dissenting opinions and constructive criticism. ➤ Takes initiative to build positive school morale in visible ways. ➤ Actively volunteers and collaborates in school committees and task forces for school improvement. ➤ Fulfills contract requirement of after-school service. ➤ Is actively involved in in-school activities. ➤ Actively volunteers and participates in a variety of school events, student activities and/or school improvement initiatives beyond the classroom. ➤ Is visible in the GES community by being present at a number of after school events. 	<ul style="list-style-type: none"> ➤ Takes significant responsibility for the success of a major student activity or event. ➤ Works on a number of different committees for the purpose of moving the school forward. ➤ Creates opportunities for staff to collaborate and ensures that the conclusion is a successful one ➤ Creates new opportunity for students to excel in ECA or curriculum areas 	<ul style="list-style-type: none"> ➤ Planning of overseas trip and all documentation ➤ Record of dialogue in coaching/mentoring and effects of this ➤ Articles of Al Sedra ➤ Obvious contribution to Rubicon Planning for whole team ➤ Present at all team meetings and minuted contributions to them ➤ Minuted presence at meetings for school improvement/CIS etc.
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TEACHING STANDARD #7: Uses technology effectively to achieve school objectives

Meets Standards	Exceeds Standards	Suggested Evidence
<ul style="list-style-type: none"> ➤ Effective use of all web based resources available in school. ➤ Uses MIS System properly ➤ Uses Rubicon Atlas to plan, map, share and develop curriculum ➤ Uses Firefly according to school agreements ➤ Uses subject specific technology, where appropriate, in instruction. ➤ Meets electronic deadlines. ➤ 	<ul style="list-style-type: none"> ➤ Mentors colleagues to support them in learning and using technology effectively in the classroom. ➤ Works with appropriate teams to ensure MIS, Rubicon and Firefly (School Learning Platforms) are being used effectively, efficiently and for purpose. 	<ul style="list-style-type: none"> ➤ Provide evidence of web-based resources that have been used to improve teaching/learning ➤ For registration, attendance, behaviour system, rewards system, parental communication, reports, tracking. ➤ Provide clear evidence of individual contributions to Rubicon as part of a school team (Year group/Department). ➤ Provide clear evidence of individual contributions to Firefly (uploading, communications, developmental work in school) ➤ Where an IWB is in a classroom that you teach, demonstrate how it has been used effectively to improve quality of teaching/learning. Where not in class, demonstrate how you have used subject specific technology (booking ICT room for specific teaching/learning, booking I-pads for specific teaching/learning). ➤ Checks email twice a day– in the morning and the afternoon- and responds appropriately. ➤ Provide some examples of





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		<p>appropriate e-mail responses that have contributed to improved communication/school-based outcomes.</p> <ul style="list-style-type: none">➤ Show evidence of collaboration with colleague(s) that demonstrates improvement in their effective use of technology in the classroom. (A thank you email from a colleague for help does not meet the evidence for this standard. The support must be both sustained and have demonstrable outcomes)➤ Provide evidence of how you have made a sustained commitment to developing/collaborating/training with regards to these 3 learning platforms in the school. Evidence must be provided in terms of looking at the platforms in terms of actions and verification with wider teams in terms of collaboration. If training has taken place, details of the training and actions following the training must be provided.
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Optional Employee Statements:

- I agree with the appraisal as written (no response provided).
- I agree with the appraisal as written (response provided).
- I do not agree with the appraisal as written (no response provided).
- I do not agree with the appraisal as written (response provided).



This document details the expectations and procedures with respect to the Teacher's appraisals (Sep 2016)



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Heads of Faculties/ Year Group Leaders

Questionnaire

Teachers are requested to fill in this form to evaluate the performance of their line managers.

This will be part of the HoD and YG Leaders appraisal.

No Basis to judge =1

Strongly disagree=2

Neutral =3

Agree =4

Strongly agree=5

LEADERSHIP					
Vision and Mission of school is the basis for all decisions	1	2	3	4	5
Is an effective advocate for the department/year group.	1	2	3	4	5
Communicates effectively with faculty, parents and students.	1	2	3	4	5
Builds consensus through broad faculty/team involvement in decision making.	1	2	3	4	5
Works with faculty/team to plan, execute and review the curriculum/SoW/long and short term plans.	1	2	3	4	5
Exhibits integrity in decision-making.	1	2	3	4	5
Works to encourage diversity.	1	2	3	4	5
RESOURCE ALLOCATION AND MANAGEMENT					
Allocates resources to programs consistent with departmental/year group priorities.	1	2	3	4	5
Involves faculty/team in setting orders priorities.	1	2	3	4	5
PERSONNEL ISSUES					
Conducts timely, mission focused, goal setting reviews of faculty/team.	1	2	3	4	5
Fosters positive morale in the department/Year group	1	2	3	4	5
Encourages professional development of faculty/team	1	2	3	4	5
Addresses conflicts fairly and objectively.	1	2	3	4	5
Treats others with fairness and respect.	1	2	3	4	5
Works to encourage gender and racial equity.	1	2	3	4	5
Makes effective use of department staff.	1	2	3	4	5
STRATEGIC PLANNING					





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	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
Overall, I am pleased with the performance of the Head of Department/Year Group Leader.	1	2	3	4	5

1. What are your department head's greatest strengths?
2. In what ways could she/he be more effective?
3. What matters need priority attention in the department over the next year or two?





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- 5 Exceptional** Performance during appraisal period was consistently superior and significantly exceeded expectations for the position.
- 4 Highly Effective** Performance during appraisal period frequently exceeded expectations for the position.
- 3 Proficient/Successful** Performance during appraisal period met expectations for the position.
- 2 Inconsistent** Performance during appraisal period met some, but not all expectations for the position. Performance improvement process should be initiated.
- 1 Unsatisfactory** Performance during appraisal period consistently failed to meet minimum expectations for the position. Individual lacks or did not apply knowledge, skills, or behaviour expected for the position. Performance improvement process should be initiated.
- N/A New** Individual has not been in position long enough to fully demonstrate the competencies required for the position. This appraisal is provided for feedback purposes. Individual will, therefore, be formally reviewed and rated at a later agreed upon date.

Optional Employee Statements:

- I agree with the appraisal as written (no response provided).
- I agree with the appraisal as written (response provided).
- I do not agree with the appraisal as written (no response provided).
- I do not agree with the appraisal as written (response provided).





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CPD Portfolio

<p>CPD NEEDS: (Areas for development)</p>	<p>STRENGTHS: (Areas that you could offer INSET to others on)</p>
<p>AREAS OF INTEREST: (that you would like training on)</p>	<p>SPECIALISMS: (E.g. University specialism, other courses you have participated in... SEN, ESL, Coaching etc.)</p>

