: Learners Today.. Leaders Tomorrow :

The Gulf English School

Staff Appraisal Policy

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Author: Leadership Team

This policy applies across all campuses:
GES Gharafa (Infants, Juniors, and Secondary)
GES Bin Omran

Responsible, **R**espectful, **R**esilience

Our Vision

We aim to develop a responsible, respectful, resilient school community, supporting the highest level of personal achievement in a changing modern intercultural world.

V1	We aim to develop a responsible, respectful, resilient school community,
V2	supporting the highest level of personal achievement
V3	in a changing modern intercultural world.

Mission Statements

M1	We provide a high-quality education, focusing on skills, knowledge and application, enabling our community to strive and achieve excellence
M2	We aim to develop a culture of life-long learning, independence, ambition, which is continuously demonstrated by our community.
M3	Our community promotes diversity and global citizenship where individual differences are understood and celebrated.
M4	To drive the development of creative skills and critical awareness in our students.
M5	Our school community provides a safe, supportive, and stimulating learning environment that focusses on the well-being of all
M6	We aim to integrate the use of technology on a day-to-day basis to enhance our teaching and learning.

Our Core Values: The 3 R's

- ✓ **Responsible:** Driven, Ambitious, Achiever
- ✓ **Respectful:** Empathy, supportive, caring, diversity
- ✓ **Resilient:** Risk takers, empowered, committed

Aims

This policy aims to:

- Set out the arrangements for appraising teachers, including the process and the responsibilities of individuals.
- Ensure consistency and fairness across the school.
- Create a process where teachers' professional development is supported and encouraged, in the context of the school's goals and objectives, our school improvement plan and the Teachers' Standards
- Ensure teachers have the skills and knowledge they need to fulfil and excel in their role and provide an excellent education to our pupils.

The policy applies to all teaching staff employed by the school, except those on contracts of less than one term, those undergoing induction and those undergoing an additional support programme. Teachers in their first year of teaching at The Gulf English School will be subject to a probationary period of 6 months and will be subject to review on completion of this.

Please note:

The Gulf English School uses the BlueSky Education performance management and CPD tool to assist. with the performance management process. BlueSky training will be available to all teaching staff during the INSET period in August. BlueSky Education is an electronic system which replaces the previous paper system for recording and monitoring staff appraisal.

Definitions

In this policy, the term 'teacher' refers to classroom teachers, middle and senior leaders, and the headteacher. Where relevant, further details are provided for arrangements with headteachers.

The appraisal period

The appraisal period will run from the first day of the school year until the last. Setting objectives and initial observations will be conducted during the Autumn term. Teachers who start at or leave the school during the appraisal period can have a longer or shorter appraisal period in that appraisal round.

It is intended that teachers will have had their annual appraisal meeting and received their appraisal report during the last half term of the academic year. It is intended that the General Manager and Headteachers will have had their annual appraisal meeting and received their appraisal report during the same time period.

Setting objectives

Teachers' objectives will be set in the first half term of the new academic year. There will be half termly meetings with the reviewer in order to show what progress has been made and to offer support, guidance or coaching on how to best achieve the objectives.

The headteacher's objectives will be based on the Whole School Strategic goals and their School objectives and KPI's in consultation with the cluster General manager.
Objectives will:

- Contribute to improving the education of pupils at the school and the implementation of any school improvement plans.
- Be specific, measurable, achievable, realistic and time-bound (SMART)
- Be appropriate to the teacher's role, career experience and future aspirations.
- Be revised if circumstances change throughout the year.

A minimum of 3 objectives will be set depending on the responsibility or experience of the teacher. The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision, performance and the education of pupils at the school. This will be ensured by quality assuring all objectives against the school improvement plan.

ECTs' objectives will be set by Induction mentors on a termly bases as per the assessment.

New staff will only have a professional development objective in their appraisal for their first year. They will have to complete a 6-month probation period when they first start at the school.

The appraiser and teacher will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objective setting to take place at the start of the appraisal cycle.

Links to CPD & JPD (Joint Practice Development)
Internal professional development will be offered through staff led training (identified facilitator), or JPD collaboration sessions. These sessions will be run based on the staff needs. These will be identified from lesson observations and the self-review.

Reviewing performance (including observation protocol)
We will use a range of evidence to judge a teacher's performance:

- Formal and informal lesson observations
- Observations and results from wider school activities, if applicable
- General conduct
- Performance of their pupils
- Reviews of planning and marking
- Parent and pupil voice, if applicable

i) Observation protocol
We believe that observations are an important way of assessing teachers' performance. They can help identify a teacher's strengths and areas for improvement, and can help us identify areas of good practice that can be shared across the school. There will be both formal and 'drop in' observations. Teachers with responsibilities outside the classroom will also have these responsibilities observed.
All observations will:

- Be carried out in an objective, fair, professional and supportive manner.
- Be carried out by teachers with Qualified Teacher Status
- Provide constructive feedback.
- Remain confidential to those who need to know details as part of their jobs.

ii) Learning Walks

Learning walks will usually be conducted by Middle and Senior Leaders in order to monitor the quality of teaching and learning. They will usually last around 10-20 minutes and may involve the observer talking to pupils and looking at their work. The frequency will depend on the individual teacher and the school's needs at the time. Generally, verbal feedback will be given the following day.
We will use all reasonable endeavours to provide written feedback within 5 working days.

Please note that we also carry out drop-in observations where fellow teachers observe a lesson for their own professional development. Notice may not be given, and evidence will not be used as part of the appraisal process.

iii) Formal observations

The purpose of formal observations is to assess the teacher's performance and progress against their objectives and the relevant Teaching and Learning framework standards. The number of formal observations will be agreed with the teacher during their mid-term review meeting and will be determined by the teacher's individual circumstances and the needs of the school at the time. For example, ECTs and less experienced teachers who have recently started at the school will receive a number of formal observations to establish their strengths and areas for development.
An experienced teacher may typically receive fewer observations. Generally, verbal feedback may be given the following day. We will use all reasonable endeavours to provide written feedback within 5 working days.

iv) Additional observations

Additional formal observations will take place if:

- The teacher requests them
- There are concerns that the teacher's performance is not up to standard (this may be triggered by poorly performing or poorly behaved pupils)
- The teacher is subject to an additional support programme.

The above protocols will still apply to these additional observations.

Feedback

Teachers will receive constructive feedback on their performance throughout the year and as soon as possible after the 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:

- Give clear feedback to the teacher about the nurture and seriousness of the concerns.
- Reference Bluesky to measure progress.
- Give the teacher the opportunity to comment and discuss the concerns.
- Agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help those specific concerns.
- Make clear of how, and by when, the observer/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 is up to the school but should reflect the seriousness of the concerns).
- Explain the implications and process if no – or insufficient – improvement is made. When progress is reviewed, if the appraiser is satisfied that the teacher 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.

Annual assessment

Performance will be reviewed and addressed on a regular basis throughout the year in half termly meetings with the teacher's line manager/appraiser.

The appraisal meeting is the end point of the annual appraisal process and will take place in the last half term of the year with The Head/Deputy Head of School/HOD or YGL. In this meeting, the appraiser will:

- Review the relevant evidence.
- Assess performance in the appraisal period against the relevant standards.
- Assess performance in the appraisal period against objectives.
- Discuss the teacher's professional development needs and identify action that should be taken.

If necessary, discuss the teacher's underperformance and put a plan in place to address it. They should also inform the teacher that if performance does not improve, they may be placed on an additional support programme.

Conducting annual appraisal meetings

The Leadership Team members appraisal meeting will be conducted by the Board of Trustees or designated person.

The HR manager for the ARIES cluster will support the headteacher's appraisal. The headteacher will appoint appraisers for teachers. Unless there is a good reason not to, this will normally be in conjunction with the deputy headteacher. By way of example, a 'good reason' could be a poor or deteriorating working relationship between the teacher and deputy headteacher, including where a formal grievance has been lodged by the teacher citing their deputy headteacher.

All appraisers will be provided with appropriate training. Appraisal meetings will take place within the teacher's normal working hours and will typically last for at least 45 minutes. Scheduling appraisal meetings for an hour is therefore recommended.

Appraisal report
Teachers will be provided with report of their appraisal on Bluesky. They will be appraised.
against the Teaching and Learning Framework as well as their individual objectives. The report will be completed by the person who conducted the appraisal. All reasonable endeavours will be used to complete this within 5 working days.

This will include:
An assessment of the teacher's performance against their objectives and the relevant standards
An assessment of the teacher's training and development needs, and the action that should be taken to address them. There will be space in the report for the teacher's own comments.

After the report has been issued, we will hold review meetings where teachers can discuss the contents of their report if they wish. Teachers will sign the appraisal report to say they have seen it and agree with its content. Teachers can appeal to the headteacher/deputy headteacher, and the headteacher can appeal to the Executive Director and General Manager, if they disagree with the contents of the report and the pay recommendation it makes.
The appraisal structure can be found in appendix 2.

Advanced Skills Teacher Increment
Teachers on the AS pay scale will be appraised against more focused objectives, based on the needs of the school.

Concerns about a teacher's performance
If it becomes clear a teacher is having difficulties at any point during the appraisal period, they will be. provided with additional support. This will begin with a meeting with their line manager, where the problem will be discussed and potential solutions identified.

A performance improvement plan may be created. The nature of the support will be based on the individual's circumstances. For example, teachers whose difficulties are linked to a long-term health condition may be referred to the occupational health service or counselling. Teachers new to the school may be given a mentor or coach.

The concerns may be of a nature that would usually involve beginning the additional support process. In these cases, refer to our additional support process.

Successful/Unsuccessful Appraisal
A successful appraisal will result in a new contract being offered and the yearly increment wage rise applied.
An unsuccessful appraisal will result in no increment wage rise and potentially no contract renewal.

Confidentiality
The appraisal process and relevant documents are strictly confidential. Only staff members who need

the information in order to do their jobs will have access to the information. Appraisal information will be anonymised when information is reported to the governing board. Appraisal records will be recorded securely on the Bluesky platform.

Monitoring arrangements

The governing board will monitor and review the effectiveness of the appraisal arrangements. The Executive Director will monitor objectives and assessments to ensure consistency.

This policy will be reviewed every 2 years. The Chairperson and General Manager will be responsible for approving this policy.

Links with other policies

This policy should be read in conjunction with our additional support process.
The additional support process will be used where this policy has not been able to address concerns with a teacher's performance. It applies to all staff, not just teaching staff.
The pay policy sets out how pay increases will be awarded, based on the results of a teacher's appraisal.