



ABUDHABI INDIAN SCHOOL STAFF PERFORMANCE EVALUATION POLICY

STAFF PERFORMANCE EVALUATION POLICY

Name of Policy	:	Staff Performance Evaluation Policy
Article No	:	33
Purpose of Policy	:	To guideline the evaluation process of all the staff members in the school
Approval for this Policy given by	:	Principal
Responsibility for its update	:	Chairman, BOG
Policy applies to	:	To all the staff of Abu Dhabi Indian School
Date of Approval	:	01-07-2014 (Amended in April 2017)
Proposed Date of Review	:	01-07-2019

مدرسة أبو ظبي الهندية
ABU DHABI INDIAN SCHOOL

STAFF PERFORMANCE EVALUATION POLICY FOR ABUDHABI INDIAN SCHOOL

INTRODUCTION

The single most important factor in ensuring a good education for every child is that they have a good teacher.

The Board of Governors of Abu Dhabi Indian School is committed to the development of its teachers as individuals and as teams through constructive feedback and agreed identification of their development needs. The school is also committed to providing appropriate and effective personal development to ensure job satisfaction, enhanced professional expertise and career development opportunities.

Performance management recognizes and values teachers' strengths and supports them in developing their expertise so that they can be even more effective. As such, it is at the very heart of school improvement. All teachers need regular feedback on their professional practice and some will, at times, need support to develop areas of weakness.

The commitment of support staff to the work of our schools is a key factor in achieving success. They are increasingly expected to take on wider and deeper roles both in support of teaching and learning and in many other aspects of the school's work. To help them perform these roles effectively, and to recognize their achievements, they too need a rigorous and constructive annual appraisal process linked to individual development planning.

This policy and its accompanying procedures seek to ensure that all members of school staff feel the annual appraisal made of them is fair and consistent and that they are properly supported in their professional development. The policy sets out a framework for teachers to agree and review priorities within the context of the school development plan and their own personal, professional and career development needs.

This performance review and staff development policy applies to all staff of Abu Dhabi Indian School and is fully in accord with the requirements of the ADEC and guidance from the Ministry of Education, UAE.

PURPOSE

The purpose of the evaluation is to review the employee's current job, their performance and their future plans. More specifically, the meeting will also be an opportunity to discuss how the employee can contribute to the wider work of the school. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

EVALUATION PERIOD

The appraisal period will be for 12 months and will begin on 1 April; it must be completed by 31 March for teachers, Support Staff and other head staff of the school. The cycle will begin with a Planning Meeting and will end with a Review Meeting. Mid-year review meetings may also be held if agreed and considered necessary.

APPOINTMENT OF EVALUATORS

The Principal will be evaluated by the Governing Body of the school. The Head Masters and Headmistresses will be evaluated by the Principal. The evaluation of Supervisors will be done by Head Master /Head Mistress and the Principal. Teachers will be evaluated by their Supervisors, Head Master/ Head Mistress and the Principal. All the Administrative staff will be evaluated by the Principal and Support Staff will be evaluated by the Assistant Administrative Officer and the Principal.

SETTING OBJECTIVES

The objectives of the Principal will be set by the Governing Body, which focuses on the key school priorities. Objectives for each teacher, including the Head Master/ Head Mistress, will be set after the start of each appraisal period - and no later than the 30th April. The objectives set for each teacher will be linked to the relevant standards, will be

- Specific;
- Measurable;
- Achievable;
- Realistic;
- Time-bound;
- Appropriate to the teacher's role and level of experience.

Objectives may be revised if circumstances change.

EVALUATION PROCESS

➤ OBSERVATION

School believes that observation of classroom and leadership practice is important as a way of:

- Assessing teachers' performance in order to identify any particular strengths;

- Identifying areas for development they may have;
- Gaining useful information which can inform school improvement more generally.

At Abu Dhabi Indian School, 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 school. In addition to formal observation, Principal 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. Teachers (including the Principal) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities monitored/observed and assessed.

➤ **DEVELOPMENT AND SUPPORT**

Appraisal is a supportive process which will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development.

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 on their performance throughout the year and as soon as practicable after an observation has taken place or other evidence has come to light. Feedback will include discussion with the teacher, will highlight particular areas of strength as well as any areas that need attention and will determine any appropriate action required.

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.

If the appraiser is not satisfied with progress, the teacher will be notified and they will be given instructions on how to improve their performance. Also training sessions will also be provided in case if additional help is needed.

➤ **ANNUAL EVALUATION**

Each teacher's performance will be formally assessed in respect of each appraisal period. This assessment is the end point of the annual appraisal process, but performance and development priorities will be reviewed and addressed on a regular basis throughout the year by means of:

- Professional dialogue;
- Lesson observations;
- Planning and work scrutiny;;
- Observation / scrutiny of leadership and management activities where appropriate;
- Other feedback obtained during the cycle relevant to the teacher's overall performance.

Following the end of each appraisal period, each teacher will receive a written appraisal report.

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 training and development needs and identification of any action that should be taken to address them;
- A recommendation on pay progression or regularization where that is relevant.

Recommendations on pay or recommendations for regularization will be referred to the Principal before being referred on to the Governing Body.

CONFIDENTIALITY

Access to the written appraisal report will normally be limited to the appraisee, the appraiser, the Principal and a nominated member of the senior management team.

EQUALITY AND CONSISTENCY

Principal will have overall responsibility for the quality assurance of the appraisal process across the school. This will

include ensuring the consistency and equality of application of the process throughout the school.

The Principal may delegate responsibility for monitoring consistency and equality of application to a teacher member of the senior management team.

The Principal will be responsible for reporting regularly to the Governing Body on any relevant issues, including those of underperformance, arising from the annual review cycle and on any action required to address those issues.

The report will enable governors to receive an overall general report of the process but will not include specific details relating to individual members of staff. The Governing Body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

