



# JEDDAH PREP AND GRAMMAR SCHOOL

## Appraisal and Performance Management Policy

### Rationale

The purpose of the appraisal process is so that staff members can have the opportunity for self-development, obtained through their own critical self-reflections and the objective input of a Middle and/or Senior Leader.

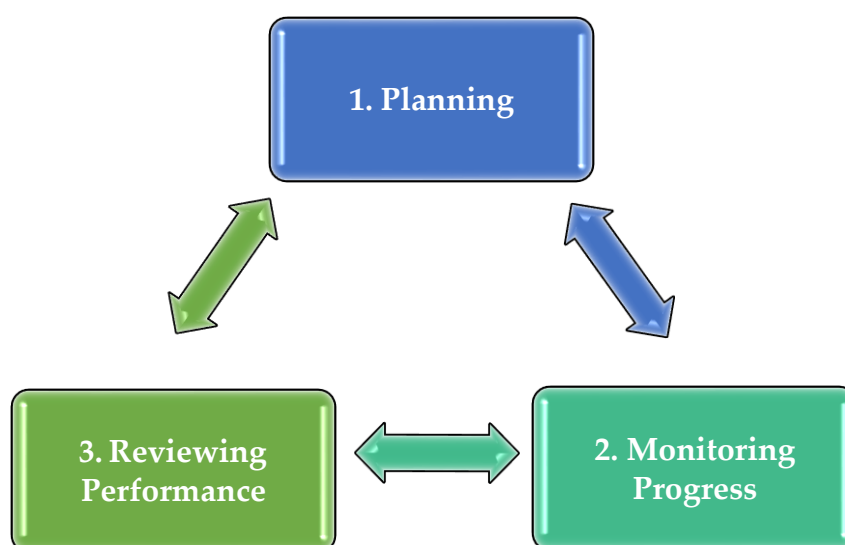
### Introduction

The aim of the JPGS Performance Management system is to:

- Improve the quality of teaching and learning and so raise standards of achievement for all pupils
- Assist staff in evaluating their own work
- Assist staff in setting professional goals each academic year
- Support the development of all staff in achieving a high standard.

The policy covers all teachers, including those that provide extra support. Mentors for new staff/probationary teachers will be identified early in the academic year. All staff will be observed annually before being issued with contract renewal offers (end of Term 1). All probationary staff will be observed within 90 days from the start of their contract.

### *The Annual Performance Management Cycle*



*The process will involve a three stage annual review progress as identified above.*

## Stage 1 – Planning

All members of staff will be asked to complete a self-evaluation which will become the focus for discussion with their appraiser/performance manager/team leader. The purpose of the self-appraisal is to focus our thinking on our own strengths and areas in need of development, and to identify areas which we will later be able to share with our colleagues. Each member of staff will meet with their team leader at the beginning of the academic year where they will discuss the self-evaluation and plan their annual objectives.

Each teacher will discuss and agree three objectives with the team leader who will record these on the planning record. Teacher objectives will cover supporting pupil progress, and quality of teaching and learning, as well as ways of developing the teacher's professional practice. Staff with management responsibilities will have an objective linked to their managerial role, which will cover school leadership and management.

The aim is to ensure a very high standard of classroom teaching and to ensure quality learning for all pupils. The objectives should be jointly agreed where possible, they will relate to each individual teacher, the whole school (general professional) and the person's post of responsibility (career related).

Objectives should be:

- SPECIFIC
- MANAGEABLE
- APPROPRIATE
- REALISTIC
- TIME CONSTRAINED
- INFORMATIVE
- EVALUATED (capable of being)

# JPGS Self-Review



Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. List your current duties and responsibilities:

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2. Extra-curricular commitments; other interests:

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3. What do you feel are your strengths? Do you feel they are being fully utilised by the school at present?

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4. What aspects of your teaching/work have you been most pleased about?  
Please explain why?

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5. What aspects of your teaching / work would you like to develop next year?

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6. How can the school support this?

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## In-Service Needs

*In your opinion:*

What are your own In-service needs for this year?

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Next year?

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The needs of your year group/  
subject/phase?

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What are your professional intentions for this year?

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Next year?

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Long term future?

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Name:	
Date:	
Position:	
Responsibility:	



## Objectives are:

- *E.g. personal, professional, individual:*

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- *E.g. class, subject, cohort, etc.:*

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- *E.g. phase, cross-phase, whole school, wider community:*

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## Action plan for achieving targets:

1.

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2.

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3.

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# Teacher Appraisal Statement

Name of staff member:	Post held:
Name and role of Appraiser:	Date of meeting:
Date of mid – year review:	Date of final review:
Wishes to be considered for promotion:	

Objective	Success criteria	Evidence including lesson Objectives	CPD
1. Attainment / Progress			
2. Teaching and Learning			
3. Wider School			
4. Lessons judged as Good or better			

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Appraiser's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Success Indicators

Objective	Success indicator
1	
2	
3	

Date for reviewing targets: \_\_\_\_\_

Teacher: \_\_\_\_\_

Appraiser: \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

## **Stage 2 – Monitoring Progress**

Progress will be monitored through school review systems and classroom observation. The team leader and one other member of the Senior Leadership Team will undertake at least one hour's classroom observation throughout the year. Other teachers from within the school may also be invited, at the request of SLT and with the agreement of the class/subject teacher, to conduct observations. A balanced selection of lessons should be observed to reflect the teacher's work. Adequate notice should be given to teachers prior to observation i.e. at least 24 hours.

If the team leader requires further information, written or oral, relevant to the teacher's performance from other people, the teacher will be consulted before the information is sought.

### **Criteria and Protocol of Observations**

- Professional attitude
- Organisation and Planning – beginning and end of lesson
- Classroom management
- Classroom discipline
- Atmosphere in the classroom
- Time keeping – arrival and departure
- Motivation and ability to be helpful and willing
- Relationships with parents / children
- Flexibility
- Creativity
- Participation in training
- Relevance of activities offered to children – differentiation of the work
- Structure of lesson
- Relevance of homework
- Subject knowledge

### **Prompt List of Items to be Observed:**

- Preparation:
  - Relevance of activity
  - Was it part of a properly planned programme
  - Adequate and suitable resources
  - Consideration of the learning environment
  - Differentiated activities planned for all pupils
- Teaching skills:
  - Material well presented
  - Pupils actively involved



- Adapted approach when necessary
- Awareness of individual needs
- Mastery of subject taught
- Follow up:
  - Work planned to allow all children access to the Curriculum
  - Pupils work marked and recorded regularly
  - Pupils receive appropriate feedback
  - Parental information
  - Evaluation of own work
- Involvement in pastoral curriculum
- Liaison with other agencies
- Contributions to the phase, cross-phase and whole school



## Observation Sheet and Performance Review

Name of Teacher:		
Class:	Period(s):	
Subject:	No. in Class:	
Date:	Girls:	Boys:

Time	Tasks

✓, ✖, ?	Criteria	Notes and comments (required for '✖' or '?')
1.	<b>Lesson Preparation and Planning</b>	
	The lesson was appropriately structured and planned	
	It was part of a sequence and planned programme (SoW)	
	The aims of the lesson were clear	
	Scheme of Work is being followed	
	The Teacher's Planner was used effectively	
	Adequate and suitable resources were available	
	The material was differentiated, if appropriate	
2.	<b>Subject Knowledge</b>	
	The teacher displayed a good command of the subject	
3.	<b>Lesson Presentation and Teaching Methods</b>	
	Suitable approaches were chosen from the options available	
	The material was well presented	
	The pace was appropriate	
	The teacher adapted approach where necessary	
4.	<b>Communication and Motivation Skills</b>	
	The teacher's language was appropriate to the pupils' ability	
	The pupils were involved and actively on task	
5.	<b>Discipline</b>	
	The teacher displayed a positive approach and rewarded good behaviour	

	Where pupil behaviour was inappropriate, the teacher dealt with the situation effectively	
6.	<b>Effective Use of Homework</b>	
	Homework was set and had been marked appropriately	
	Feedback on homework was given	
7.	<b>Classroom Organisation</b>	
	The class was well organised	
	An appropriate environment conducive to learning was created	
8.	<b>Learning Outcomes</b>	
	The teacher's objectives for the pupils' learning were met	
	There was evidence of pupil progress	

Review:

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Teacher's Comments:

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Name of Observer:	
Position:	
Signature of Observer:	
Signature of Teacher:	



## Observation Sheet

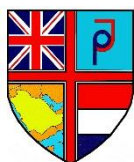
Name of Observer:	
Name of Teacher:	
Date:	Class:
Subject:	Period:
Introduction: <i>Classroom management, Procedures, Evidence of Planning, etc.</i>	
Strengths: <i>Learning Objectives, Pupil Participation, Discipline, Effective Teaching Techniques, etc.</i>	
Areas for Consideration:	
Conclusion: <i>Points for discussion, Ideas for use in your lessons, etc.</i>	
Signed Teacher:	Signed Observer:

## Stage 3 – Review and Performance



There will be an annual review meeting between the teacher and manager and/or member of SLT, which will use the recorded objectives and classroom observations as a focus to discuss achievements and identify any development needs. A written review statement will be prepared recording the main points and conclusions reached. If it is not possible to complete the written statement at the meeting it must be prepared by the team leader within 10 days. The teacher will be provided with a copy and may, within 10 working days, add to its comments in writing.

There will only be two copies of the review statement – one held by the teacher and the other held by the Headmaster on a central file, to which the line manager will have access.



# JEDDAH PREP AND GRAMMAR SCHOOL

## Staff Appraisal – Self-Review

<b>Staff Name:</b>	<b>Date:</b>
<b>Department / Year Group(s):</b>	<b>Responsibilities:</b>

### Help sheet to collate your thoughts about your own practice

The purpose of this document is to support staff in building up their professional portfolio. The staff appraisal process will cover all the areas outlined below. This document should be used as an overview to their learning journal to support staff gather their evidence for development throughout the year.

#### ALL COMMENTS MUST BE SUPPORTED BY EVIDENCE:

##### **SECTION 1: Teaching and Learning – How do you rate yourself?**

- Planning; preparation; delivery of lessons; adherence to departmental schemes of work; adherence to examination board syllabus and timings; willingness to adapt and refine skills and methods.
- Marking; effective, regular and meaningful feedback to pupils.
- Assessment; effective tracking and monitoring of pupil progress.

##### **SECTION 2: Reporting to Parents – How do you rate yourself?**

- Quality of reports; adherence to deadlines; quality of verbal feedback to parents; response to parental enquiry throughout the year.

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**SECTION 3: Contribution to the Department/Year Group – How do you rate yourself?**

- Preparation and sharing of resources within the department; quality of working relationship within the department; relationships with colleagues/HOD; response to constructive advice; willingness to play a full and active part in the department/year group; initiative and flexibility within the department/year group; willingness to take on additional responsibilities as part of professional development; willingness to organise stimulating displays of pupils' work to enhance the learning environment.

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**SECTION 4: Attendance and Punctuality – How do you rate yourself?**

- Punctuality and attendance; quality of work set when not in school.

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**SECTION 5: Wider Professional Contribution to the School – How do you rate yourself?**

- Contribution to the whole school outside of the department/year group

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**SECTION 6: Summary of Areas of Strength – How do you rate yourself?**

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**SECTION 7: Summary of Areas for Development – How do you want to improve?**

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**SECTION 8: Any Further Comments**

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Teacher: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

HoD / Line Manager: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

SLT / SMT: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Staff Appraisal



Name:

Class/Subject:

Position:

Dates of observations:

Comments on observations and general performance:

Commendations

Recommendations:

\_\_\_\_\_  
Signature of Teacher

\_\_\_\_\_  
Signature of Appraiser

Date:

<b>Date of Issue:</b> March 2022	<b>Reviewer:</b> Headmaster, SLT
<b>Date for Review:</b> March 2024	<b>Approved:</b> Board of Governors