



مدرستنا الثانوية الإنجليزية، الشارقة
OUR OWN ENGLISH HIGH SCHOOL, SHARJAH
A GEMS SCHOOL



PERFORMANCE MANAGEMENT POLICY

Implemented : April 2014

Reviewed : May 2020

Next Review : May 2021

Compiled by : SLT & SMT

Approved by: Ms. Asma Gilani, Principal & CEO



APPLICATION OF THE POLICY:

The policy applies to all teachers employed by the school.

PURPOSE AND AIMS OF THIS POLICY:

This policy sets out the framework for a clear and consistent assessment of the overall performance of teacher and for supporting their development needs within the context of the school's improvement plan, the GEMS Corporate vision and objectives and their own professional needs. Where teachers are eligible for promotion, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer. This policy should be read in conjunction with the contract of employment and specific job descriptions.

LINKS TO SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING:

To show how the arrangements for performance management link with those for School Self-Evaluation and School Development Planning, The performance management process will be one of the main sources of information as appropriate for School Self-Evaluation and the wider improvement process. Other sources will be internal departmental audit processes, external inspection/ evaluations from corporate teams and also any external inspection by DSIB/KHDA.

Though performance management is an assessment of the overall performance of teachers, objectives cannot cover the full range of a teacher's roles/ responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a teacher's roles/ responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

REVIEWING PROGRESS:

Performance will be evaluated based on set criteria. Good progress towards the achievement of a challenging objectives, even if the performance criteria have not been met in full, will be assessed favourably.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In each such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

APPEALS:

At specified points in the performance management process teachers have a right of appeal against any of the entries in their planning and review statements. Where a reviewee wishes to appeal on the basis of more than one entry this should be referred to the Headmistress/ Head Primary of that Department in the first instance before referral to the Principal.

CONFIDENTIALITY:

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all the times. Only the reviewee's line manager or , where s/he has more than one, each of his/her line managers will be provided with access to the reviewee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and has been granted access.

Similarly, the School Development Plan and the School's Self Evaluation form are the key documents for the performance management process. All the reviewers are expected to explore the alignment of the reviewee's objectives with the school's priorities and plans .The objectives should also reflect reviewees' professional aspirations.

CONSISTENCY OF TREATMENT AND FAIRNESS

The Principal and GEMS are committed to ensuring consistency of treatment and fairness in the operation of the performance management. To ensure this the following provisions are made in the relation to moderation, quality assurance and objectives setting.

Quality Assurance

The Principal will delegate the reviewer role for some or all teachers for whom s/he is not the line manager. In these circumstances the Principal will moderate all the planning statements to check that the plans recorded in the statements of the teachers at the School:

- are consistent between those who have similar experience and similar levels of responsibility.
- comply with the School's performance management policy.

OBJECTIVE SETTING

The objective set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher in that position. They shall also take account of the teachers' professional aspirations. They should be such that, if they are achieved, they will contribute to improving the progress of the students at School. The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.

At OOS, all the teachers, will have at least three objectives one of which must be whole School based that will be related specifically to attainment and progress of students. This target will be driven and therefore measurable against outcomes.

TRAINING AND SUPPORT

The School's PD programme will be informed by the training and development needs identified in the training annex of the reviewees' planning and review statements which will in turn inform and work with corporate PD.

The Principal will ensure in the budget planning that, as far as possible, appropriate resources are made available any approved non-central training and support agreed for reviewees.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed PD, will form a part of an annual report to the member of the SMT responsible for PD who will work closely with corporate development teams.

With regard to the provision of PD in the case of competing demands on the School budget, a decision on relative priority will be taken with regard to the extent to which:

- (a) the PD identified is essential for a reviewee to meet their objectives; and
- (b) the extent to which the training and support will help the School to achieve its priorities.

The School's and thereby GEMS Company priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

APPOINTMENT OF REVIEWERS FOR TEACHERS

In the case where the Principal is not the teacher's line manager, the Principal will be the reviewer for those teachers s/he directly line manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all the teachers. Line managers will be the reviewers for all those teachers they line manage. Where a teacher has more than one line manager the Principal will determine which line manager will be best placed to manage and review the teacher's performance.

THE PERFORMANCE MANAGEMENT CYCLE

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by the end of the first and second term. Where a teacher starts their employment at the school part-way through a cycle, the Principal shall determine the length of the first cycle for that teacher; with a review to bringing his cycle into line with the cycle for the other teachers at the School as soon as possible. Where a teacher transfers to a new post within the School part-way through a cycle, Principal shall determine whether the cycle shall begin and whether to change the reviewer.

RETENTION OF STATEMENTS

Performance management planning and review statements will be retained as per the company policy for retention of staff records and files.

MONITORING AND EVALUATION

The Corporate Team will monitor the operation and outcomes of performance management arrangements.

The Principal will provide the Director of Asian Schools, GEMS Corporate with a written report on the operation of the School's performance management policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the performance management policy;
- the effectiveness of the School's performance management procedures;
- teachers' training and development needs.

The OOS School is committed to ensuring that the performance management process is fair and non-discriminatory.

REVIEW OF THE POLICY

The School will review the performance management policy every academic year.

CLASSROOM OBSERVATION PROTOCOL

The OOS is committed to ensuring that classroom observations is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained

The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

The arrangements for the classroom observation will be included in the plan in the planning and review statement and will specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, when during the performance management cycle the observation will take place and who will conduct the observation.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle. Information gathered during the observation will be used, as appropriate, for variety of purposes including to inform School self-evaluation and School improvement strategies. In keeping with the commitment to be supportive and development throughout the Performance Management Process, classroom observation of those being observed will be notified in advance.

Oral feedback will be given as soon as possible after the observation and no later than the end of the following working day. It will be given in a suitable, private environment. Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. The teacher has the right to append written comments on the feedback document. No written notes in addition to the written feedback will be kept.

The Principal, along with the Senior Management Team, has a duty to evaluate the standards of teaching and learning and to ensure proper standards of professional performance are established and maintained. Members of the SLT have a right to drop in to inform their monitoring of quality of learning.

Drops in will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement.