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SAFA
BRITISH
SCHOOL

Secondary Performance Management Policy

Unlocking the Potential of Every Child

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Secondary Performance Management Policy

Introduction

Safa British School is committed to Performance Management as a means to develop all staff and thereby to raise standards of achievement for all children. It is referred to as SBS Reflective Practice, promoting individual professionalism.

The policy applies to all teachers employed by the school and those undergoing induction (*i.e.* ECT's).

At Safa British School, Performance Management is seen as an essential professional activity for all staff and integral to their work and that of their team leaders. In line with the school's mission statement, performance management in Safa British School should unlock the potential of every teacher, teaching assistant and leader in the school. Motivating all practitioners to aim for excellence and further develop themselves through career guidance and professional development.

Rationale

Performance management sets a framework within which all staff can be supported in the management of their own development within the context of their current job, the School Improvement Plan (SIP) and their own professional aspirations. The key elements of the policy are - reviewing performance, agreeing priorities and objectives, undertaking development activities and monitoring progress towards objectives.

Performance management involves a shared commitment to high performance. It helps to focus attention on raising the quality of our work, both as individuals and as teams, to benefit pupils, staff and the school. It involves providing appropriate and effective personal training and development to ensure job satisfaction which leads to rising levels of expertise and progression of all staff in their chosen profession. Performance management at SBS plays a vital part in engaging employees in the organisation and in their job.

We will implement our Performance Management arrangements on the basis of:

- i) **Equal Opportunities-** All staff should be given the opportunities for growth in their professional development, opportunities to participate in projects, cluster groups and perusing interests that may have arisen during the Covid19 Pandemic and ongoing recovery programme.
- ii) **Self-Evaluation** – All teachers and teaching assistants will be encouraged to evaluate their own performance by using the self-evaluation tools available.
- iii) **Reflective** – All Staff should use Performance Management as a reflective tool to enhance and improve their practice. Throughout the year Performance Management meetings should be used to reflect and review previous goals, challenges and strengths.

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- iv) **Recognition** – Performance Management should be used as an opportunity to recognise the effort and success of all parties involved.

Purpose

- To raise pupil's achievement in its widest sense
- To add value to the educational community
- To ensure progression in the professional development of all staff
- To value the contribution of all staff to the success of the school

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the Leadership Team or supporting their development needs within the context of the school's improvement plan and their own professional needs.

Links to School Improvement, School Self Evaluation and School Improvement Planning

Performance management in Safa British is directly linked to the School Improvement Planning and School Self Evaluation. Targets should be reflective of the School Development Plan. Targets will be constructed under SIP headings; this should be discussed and reflect the personal development of each teacher.

Ensuring Consistency

1. Roles

Performance Management is a shared responsibility

⇒The AHT (Quality Assurance) is responsible for implementing the school's Performance Management policy and ensuring that Performance Management reviews take place

⇒ALT (Academic Leadership Team) and all staff are responsible for working together to ensure that objectives are agreed; regular objective feedback is given; adequate coaching, training and development is provided to enable the performance review to take place and that the relevant documentation is completed.

When setting objectives, the following must be taken into account;

Professional Development.

- To assist teachers in identifying their potential and, areas and ways for improvement, so as to raise their professional standard and improve their team spirit, which support the overall development of the school.
- To provide guidance, support and training to teachers having difficulties in their performance.

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- To provide relevant information on human resource development for schools to plan appropriate teacher development activities.

Staff Engagement

- To recognise the achievements of teachers, appraise effective teaching practice and encourage the development of quality teaching.
- To provide constructive feedback to individual teachers.
- To promote continuous professional growth and development.

Accountability

- To set agreed performance targets and monitor the progress by measuring actual performance against the targets.
- To help identify and resolve cases of underperformance.
- To provide Secondary Leadership Team with records which inform further staff development as well as outlining where more support is needed.

Quality assurance

A combined, unified approach will be taken to quality assurance incorporating self, peer and leadership assessment. Secondary Leadership Team, in partnership with Academic Leadership Team will be responsible for coordinating the quality assurance.

August Induction:

Beginning of the year Reflection Meetings (*SBS Reflective Practice 1*) with all staff to discuss the positives, challenges and to look at various aspects of teaching. This will include all onboarding and Professional Development expectations, as outlined in the Secondary Essentials document.

Quality Assurance will follow a half-termly calendar, with each term consisting of one formal Learning View, one formal Lesson Observation, one formal Learning Walk of Faculties and one formal Review of Growing Goals.

The timetable of QA activities can be found in the [24-25 QA Overview.xlsx](#).

All formal QA activities will be recorded on SISRA Observe by the Head of Faculty. Each term, Faculties will have a Faculty QA meeting, to analyse the next steps.

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Support Structures

We pride ourselves on being reflective practitioners and recognise that we will not 'get it right' every single lesson. This structure is in place to support our staff and guide them back to being outstanding practitioners through data informed practice. Support systems and processes will be ensure consistency and quality of provision and subsequently pave the way for accelerated student progress.

Following any lesson observation cycle, should a lesson be graded as being less than 'Very Good',

- 1) *Review Meeting*: will be set up with that member of staff and their line manager. The review meeting will reflect on the areas for development within the lesson and support that member of staff in adapting their growing goals to improve the area they have identified as requiring development.
- 2) *Planning Review*: schemes of work, lesson planning and lesson resources will be reviewed to see if they are supportive to teaching and conducive to maximal progress.
- 3) *Data Review*: data will be reviewed to ensure staff member is utilising all of the available resources (iSams, CAT, internal results, reading age etc.) to structure and inform lessons and seating plans.
- 4) *Marking Review*: marking and feedback will be reviewed to ensure it is differentiated, individualised and tailored to facilitate maximal progress.
- 5) *Re- observation*: when the member of staff feels they are confident in all the areas reviewed, they will invite HOF back into the lesson to re- observe practice.

Should practice be graded as 'Very Good' or better, no further intervention is required.

Where performance is consistently (2 observations in a row) below expectations, staff will be supported through:

- 1) *A support plan*: to further facilitate their development with a more tailored action plan (Appendix 2) with specific strategies, linked to the teaching standards to drive their improvement. This support plan will have attainable weekly targets, reviewed by a member of SLT.

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2) *A formal performance review*: will be conducted following 6 weeks of the support plan.

If there is no sustained improvement in performance, staff performance will be reviewed in line with the Staff Conduct Policy.

Appeal

At specified points in the performance review process, teachers and SLT 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 would constitute one appeal.

Confidentiality

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager 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.

Training and Support

The school's CPD programme will be informed by the training and development needs identified. (See Professional Development Programme for further details).

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

Review

The SLT will review the performance management policy every school year.

To ensure teachers are fully conversant with the performance management arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

Access to Documentation

- SEF – This will be modified and updated on the SBS Teams Platform.
- Formal observation notes – These are recorded on SISRA.
- Learning walks – This is recorded on SISRA, where data can easily be assessed and analysed in order to inform PD and interventions.
- Half Termly Marketplace/Collective Expertise – Staff use collective expertise to reflect and collaborate on best practice strategies.

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- Performance Management – This is recorded by individual staff through the Teacher Portfolio as a developmental journey throughout the year.

Classroom Observation

All classroom observation will be undertaken in accordance with the performance management regulations and the classroom observation protocol as per KHDA and Dubai Schools Inspection Framework.

This will be recorded on one note for developmental purposes by line manager.

Staff Conduct

Should staff conduct be deemed to be inappropriate for whatever reason (eg. Missed marking/ planning deadlines, staff timekeeping), the following process will be followed.

- 1- Informal verbal warning from Head of Department
- 2- Informal written warning from Head of Department
- 3- Formal written warning from Senior Leadership Team
- 4- Formal review meeting with Senior Leadership Team

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Appendix 1 – Classroom Observation Protocol

Safa British School is committed to ensuring that classroom observation 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;
- respect the confidentiality of the information gained.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimising workload burdens on staff.

Written feedback will be given as soon as possible after the observation and no later than the end of the following working day. A further opportunity for oral feedback will be also be offered to the reviewee.

Staff member will be expected to complete a self- reflection form, ensuring they are analytical in their language and show a commitment to being a reflective practitioner.

Learning Walks and Learning Views

Learning walks continue to be an integral part of Performance Management. Learning Views through the medium of SISRA offer Curriculum Leaders an insight to learning within the classroom and the impact of the professional development in the school.

This is recorded using SISRA, where data is then used;

- A) Inform the school's CPD schedule.
- B) Inform AHT of areas of best practice as well as areas of development.

Lesson Observations are based on the Dubai Schools Inspection Framework criteria and graded accordingly. [Click Here](#)

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Appendix 2: The Support Plan



SBS Teacher Support Plan

Name of staff member	Name of Appraiser	Date of meeting

Objective 1: State objective here		
Teachers' standard(s) that the objective relates to	Success criteria	Evidence to be used to assess progress
Quote the teaching standard this objective links to.	Record specific success criteria here.	Record evidence trails (eg minutes of meetings, learning walks, behaviour logs, student voice etc.)
Support/resources to be provided	Monitoring arrangements	Review date
List support structures and resources given.	List monitoring arrangements here.	

Other support provided

Mentor/coach allocated	
Formal review date	

Signed by member of staff	Signed by appraiser	Date

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Appendix 3: The Road to Outstanding SBS Support Structure Snap Shot



Road to Outstanding

We pride ourselves on being reflective practitioners and recognise that we will not 'get it right' every single lesson. This structure is in place to support our staff and guide them back to being outstanding practitioners through data informed practice.



Should this re-observation not be quite to the standard we would expect, you will be offered a departmental support plan to further facilitate your development with a more tailored action plan with specific strategies, linked to the teaching standards to drive your improvement..

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Appendix 4: Teacher Preparation for Observation Support Sheet



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LESSON OBSERVATION CHECKLIST

1

LESSON PLAN

Ensure you use the school's lesson plan proforma.



2

LESSON RESOURCES

Print any resources you intend to use in the lesson including scaffolds, differentiated worksheets and lesson powerpoint



3

SEATING PLAN

Provide an up to date seating plan using class charts.



4

CLASS NOTES

Print and provide any additional notes you have made on class charts



5

CLASS CONTEXT

Download and print an up to date class context sheet from iSams



6

DATA SPREADSHEET

Print your tracking spreadsheet for the class showing any assessments you have conducted from the beginning of the year.



Appendix 5: Teacher Actions Post- Observation



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POST OBSERVATION CHECKLIST

1 SELF REFLECTION

Complete the Self Reflection form and use the prompts to reflect on your lesson.



2 MEET WITH HOD

Arrange a meeting with your line manager to have a learning conversation about the lesson based on their observations and your reflections.



3 NEXT STEPS

Agree next steps in your development with your line manager and record in your Personal Development Portfolio



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Appendix 6: Staff Conduct email templates

1- Informal verbal warning from Head of Department

During our conversation on (date), I issued you an informal verbal warning for the following

- *list breaches in staff conduct specifically eg “you missed a marking deadline on (date), despite several reminders”.*

Following our conversation, I trust you will endeavor to ensure this does not happen again.

2- Informal written warning from Head of Department

Following our conversation on (date), and your previously issued verbal warning on (date), this email serves as an informal written warning. This has been issued to you for the following:

- *List breaches in staff conduct specifically eg. “you have persistently arrived late for your lessons and subsequently left children unsupervised awaiting your arrival, despite several reminders”*

3- Formal written warning from Senior Leadership Team

Following our conversation on (date), your previously issued verbal warning on (date), and your further informal written warning on (date), this email serves as a formal written warning. As discussed, this has been issued to you for the following:

- *List breaches in staff conduct specifically eg. Repeated behaviour from previous warnings*
- *Or formal warning can be immediately issued if behaviour compromised student safety.*

4- Formal review meeting with Senior Leadership Team