



Managing Staff Underperformance Policy

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	Regional Director		Principal			Vice Principal
	Head of Foundation Stage		Head of Primary			Head of Secondary

Section 1: Performance Management

Aims:

The Performance Management process at Newlands School Dubai provides a valuable opportunity for a focused, professional dialogue between reviewee and reviewer. The professional dialogue during Performance Management Meetings will be supported by feedback from lesson observations, consideration of your reflection through self-evaluation, your professional learning and the evidence of impact which you have been gathering on an on-going basis in your **Performance Management Folder**. There will be opportunities throughout the year to meet with your reviewer to discuss your performance together and support the progress of your professional development. These should take place at least every half term. A final review will take place in term 3.

At Newlands School, other than regular Drop-ins and Learning walks, Teacher Performance Management consists of the following:

1. Three Termly Formal Observations
2. Book Review and Next Step Marking
3. Student achievement; Attainment and Progress
4. Developing professional practice in agreed areas.

Teachers are expected to consistently maintain a minimum 'Secure Good' rating throughout their tenure at Newlands. Opportunities for continuing professional development; together with mentoring and coaching from leadership; should ensure that teaching practice continues to aim for outstanding. Teachers are expected to be responsible and drive their own professional growth and maintain a minimum of good standard. Classroom underperformance is seen as any teacher who delivers lessons at a less than good standard. The stages that will be used to address teacher underperformance are outlined below.

Step One: 1st warning (4 weeks)

Following a lesson observation that is deemed as less than good, teachers will be given an opportunity to improve performance to a good standard with a follow up lesson observation within 4 weeks. If there is no improvement, then staff will be placed on formal written capability procedures. Following the first lesson observation, a meeting should be arranged between the head of phase and the teacher concerned to discuss the lesson observation outcomes and decide on the follow up observation schedule and additional support required such as learning walk drop-in and peer observation. This meeting should be followed up with an email where a formal warning will be issued.

If the second lesson observation is not of a good standard, then the member of staff will move to Step 2 of the formal process.

The members of staff will be informed that their performance is being monitored and the reasons why by their line manager.

Step Two: 2nd warning (4 weeks)

- In this meeting they will be asked to review their roles and responsibilities and support will be offered. A Performance Development Plan (PDP) duly signed by the Line Manager must be completed and shared. The plan will include an agreement between the teacher and head of phase on which support is required to make the outcome a successful one.
- The PDP will be reviewed after not more than three weeks and the member of staff will be informed if further capability proceedings are required.
- A follow-up email must be sent to the member of staff summarising the outcomes of the meeting and the PDP must be acknowledged by the member of staff.

Step Three: 3rd warning (4 weeks)

- Where targets for improvement are not met, the member of staff is issued with a 3rd warning informing them of the time period by which targets must be met, which shall not be longer than 4 weeks.
- This is issued by the Principal and Vice Principal. A copy will be sent to HR. A file with evidence covering the whole process will be requested at this point.

Step Four: Dismissal

- Where targets are not met, a member of staff may be dismissed for failure to achieve the standards required in their post based on the recommendation of the Principal to the Regional Office.

For a teacher to get off the Professional Development Plan, two consecutive lessons within 2 weeks must be of a good or better standard.

Termly Formal Lesson Observation

Teachers will have **three** formal lesson observations, however teachers with 4-6 rating may have further observations in line with support plans, as identified and agreed with line managers.

Step 1: Reviewer and reviewee agree on the lesson observation day/time & subject area

Step 2: Lesson Observation

- Lesson Plan is submitted prior to lesson observation
- A full lesson is observed by designated SLT/MLT member
- Feedback should be given at an agreed time. Prior to this feedback the teacher completes the self-evaluation of the lesson observed against KHDA framework

(See Appendix 1)

Step 3: PM meeting

- The reviewer and reviewee agree on **3 targets** to be set. The targets should be based on improving classroom practice, school priorities and a personal target.
- The professional dialogue during the PM meeting provides teachers a valuable opportunity considering the impact of profession learning. The purpose of reflection on your professional learning experience is not to prove what you have done, but rather to help you, prompt you and support you in your discussions with

your reviewer (SLT/Middle Leader) and to inform your own development and future professional learning.

- A coaching approach in the course of PM meetings will be adopted to allow the reviewee to genuinely consider and identify their professional development for themselves and consequently to develop a greater sense of confidence and empowerment.
- Questions you may wish to consider prior to your PM meeting:
 - How has your Professional Learning deepened knowledge and developed your practice?
 - What changes have you made in your practice this year?
 - How do you know what impact you have made?

It is important that both the reviewee and the reviewer involved in a PM meeting have taken the time to prepare and have all the necessary information in advance and complete any follow-up documentation.

Supporting Documents:

- 1) Teacher Self Evaluation Form (Appendix 1)
- 2) Formal Lesson Observation Form (Appendix 2)
- 3) Action Plan for Targets (Appendix 3)
- 4) Final review document (Appendix 4)