



## STAFF APPRAISAL POLICY

<b>Reviewed:</b>	August 2025
<b>Next Review Due:</b>	June 2026
<b>Applies To:</b>	All Staff
<b>Owner:</b>	Head of School
<b>Approved By:</b>	Board of Directors

### Mission, Vision and Values

#### Mission

To inspire our children to reach their full potential by fostering curiosity and an interest in learning, awakening their minds and illuminating their world.

#### Vision

To create an affordable international secondary school with a high standard of education where children learn through practical and project-based work. To develop our students' moral and intellectual capacity, and to encourage creativity and adaptability.

#### Aim

An education that is broad, balanced and challenging, with an emphasis on developing strong connections to our host country, Uganda.

#### Values

Desire for lifelong learning; an ability to adapt; be innovative and reflective thinkers; open minded, and empathetic while achieving high academic success according to individual potential.

# 7Hills International School

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## 1. Policy Statement

7Hills International School (7Hills) is committed to developing a professional culture in which all staff are supported, challenged and encouraged to grow continuously in their roles. The appraisal process at 7Hills is designed to:

- improve professional practice
- strengthen teaching and operational effectiveness
- support school improvement priorities
- recognise strengths and achievements
- identify professional development needs
- encourage reflection and accountability
- improve outcomes and experiences for students
- strengthen organisational culture and professionalism

Appraisal at 7Hills is intended to be developmental rather than punitive. The process should promote open professional dialogue, constructive feedback, collaboration and continuous improvement.

The school recognises that high-performing schools require excellence not only in teaching and learning, but also in administration, operations, finance, admissions, wellbeing, safeguarding and all support services across the organisation.

## 2. Scope of the Policy

This policy applies to:

- teaching staff
- middle leaders
- senior leaders
- administrative staff
- operations and support staff
- finance staff
- admissions staff
- ICT staff
- librarians
- facilities and maintenance staff
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This policy does not apply to:

- staff currently under formal capability procedures
- short-term temporary staff employed for less than one term
- volunteers or casual vendors

## 3. Principles Underpinning Appraisal

The appraisal process at 7Hills will be guided by the following principles.

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**Professional Growth** - Appraisal should support continuous improvement and professional learning rather than simply evaluate performance.

**Fairness and Consistency** - All staff should experience a fair, transparent and consistent process appropriate to their role and responsibilities.

**Proportionate Workload** - The appraisal process should avoid unnecessary bureaucracy and excessive evidence collection.

**Collaboration** - Professional dialogue between appraiser and appraisee should remain constructive, respectful and solution-focused.

**Wellbeing** - Performance expectations should take account of workload, wellbeing, personal circumstances and work-life balance.

**Accountability** - All staff are expected to demonstrate professionalism, responsibility and commitment to the standards expected by the school.

## 4. Appraisal Cycle

The appraisal cycle at 7Hills operates on an annual basis and normally runs from August to June.

The appraisal process includes:

- professional reflection
- target setting
- ongoing monitoring and feedback
- observations or professional reviews
- mid-year evaluation
- final evaluation and reflection

Although the overall structure is consistent across the school, the processes for teaching and non-teaching staff differ to reflect the nature of their responsibilities and professional expectations. New staff joining mid-year will enter the appraisal cycle as soon as reasonably practicable.

## 5. Overview of Appraisal Pathways

### 5.1 Teaching Staff Appraisal Pathway

Teaching staff appraisal focuses primarily on:

- teaching and learning
- classroom practice
- curriculum delivery
- student progress and engagement
- classroom culture and routines
- contribution to wider school life
- professional teaching standards

The teaching appraisal process includes:

- professional goal setting
- walk-in observations
- informal observations and learning walks
- formal lesson observations

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- ongoing professional dialogue
- Term 1 appraisal review
- Term 3 final appraisal evaluation

## 5.2 Non-Teaching Staff Appraisal Pathway

Non-teaching staff appraisal focuses primarily on:

- operational effectiveness
- role-specific responsibilities
- professionalism and communication
- teamwork and collaboration
- organisational contribution
- reliability and accountability
- contribution to school culture and community

The non-teaching appraisal process includes:

- professional self-evaluation
- target-setting meetings
- operational monitoring and professional practice reviews
- ongoing feedback and support
- Term 1 appraisal review
- Term 3 final appraisal evaluation

Non-teaching staff are evaluated against:

- their job description
- agreed professional targets
- professional conduct expectations
- communication and teamwork
- contribution to organisational effectiveness
- fulfilment of responsibilities within their department or role

## 6. Appraisal Timeline

The following structure outlines the typical appraisal cycle at 7Hills International School.

<b>Timeframe</b>	<b>Teaching Staff</b>	<b>Non-Teaching Staff</b>
August / September	Professional reflection and target setting	Self-evaluation survey and target setting
Throughout the Year	Walk-ins, informal observations, formal observations and professional dialogue	Operational monitoring, professional practice reviews and professional dialogue
End of Term 1	Mid-year appraisal review	Mid-year appraisal review
Term 3	Final appraisal evaluation	Final appraisal evaluation

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## 7. Non-Teaching Staff Appraisal Process

Non-teaching staff contribute significantly to the daily operation, professionalism and culture of 7Hills International School. Their work directly affects student experience, parent engagement, safeguarding, operational effectiveness and the overall functioning of the school.

The appraisal process for non-teaching staff is intended to support professional growth, accountability and organisational effectiveness.

### 7.1 Self-Evaluation Survey

At the beginning of each academic year, non-teaching staff complete a professional self-evaluation survey. This process encourages reflection on:

- strengths and achievements
- challenges and development areas
- contribution to school culture
- communication and teamwork
- operational effectiveness
- training and professional development needs

The self-evaluation process forms part of the professional discussion during target-setting meetings.

### 7.2 Target-Setting Meeting

At the beginning of the appraisal cycle, staff meet with their line manager or appraiser to agree professional targets and development priorities. Targets should:

- align with the staff member's role and responsibilities
- support school improvement priorities
- be realistic and measurable
- support operational effectiveness and professional growth

Most non-teaching staff will normally have between two and four professional targets.

### 7.3 Operational Monitoring and Professional Practice Reviews

Throughout the academic year, line managers may review performance through:

- professional practice reviews
- workflow and operational monitoring
- project completion
- communication and professionalism
- contribution to teamwork and organisational culture
- reliability, punctuality and accountability
- stakeholder feedback where appropriate

These reviews are intended to remain supportive and developmental rather than punitive. Examples may include:

- reception and parent interaction

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- admissions communication
- safeguarding compliance
- operational coordination
- administrative systems
- event organisation
- finance procedures
- ICT support and responsiveness

## 7.4 Term 1 Mid-Year Review

A formal appraisal review meeting will normally take place at the end of Term 1. The purpose of this review is to:

- evaluate progress towards agreed targets
- discuss strengths and successes
- identify challenges or support needs
- review communication and professionalism
- identify professional development opportunities
- adjust targets where appropriate

The meeting should remain reflective, constructive and professionally supportive.

## 7.5 Term 3 Final Evaluation

A final appraisal evaluation meeting will normally take place during Term 3. This review will include:

- evaluation of agreed targets
- reflection on professional growth and contribution
- discussion of strengths and achievements
- review of overall professional effectiveness
- identification of future development priorities
- discussion of progression or leadership potential where appropriate

## 8. Teaching Staff Appraisal Process

Teaching staff appraisal at 7Hills is closely linked to:

- teaching and learning expectations
- curriculum implementation
- student engagement and progress
- pastoral responsibilities
- classroom culture
- contribution to school life
- professional growth and reflective practice

The process is intended to strengthen teaching quality while maintaining a healthy, collaborative and sustainable professional culture.

### 8.1 Professional Reflection and Goal Setting

At the beginning of the academic year, teachers meet with their appraiser to:

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- reflect on previous performance
- discuss strengths and development areas
- review professional aspirations
- agree appraisal targets
- identify professional development priorities

Targets will normally relate to:

- teaching and learning
- curriculum or student progress
- wider professional contribution

Middle and senior leaders may also have leadership and management objectives. Teachers will normally have no more than three formal appraisal targets.

## 8.2 Walk-In Observations

Walk-in observations are short, informal visits to classrooms designed to:

- maintain visibility of teaching and learning
- support instructional leadership
- celebrate effective practice
- identify support needs
- encourage continuous improvement

These visits are developmental in nature and should not create excessive pressure or workload. Feedback may be verbal, written or incorporated into professional dialogue.

## 8.3 Informal Observations and Learning Walks

Informal observations may include:

- short scheduled lesson visits
- learning walks
- student voice activities
- classroom environment reviews
- curriculum implementation discussions
- book or work scrutiny

These observations are intended to support reflection, coaching and professional growth.

## 8.4 Formal Lesson Observations

Formal lesson observations form part of the appraisal process and provide opportunities for professional feedback and development. Formal observations should:

- be scheduled in advance
- have a clear focus
- support professional growth

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- include constructive feedback
- identify strengths and next steps

Feedback should normally be provided promptly following the observation. Formal observations should remain proportionate and should not create unnecessary workload or anxiety.

### **8.5 Term 1 Mid-Year Review**

A formal appraisal review meeting will normally take place during or at the end of Term 1. Discussion may include:

- progress towards appraisal targets
- strengths in teaching and learning
- student engagement and classroom culture
- pastoral and safeguarding responsibilities
- contribution to wider school life
- workload and wellbeing
- professional development needs

Support strategies may be identified where appropriate.

### **8.6 Term 3 Final Evaluation**

The final appraisal review meeting will normally take place during Term 3. This review will include:

- evaluation against agreed objectives
- reflection on professional growth
- discussion of strengths and achievements
- review of professional standards and expectations
- identification of future development priorities
- leadership potential and career aspirations where appropriate

A written appraisal summary will normally be completed following the meeting.

## **9. Professional Development**

Professional development forms a central part of the appraisal process at 7Hills. Professional development opportunities may include:

- instructional coaching
- mentoring
- peer observation
- curriculum training
- safeguarding training
- leadership development
- CIS-related professional learning
- conferences and workshops
- collaborative planning
- online learning
- professional reading and research

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Professional development should align with both school priorities and individual growth needs.

## 10. Evidence

The appraisal process should use evidence that is proportionate, relevant and normally available through everyday professional practice. Examples may include:

- lesson observations
- professional practice reviews
- operational outcomes
- professional dialogue
- student progress information
- communication and professionalism
- contribution to school initiatives
- stakeholder feedback
- safeguarding compliance
- attendance and punctuality
- CPD participation

## 11. Staff Experiencing Difficulties

Where concerns arise regarding professional performance, the school will seek to provide supportive intervention at an early stage. Support strategies may include:

- coaching
- mentoring
- additional guidance
- increased review meetings
- targeted professional development
- structured support plans
- additional observations or monitoring

The purpose of support is to help staff improve successfully wherever possible. Where serious concerns persist despite support, the school may consider formal capability procedures in accordance with relevant policies and employment legislation.

## 12. Confidentiality

Appraisal discussions and records will remain confidential between relevant parties except where:

- safeguarding concerns arise
- professional conduct concerns require escalation
- information is required for leadership or governance purposes

Appraisal documentation will be stored securely in accordance with the school's data protection procedures.

## 13. Equality and Fairness

The school is committed to ensuring appraisal processes are fair, inclusive and free from discrimination. Appraisers will take into account:

- part-time working arrangements
- disability or medical needs
- maternity or parental leave
- extended absence
- reasonable adjustments where appropriate

## 14. Monitoring and Quality Assurance

Senior leaders will monitor the implementation of appraisal processes to ensure:

- consistency
- fairness
- professional rigour
- manageable workload
- alignment with school priorities
- meaningful professional development

The Head of School may review appraisal outcomes to ensure consistency across departments and teams.

## 15. Related Policies

This policy should be read alongside:

- Staff Code of Conduct
- Teaching and Learning Policy
- Safeguarding and Child Protection Policy
- Staff Handbook
- Professional Development Policy
- Capability Policy
- Wellbeing Policy
- Grievance Policy
- Data Protection Policy

## 16. Monitoring and Review

This policy will be reviewed annually by the Senior Leadership Team and Board of Directors to ensure continued alignment with:

- school improvement priorities
- professional standards
- CIS accreditation expectations
- operational effectiveness
- staffing and organisational needs

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The school reserves the right to amend this policy in response to organisational or professional developments.