GEMS Winchester School Dubai

Appraisal & Performance Management Policy Whole School

Person Responsible: Executive Principal/CEO & Executive Vice Principal

Approved by ELT: August 2026

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1. Overview

At WSD, we take the appraisal & performance management of our staff very seriously; after all, we know that our people are the most important aspect of ensuring our students and families get a access to a world class education.

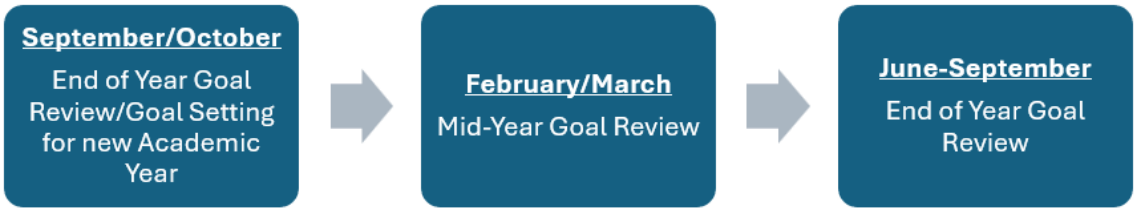
Each colleague at WSD is entitled to professional learning and development (PLD) opportunities to help them improve and grow in their role. Our appraisal & performance management system is one way in which we identify areas for growth and development.

For clarity, the definition of what we mean by appraisal & performance management can be found in the table below:

Appraisal	Appraisal is about receiving feedback on what you are doing well and what you can do to become even better at your job.
Performance Management	Performance Management is a review of your performance against criteria; in schools, this could be student outcomes data, for example.

Our approach at WSD is to 'blend' both appraisal and performance management together. This is because we believe in the professional development with accountability. Furthermore, we believe that the appraisal & performance management process should be owned by the appraisee, rather than the appraiser.

To formalise this, all colleagues go through an annual appraisal cycle that involves setting targets, reviewing performance and deciding on next steps. Each member of staff is assigned a line manager who helps oversee this process and, half way through the year, meetings are held to review progress so far (as well as to see if any additional support is required). The annual cycle is shown in the diagram below:



If any colleague has any questions about this process, having read this policy, they should direct this to Mr. Dan Roberts (Executive Vice Principal/Deputy CEO) who oversees this aspect of the school.

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2. Appraisal & Performance Management Goals

Following GEMS Education expectations, all staff are set appropriate Goals depending upon their role in the school. These goals are applicable to all staff and align with the GEMS Education Pathway to World Class. All targets will be recorded on our National College platform, in the 'People Development' section.

GEMS Education will ensure that each of the Goals will be SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) and data driven that is focused on improving outcomes for students.

Teachers & Middle Leaders

All Teachers and Middle Leaders are set the following Goals:

Goal	Impact	Actions
Goal 1: Curriculum Intent, Implementation, and Impact	Teacher is implementing TLAG with fidelity, evidenced by feedback from lesson visits/ drop-ins, students' work, students' outcomes and progress data, and students' articulation of what they know and remember.	Plan and teach a sequenced, knowledge-rich curriculum so students know, remember and understand more, by: • Implementing well-sequenced lessons that build knowledge and schema over time to support students to know and remember more • Embedding the six GEMS Essentials in every lesson (in the intended sequence), and fusing the GEMS Talk and GEMS Culture techniques • Addressing misconceptions at source in the classroom • Ensuring students' work evidences progress over time in the books and through verbal articulation and internal/ external assessments (fluency composites)
Goal 2: Stakeholder Engagement	Students are thriving and making excellent progress as a result of the quality of education being provided, evidenced by students' attitudes, quality of students' work in books, assessments etc.	Build purposeful, proactive home-school partnerships that support learning, by: • Developing frequent communication with parents regarding their child's pastoral and academic progress • Addressing concerns with parents promptly and at the earliest opportunity • Showcasing and celebrating excellence in the classroom with parents • Following up on high expectations when not met linked to Be a GEM and Learn Like a GEM.
Goal 3: Contribution to School Priorities	Clear contribution to securing and sustaining a world-class school (Category 1a) which has the competitive edge in the local community.	Actively and positively contribute to whole-school priorities and a strong GEMS culture by: • Demonstrating measurable impact on school-wide improvement and community engagement • Maintaining exemplary levels of attendance and punctuality as a model of professional conduct and The GEMS Way.
Goal 4: Professional Growth	Ready for the next stage in career with GEMS.	• Actively seek opportunities for professional development and build expertise in less developed areas, demonstrating progress through targeted training, certifications, or applied projects (See Teachers' Pathway to World Class).

Senior & Executive Leadership

All Senior and Executive Leadership Team members are set the following goals:

Goal	Impact	Actions
Goal 1: Curriculum Intent, Implementation, and Impact	All team members are implementing TLAG with fidelity, evidenced by feedback from lesson visits/ drop-ins, students' work, students' outcomes and progress data, and students' articulation of what they know and remember.	Ensure team members plan and teach a sequenced, knowledge-rich curriculum so students know, remember and understand more, by offering support proportionate to need: • Universal CPD Offer: Facilitate whole-school practice clinics to ensure consistency • Targeted CPD Offer: Facilitate focused practice clinics for specific subject areas or teams, addressing identified development needs to strengthen collective expertise • Provide 1:1 instructional coaching for teachers identified as 'causing concern' or 'requiring attention', ensuring clear goals and measurable progress (within 4 weeks) • Support growth for teachers identified as 'consistent practice', 'strong practice', or 'world-class' by offering 1:1 instructional coaching and/or training to become instructional coaches, opportunities to share best practice
Goal 2: Stakeholder Engagement	Enrolments are secure. TCs are rare. GEMS is the school of choice.	Build purposeful, proactive home-school partnerships that support learning, by: • Ensuring the GEMS Retain Playbook is adhered to • Developing frequent communication with parents regarding their child's pastoral and academic progress • Showcasing and celebrating achievements • Ensuring Be a GEM Playbook is implemented with fidelity • Addressing concerns with parents promptly and at the earliest opportunity to avoid TCs • Showcasing and celebrating excellence with parents and on social media • Following up on high expectations when the Playbooks are not implemented effectively.
Goal 3: Contribution to School Priorities	Clear contribution to securing and sustaining a world-class school (Category 1a) which has the competitive edge in the local community.	Actively and positively contribute to whole-school priorities and a strong GEMS culture by: • Secure measurable impact on school-wide improvement and community engagement within one's team • Maintaining exemplary levels of attendance and punctuality as a model of professional conduct and The GEMS Way.
Goal 4: Professional Growth	Ready for the next stage in their leadership career with GEMS.	• Pursue professional growth in leadership and pedagogy while also supporting the development of colleagues, demonstrating impact through school improvement initiatives, mentoring, or advanced training.

3. Teacher Pathway to World Class

Further to the Appraisal & Performance Management Goals, all teaching staff will complete a review against the GEMS Education Teacher Pathway to World Class at least twice during the academic year (Autumn Term and Summer Term).

The review is designed to promote professional reflection, shared understanding and continuous improvement. It consists of two complementary stages:

- **Self-Review:** Each colleague reflects on their practice against the Teacher Pathway to World Class standards, using relevant evidence to make an informed judgement about their current level of practice. This encourages professional ownership, recognises strengths and helps identify priorities for further development.

- **Line Manager Review:** The appraiser then independently reviews the colleague's practice against the same standards, drawing on the self-review alongside available evidence of teaching and its impact. The colleague and appraiser discuss their judgements together, celebrating strengths, exploring any differences in perception and agreeing clear priorities for continued professional growth.

The purpose is not simply to assign a judgement, but to establish a shared, evidence-informed understanding of current practice and the next steps required to progress towards, or sustain, world-class teaching.

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4. Mid-Year Review & End of Year Reviews

To ensure colleagues are making good progress against their Appraisal & Performance Management Goals, as well as progress against the Teacher Pathway to World Class, a 'Mid-Year Review' will take place in February and March each year.

Furthermore, at the end of each academic year, an 'End of Year Review' should take place. In each meeting, the appraisee and appraiser will complete the relevant 'Review' on the National College website.

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5. Wellbeing, Appraisal & Performance Management

It is the aim of the school's approach to Appraisal & Performance Management that the wellbeing of staff is considered throughout the process.

For example, while we believe in the importance of accountability, the appraisee rather than the appraiser should be the person in charge of the process. We encourage all staff to view the Appraisal & Performance Management process as an opportunity to highlight their strengths and the many contributions they make to school improvement, as well as having honest reflections on how they can be even better in the coming year.

It is for this reason that such a strong emphasis is placed upon the professional learning & development (PLD) within our Appraisal & Performance Management system – we know the importance of high quality PLD for improving staff wellbeing. Within our system, we also encourage staff to celebrate the work they do to contribute to the wider school development and space is provided in each review for the appraisee to share the many wider contributions they make to the school beyond the classroom. We also have built space into the National College platform for staff to record any additional PLD they complete, as well as awards or achievements they have received.

For further information about staff wellbeing at WSD, please refer to the WSD Wellbeing Policy.

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6. Policy Review

This policy will be reviewed at least annually, or in line with changes made by GEMS Education.

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