BELVEDERE
INTERNATIONAL SCHOOL

PERFORMANCE APPRAISAL POLICY

2026-2027

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Approvals:			
Principal	**Mr. Ismat Daou**		
Signature		*Date:*	10/9/26
BIS Board of Governors	**Dr. Naim Alradi**		
Signature		*Date:*	12/9/26

1. Introduction

At Belvedere International School, performance appraisal is regarded as a fundamental process that supports continuous school improvement, professional accountability, and staff development. The school is committed to maintaining high standards of educational excellence and operational effectiveness through a fair, transparent, and developmental appraisal system for all employees.

The appraisal process is designed not only to evaluate performance but also to encourage professional growth, strengthen collaboration, recognize achievements, and identify areas requiring further support and development. The system promotes a culture of reflective practice, constructive feedback, and continuous improvement aligned with the school's strategic objectives, ADEK requirements, and the school improvement plan.

The policy applies to all employees including teaching staff, teaching assistants, administrative staff, middle leadership team (MLT), senior leadership team (SLT), Vice Principal, and Principal.

2. Purpose of the Policy

The purpose of this policy is to establish a professional and consistent framework for evaluating employee performance across all departments within the school. The appraisal process aims to:

- Improve the quality of teaching, learning, and operational performance.
- Ensure accountability and professional responsibility.
- Support staff development and career progression.
- Identify professional training and development needs.
- Encourage open communication and professional dialogue.
- Recognize and reward high performance and contributions.
- Align individual objectives with the school's vision and strategic priorities.
- Support employee wellbeing and work-life balance through constructive feedback and support systems.

The appraisal system is intended to be developmental rather than punitive and should encourage staff members to take ownership of their professional growth.

3. Guiding Principles

The performance appraisal process at Belvedere International School is based on the following principles:

Professionalism and Integrity
All appraisals will be conducted professionally, objectively, confidentially, and ethically.

Fairness and Consistency
All employees will be appraised fairly using clear expectations, agreed objectives, and consistent procedures across the school.

Continuous Improvement
The appraisal process supports a culture of ongoing development, reflective practice, and educational excellence.

Transparency
Staff members will clearly understand the appraisal criteria, expectations, timelines, and evaluation methods.

Accountability
Employees are expected to demonstrate commitment to their professional responsibilities, school policies, and performance expectations.

Development-Focused Approach
The appraisal process will identify strengths and development areas while ensuring appropriate support, coaching, mentoring, and training opportunities are provided.

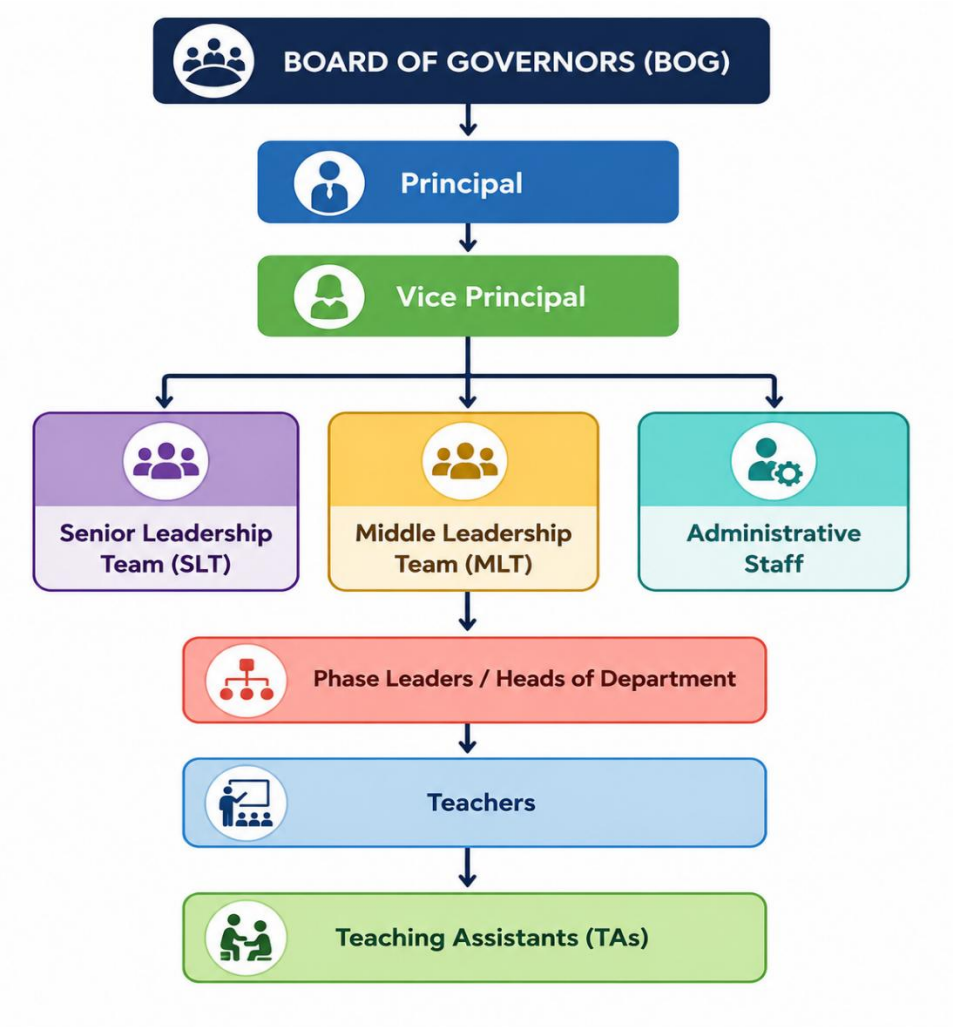
4. Scope of the Policy

This policy applies to all employees working at Belvedere International School, including:

- Teaching Staff
- Teaching Assistants
- Administrative Staff
- Heads of Department / Phase Leaders
- Middle Leadership Team (MLT)
- Senior Leadership Team (SLT)
- Vice Principal
- Principal

5. Appraisal Structure and Reporting Lines

The appraisal process follows a structured hierarchy to ensure accountability, consistency, and appropriate supervision across all departments.



Appraisal Responsibilities

Employee Category	Appraised By
Administrative Staff	Principal
Teaching Assistants	Classroom Teachers and Phase Leaders
Teachers	Phase Leaders followed by the Principal
MLT Members	Principal
SLT Members	Principal
Vice Principal	Principal
Principal	Board of Governors (BoG)

6. Performance Appraisal

The performance appraisal process at Belvedere International School is conducted annually as part of the school's commitment to maintaining high professional standards and supporting continuous improvement across all departments.

The annual appraisal meeting provides an opportunity for professional discussion between the appraiser and the employee to review overall performance, responsibilities, achievements, and professional development needs throughout the academic year. The process is designed to ensure that staff members receive constructive feedback, recognition for their contributions, and guidance for future growth and improvement.

The appraisal discussion may include consideration of the following areas:

- Achievement of assigned responsibilities and objectives
- Professional conduct and commitment
- Quality of teaching, learning, or operational performance
- Contribution to school initiatives and activities
- Student progress and outcomes where applicable
- Attendance, punctuality, and professionalism
- Strengths, achievements, and areas for further development
- Professional development and training needs
- Future goals and performance expectations

As part of the annual appraisal process, relevant evidence and professional records may be reviewed where applicable, including lesson observations, work performance, departmental contributions, and overall engagement in school improvement initiatives.

At the conclusion of the appraisal meeting, an overall evaluation will be completed and appropriate recommendations, support, and development actions may be identified for the following academic year.

A final appraisal report will be completed and signed by both parties.

7. Appraisal Criteria

Performance evaluations may include, but are not limited to, the following areas depending on the employee's role:

Teaching Staff

- Quality of teaching and learning
- Classroom management
- Student achievement and progress
- Planning and assessment
- Professional conduct
- Contribution to school initiatives
- Parent communication
- Compliance with school and ADEK policies

Teaching Assistants

- Classroom support effectiveness
- Student engagement and supervision
- Team collaboration
- Professional behaviour and punctuality
- Support for teaching and learning activities

Administrative Staff

- Efficiency and accuracy of work
- Communication and professionalism
- Time management
- Customer service
- Contribution to operational effectiveness
- Compliance with policies and procedures

Leadership Staff

- Strategic leadership
- Team management
- School improvement contributions
- Staff support and development
- Operational effectiveness
- Achievement of departmental objectives

8. Classroom Observations

Classroom observations form an essential component of the appraisal process for teaching staff. Observations may be conducted formally or informally by members of the leadership team, Phase Leaders, or other authorized personnel.

The purpose of observations is to:

- Support professional growth
- Maintain high teaching standards
- Identify best practices
- Provide constructive developmental feedback

Drop-in observations and learning walks may also be conducted to monitor the quality of teaching and learning across the school.

9. Professional Development

The appraisal process will identify individual training and development needs. Based on appraisal outcomes, employees may be provided with:

- Internal training sessions
- Coaching and mentoring
- Professional workshops
- ADEK-related training
- Leadership development opportunities
- External professional development programs

Employees are expected to actively participate in professional learning opportunities to enhance their performance and effectiveness.

10. Managing Underperformance

Where performance concerns are identified, the school will provide appropriate support and guidance to assist the employee in improving performance standards. Support measures may include:

- Action plan
- Additional supervision
- Coaching or mentoring
- Targeted training
- Clear performance improvement targets
- Follow-up review meetings

If performance does not improve despite support and intervention, further action may be taken in accordance with school policies and UAE labor regulations.

11. Confidentiality

All appraisal records, discussions, and documentation will remain confidential and will only be accessible to authorized personnel involved in the appraisal process.

Appraisal information will be securely maintained by the Human Resources Department in accordance with school procedures and data protection requirements.

12. Roles and Responsibilities.

The Principal

The Principal is responsible for ensuring the effective implementation of this policy across the school and maintaining consistency in appraisal practices.

Appraisers

Appraisers are responsible for conducting professional, objective, and evidence-based evaluations while providing appropriate support and feedback.

Employees

Employees are expected to actively participate in the appraisal process, reflect on their performance, engage in professional development, and work toward agreed objectives.

Board of Governors

The Board of Governors is responsible for overseeing the appraisal of the Principal and ensuring the effectiveness of the overall appraisal framework within the school.

13. Policy Review

This policy will be reviewed annually by the Senior Leadership Team and the Board of Governors to ensure ongoing compliance with ADEK requirements, school priorities, and best professional practices.

Any amendments to the policy must be formally approved by the Principal and the Board of Governors.