

Everest International School

Performance Management Policy

Table of Contents

1. Policy Statement
2. Purpose of Performance Management
3. Scope
4. Principles of Performance Management
5. Roles and Responsibilities
6. Performance Management Cycle
 - 6.1 Termly Lesson Observations
 - 6.2 Termly Book Monitoring
 - 6.3 Termly Pupil Progress Meetings
 - 6.4 Annual Performance Review Meeting
7. Setting Professional Targets
8. Feedback and Professional Development
9. Support and Improvement
10. Record Keeping
11. Links to Other Policies
12. Monitoring and Review

1. Policy Statement

Everest International School is committed to maintaining high standards of teaching, learning and professional practice.

Performance management is a key process used to support staff development, ensure accountability and improve pupil outcomes.

The purpose of performance management is to create a supportive framework where staff receive constructive feedback, professional guidance and opportunities to develop their practice. The process focuses on improving teaching and learning, raising pupil achievement and ensuring consistency across the school.

Performance management at Everest International School is designed to be supportive, developmental and transparent.

It provides opportunities for professional reflection while ensuring that high expectations are maintained across the school.

2. Purpose of Performance Management

The performance management process aims to:

- Improve the quality of teaching and learning across the school
- Ensure high standards of classroom practice
- Support professional development of staff
- Monitor pupil progress and attainment
- Provide constructive feedback and professional support
- Ensure accountability and professional responsibility
- Align staff performance with the vision and priorities of the school

3. Scope

This policy applies to all teaching staff at Everest International School.

Elements of the process may also apply to teaching assistants and other staff where relevant to their role.

The process is overseen by the Senior Leadership Team and Headteacher.

4. Principles of Performance Management

The performance management process is based on the following principles:

- Professional trust and transparency
- A supportive and developmental approach
- Clear expectations and consistent standards
- Constructive feedback and professional dialogue
- Focus on improving outcomes for pupils
- Recognition of staff strengths and achievements

5. Roles and Responsibilities

The Headteacher is responsible for overseeing the performance management process and ensuring that it is implemented fairly and consistently across the school.

Senior Leadership Team

Members of the leadership team support the Headteacher in carrying out lesson observations, book monitoring and pupil progress meetings. They provide feedback, support and guidance to staff.

Teachers

Teachers are expected to engage positively with the performance management process, reflect on feedback, and work towards agreed professional targets.

6. Performance Management Cycle

Performance management at Everest International School operates as a continuous cycle throughout the academic year. The process includes regular monitoring, professional discussion and review.

6.1 Termly Lesson Observations

All teachers will receive lesson observations each term.

The purpose of lesson observations is to:

- Support improvements in teaching and learning

- Share effective classroom practice
- Provide constructive professional feedback
- Identify areas for development

Observations will focus on key aspects such as:

- Clear learning objectives
- Differentiation and challenge
- Pupil engagement
- Classroom management
- Assessment for learning

Following each observation, teachers will receive written and verbal feedback.

Professional targets may be agreed to support further development.

6.2 Termly Book Monitoring

Book monitoring will take place once each term to ensure consistency and high standards of pupil work.

Book scrutiny focuses on:

- Quality of pupil work
- Evidence of progress
- Consistency of marking and feedback
- Presentation and organisation
- Alignment with curriculum expectations

Feedback from book monitoring will be shared with teachers and used to identify strengths and areas for improvement.

6.3 Termly Pupil Progress Meetings

Pupil progress meetings take place each term between teachers and members of the leadership team.

The purpose of these meetings is to:

- Review pupil attainment and progress
- Identify pupils requiring additional support
- Monitor the effectiveness of teaching strategies
- Discuss intervention strategies where needed

Teachers will present assessment information and discuss how pupils are progressing within the curriculum.

6.4 Annual Performance Review Meeting

Each teacher will participate in a formal annual performance review meeting with a member of the leadership team.

The meeting will:

- Review the teacher's performance across the year
- Reflect on lesson observations, book monitoring and pupil progress
- Evaluate progress towards professional targets
- Identify professional development needs
- Agree targets for the following academic year

7. Setting Professional Targets

Professional targets are agreed during the annual performance review meeting.

Targets should be:

- Clear and achievable
- Linked to teaching and learning improvement
- Aligned with school priorities
- Focused on improving pupil outcomes

Targets may relate to teaching practice, curriculum delivery, professional development or leadership responsibilities.

8. Feedback and Professional Development

Constructive feedback is central to the performance management process.

Staff will receive feedback through:

- Lesson observation feedback
- Book monitoring feedback
- Professional discussions
- Pupil progress meetings

Professional development opportunities may include:

- coaching and mentoring
- peer observations
- training workshops
- collaborative planning and sharing of good practice

9. Support and Improvement

Where areas for improvement are identified, the school will provide appropriate professional support.

Support may include:

- additional coaching
- opportunities to observe strong practice
- professional guidance from senior leaders
- targeted professional development

The aim is to help staff improve practice and succeed in their role.

10. Record Keeping

Records will be maintained for:

- lesson observation feedback
- book monitoring reviews
- pupil progress meetings

- annual performance review meetings
- agreed professional targets

These records help ensure transparency and continuity within the performance management process.

11. Links to Other Policies

This policy should be read alongside:

- Teaching and Learning Policy
- Staff Code of Conduct
- Safeguarding Policy
- Staff Induction Policy
- Curriculum Policy

Reviewed by Rachel Lloyd Headteacher	Date of Review 09/03/2026	Signature 
Reviewed by Governing Body		