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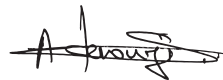
APPRAISAL AND DEVELOPMENT POLICY

	Document Type	Policy and Procedure		
	Document Title	Appraisal and Development Policy		
	Applicable To	All staff		
	Document Owner	Board of Director		
Doc No: JPS -25-0001	Effective from 12 Feb 2025	Page 1 of 3	Version:0001	Author: Director

A AMMENDMENT HISTORY:

Amendment Date	Version	Amendment Date	Final Approval Level

B. APPROVAL

Title	Name	Date	Signature
Director	O.D Adewuyi	12 Feb,2025	

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Appraisal and Development Policy

(Grade RR–7 Primary School)

1. Purpose of the Policy

The purpose of this policy is to:

- Promote continuous professional growth and development of staff.
- Enhance teaching and learning outcomes.
- Recognise and reward good performance.
- Identify development needs for support, mentoring, and further training.

2. Scope

This policy applies to:

- Educators (Grade RR - 7 teachers, heads of department, deputy principals, principal)
- School-based support staff (administrators, assistants)
- Other staff involved in the educational environment.

3. Legal and Policy Framework

This policy is guided by:

- **South African Schools Act (SASA), 1996**
- **Employment of Educators Act, 1998**
- **Integrated Quality Management System (IQMS)**
- **Personnel Administrative Measures (PAM)**
- **Labour Relations Act, 1995**

4. Principles

The school's approach to appraisal and development is based on:

- **Professionalism:** Supporting high standards of teaching and learning.
- **Transparency:** Open communication about performance expectations.
- **Fairness:** Objective and unbiased assessment processes.
- **Development:** Prioritising growth over punishment.
- **Confidentiality:** Respecting personal and performance information.

5. Appraisal Process

5.1. Performance Planning

At the start of each academic year:

- Each staff member will meet with the Principal or Chief Operations Officer to set goals.
- Goals must align with:
 - The School Improvement Plan (SIP)
 - Curriculum needs
 - Professional growth targets

5.2. Self-Evaluation

- Staff members are encouraged to conduct a **self-assessment** at mid-year and end-of-year stages using agreed criteria (e.g., lesson delivery, assessment practices, learner engagement, administrative responsibilities).

5.3. Classroom Observations (for educators)

- A minimum of **two (2)** formal classroom observations per month will be conducted.
- Feedback will be immediate, constructive, and confidential.
- Observations will focus on planning, delivery, classroom management, learner outcomes, and professional behaviour.

5.4. Performance Reviews

- Annual formal performance review meetings will be held.
- A written performance report will be prepared by the appraiser (e.g., HOD, Deputy Principal, Principal).
- Staff will be invited to comment on the report before finalisation.

5.5. Performance Ratings

Performance will be rated based on clear descriptors (e.g., excellent, good, satisfactory, needs development, unsatisfactory) following IQMS or other departmental standards.

6. Development Process

6.1. Personal Growth Plans (PGPs)

- After appraisal, each staff member will develop a **Personal Growth Plan** outlining areas for professional development.

6.2. Support and Mentoring

- Staff identified as needing support will be assigned a mentor or senior colleague.
- Regular coaching, staff induction, staff training, peer learning, and workshops will be provided.

6.3. Training Opportunities

- Staff will be encouraged to attend Department of Education workshops, accredited courses, internal CPD (Continuous Professional Development) sessions, and professional learning communities (PLCs).
- Priority will be given to training that addresses the needs identified during appraisals.

7. Addressing Underperformance

If serious performance issues arise:

- A formal support programme will be implemented (following labour laws and departmental guidelines).
- Clear performance improvement targets and timelines will be set.
- If no improvement occurs, disciplinary processes under the Employment of Educators Act may be initiated as a last resort.

8. Recognition of Excellence

- Outstanding performance will be acknowledged through letters of commendation, certificates, awards, or nominations for further professional opportunities.

9. Confidentiality and Record-Keeping

- All appraisal records will be kept confidential in secure personnel files.
- Only authorised persons (e.g., Principal, Line Manager) may access these files.

10. Roles and Responsibilities

- **Principal:** Overall management of appraisal and development systems.
- **HODs/Line Managers:** Conduct appraisals, support staff development, ensure fairness.
- **Educators/Staff:** Actively participate in the process with openness and commitment.

11. Monitoring and Evaluation of the Policy

- The Principal will monitor the implementation annually.
- Feedback from staff will be invited after each appraisal cycle to improve the system.

12. Review of the Policy

This policy will be reviewed every **three (3) years** or earlier if there are significant changes to Department of Education regulations or school needs.

Adoption and Approval

This Appraisal and Development Policy was approved by the School Management Board