



Monitoring, Appraisal, and Professional Development Policy

1. Introduction

At Al-Islamia, we recognise that our staff are not only key contributors to the school's success but also professionals with individual aspirations. This policy outlines our approach to monitoring, appraisal, and professional development, ensuring alignment with the school's Strategic Improvement Plan (SIP) and national standards, while fostering a culture of professional growth.

This policy sets out the expectations for staff development, performance review, and progression while ensuring compliance with relevant regulations, including the Early Career Framework (ECF) for Early Career Teachers (ECTs).

2. Monitoring and Appraisal Framework

Our monitoring and appraisal framework is designed to be effective, relevant, and aligned with professional standards. Staff will be evaluated through:

- Observations: Whole-class, small-group, and one-to-one instruction, assessed against relevant standards.
- Book Looks & Evidence of Progress: Using a structured approach to measure impact on learning.
- Professional Responsibilities: Assessment of teaching and wider-school contributions.
- Performance Appraisal: Conducted biannually against national standards and individualised targets, incorporating evidence from multiple sources.

This structured approach ensures that staff development is linked to school improvement, driving excellence in teaching and learning.

3. Professional Development Pathways

We actively encourage staff to take ownership of their CPD, aligning personal goals with whole-school objectives. We offer three professional development pathways:

3.1 Leadership Pathways

- Senior Leaders: MSc in Educational Leadership & Management, NPQH, or equivalent.
- Middle Leaders: NPQs aligned to subject or phase leadership.
- Aspiring Leaders: Coaching/mentoring qualifications and phase/subject leadership development.

3.2 Teaching Pathways

- Early Career Teachers (ECTs): DfE-accredited Early Career Framework delivered via Ambition Institute and Leicestershire & Rutland Teaching School Hub.
- Unqualified Teachers Seeking QTS: Assessment Only (AO) route or teaching apprenticeship.

We promote IKHLAS:

Inspiration – Knowledge – Healthy Living – Leadership – Aspiration – Spirituality

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- New to Teaching (Unqualified/Exempt from Induction): Structured 'Get Better Faster' programme.
- Experienced Teachers: Teach Like a Champion framework

3.3 Support Staff Pathways

- Level 2 & 3 Teaching Assistant Apprenticeships.
- Level 5 Qualifications
- Specialist CPD (SEND, computing, subject-specific training).

4. Early Career Teacher (ECT) Induction

4.1 Compliance and Expectations

Our ECT induction programme follows the statutory Early Career Framework (ECF), ensuring new teachers receive structured support, professional development, and reduced workload in their initial years.

We work in partnership with Ambition Institute and Leicestershire & Rutland Teaching School Hub, delivering:

- A two-year induction programme with tailored mentoring.
- Weekly observations and coaching in Year 1, fortnightly in Year 2.
- Self-led learning modules to develop classroom effectiveness.
- Regular progress reviews led by mentors and the SLT.
- Portfolio development using the StepLab platform as evidence of professional growth.

4.2 Mentor Support and Assessment

Each ECT is assigned a trained Induction Tutor who:

- Provides structured feedback through observations and reflective discussions.
- Ensures alignment with Teacher Standards and ECF requirements.
- Supports portfolio development to document progress.
- Liaises with the Teaching School Hub for formal assessments.

Failure to meet induction standards may result in additional support plans or, in rare cases, a failed induction outcome, reported to the Appropriate Body – Leicestershire and Rutland Teaching School Hub.

5. Subject and Whole-School Monitoring

5.1 Subject Monitoring

- Middle Leaders complete a 4-week cycle of subject monitoring.

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- Subject leaders observe lessons, review evidence, and interview pupils.
- Findings are discussed each month with the Deputy Headteacher/Curriculum Lead.
- Identified Action Points feed into the SIP and CPD schedule.

5.2 Book Looks & Pupil Progress Tracking

- We use INSIGHT for tracking progress and attainment, reviewed every half term.
- Children should demonstrate at least 80% mastery of the curriculum annually.
- Pupil Progress Meetings identify interventions where progress is limited.

6. Staff Responsibilities

All staff must uphold professional and teaching standards, including:

- Supervising break/lunch duties.
- Leading/supporting educational visits.
- Preparing planning and resources in advance.
- Supporting school events and activities.
- Maintaining high professional standards in teaching and conduct.
- Commitment to the school's values and ethos.

7. Performance Appraisal Process

We conduct biannual appraisals to assess progress against:

- Targets aligned with the SIP.
- Goals linked to individual professional development targets.
- Professional standards (Teacher/TA Standards, SLT Standards).
- Evidence of commitment to whole-school priorities.

7.1 Mid-Year Review

- Assesses progress towards objectives.
- Identifies additional support or training needs.
- Discusses future career aspirations.
- Informs recruitment for the following academic year.

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7.2 End-of-Year Review

- Self and SLT/Governor-led evaluations.
- Review of target achievement, leadership potential, and next steps.
- Evidence of commitment to school values and Work Charter/
- Identifies pathways for future development.

8. Professional Development and Training

8.1 CPD Offer

- Weekly INSET training aligned to SIP priorities.
- Access to subject-specific networks and teaching hubs.
- Membership to external professional associations for additional CPD.
- Opportunities for peer coaching and instructional development.

8.2 Recording Training

- Staff are responsible for updating their CPD records.
- The SLT monitors CPD participation and impact.

9. Impact and Continuous Improvement

- Monitoring procedures should yield measurable improvements in teaching quality.
- Collaboration and feedback loops ensure ongoing professional reflection.
- Staff self-evaluations drive future CPD and career progression.

The SLT maintains an open-door policy, encouraging staff to share concerns, ideas, and feedback on monitoring and appraisal systems.

10. Review Date

This policy will be reviewed annually in September to ensure alignment with statutory guidance and school priorities.