International School of London

Appraisal & Capability Policy

2026-2027

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1 MISSION STATEMENT

Since 1972, we have established a welcoming and inclusive community. Our diverse cultures and languages drive all our learning experiences.

We nurture creativity and curiosity to stimulate deep thinking. We foster insight, compassion and resilience to enable us to play a meaningful part in a changing world.

2 VISION STATEMENT

We celebrate our stories, our worth and our purpose to make a difference in a shared world. At the International School of London, we believe in: Empowering students to maximise their learning opportunities and to fulfil their potential. Actively integrating cultural diversity in the curriculum. Creating inclusive, vibrant and innovative learning communities. Offering a diverse and extensive international programme that supports personal, social and professional growth.

3 PURPOSE

This policy outlines the structure for a transparent employee appraisal process and supports employee development in alignment with the company's plan to enhance educational provision and performance, as well as the standards required of employees. It also details the procedures that will be followed if employees do not meet the expected levels of competence.

4 APPRAISAL AND PROFESSIONAL LEARNING

4.1 OVERVIEW

Appraisals will be a supportive and developmental process designed to ensure that all employees have the skills and support they need to carry out their role effectively. It will help to ensure that employees are able to continue to improve their professional practice and to develop in their profession.

Appraisal will be used to inform continuing professional development. The company wishes to encourage a culture in which all employees take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

4.2 THE APPRAISAL PERIOD

The appraisal period will run for ten months from September to June.

Employees who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

Period	Outcomes
By Autum Half Term (October Half Term Break)	Goal/s set by all employees and placed onto Bamboo HR Goal Tab
November to April	Continued observations and working on goals
May - June	Continued observations and working on goals Annual reviews completed all staff by 30 June

4.3 APPOINTING APPRAISERS

The Head of School will be appraised by the Chief Executive, supported by a suitably skilled and/or experienced external adviser who has been appointed for that purpose.

SLT, in consultation with Heads of Department and other leaders in school, will determine appraisal lines.

4.4 SETTING GOALS

Each employee will agree to the academic years goal/s in collaboration with their appraiser before the end of the Autumn half term.

Goal-setting conversations for all employees should ideally follow at least one performance check-in or drop-in. The primary objective set for each individual should be meaningful and measurable — such as for example:

- Enhancing digital competencies: research and attend at least 3 online courses this year in Powerpoint (Basic), Excell (Advanced) and Managebac (Allocating and recording assessments).

- Improve knowledge of classroom management: Visit at least 3 different teachers classes reporting on classroom management techniques used, identifying how you can incorporate this in your own classroom. Reseach and identify one classroom management course to attend.

These objectives can guide choices in professional learning and development opportunities, ensuring that personal growth is closely linked to organizational outcomes. While one core goal is recommended for employees to focus on there may be circumstances where an employee or their appraiser identifies the need for additional goals to support wider development.

Expectations and standards for performance and professional conduct should be linked by referencing the organization's core policies and values. Both the employee and the appraiser should strive to agree upon the goals; however, if consensus cannot be reached, the appraiser will make the final determination. Goals should remain flexible and can be revised if circumstances or organizational needs change.

The achievement of these goals should contribute to the organization's overall mission and strategic objectives, supporting improvements in workplace effectiveness and service delivery. Regular reviews of organizational goals will ensure alignment and allow for adjustments as required.

At times, leadership may establish a collective organizational or departmental goal in line with strategic priorities, requiring all staff in the relevant area to incorporate this as an additional focus for the period.

4.5 REVIEWING PERFORMANCE

OBSERVATION (ACADEMIC)

This company believes that regular short observations of classroom practice and other responsibilities is important as a way of helping teachers identify areas for improvement. Observation will be carried out in a supportive fashion. Classroom observations should be based on the Teaching and Learning Framework.

At ISL, teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. The length and frequency of "drop in" observations will vary depending on specific circumstances but will be guided by the requirement of a minimum of one drop-in per term. Staff in their first probationary year will receive a minimum of four drop-ins in the First Term, ahead of their probationary progress meeting, followed by two per term for the remainder of the year.

OBSERVATION (ADMIN)

At ISL, the review and observation of administrative staff is approached with a focus on professional growth, accountability, and alignment with strategic goals. Unlike the informal and frequent “drop-in” observations used for teaching staff, administrative observations are structured around goal-setting and annual performance reviews. Managers are expected to engage in purposeful, scheduled check-ins throughout the year to monitor progress against agreed objectives, provide developmental feedback, and support continuous improvement. The process is designed to be collaborative and supportive, ensuring that administrative staff are recognised for their contributions and guided in areas for development in line with the school’s operational priorities.

4.6 FEEDBACK

Teachers will receive constructive feedback as soon as practicable after observations have taken place. This can be directly in person or via the completed drop in forms which will reflect on Bamboo in the employees performance folder.

4.7 ANNUAL REVIEW

Each employees appraisal period will be completed by the end of June. It will finish with a review meeting and reflection on the goals set. This is held in person and recorded on Bamboo HR performance tab.

5 OBSERVATION AND FEEDBACK FORMS

Form Name	Link
Academic: Drop in classroom observation Form (PYP)	Click Here
Academic: Drop in classroom observation Form (MYP/DP)	Click Here
Annual review Forms (Whole school)	Will be allocated on Bamboo performance Tab
Probation Review Form (Whole school)	Will be allocated on Bamboo performance Tab

6 CAPABILITY POLICY (NON-CONTRACTUAL)

6.1 OBJECTIVES

We recognise that during your employment your capability to carry out your duties may deteriorate. This can be for a number of reasons, the most common ones being that either the job changes over a period of time and you fail to keep pace with those changes, or you change (most commonly because of health reasons) and you can no longer cope with the work. This procedure is designed to help and encourage you to achieve and maintain standards of job performance.

As the capability procedure is non-contractual, this means the school may take action to address capability issues (including dismissal) without first following the procedure outlined below, in circumstances it deems appropriate.

6.2 PRINCIPLES

If the nature of your job changes and/or we have concerns regarding your capability with regard to your role, we will make every effort to ensure that you understand the level of performance expected of you and that you receive adequate training and supervision. This will be done in an informal manner in the first instance, and you will be given time to improve. The company may also decide to ensure support that a formal capability process is started in the first instance.

6.3 PROCEDURE

Capability monitoring is conducted by the staff member's immediate line manager or other appropriate designated employee by the company. Capability takes place on a continual basis where feedback is provided on cycle. During the feedback sessions, the assessor and employee must provide ratings of progress and discuss any recommendations of what actions will be taken.

Formal capability follows the following procedure:

Step one: Information Meeting

An employee will attend an information meeting where they will be informed that they are being placed on a formal capability process. This meeting will cover:

- What is capability.
- Procedure to be followed.
- Possible outcomes.
- Discussion on areas of monitoring and development.

Step Two: Capability Meetings

A cycle as set in the introduction will commence with regular meetings where all the areas for monitoring and development will be discussed.

Step 3: Evaluation Meeting

A meeting will be held to go over the outcome of all the capability meetings held and summarise an outcome of possible (but not limited to):

- Completion of Capability Monitoring: Employee has reached required performance.
- Completion of Capability Monitoring with additional training: Employee has reached required performance, but additional long-term training is advised and arranged to support employee.
- Extension of Capability Monitoring: The employee is progressing but is not at the desired level.
- Recommendation of a Capability Hearing: The employee has not met required performance improvement and a Capability hearing is scheduled as per policy to determine employees continued employment.

6.4 CAPABILITY HEARING

In the event that your capability evaluation meeting has shown your performance has been unsatisfactory, you will be given notice of a capability hearing. You will be given a reasonable opportunity to consider your response before any capability meeting.

We will also include the following where appropriate:

- A summary of relevant information gathered as part of capability process;
- A copy of any relevant documents which will be used at the capability hearing;
- A copy of the outcomes from any previous capability meetings.

Right to be accompanied

You have the right to be accompanied throughout this procedure. For further information see the section dealing with the right to be accompanied in the chapter on Disciplinary Rules and Procedure in this handbook.

The capability meeting

The aims of a capability meeting will usually include:

- To set out the required standards that we believe you may have failed to meet, and to go through any relevant evidence that we have gathered;
- To give you an opportunity to state your case and present information and facts that you feel are relevant before any decision is made;

- To establish the likely causes of poor performance, including any reasons why any measures taken so far have not led to the required improvement;
- To identify whether there are further measures, such as additional training or supervision, that may improve performance;
- To establish whether there is any likelihood of a significant improvement being made within a reasonable time and whether dismissal is a possibility.

6.5 THE OUTCOME

We will inform you in writing of our decision and our reasons for it, usually within one week of the capability hearing. Where possible we will also explain this information to you in person.

6.6 APPEALS

You may appeal against any capability decision by informing Human Resources in writing within five working days of the decision.

All appeals must set out the grounds on which you are making the appeal.

At ISL London, Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.