

Seth M.R. Jaipuria School,

PERFORMANCE APPRAISAL FORMAT FOR TEACHERS

Session -

Name:

Position:

Department:

DOJ:

Section A:

1. I set high expectations, which inspire, motivate and challenge students.

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- consistently demonstrate the positive attitudes, values and behaviour which are expected of students
- help students to visualise high levels of goal and motivate them to constantly work on this



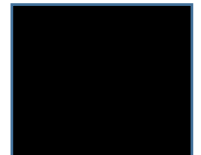
My evidence:

Review comments by Supervisor:



2. I promote good progress and outcomes by students.

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge; plan teaching to build on these and guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study
- stay fair and transparent and take accountability of success and failure of students.



My evidence:

Review comments by Supervisor:



3. [Redacted] good subject and curriculum knowledge.

[Redacted] secure knowledge of relevant subject(s) and curriculum areas, foster and maintain students' interest in subjects and address misunderstandings

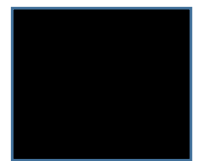
[Redacted] demonstrate a critical understanding of developments in subject and curriculum areas and

promote the value of scholarship

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, irrespective of specialist subject
- have a fair idea of principles underlined in National Education Policy 2020 and National Curriculum Framework 2023
- promote critical thinking and problem solving of students through activities and assignments.

My evidence:

Review comments by Supervisor:



4. [Redacted] teach well-structured lessons.

[Redacted] knowledge and develop understanding through effective use of lesson time

[Redacted] instill a love of learning and children's intellectual curiosity

[Redacted] network and plan other out-of-class activities, to consolidate and extend the knowledge and understanding pupils have acquired

- reflect systematically on the effectiveness of lessons and approaches to teaching and set clear learning objectives
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
- flexible and ready to adapt the lessons based on student responses and needs

My evidence:

Review comments by Supervisor:



5. [Redacted] ng to respond to the strengths and needs of all students.

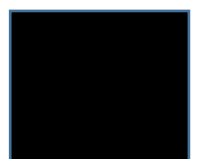
[Redacted] n and how to differentiate appropriately, using approaches which enable students
[Redacted] ight effectively; flexible and ready to adapt the lessons based on student responses and

[Redacted] needs.

- have a secure understanding of how a range of factors can inhibit students' ability to learn and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children; know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with disabilities; be able to use and evaluate distinctive teaching approaches to engage and support them

My evidence:

Review comments by Supervisor:



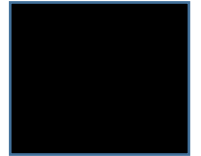
6. [Redacted] te and productive use of assessment and its data.



[Redacted] nd understand how to assess the relevant subject and curriculum areas, including informal
[Redacted] n the classroom

- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking; encourage students to respond to the feedback
- modify teaching methods, materials and activities based on assessment data to address gaps in understanding and improve learning

My evidence:

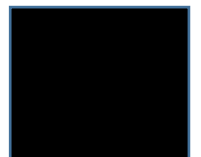
Review comments by Supervisor:


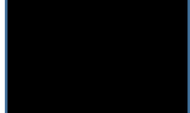


-  behaviour effectively to ensure a good and safe learning environment.
-  clear rules and routines for behaviour in classrooms; take responsibility for promoting good and courteous behaviour, both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - manage classes effectively, using approaches which are appropriate to students' needs, in order to involve and motivate them
 - maintain good relationships with students, exercise appropriate authority and act decisively when necessary
 - behave in an ethical manner, maintaining positive and harmonious relationship with colleagues and all stakeholders in the school
 - maintain positive and harmonious relationship with parents, ensuring the well-being of the student

My evidence:

Review comments by Supervisor:

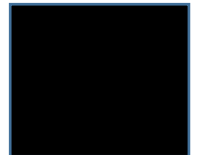


-  professional responsibilities as per the requirement of the school.
-  positive contribution to the wider life and ethos of the school

- develop effective professional relationships with colleagues and seniors, knowing how and when to draw on advice and specialist support
- take initiatives towards various school events and contribute towards the effectiveness and overall improvement of the school
- take responsibility for improving teaching by participating in appropriate professional development, reflecting, responding to advice and feedback from colleagues and seniors
- contribute towards the vision of making the school as a 'School of Choice'
- work towards creating a positive impact and outlook of the School on the society at large

My evidence:

Review comments by Supervisor:



● adhere to school ethics and serve as a role model for all.

● maintain punctuality and regularity with attendance

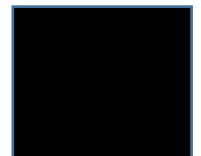
● give advance and appropriate notice of leave, unless emergency

● interact appropriately, always wear a smile while maintaining a positive attitude

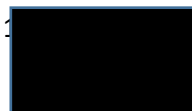
- clear and cordial in communication and avoid conflict without compromising on quality
- flexible with tasks and roster and follow job responsibilities
- give and receive feedback with supportive and open mind

My evidence:

Review comments by Supervisor:



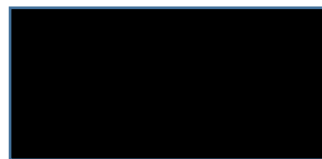
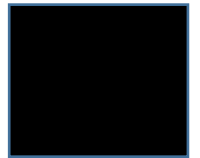
● interact through my communication



- deliver presentation through using visual aid, storytelling and related example with enthusiasm and confidence
- adapt my communication style and content based on the need of the audience including students
- express idea and information in a clear and straightforward manner
- effectively listen to others demonstrating empathy and understanding
- address conflicts or disagreements through respectful and constructive communication

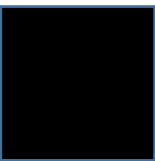
My evidence:

Review comments by Supervisor:



Section B: Corporate Governance (Data reporting)

1. Annual audit score conducted by corporate office



2. Participation in professional development programs
(please put **Yes** or **No** against each event)

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3. Total Number of classes conducted and Administrative activities managed by the Teacher:

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Section C: Reflection and Growth Opportunities

Plans and ambitions for coming 12 months (to be filled up by self)

Plans and ambitions for coming 12 months (to be filled up by supervisor)

Feedback & Development Plan

Overall Rating = 70% weightage of Section A & 30% weightage of Section B (All KPIs in Section 'A' with equal weightage; KPI 3 has 50% weightage of Section 'B' and KPI 1 and 2 have equal weightage)

Rating Scale:

Qualitative	Quantitative	Description
Outstanding (OS)	4.5 – 5.0	Exemplary performance in all areas of the job.

Exceeds Expectations (EE)	4.0 – 4.49	Surpasses the standards and established performance expectations in important areas of the job.
Meets Expectations (ME)	3.5 – 3.9	Good Performance. Consistently meets standards and established performance expectations in important areas of the job.
Fairly Meets Expectations (FME)	3.0 – 3.49	Performance is fairly met by the employee and certain areas needs improvement.
Below Expectations (BE)	Below 3.0	Performance falls below expectations in many areas of the job. Substantial improvement is critical.