APPRAISAL AND CONTINUING PROFESSIONAL DEVELOPMENT POLICY

Policy Statement

At International House Manchester, we are committed to fostering a learning community that supports the continuous professional development (CPD) of all staff. We aim to create a positive, collaborative environment where staff, regardless of role, are encouraged to share ideas, develop their skills, and expand their knowledge. This commitment is essential for ensuring the highest quality of teaching, customer service, and overall school experience for our students. Integral to this is our structured appraisal process, which provides opportunities for reflection, goal-setting, and personalised feedback. Both CPD and appraisals are key to enhancing performance, supporting career progression, and maintaining a motivated workforce.

Policy Aim

The aim of this policy is to provide a framework that supports the ongoing professional development of staff through regular appraisals and CPD opportunities. We strive to ensure that all staff members have access to resources and guidance that help them enhance their skills, reflect on their practice, and stay up to date with industry developments. Through this process, we aim to promote a culture of continuous improvement, support individual career goals, and ultimately deliver the best possible learning experiences for our students.

Appraisal Policy

STAFF – TEACHING AND NON-TEACHING

All staff will receive an annual appraisal meeting with the principal, or appropriate manager.

New staff will receive an appraisal after 3 months of employment.

This is a two-way communication process; allowing the staff member to reflect and record their feelings on aspects of their performance at work on a supplied form in advance of a scheduled meeting. At least 1 week's notice will be given of the appraisal meeting and the form similarly supplied in advance.

Both the appraiser and the appraisee complete appropriate sections of the appraisal form in advance. A Continuing Professional Development (CPD) plan will be agreed upon by both parties either during the appraisal or within two weeks of it taking place.

When reflecting upon a staff member's performance the Principal / Director will draw upon the following.

Evidence of performance for non-teaching staff (where appropriate):

- observed first hand by the appraiser and in consultation with colleagues
- recorded in client first-week and end of course feedback questionnaires

Evidence of performance for teaching staff (where appropriate):

- observed during scheduled lesson observations and the subsequent feedback session
- recorded in client first-week and end of course feedback questionnaires
- at scheduled teacher training sessions / workshops
- observed first hand
- observed and recorded by the Principal / Director e.g. Punctuality / attitude to work / ability to work as part of a team etc.

DIRECTORS

Directors undergo an annual appraisal process, following the same structure as staff appraisals. Two directors act as appraisers, while the third takes the role of appraisee, ensuring a balanced and objective evaluation. The appraisal focuses on performance, strategic objectives, leadership effectiveness, and professional development, with SMART targets set for the year ahead. As with all staff, directors can also identify CPD opportunities and request further development support as part of the process.

Continuing professional development (CPD)

Reviewed November 2025 – Next review November 2026 or in the event of staffing, policy, or legislative changes

EXPANDING AND ENHANCING SKILLS

IN-HOUSE TRAINING

Mandatory Compliance Training
All teaching and non-teaching staff are required to complete the following training every two years:

- Prevent Duty Training – ensuring awareness of radicalisation risks and the responsibilities under the Prevent strategy.
- Safeguarding for Adults Training – covering the protection and welfare of adult learners and staff.

Non-teaching staff will be provided with regular training opportunities that focus on the specific skills required for their roles, such as customer service, welfare, marketing strategies, administrative efficiency, and management skills.

When a staff member takes on a new duty or it is identified that further training is needed on an existing task or a new aspect of a current responsibility, a tailored development plan will be created in collaboration with the staff member. This plan will:

- Clearly define the knowledge or skills gap.
- Outline specific training actions, which may include shadowing, mentoring, formal training courses, or guided self-study.
- Establish a timeline for completion and ongoing support mechanisms.
- Include a review process to assess the effectiveness of the training and ensure the staff member feels confident in their enhanced role.

In addition to role-specific training, quarterly in-house training sessions will be conducted for all non-teaching staff. The content of these sessions will be determined by:

- Legislative changes, ensuring compliance with updated regulations.
- Staff feedback forms, allowing training to address identified needs and concerns.
- Management observations, ensuring training aligns with operational improvements.
- Company business plans, ensuring staff development supports organisational goals.

These quarterly training sessions will ensure that non-teaching staff remain up to date with industry best practices, regulatory requirements, and internal process improvements, fostering a culture of continuous learning and professional development.

UPDATING KNOWLEDGE AND OTHER TRAINING

Non-teaching staff will be encouraged to stay up to date with developments and best practices in their respective fields (e.g., student welfare, marketing trends, digital tools for management, etc.), ensuring that the school remains competitive, and that staff bring innovative ideas to their roles. Below are some CPD opportunities for non-teaching staff:

Conferences & Industry Events – Non-teaching staff will be encouraged to attend relevant conferences and industry events to broaden their perspectives, network with peers, and gather new ideas that can be applied to their work.

Training Workshops & Courses – Access to internal and external workshops, courses, and seminars/webinars that address specific skills related to staff roles. This includes areas such as customer care, marketing strategies, office management, and welfare support.

Self-Directed Learning – Staff will be supported in engaging in self-directed learning, such as short-term courses, reading industry publications, or utilising educational platforms, to develop skills that are relevant to their roles.

Sponsorship for Long-Term Elective Courses – The organisation supports staff in pursuing long-term elective courses, such as master's degrees or other advanced qualifications, where it is deemed that successful completion would enhance their professional development and contribute positively to the company. Staff may request sponsorship or financial support for such programmes during their annual appraisal, where it will be considered as part of their CPD and career progression planning. Additionally, staff may submit a written request at any time by addressing the principal, outlining the course details, its relevance to their role, and how it aligns with the company's objectives. Each request will be reviewed on a case-by-case basis, considering business needs, budget availability, and the potential impact of the qualification on both the individual and the organisation.

CPD FILES

All non-teaching staff are required to maintain a CPD file, which documents their professional development activities, training, and appraisal outcomes. These files are shared between staff members and relevant personnel to ensure a structured approach to career progression and continuous improvement. Important CPD dates and deadlines are recorded on a separate CPD Calendar.

PURPOSE OF CPD FILES

The CPD file serves as a record of professional growth and skills development, supporting staff in:

- Tracking participation in CPD activities, including workshops, compliance training, leadership courses, and role-specific development.
- Recording SMART targets from the appraisal process, with updates on progress towards key professional objectives.
- Documenting role-related learning, such as IT training, safeguarding courses, and operational process updates.
- Aligning professional development with organisational priorities, ensuring that training supports both individual and team goals.

CPD CALENDAR

The CPD calendar logs all scheduled training events and development sessions, ensuring that:

- CPD activities are aligned with performance objectives and role requirements.
- SMART targets set in appraisals are regularly reviewed, with clear action points.
- Staff can access upcoming development opportunities and plan participation accordingly.
- Managers can track department-wide engagement in CPD and identify additional training needs.

Reviewed November 2025 – Next review November 2026 or in the event of staffing, policy, or legislative changes

REVIEW AND MAINTENANCE

- Non-teaching staff and their managers are responsible for updating their CPD files regularly to reflect progress and new training.
- Line managers review CPD progress during appraisals and provide guidance on further development opportunities.
- Staff are encouraged to engage in peer learning, share best practices, and take proactive steps in professional growth.
- CPD records are used to demonstrate competency in compliance areas.

TEACHING STAFF

DEVELOPING A REFLECTIVE APPROACH TO TEACHING PRACTICE

Team Teaching - At the centre of our CPD provision lies an open and flexible approach to providing opportunities to reflect on classroom teaching and to focus on areas of interest, concern, or experimentation. As part of a CPD plan lessons are sometimes taught collaboratively with an academic manager, allowing teachers the chance to exchange ideas and to work together with new techniques, ideas, and methodologies. Weekly planning ensures that resources and course book material can be evaluated and reviewed by the teachers prior to delivery and this in turn, encourages trialing new ideas and material. In reviewing and amending the weekly Scheme of Work for classes, teachers are expected to critically evaluate course book material to fulfil the needs of their learners and the aims of the individuals in the class.

Informal observation – IH Manchester adopts an open-door policy and 'pop-in' observations take place on a weekly basis. Teachers are informed a short time in advance that a member of the academic management team may come into lessons for a short while and that it should be 'business as usual' in those instances. No lesson plan is required nor any deviation from the scheme of work planned for the week. Often, the objective of these short observations is for academic management to evaluate the levels of classes as they evolve with rolling enrolment, to assess the performance of learners who have been flagged up as weak/strong for a level, and to ensure our guiding principles of good practice are being carried out by teachers so that quality teaching and learning is taking place. Whilst this type of observation is informal, short, informative feedback will usually be given to teachers afterwards. This process is non-evaluative.

Formal observation – Teachers are observed within their first two weeks and then at least once every six months during formal observation cycles. If desired, teachers can meet with the observer prior to the lesson to discuss specific areas of focus for the observation. A lesson plan is required to guide the observer during the lesson and to demonstrate evidence of planning. Post-lesson discussion is led by the teacher, reflecting on the lesson and the focus points previously set out. Feedback is provided by the based on notes taken during the lesson and pertinent points that were raised. A score of 1 – 4 is provided (1- exceeds expectations, 2 - meets expectations, 3 - needs improvement, 4 - unsatisfactory), with specific objectives for the following observation agreed between the observer and the teacher. If a score of 3 or 4 is given, a second observation will be organised within the following two weeks with a focus on specific areas for improvement which will have been flagged up during the feedback. Areas of concern/interest raised in observations are used to inform the topics for in-house teacher development sessions. Teachers are also welcome to request an observation at any time for developmental purposes.

Peer Observation - Teachers are encouraged to peer observe at least once every six months. A formal peer observation cycle will be organised by the DoSes every six months, and peer observations can also be arranged informally between teachers if they have free lesson time. The formal cycle will be, where appropriate, in response to a formal observation i.e. teachers are asked to identify peer observation objectives based on feedback from the formal observation. Teachers will normally observe two teachers for 30 minutes and are asked to complete reflective notes on the peer observations after this. For elective peer observations teachers are advised to discuss a lesson observation objective with the DoS and/or the teacher being observed. Peer observations are non-evaluative, and care is taken to ensure that comments following the peer observations are positive and constructive. New teachers are encouraged to carry out peer observation as part of their initial induction, to gain an insight into the type of lessons and students they will encounter and for the teacher to get a further feel for the culture of our school.

Observation and Recruitment - At the interview stage of recruitment at IH Manchester, all teaching staff are invited to teach a stand-alone lesson for volunteer students. This lesson is agreed in advance and material set between the teacher and DoS. The purpose of the observation at this stage is to observe the teaching style of the prospective teacher and for the teacher to get a feel for the culture of our school and what our typical learners are like. Initial observations of this kind are followed up with a discussion.

All new teaching staff are formally observed by a member of academic management within the first two weeks of joining IH Manchester. The objectives of this observation are quality assurance and the professional development requirements of the teacher.

EXPANDING AND ENHANCING SKILLS

Monthly teacher development sessions – In-house teacher development sessions are run every month, usually on a Wednesday or Thursday afternoon. The 1-hour sessions may follow a presentation, workshop, discussion or swap-shop format and teachers make observations and contributions openly as the session progresses. These sessions are followed up by shorter 'swap-shop' style sessions where teachers can feedback on how the input has impacted their teaching. The topic and theme of the sequence of the sessions is informed by a range of factors including the following: teachers' areas of interest, new and exciting ELT news/ideas, student feedback, lesson observations and cascading of information from recent developmental workshops/briefings externally by staff. At present, generally, the sessions are led by one of the DoSes. Teachers are also encouraged to lead some of the sessions which focus on areas of their own interest or specialism.

Appraisal Process – Staff appraisals are carried out annually by one of the DoSes and set out the teacher's CPD action plan for the year, as well as reviewing CPD from the previous year. The appraisal is a discussion based on a set of questions regarding the performance of the teacher over the previous 12 months, ideas and skills areas the teacher is interested in developing further and features of the role they wish to cultivate. The process also provides an opportunity to give the school feedback on how they are enjoying the role and on how the school can help the teacher to perform better. As part of the discussion, teachers are expected to show evidence of CPD and give examples of how their skills and knowledge have developed. Ongoing training needs and requirements are discussed in detail and can be wide-ranging from examples such as becoming more familiar with a specific examination format (e.g. IELTS) to preparing to deliver a talk/workshop at a conference. Objectives are agreed during the discussion and a plan is devised by the DoS, along with details of the member of staff responsible for addressing the training and coaching

needs of the teacher. All aims and objectives and the timings of achieving them are agreed by the member of staff, the DoS and the Principal. New teachers have an appraisal after approximately three months of service. Similar to the annual appraisal, this is a two-way process aimed at assessing performance and job satisfaction, and agreeing mutually beneficial objectives

Adopting New Responsibilities – IH Manchester is committed to equipping teachers with the necessary operational skills and knowledge to enable them to take the next steps in their careers. This is particularly relevant where new roles emerge within the school and there is the prospect of recruiting for the new role from current staff. Training, job-shadowing and coaching is provided where applicable, to fully meet the needs of the staff member in their new role.

UPDATING KNOWLEDGE

IH Manchester is committed to assisting its staff as much as possible to achieve their professional aims and objectives. Many of the activities we foster for the above are directly relevant and applicable to the essential, on-going process of supporting staff to update their professional knowledge and perhaps gain further qualifications. Monthly teacher development sessions, study for professional advancement (e.g. DELTA) and IH online teacher training all play a vital role in this.

As part of this commitment, the school offers financial support towards the costs of additional qualifications, online training and participation in external events. All teachers are welcome to put in a request at any point for consideration by management.

Studying at Diploma level in English Language Teaching (DELTA or Trinity Diploma) - The school may offer to pay 50% of exam fees for a DELTA or Diploma programme and can also extend an interest-free loan towards other course costs. In addition, the Principal and DoSes assist in school with support, suggestions and ideas when asked to do so and extend this to include appropriate timetabling or scheduling requirements to help the trainees during their course of study.

External Events - Teachers are encouraged to attend workshops, conferences and other events organised by external bodies such as English UK North, the Northern Association of TESOL (NATESOL) and local universities. Information on upcoming events is displayed in the school and also emailed out to teachers. The school offers to contribute towards the cost of travel or booking expenses if required, and cover can be arranged for classes where necessary.

Professional Networks - We support and participate in the North-West Director of Studies Association (NOWDOSA) which is a professional network for academic managers. One of their key focuses is on organising conferences and talks for teachers, many of which are run by teachers themselves. Teachers at IH Manchester are encouraged to attend these teacher development sessions and will be given support if they wish to plan and deliver a workshop.

CPD FILES

All teaching staff are required to maintain a CPD file to document their engagement with continuing professional development (CPD). These files are shared between teachers and relevant managers, ensuring alignment with teaching standards and academic goals.

PURPOSE OF CPD FILES

The CPD file provides a comprehensive record of professional development, enabling teachers to:

- Log participation in teaching-focused CPD such as methodology workshops, subject-specific training, peer observations, and industry conferences.
- Record SMART targets from appraisals and lesson observations, with structured action plans for improvement.
- Document feedback from students and lesson observations to support reflective practice and targeted teaching enhancements.
- Track progression towards advanced teaching qualifications, such as TEFLQ status or specialised ELT training.
- Demonstrate engagement with sector trends, such as digital learning tools, inclusive teaching strategies, and exam preparation techniques.

CPD CALENDAR

The CPD calendar is used to organise, track, and align training activities, ensuring:

- A clear record of completed and upcoming CPD activities for accreditation and inspection purposes.
- Alignment between CPD and appraisal targets, ensuring professional growth is structured and meaningful.
- Opportunities for teachers to engage in peer-led CPD, including internal workshops, collaborative lesson planning, and knowledge-sharing sessions.
- A focus on CPD impact, with follow-ups on how training has influenced teaching practices and student outcomes.

REVIEW AND MAINTENANCE

- Teachers and their managers are expected to update their CPD files regularly with reflections on training impact and areas for future development.
- Academic managers review CPD engagement during appraisals and lesson observations to ensure progress.
- Teachers are encouraged to present at CPD sessions, mentor peers, or engage in action research projects.
- CPD engagement is tracked to support career progression and eligibility for leadership or specialist teaching roles.

MANDATORY COMPLIANCE TRAINING FOR ALL STAFF

All teaching and non-teaching staff are required to complete the following training every two years:

- **Prevent Duty Training** – ensuring awareness of radicalisation risks and the responsibilities under the government's Prevent strategy.
- **Safeguarding for Adults Training** – promoting the well-being and safety of students and staff while ensuring a respectful, harassment-free workplace and learning environment.

CPD BUDGET

The principal agrees an annual CPD budget in consultation with the Directors of Studies for teaching staff and the Non-Teaching Staff CPD Coordinator. This budget ensures that essential training, professional

development initiatives, and long-term elective courses can be effectively planned and resourced. Allocations are made based on organisational priorities, staff development needs, and business objectives, with funding decisions reviewed periodically to ensure maximum impact and sustainability.

Reviewed November 2025 – Next review November 2026 or in the event of staffing, policy, or legislative changes