

THE LION WORKS SCHOOL POLICY



Staff Capability Procedure Policy

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1. Aims

The aim of our capability of staff policy is to set out a clear and consistent process for when a member of staff falls below the levels of competence expected of them, as set out in the relevant professional standards, job descriptions and overall performance expectations.

2. Legislation and guidance

This policy is based on the [Department for Education's model policy and guidance](#), and the [Acas code of practice on disciplinary and grievance procedures](#).

3. Definitions

Lack of capability is defined as:

- A staff member failing to perform their role at the level of competence expected of them and that their job requires

References to **'staff'** include the headteacher, teachers and support staff, unless indicated otherwise.

4. Roles and responsibilities

Where the member of staff subject to the procedure is the headteacher, the CEO of the school board will be responsible for co-ordinating the procedure.

Where the member of staff subject to the procedure is not the headteacher, the headteacher or a nominated member of senior staff will be responsible for co-ordinating the procedure.

Where appropriate, other members of staff may be asked to provide additional support to the teacher or to assist in monitoring the effectiveness of the policy. Where this happens, responsibilities will be made clear in advance.

5. Capability procedure

Performance is monitored on a day-to-day basis by line managers.

Support staff have supervision meetings with their supervisor once every six weeks.

Teachers have supervision meetings with their line manager on a half termly basis.

Senior leaders have supervision meetings with the headteacher on a half termly basis, but have weekly SLT meetings in which performance requirements may be discussed.

The headteacher has a formal one to one supervision with the CEO every month.

A supervisor may decide that more frequent supervisions are required for a specified period without entering into formal capability procedures.

Formal capability procedures will begin when line management support and the appraisal process have been unable to bring about satisfactory performance or improvements in the staff member's work.

An informal period of support, put in place and monitored by the line manager, will have been in place before formal capability procedures are triggered. Evidence of this will be available before the process begins.

Where an early career teacher (ECT) is subject to capability procedures, we will continue the induction process in parallel with the capability procedure and inform the appropriate body.

6. Formal capability meeting

At least 2 working days' notice will be given of the formal capability meeting, and will explain:

- The concerns about performance and possible consequences
- Any written evidence
- The time and place of the meeting
- That the staff member has the right to be accompanied by a work colleague or trade union representative

It will be conducted by the headteacher, unless for reasons of fairness the headteacher has determined another member of the leadership team should conduct the meeting. If the meeting is concerning a member of the senior leadership team it will in most circumstances be conducted by the CEO or an alternative Executive Director if determined to be in the interests of fairness to do so by the Executive Directors.

The purpose of the meeting is to establish the facts, and to allow the staff member to respond to the concerns and make relevant representations.

7. Possible outcomes to the formal capability meeting

The meeting may establish that there are no grounds to pursue the capability issue. In this case, the procedure will come to an end and the issues will continue to be addressed through the appraisal process.

The meeting may be adjourned if further investigation is needed, or if more time is needed to consider additional information presented.

If the meeting continues, the person conducting the meeting will:

- Explain the expected standards that are not being met. This may be based on the Teacher's standards and/or other professional standards. It may also be related to career stage expectations or job description or staff code of conduct or other reasonable expectations that come with the employee's role. *This is not an exhaustive set of examples.*
- Give clear guidance on the standard of performance needed to end the procedures
- Explain the support available to help the staff member improve their performance
- Set out the timetable for improvement and explain how performance will be monitored and reviewed
- Warn the staff member that failure to improve within this timetable could lead to dismissal

8. Monitoring and review period

A performance monitoring and review period consisting of formal monitoring guidance and support will follow the formal capability meeting.

The member of staff will be invited to a formal review meeting, unless they were issued with a final written warning, in which case they will be invited to a decision meeting.

9. Formal review meeting

At least 2 working days' notice will be given of the formal review meeting, and will explain:

- The time and place of the meeting
- That the staff member has the right to be accompanied by a work colleague or trade union representative

If the person conducting the meeting is satisfied that the staff member has made sufficient improvement, the capability procedure will cease and the appraisal process will re-start.

In other cases:

- If some progress has been made and there is confidence that more is likely, it may be appropriate to extend the monitoring and review period
- If none or insufficient improvement has been made during the monitoring and review period, the staff member will receive a final written warning

Notes will be taken of formal meetings and a copy sent to the member of staff.

The final written warning will mirror any previous warnings that have been issued. Where a final warning is issued, the member of staff will be informed in writing that failure to achieve an acceptable standard of performance within the set timescale may result in dismissal. They will be given information about the further monitoring and review period, the procedure and time limits for appealing against the final warning. The staff member will be invited to a decision meeting. The capability procedure does not supplant those measures within the disciplinary procedure and policy and matters not related to those areas directly addressed in the capability procedure may instead be dealt with as a disciplinary matter if more appropriate. This may happen at any time before, during or after the capability procedure may be underway.

10. Decision meeting

At least 2 working days' notice will be given of the decision meeting, and will explain:

- The time and place of the meeting
- That the staff member has the right to be accompanied by a work colleague or trade union representative

If an acceptable standard of performance has now been achieved, the capability procedure will end and the appraisal process will re-start.

If the staff member's performance does not improve to a sufficient standard, a recommendation may be made to the school board or the Executive Directors may decide on the balance of evidence and outcome, that the staff member should be dismissed or required to cease working at the school.

The staff member will be informed as soon as possible of:

- The reasons for the dismissal
- The date on which the employment contract will end
- The appropriate period of notice
- Their right of appeal

11. Dismissal

The power to decide that members of staff should no longer work at this school rests with the Executive Directors. The headteacher will be expected to make a recommendation as to whether dismissal should occur.

Once the decision to dismiss has been taken, the headteacher will dismiss the staff member with the appropriate amount of notice.

12. Right to appeal

If a staff member feels that a decision to dismiss them is wrong or unjust, they may appeal in writing against the decision within 5 working days of the decision, setting out at the same time the grounds for appeal.

Appeals will be heard without unreasonable delay and at an agreed time and place. The same arrangements for notification and statutory right to be accompanied will apply as with formal capability and review meetings. Notes will be taken and a copy sent to the staff member.

The appeal will be dealt with impartially and by senior leaders or Board member who have not previously been involved in the case wherever possible.

The staff member will be informed in writing of the results of the appeal hearing within 5 working days.

13. Confidentiality

The capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the headteacher and Executive Directors, with the support of the school board, to quality assure the operation and effectiveness of the system.

14. Consistency of treatment and fairness

The proprietary company is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments where these are deemed either necessary or appropriate.

The proprietary company is aware of the guidance and provisions of the Equality Act 2010.

15. Monitoring arrangements

The effectiveness of this policy will be monitored by the headteacher and school board. This policy will be reviewed every year, but can be revised as needed. This policy will be approved by the CEO.

16. Links with other policies

This policy should be read in conjunction with our policies on:

- Staff handbook/code of conduct
- Appraisal policy
- Disciplinary procedures/policy
- Equality and information objectives
- Early Careers Teacher policy

Appendix 1

Capability Action Plan template

Name of staff member	Meeting lead	Date of meeting
Context – <i>Why has this meeting been called? What has happened before this point, please be as specific as possible with dates/times/names etc</i>		
Objective 1		
<i>Professional standard(s) that this objective relates to</i>	<i>Success criteria (SMART)</i>	<i>Evidence that will be used to demonstrate this</i>
<i>Support/resources that will be provided</i>	<i>Monitoring arrangements</i>	<i>Review date</i>
Objective 2		
<i>Professional standard(s) that this objective relates to</i>	<i>Success criteria (SMART)</i>	<i>Evidence that will be used to demonstrate this</i>
<i>Support/resources that will be provided</i>	<i>Monitoring arrangements</i>	<i>Review date</i>

Objective 3		
<i>Professional standard(s) that this objective relates to</i>	<i>Success criteria (SMART)</i>	<i>Evidence that will be used to demonstrate this</i>
<i>Support/resources that will be provided</i>	<i>Monitoring arrangements</i>	<i>Review date</i>
Objective 4		
<i>Professional standard(s) that this objective relates to</i>	<i>Success criteria (SMART)</i>	<i>Evidence that will be used to demonstrate this</i>
<i>Support/resources that will be provided</i>	<i>Monitoring arrangements</i>	<i>Review date</i>
Additional support that will be provided		
<i>Who will review this, when and how?</i>		

Signed by member of staff	Meeting lead	Date