



Wessex

Learning Trust

We Learn Together!

Staff Appraisal and Capability Policy

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Review Date: September 2022

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Wessex Learning Trust

Staff Appraisal and Capability Policy

This policy will be reviewed by the Board of Directors every three years or earlier if legislation requires it. The last review of this policy included a consultation with staff and trade union representatives. Any review will also be made in consultation with staff and trade union representatives.

A handwritten signature in black ink that reads "Gavin Ball". The signature is written in a cursive style with a large initial 'G'.

Signature:

Name: Mr Gavin Ball

Position: Chief Executive

Date: 14 October 2019

A handwritten signature in black ink that reads "Brian Kirkup". The signature is written in a cursive style with a large initial 'B'.

Signature:

Name: Mr Brian Kirkup

Position: Chair of the Board

Date: 14 October 2019

Contents

1. Purpose and Scope
2. Application of the Policy
3. Monitoring, Evaluation and Review

Part A - Appraisal

4. Overview
5. The Appraisal Period
6. Appointing Appraisers
7. Setting Objectives
8. Reviewing Teacher Performance
9. Reviewing Support Staff Performance
10. Development and Support
11. Feedback
12. Teacher Performance Improvement Plans
13. Teacher Transition to Capability
14. Support Staff Improvement Plans and Capability
15. Annual Assessment
16. Quality Assurance
17. Pay Recommendations

Part B – Teacher Capability Procedure

18. Overview
19. Formal Capability Meeting
20. Monitoring and Review Period following a Formal Capability Meeting
21. Formal Capability Meeting
22. Decision Meeting
23. Decision to Dismiss
24. Dismissal
25. Appeal

ACAS Code of Practice on Disciplinary and Grievance Procedures

1. Purpose and Scope

1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of staff in the Wessex Learning Trust (*henceforth to be known as 'The Trust'*), including, the Chief Executive (CE), The Chief Operations Officer (COO), Executive Headteachers, Headteachers, Heads of School, senior staff, support staff, teaching staff, teaching/learning assistants and Trust Central support staff (*henceforth to be known as the 'staff'*).

1.2 The Trust sees the appraisal process supporting staff with their development within the context of the Trust's plans for:

- Improving educational provision and performance, and the standards expected of teachers and classroom based assistants. It also sets out the arrangements that will apply when teachers/assistants fall below the levels of competence that are expected of them.
- Improving the support services in terms of quality and efficiency enhancing the core service of developing young people.

1.3 Expectations and standards are defined through the Appraisal framework. Performance is monitored with staff given appropriate feedback, support and training. Appraisal in the Trust is developmental and supportive designed to ensure that all staff are able to continue to improve their professional practice.

1.4 Appraisal will set objectives and provide support so staff have the skills they need to carry out their role effectively and with reference to the appropriate standards. Appraisal is only one element of the performance management of an individual member of staff. The appraisal process should be seen in this context.

2. Application of the Policy

2.1 The policy is in two separate sections.

- **Part A** This covers appraisal, applies to the CE, COO, Executive Headteachers, Headteachers and to all teachers and staff employed by the Trust except those on contracts of less than one term, those undergoing induction (*i.e. NQTs*) and those who are subject to Part B of the policy.
- **Part B**. This set out the formal capability procedure, applies only to staff about whose performance there are serious concerns that the appraisal process has been unable to address.

3. Monitoring, Evaluation and Review

3.1 The Trustees, CE, COO, Executive Headteachers, Headteachers and senior staff across the Trust will monitor the operation and effectiveness of these appraisal arrangements. This policy is reviewed and amended annually by the Trust, who will monitor the application and outcomes of this policy to ensure it is working effectively.

3.2 The Trust is committed to ensuring consistency of treatment and fairness and will abide by

all relevant equality legislation. The Trust will stay within the legal framework set out in the relevant legislation that affects all employers (for example legislation on equality, employment protection and data protection).

PART A - APPRAISAL

4. Overview

4.1 Appraisal in the Trust is intended to be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively. It will help to ensure that staff are able to continue to improve their professional practice and to continue developing. It is the intention that the appraisal process should not increase the workload of staff in the Trust.

5. The Appraisal Period

5.1 The appraisal period will run for 12 months from 1 September to 31 August, although support staff who are not pupil/student facing in terms of outcomes are encouraged to start the process in July to allow the appraisal to be completed before the end of the academic year. Staff 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.

6. Appointing Appraisers

6.1 The CE will be appraised by a panel, consisting Trustees from the Standards and School Improvement (SSI) and Finance and Human Resources (FHR) committees supported by one of the Trust's external educational advisors.

6.2 The COO will be appraised by the CE.

6.3 Where there are Heads of School, the Executive Headteacher with line management responsibilities for those staff will carry out their appraisal.

6.4 Executive Headteachers and Headteachers will be appraised by the CE, two representatives from their Local Governing Body(s) and supported by one of the Trust's external professional educational advisors.

6.5 Central Trust staff will be appraised by the CE and/or the COO depending on their level of seniority and job role. Where a member of staff has a joint role with a school, a relevant member of staff from that school will be part of the appraisal process.

6.6 The local Headteacher and Heads of School (with support from the Executive Headteacher) will appraise members of their own Senior Leadership Teams, consulting with the CE on Trust need and direction.

6.7 The local Headteacher will decide who will appraise staff in their school and will issue an appraisal chart. Staff, including teachers, who have responsibilities in more than one area (such as a teacher who may have a pastoral responsibility) will have one lead appraiser but will take feedback from line managers in those other areas.

7. Setting Objectives

7.1 Targets for each member of staff will be set before or as soon as practicable after the start of each appraisal period. The objectives set will be specific, measurable, achievable, realistic and time specific.

7.2 The objectives will be appropriate to the member of staff's role and level of experience. Teachers who are on the Upper Pay Scale will be set more demanding objectives which may include a whole school contribution.

7.3 The appraiser and member of staff will seek to agree the objectives. If agreement cannot be reached, the appraiser and member of staff will seek compromise from the Head of School, Headteacher, or Executive Headteacher as appropriate. If the Headteacher/Executive Headteacher is the appraiser, the CE will be used. Objectives may be revised if circumstances change.

7.4 The objectives set for each member of staff will, if achieved:

- contribute to the Trust's plans and the school's plans for improving educational provision and performance improving the education and development of young people OR
- it will mean improving the quality and efficiency of service provision facilitating and enhancing the core focus of developing young people
- contribute towards individual's own CPD

7.5 This will be ensured by matching all objectives against the school's Academy Improvement Plan and the Trust's 3-5 year vision and also allow the organization to measure and coordinate CPD.

7.6 Any teacher who holds a Teaching & Learning Responsibility (TLR) may have a performance objective associated with that TLR.

7.7 Every teacher should have a quantifiable pupil/student progress/outcome objective.

7.8 Any support member of staff who holds a position of specific responsibility should have an objective relating to that responsibility (eg Team Leader).

7.9 Each teacher will be assessed against the Teachers' Standards. The Headteacher or CE/COO will consider whether certain teachers should also be assessed against other sets of standards published by the Secretary of State that are relevant to them.

7.10 Other members, such as support staff, will be assessed against relevant core professional standards and their job description. Support staff objectives should also reflect the needs of the stakeholders of the organisation, within the current financial context.

7.11 Objectives can be set for periods of less and for longer than a year where appropriate (for example in the case of those on fixed terms or those leaving or joining the school during the appraisal year). It may be appropriate to set longer term objectives (for example linked to longer term school improvement for members of a senior leadership group).

7.12 Where longer term objectives are set, intermediate annual objectives should be specified to link reward to longer term objectives as part of the appraisal process.

7.13 On setting objectives, judgments relating to performance should be supported by a range of evidence. This evidence can be provided by both the appraiser and appraisee. The evidence gathered should be agreed at the beginning of the performance cycle and determined by the nature and scope of the agreed objectives and standards.

7.14 Evidence may include task observations, reasonable drop-in observations, quantifiable improvement evidence, stakeholder voice and for teaching/learner facing staff specifically, learning walks, talking to learners about their learning, review of learner assessment outcomes, internal tracking of learners' progress, work sampling, lesson planning records, self-assessment and peer reviews.

7.15 In the case of members of a senior leadership group and middle leaders, evidence may also include observations of the performance of leadership and management responsibilities; whole school learner progress and other learner outcome records; records related to the leadership and management of the school, summaries of teaching and learning practice across the school; reports to governors from school leaders; Ofsted reports; surveys of feedback from staff, the wider school community and partner organisations; school policies, procedures / systems, plans and strategies (including evidence of implementation) and evidence of effective working with parents and other stakeholders.

7.16 On occasions during a review cycle, usually as a result of unplanned circumstances, it may be considered that an objective set at the start of the process is no longer appropriate or requires some adjustment. Either at the Interim Review stage or an additionally scheduled meeting, changes can be agreed using a Revision Statement.

7.17 Objectives for members of a senior leadership group should reflect their whole school and leadership and management responsibilities and therefore reflect their leadership role in the context of school improvement (including improving pupil achievement).

8. Reviewing Teacher Performance

8.1 **Teacher Observation.** The Trust believes that the observation of classroom practice and other responsibilities is important both as a way of assessing teachers' performance in order to identify any particular strengths and areas for development they may have and of gaining useful information which can inform school improvement more generally but also aid in identifying specific opportunities for development. All lesson observations will be carried out in a supportive fashion in accordance with the Trust's published policy on lesson observations.

8.2 Teachers' performance will be formally observed a minimum of once a year by a member of that school's Senior Leadership Group and once by their Subject Leader / line manager, but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. Classroom observation for the purposes of appraisal will be carried out by those with QTS.

8.3 In addition to formal observation, the Executive Headteacher, Headteacher, Head of School or other leaders with responsibility for teaching standards may "drop in" in order to evaluate the

standards of teaching and to check that high standards of professional performance are established and maintained. The length and frequency of “drop in” observations will vary depending on specific circumstances but will not be to the detriment of the teacher.

8.4 Teachers (including Executive Headteachers, Headteachers & Head of School) who have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

8.5 It is expected that the observation should be ‘discussed between the appraiser and appraisee which will form part of the development discussion. Positive feedback and advice on areas of improvement should be given wherever possible. There will not normally be more than two formal lesson observations over the course of the year in this appraisal process.

8.6 If the lesson observation raises concerns which support wider concerns of the performance of the teacher, a further lesson observation will be agreed with the member of staff:

- A second lesson observation by a member of the school’s Senior Leadership Group will take place within a reasonable time
- Where the second lesson observation continues to give grounds for concern a further lesson observation will take place within one month
- Where ongoing observations of teaching and learning are seen to cause concern over a period of time, the teacher will be placed on a Performance Improvement Plan (PIP)

9. Reviewing Support Staff Performance

9.1 Although appraisal is an assessment of overall performance, objectives cannot cover the full range of roles/responsibilities. Objectives will therefore, focus on the priorities for the employee enabling them to meet the school’s AIP and Trust plan.

9.2 It will be assumed that any aspects of an appraisee’s roles/ responsibilities not covered by the objectives have been carried out satisfactorily, with reference to the appropriate standards, unless otherwise stated. If there are on-going issues with an employee’s performance which have been raised during the regular line-management process then these should be discussed again at the appraisal process.

9.3 The appraiser will judge whether objectives set in one cycle should continue to be relevant in the next cycle because of the progress towards this objective and the circumstance; such a judgement will be recorded in the review report.

9.4 The employee should be invited in advance to present evidence of meeting or working towards their appraisal objectives. This must be quantifiable where possible, showing the depth and breadth of evidence where necessary. This evidence could include, for example, minutes of line management meetings, feedback from stakeholders in the organisation and any external assessment bodies such as auditors H&S etc.

9.5 The objectives set for each support staff employee will, if achieved, contribute to the school’s plans for improving the school’s educational provision, performance and efficiency.

9.6 For a teaching/learning assistant or other employees who come into regular contact with young people as part of their job role, a performance objective relating to improving specific

outcomes for young people should be made and reviewed.

9.7 For employees who manage a 'team' or those who hold a higher support staff grade, there should be a team performance objective. For any whole school or team objectives, they should reflect Trust and school improvement priorities or the Trust strategic development plan.

9.8 The nature and level of challenge of objectives will reflect the nature and level of challenge of the support staff role and / or the career stage of the employee

10. Development and Support

10.1 Appraisal is a supportive process, which will be used to inform Continuing Professional Development (CPD). The Trust wishes to encourage a culture in which all staff take responsibility for improving their performance through appropriate professional development.

10.2 Professional development will be linked to the school's Academy Improvement Plan priorities or the Trust plan and to the ongoing professional development needs and priorities of individual staff.

10.3 The Trust wishes to support individual staff by identifying their professional and personal needs. Once identified this will help inform and shape the Trust's CPD priorities. The Trust aims to encourage the opportunities for staff to share expertise across schools in the Trust and the wider education environment. Identifying expertise can lead to it being shared with others thereby improving many more. Where a gap is identified in a specific area, expertise will be sought from external agencies.

11. Feedback

11.1 Teachers will receive constructive feedback on their performance throughout the year and as soon as practicable after an observation has taken place or other evidence has come to light. Feedback will highlight particular areas of strength as well as any areas that need improvement.

11.2 Support staff will likewise receive constructive feedback on their performance throughout the year as part of the Trust's continual improvement ethos and employees will benefit from feedback highlighting areas of strength and development needs.

11.3 At the end of the appraisal period, there should be no surprises for the appraisee and the outcome of their appraisal.

12. Teacher Performance Improvement Plans

12.1 Where there are significant concerns about a teacher's performance arising out of lesson observations or any other relevant evidence the teacher may be placed on a Performance Improvement Plan (PIP).

- The teacher will be invited to attend a meeting with a designated member of the school's Senior Leadership Team and the line manager to discuss their performance. The teacher may request a union representative or colleague to support them in this meeting.
- At the meeting the designated member of that school's SLT and the line manager will outline the concerns, explain that the teacher may be placed on a PIP depending on the

discussion and make clear the implications of the process if no – or insufficient – improvement is made. The teacher will be given the opportunity to comment on and ask questions about the process

- The PIP will identify clearly the objectives for improvement, formal lesson observations, the support to be provided and the time period for expected improvements which will normally be between four and eight weeks
- Teachers' who have been placed on a PIP will receive regular agreed lesson observations and be supported by a professional mentor (from the school or the Trust)
- At the end of the PIP period a meeting will take place with all the parties to review progress made towards achieving the objectives the outcome of which will be one of the following courses of action:
 - no further action required
 - an extension to the PIP or
 - progress to formal capability

13. Teacher Transition to Capability

13.1 If the Executive Headteacher, Headteacher or Head of School of *the* school is not satisfied with progress, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the capability procedure, and will be invited to a formal capability meeting. The capability procedures will be conducted as in Part B of this policy.

14. Support Staff Improvement Plans and Capability Procedure

14.1 Support staff will receive constructive feedback on their performance throughout the year and during or as soon as practicable after the appraisal.

14.2 Where there are concerns about any aspects of the employee's performance they will receive appropriate support as part of the appraisal process.

14.3 The support to be offered will be agreed in advance and may include work-based observation alongside additional training or visits to other schools/organisations/training providers.

14.4 In these circumstances the appraiser/or other colleague will meet the employee formally to:

- Give clear feedback about the nature and seriousness of the concerns
- Give the colleague the opportunity to comment and discuss the concerns
- Identify any support (e.g. coaching, mentoring, training), that will be provided to help address those specific concerns
- Make clear how, and by when, the appraiser (or other colleague) will review progress, allowing sufficient time for improvement. The amount of time is up to the school but should reflect the seriousness and the nature of the concerns
- If the expectation gap between appraiser and appraisee is significant or the situation persists, the appraiser must explain the implications and process if no or insufficient improvement is made, (i.e. progression to the support staff capability procedure. The outcome of any such meeting will be confirmed in writing to the employee
- The employee should be informed that this represents the **first stage** of the formal

procedure (equivalent to a first written warning) and what action will be taken if they fail to improve. For example the next stage will be a final written warning and, ultimately, dismissal. A copy of the meeting (minutes) should be kept and used as the basis for monitoring and reviewing performance over the period specified (eg, six months). It may be worth using a minute taker for the meeting at this point

- The **second stage** is equivalent to the final written warning, with the above process repeated and meeting minuted, with sufficient time given for improvement. This stage represents the Support Staff Capability process. If the employee fails to meet the required standards the employee faces dismissal.

14.5 When progress is reviewed, if the appraiser or other colleague is satisfied that the employee is making sufficient improvement, this will be acknowledged and celebrated and the appraisal process will continue as normal, with any remaining issues continuing to be addressed through that process.

14.6 Schools will allow the employee's trade union representative or a colleague to support, to attend meetings at the employee's request, if concerns arise about the employee's performance and there is a possibility that there could be a transition to the Appraisal and Capability Policy

15. Annual Assessment

15.1 Each member of staff's performance will be formally assessed in respect of each appraisal period.

15.2 The member of staff will receive as soon as practicable following the end of each appraisal period, and have the opportunity to comment in writing on, a written appraisal report. Teachers will receive their written appraisal reports by 31 October and possibly sooner for support staff (31 December for Headteachers).

15.3 The appraisal report will include:

- Details of the employee's performance objectives for the appraisal period
- An assessment of the employee's performance against their objectives and the teachers'/relevant standards
- An assessment of the employee's training and development needs and an identification of any action that should be taken to address them
- A recommendation on pay performance if relevant

15.4 The assessment of performance and of training and development needs will inform the planning process for the following appraisal period.

16. Quality Assurance

16.1 The annual assessments and performance objectives of all staff will be quality assured by a member of the school's Senior Leadership Group in order to check consistency of approach and expectation between different appraisers before being signed off. Where there are concerns about the quality of the annual assessment and or performance objectives this will be referred back to the appraiser and employee.

17. Pay Recommendations

17.1 A recommendation on pay where it is relevant will be made by the CE, Executive Headteacher, Headteacher or Head of School. In the case of the CE this decision will be made by a panel of three trustees. In the case of an Executive Headteacher this decision will be made by the CE in consultation with the local governors of those schools. In the case of a Headteacher this will be made by the Governors appointed to conduct the appraisal with consultation with the Chief Executive. In the case of a Head School the decision will be made by the Executive Head responsible who will consult with the local governing bodies. Pay recommendations will be made by 31 October for Teachers and by 31 December for Executive Headteachers and Heads of School.

PART B – TEACHER CAPABILITY PROCEDURE

18. Overview

18.1 This procedure applies only to teachers, Executive Headteachers, Headteachers or Heads of School about whose performance there are serious concerns that the appraisal process has been unable to address.

18.2 At least five working days' notice will be given of the formal capability meeting. The notification will contain sufficient information about the concerns about performance and their possible consequences to enable the teacher to prepare to answer the case at a formal capability meeting. It will also contain copies of any written evidence; the details of the time and place of the meeting; and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a Trade Union official, or a Trade Union representative who has been certified by their Union as being competent.

19. Formal Capability Meeting

19.1 The formal capability meeting is intended to establish the facts. It will be conducted by the Headteacher / Head of School or Executive Headteacher (for teacher capability meetings) or Chair of Governors (for the Headteacher) or CE for Executive Heads. The meeting allows the teacher or Headteacher / Head of School, to be accompanied by a work colleague or trade union representative if they wish, to respond to concerns about their performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.

19.2 The person conducting the meeting may conclude that there are insufficient grounds for pursuing the capability issue and that it would be more appropriate to continue to address the remaining concerns through the appraisal process. In such cases, the capability procedure will come to an end. The person conducting the meeting may also adjourn the meeting, for example, if they decide that further investigation is needed, or that more time is needed in which to consider any additional information.

19.3 In other cases, the meeting will continue. During the meeting, or any other meeting which could lead to a formal warning being issued, the person conducting the meeting will:

- Identify the professional shortcomings, for example which of the standards expected of teachers are not being met.
- Give clear guidance on the improved standard of performance needed to ensure that the teacher can be removed from formal capability procedures. This may include the setting of new objectives focused on the specific weaknesses that need to be addressed, any success criteria that might be appropriate and the evidence that will be used to assess whether or not the necessary improvement has been made.
- Explain any support that will be available to help the teacher improve their performance.
- Set out the timetable for improvement and explain how performance will be monitored and reviewed. The timetable will depend on the circumstances of the individual case but in straightforward cases could be between four and ten weeks. It is for the Academy to determine the period. It should be reasonable and proportionate, but not excessively long, and should provide sufficient opportunity for an improvement to take place.

- Inform the teacher that failure to improve within the set period could lead to their dismissal. In very serious cases, this warning could be a final written warning.

19.4 Notes will be taken of formal meetings and a copy sent to the member of staff within five days of the meeting. Where a warning is issued, the teacher will be informed in writing of the matters covered in the bullet points above and given information about the timing and handling of the review stage and the procedure and time limits for appealing against the warning.

20. Monitoring and Review Period following a Formal Capability Meeting

20.1 A performance monitoring and review period will follow the formal capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period. The member of staff will be invited to a formal review meeting at the end of the review period, unless they were issued with a final written warning, in which case they will be invited to a decision meeting (see below).

21. Formal Review Meeting

21.1 As with formal capability meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the teacher of their right to be accompanied by a companion who may be a colleague or a Trade Union representative.

21.2 If the person conducting the meeting is satisfied that the teacher 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 no, or insufficient improvement has been made during the monitoring and review period, the teacher will receive a final written warning.

21.3 As before, 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 and given information about the handling of the further monitoring and review period and the procedure and time limits for appealing against the final warning. The teacher will be invited to a decision meeting.

22. Decision Meeting

22.1 As with formal capability meetings and formal review meetings, at least five working days' notice will be given and the notification will give details of the time and place of the meeting and will advise the teacher of their right to be accompanied by a companion who may be a colleague, a Trade Union official, or a Trade Union representative who has been certified by their union as being competent.

22.2 If an acceptable standard of performance has been achieved during the further monitoring and review period, the capability procedure will end and the appraisal process will re-start. If performance remains unsatisfactory, a decision will be made that the teacher should be dismissed or required to cease working at the Academy.

22.3 The teacher 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 and their right of appeal.

23. Decision to Dismiss

23.1 The power to dismiss staff in each school has been delegated to the local Headteacher or Executive Headteacher, or in the case of Central Trust Staff, the COO or CE.

23.2 In the case of a local Headteacher this is responsibility of the CE or Executive Headteacher in liaison with the local governing body and Trust Board.

23.3 In the case of Central Staff and COO, the CE.

23.4 In the case of the CE, the Trust Board.

24. Dismissal

24.1 Once the decision to dismiss has been taken, the Headteacher / Head of School or an Executive Headteacher will dismiss the teacher with notice. In the case of the Headteacher this is the responsibility of the Chair of Governors in liaison with the CE. In the case of an Executive Headteacher, this is the responsibility of the CE. In the case of the COO it is the responsibility of the CE. In the case of Central Staff, this is the responsibility of the COO.

25. Appeal

25.1 If a teacher feels that a decision to dismiss them, or other action taken against them, is wrong or unjust, they may appeal in writing against the decision within five days of the decision, setting out at the same time the grounds for appeal. Appeals will be heard without unreasonable delay and, where possible, at an agreed time and place. The same arrangements for notification and right to be accompanied by a companion will apply as with formal capability and review meetings and, as with other formal meetings, notes will be taken and a copy sent to the teacher.

25.2 The appeal will be dealt with impartially and, wherever possible, by Governors who have not previously been involved in the case.

25.3 The teacher will be informed in writing of the results of the appeal hearing as soon as possible.

GENERAL PRINCIPLES UNDERLYING THIS POLICY

ACAS Code of Practice on Disciplinary and Grievance Procedures

Part B of the policy will be implemented in accordance with the provisions of the ACAS Code of Practice.

Confidentiality

The appraisal and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for a the CE, COO, Executive Headteacher/ Headteacher/Head of School, local governing body or Trust Board to quality assure the operation and effectiveness of the appraisal system.

Consistency of Treatment and Fairness

The Trust Board is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Definitions

Unless indicated otherwise, all references to “teacher” include Executive Headteachers, Headteachers and Heads of School.

Grievances

Where a member of staff raises a grievance during the capability procedure the capability procedure may be temporarily suspended in order to deal with the grievance. Where the grievance and capability cases are related it may be appropriate to deal with both issues concurrently.

Sickness

If long-term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case will be dealt with in accordance with the Trust’s Absence Policy and will be referred to the Occupational Health Service to assess the member of staff’s health and fitness for continued employment and the appropriateness or otherwise of continuing with monitoring or formal procedures. In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence.

Retention

The relevant local governing body and local Headteacher/Head of School (or Executive Headteacher/CE, COO and Trust Board where relevant) will ensure that all written appraisal records are retained in a secure place.