



Neatishead and Salhouse Federation

Support Staff Capability Policy

Formally adopted by the Governing Body/ Trust of:-	Neatishead & Salhouse Federation Primary Schools
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Chair of Governors/Trustees:-	R Barker
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1. Introduction and scope

This procedure applies to all support staff employees in schools and academies with one exception: Support staff working their probationary period would see concerns around their performance addressed through the school/academy probation procedure. A model procedure is available on HR InfoSpace. For teacher capability concerns, see *Performance Management model policy – teaching staff P324a* and, beyond that, *Capability model policy – teaching staff P329b*.

This support staff model procedure details the formal capability procedure only. The *Performance Appraisal model policy and procedure – support staff* incorporates information regarding structured, informal support, where there are performance concerns. This procedure will only be initiated where that structured support has failed or the concerns are more serious. *Capability guidance – support staff G329* provides guidance for following this procedure.

This procedure requires various decisions to be made at different stages of the process. It is important that, as the procedure escalates, these decisions are made by members of management with the correct level of separation between them.

Below is a table detailing roles required within the capability procedure. These roles are referred to throughout the procedure. The actual post, which carries out these roles, within the school or academy may vary across different trusts and schools. Therefore this procedure will refer to a specific role for ease of understanding but it will be for the school or academy to determine who within the school or trust should fulfil each role. The table below gives examples of who could undertake each specific role.

Task	The decision/activity to be carried out	Role making the decision (terminology to be used in this procedure)	Who could fulfil this role – for the school/academy to decide
1	Identification of poor performance, gathering of evidence and writing of the report	Line manager	Line manager (e.g. SBM), Headteacher Principal CEO Governing Body Academy Governing Board
2	Chair of formal capability interview	Headteacher/Principal	Headteacher Principal

			CEO Governing Body Academy Governing Board
3	Giving a first or final warning	Headteacher/Principal	Headteacher Principal CEO
4	Decision maker(s) in an appeal against a warning	Appeal committee	Governors (can be the same that serve on the dismissal appeal panel)
5	Decision to dismiss (see para 2 on who has authority to dismiss and delegating this)	Governing Body	Headteacher Principal CEO Governing Body Academy Governing Board
	If authority to dismiss has not been delegated	Staff dismissal committee	Governing Body Academy Governing Board
6	Decision maker(s) in an appeal against dismissal or appeal against a warning	Dismissal appeal panel / Appeal committee	CEO Governing Body Academy Governing Board

2. Decision to dismiss

Under The School Staffing (England) Regulations 2009, the Governing Body may delegate responsibility for dismissal of employees to the Headteacher, one or more governors, or one or more governors acting together with the Headteacher. Although the authority to dismiss can be delegated to the Headteacher, they are primarily responsible for taking employees through the process until a decision on dismissal has to be made. It would therefore not be appropriate for the Headteacher to also make the decision regarding dismissal in capability cases. Schools are advised against delegating dismissal decisions to individual governors.

In Foundation schools, Voluntary Aided Schools and Foundation Special Schools the governing body is the employer but the power to dismiss can be delegated to the Headteacher, to one or more governors or to one or more governors acting with the Headteacher.

In Community, Voluntary controlled, Community Special or Maintained Nursery schools, the power to determine that the member of staff should no longer work at the school can be delegated in the same way as above but it is the local authority as the employer that actually dismisses staff. The local authority will do this within fourteen days of the date of the notification (For those who work in more than one school, the LA will require them to cease to work at the school).

In academies the Academy Trust is the employer but they could decide to delegate the power to dismiss to the Headteacher/Principal of each individual academy or to the CEO of the trust or to one or more governors or to one or more governors acting with the Headteacher/Principal. It will depend on the Trusts scheme of delegation as to who has authority to dismiss.

3. Formal capability interview

The following process will be used by schools/academies who have an appraisal system in place, which contains a process for structured informal support, and that system has not been successful in bringing about improvement.

- 3.1. A formal capability interview initiates the capability procedure. It provides an opportunity to deal with more serious problems in a structured way or to give more intensive support and monitoring where support provided as part of the appraisal process has failed to bring about the required improvement. It allows the employee to prepare a response to allegations about performance and make a case in the company of a companion.
- 3.2. The employee should be invited to the formal capability interview with at least five working days' notice (or seven consecutive days out of term time). The interview will be chaired by the Headteacher/Principal. The invitation should be in writing, making clear the purpose of the interview, confirming the date, time and venue, and giving details of others who will be in attendance (e.g. witnesses, HR Consultant). The right of the employee to be accompanied by a companion must be included.
- 3.3. Where representation has been notified, the companion will be consulted on the date and time of the formal capability interview although the Headteacher/Principal should not allow undue delay in starting the formal process. The statutory guidance suggests that the process should not be delayed by more than five days for the purposes of securing representation but there should be recognition of the difficulties associated with co-ordinating diaries.
- 3.4. A copy of this capability procedure must be attached to the invitation along with a capability report prepared by the employee's line manager, usually the appraiser (where an appraisal system is in place). The report must include:
 - description of the problem(s)
 - information about action already taken (where appropriate)
 - reference to and copies of other evidence being used to confirm problems, e.g. monitoring reports .

The invitation must be handed to the employee by the Headteacher or posted by recorded delivery.

An extra copy of the invitation, report and other documentation must be provided to the employee for the purposes of passing to their companion. By agreement with the employee, the copy may be posted direct to their companion.

- 3.5. The format of the formal capability interview should normally be as follows:
 - The Headteacher/Principal introduces those present and confirms the purpose of the meeting.
 - The line manager outlines the review report and highlights the reasons and evidence for concerns, calling witnesses where appropriate. Written evidence from witnesses should be provided to the employee in advance of the interview.

- The employee and/or their companion may ask questions of the line manager and any witnesses.
- The Headteacher/Principal and their adviser may ask questions.
- The employee and/or their companion will present their case and will be able to refer to written evidence and/or call on witnesses of their own. Prior notice must be given and written evidence circulated before the review meeting.
- The line manager, the Headteacher/Principal and their adviser can ask questions.
- Where appropriate, the line manager and employee and/or companion may summarise their cases.
- The Headteacher/Principal will adjourn the interview while they decide what action to take. The employee and their companion must be informed as soon as possible, and no later than five days after the review meeting. Normally, information will be given after the adjournment.

3.6. The interview may provide new information or put a different slant on evidence already collected. If it becomes clear that further investigation is needed the interview should be adjourned for an appropriate length of time to allow this to happen.

3.7. There are four options at the formal capability interview:

1. drop the matter
2. structured support - counselling/informal coaching (except where already undertaken within the appraisal process without improvement)
3. oral or first written warning
4. final written warning

One and two are only relevant where new information, a different slant on the information collected, or further investigation suggests the matter is not as serious as it first seemed.

The third and fourth options are relevant in any case where continued concern about the standard of performance is justified. The decision on which level of warning to issue will depend on the level of seriousness of the problem:

- An **oral warning** should not normally be necessary in cases where counselling has already taken place.
- If performance is unsatisfactory a **first written warning** will normally be the appropriate step (which will invoke an assessment period of up to ten weeks).
- In cases of particularly serious concern, perhaps where the finances or security of the school are in jeopardy, it is possible to move directly to a **final written warning** (which will invoke an assessment period not normally exceeding four weeks). In these extreme cases it will be important to consider (before a decision is made about issuing a final warning) how the employee's performance has dipped significantly if, for example, they have recently passed a probationary period or had a successful appraisal assessment (if an appraisal scheme is in place).

- 3.8. Any decision on the level of warning should be made after all the facts and any representations from the employee and/or companion have been considered. The Headteacher/Principal should adjourn the meeting briefly to consider the appropriate option before delivering a decision to the employee.
- 3.9. Where a formal warning is issued, the Headteacher/Principal should use the remainder of the meeting to agree an action plan to:
- identify the professional shortcomings
 - give clear guidance on the improved standard of performance needed to end the capability procedure
 - explain the support that will be available, and how performance will be monitored over the following weeks and that it will end in an evaluation meeting
 - depending on the level of warning issued, to identify the timetable for improvement and agree a date for the next/final evaluation meeting
 - make it clearly understood that failure to improve may ultimately lead to dismissal.
- 3.10. A letter, along with the agreed action plan, should be sent to the employee immediately after the formal interview recording the outcome, the main points discussed at the meeting, confirming the decision, and where a warning is issued, giving information about the handling of the formal stage and the appeals process. The letter must state that if there is insufficient improvement in the capabilities of the employee by the end of the stated period, this could lead to further action under the formal procedure including dismissal for lack of capability.
- 3.11. Any appeal against a warning must be submitted within five working days (or seven consecutive days out of term time), and ideally heard within ten working days (or 14 consecutive days out of term time) of notification of appeal, and must not interrupt the progress of the procedure, unless the appeal decision leads to the matter being reconsidered. This appeal is heard by an appeal committee.
- 3.12. First assessment stage
Weeks one to ten (up to ten weeks, no less than four) – Regular observation, monitoring and evaluation of performance, with guidance, training if necessary, and support to the employee. This will include the need for regular, perhaps weekly, feedback to the employee on their progress so they can be clear on whether they are making the improvements required. It would be helpful to the process if such regular feedback is through a written note detailing where improvement has been made, and where progress still needs to be made.

This timescale is not prescriptive. It will depend on the role and the tasks required. For some groups of staff ten weeks may be too long. An assessment period could be anywhere from four to ten weeks, it will be for the Headteacher/Principal to decide what the most appropriate timescale would be.

If at any point during this stage the circumstances suggest that a more serious problem exists, the Headteacher/Principal may take the decision to bring forward the planned evaluation meeting to consider whether a final written warning should be issued sooner. If a final warning is given following such a brought forward evaluation meeting, there will normally be a maximum period of four weeks allowed following that meeting before a final evaluation meeting is held.

Week 10 (up to ten no less than four) – Evaluation meeting

The purpose of this meeting is to assess performance over the previous weeks.

The evaluation meeting should be convened by the Headteacher/Principal by circulating, at least five working days (or seven consecutive days out of term time) in advance, a summary report which contains:

- the original target setting letter
- details of help and guidance provided and results of monitoring
- copies of evidence from observations and other relevant evidence
- a clear assessment by the Headteacher/Principal of the progress made
- confirmation of the employee's right to be accompanied by a companion.

If it is found that the level of performance has been satisfactory and confidence that it can be sustained, the capability procedure can end with a confirmation letter from the Headteacher/Principal. Within a reasonable time frame, if the employee's performance becomes unsatisfactory again (in the same way that it was before), the employee would re-enter this procedure at the point where they left it i.e. consideration as to whether a final written warning is issued (see below).

If it is found that performance continues to be unsatisfactory a **final written warning** should be issued. Formal monitoring, evaluation, guidance and support will continue for a further (four week) period. Arrangements for this should be explained at the meeting. The decision and main points of the meeting must be recorded in a letter to the employee. The employee must be told clearly that failure to achieve an acceptable standard by the final evaluation meeting and decision meeting (second assessment stage), with confidence that it can be sustained, may result in dismissal. Any appeal against the final written warning must be made within five working days (or seven consecutive days out of term time), and ideally heard within ten working days (or 14 consecutive days out of term time) of notification of appeal, and must not interrupt the progress of the procedure, unless the appeal decision leads to the matter being reconsidered.

3.13. Appeals against warnings

Any appeal submitted by an employee regarding a first written warning or final written warning will normally be heard by the Appeal committee although this can be reduced to a minimum of two where a governing body/board has a shortage of eligible governors.

Notice of at least five working days (or seven consecutive days out of term time) must be given for an Appeal committee hearing.

The *Dismissal and appeal committee hearings procedure (P329a)* should be followed for appeal hearings. The outcome of the Appeal Committee hearing must be confirmed in writing to the employee within five working days.

3.14. Second assessment stage

Weeks 10 – 14 (up to 10 –14, no less than 4 – 8) Regular monitoring and evaluation of performance, with guidance, training if necessary, and support to the employee.

Week 14 (up to 14, no less than 8) – Final evaluation and decision meeting to report the assessment of performance over the previous weeks.

The final evaluation meeting should be convened by the Headteacher/Principal, where the Headteacher/Principal has authority to dismiss (if the Headteacher/Principal does not have authority to dismiss see para 2), by circulating, at least five working days (or seven consecutive days out of term time) in advance, details of the time and place of the meeting and will advise the employee of the right to be accompanied by a companion. A summary report will also be sent which contains:

- the original target setting letter
- details of help and guidance provided and results of monitoring
- copies of evidence from observations and other relevant evidence
- a clear assessment by the Headteacher/Principal of the progress made
- confirmation of the employee's right to be accompanied by a companion.

The invitation to a final evaluation and decision meeting should make it clear who will be in attendance and who has the authority to dismiss. It is expected that in most cases, authority to dismiss has been delegated to the Headteacher/Principal and the Headteacher/Principal therefore conducts the meeting and makes the decision about dismissal. The final evaluation and decision meeting (where the Headteacher/Principal has authority to dismiss) will follow the same format as the formal capability interview (para 3).

If it is found that performance has been satisfactory, and there is sufficient confidence that it can be maintained, the capability procedure can end here. Within a reasonable time frame, if the employee's performance becomes unsatisfactory again (in the same way that it was before), the employee would re-enter this procedure at the point where they left it i.e. consideration as to whether the employee will be dismissed.

If performance remains unsatisfactory, a decision will be made that the employee should be dismissed or required to cease working at the school. The employee 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.

4. Dismissal Appeal stage

If the employee appeals the decision of the Headteacher/Principal or the Staff Dismissal Committee, the governing body/trust should set up a Dismissal Appeal committee to hear the appeal.

The paperwork referred to in 3.12 should also be provided when calling an appeal hearing along with a copy of the outcome statement from the decision meeting/ Staff Dismissal Committee hearing. Again, the employee should be given five working days notice along with confirmation of their right to be accompanied by a companion.

A copy of the information sent to the employee should be passed to each member of the Appeal committee and their adviser in advance of the hearing.

The appeal committee should consist of three governors (different to those used on the staff dismissal committee, where this was used). This can be reduced to two where a school has a shortage of eligible governors. The same number of governors should be on the appeal panel as where on the staff dismissal committee, where this was used.

Notice of at least five working days (or seven consecutive days out of term time) must be given for an Appeal Committee.

The outcome of the hearing must be confirmed in writing to the employee within five working days. If the Appeal committee confirms dismissal, the employee has no further right of appeal.

5. Post dismissal actions

Where the capability of an individual is such that it may make them unsuitable to work with children, a referral to the Disclosure Barring Service (DBS) may be appropriate. The HR Consultant supporting the school through the dismissal process will give appropriate advice. There is currently no requirement to make referrals to any other agencies where a member of support staff is dismissed for lack of capability.

6. Associated documents

- Capability guidance – support staff G329
- Performance appraisal model policy and procedure – support staff P324

Appendix 1 – Table of changes from March 2017

Date of change	Paragraphs affected	Summary of update
24/08/2017	All	New document created for schools and academies, with appraisal systems in place, to provide a procedure more aligned with the teacher capability procedure. Essentially this has removed the informal stage of capability and put this within the appraisal process and also shortened the procedural capability process timescales to make it manageable and realistic. The policy and procedural advice remains largely the same as before.