

Chorus Education Trust

Capability of Staff 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 any 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 School Staffing \(England\) Regulations 2009](#) (regulation 8)
- [The School Staffing \(England\) \(Amendment\) Regulations 2012](#)
- [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012 \(the Appraisal Regulations\)](#)

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](#).

When carrying out capability procedures, we will ensure we abide by the [Equality Act 2010](#). This policy also complies with our funding agreement and articles of association.

3. Equality and Diversity

The Chorus Education Trust is committed to:

- Promoting equality and diversity in its policies, procedures and guidelines.
- Ensuring staff are protected from unlawful direct or indirect discrimination resulting from a protected characteristic (e.g. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation).
- Delivering high quality teaching and services that meet the diverse needs of its student population and its workforce, ensuring that no individual or group is disadvantaged.

4. Redeployment

If employees feel they are unable to carry out their role, duties and responsibilities and a satisfactory improvement is genuinely beyond their ability, the Redeployment Procedure should be initiated to support the employee in preparing for their future in a different type of role, potentially in a different organisation (where suitable alternative employment is not available at the Trust). The Redeployment Procedure should run alongside this policy in those circumstances, providing the employee with additional support wherever possible.

5. Definitions

It is recognised that the vast majority of staff in schools make a valuable contribution to the education and progress of the pupils in the city. All staff's performance is continually monitored under the appraisal policy, and support is given to them to help them further develop their skills and improve their performance. The capability procedure will only be used to manage the minority of staff whose performance in their job is causing concern and potentially jeopardising the education and progress of pupils.

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 Executive Headteacher, Head of School, teachers and business staff, unless indicated otherwise.

6. Application of the Policy

The policy applies to all staff employed by Chorus Education Trust except those undergoing induction (i.e. Newly Qualified Teachers). A separate procedure applies where there are concerns about the performance of a newly qualified teacher.

The policy/procedure will be used:

- A. In circumstances where necessary steps have been taken to try and address the under performance of a member of staff through the Appraisal Procedure, but this has not resulted in the individual reaching the expected standard of performance.
- B. Where concerns about performance are so serious that informal measures for managing capability are not felt to be appropriate and formal action is required. This could include moving straight to a dismissal hearing in severe cases, for example safeguarding issues.

The application of the capability procedure in this school will be supportive and guidance will be offered to improve performance. However, the seriousness of the situation will be stressed to the member of staff along with the consequences of failing to make the necessary improvements within a defined timescale. Staff are entitled to be represented by a trade union representative or work colleague throughout this formal process.

In accordance with The School Staffing (England) (Amendment) Regulations 2012, a teacher who has been subject to capability procedures during the last two years of their employment with the school and applies for a teaching post at another school, the Governing body of this school will provide written details of their concerns which gave rise to this, the duration of their proceedings and the outcome.

The capability procedure does not deal with lack of capability due to ill health (Sickness Absence Procedure), nor with misconduct (Disciplinary Procedure), which may be defined as an act or omission by a member of staff which is considered to be unacceptable professional behaviour. However, a member of staff may be managed under more than one procedure at any one time.

Whenever a concern is raised regarding any aspect of the operation of the capability policy/procedure it should be dealt with as promptly as possible and within this procedure.

See appendix A: a flowchart to show the link between the appraisal and capability procedures.

Note: The term member of staff throughout this procedure can mean Executive Headteacher, Heads of School, SLT, TLR holders, teachers, Business staff.

7. Roles and Responsibilities

Authority to deal with capability issues is delegated in accordance with Appendix 1.

Managers must seek advice from the Deputy/Assistant Headteacher responsible for Teaching and Learning when considering the capability of teachers, and the Human Resources Department at all stages of this policy.

Where the member of staff subject to the procedure is the CEO/Executive Headteacher, the Chair of Chorus Education Trust Board of Trustees will be responsible for co-ordinating the procedure.

Where the member of staff subject to the procedure is the Head of School, the Chair of the Local Governing Body will be responsible for co-ordinating the procedure, if it is part of their delegated responsibility under the Trust's Schemes of Delegation.

Where the member of staff subject to the procedure is not the Head of School, the Head of School 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.

8. Representation

Representation by trade unions is encouraged. An employee has a legal right to be accompanied by their trade union representative or another employee of Chorus Education Trust at every stage of this procedure.

9. Raising Concerns and Providing Support and Monitoring

Performance is monitored on a day-to-day basis by line managers. Concerns over a member of staff's job performance may arise from evidence through a variety of sources. The member of staff's manager should refer to the Teacher Standards, the School's Code of Conduct and other relevant occupational standards along with the member of staff's job description and person specification when assessing the gap in performance.

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

9.1 Informal Period of Support

Step 1: Meet with the staff member to:

- Give clear feedback about the nature and seriousness of the concerns
- Give the staff member the opportunity to comment, and discuss the concerns
- Agree on improvement targets to be met, and a realistic timescale for when these should be met (This should be no shorter than 4 weeks and no longer than 8 weeks. For Chorus Trust, the average is usually 6 weeks so impact can be seen, but this can alter depending on the urgency of improvement needed.)
- Agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address concerns and meet the targets
- Make clear how, and by when, the person monitoring will review progress (e.g. regular lesson observations, looking at the work of pupils)
- Explain the implications and process if no – or insufficient – improvement is made (e.g. moving onto formal capability procedures).

Step 2: Setting improvement targets:

- Keep extensive records of what you discuss in each meeting and what outcomes you agree with the member of staff.
- Approach the conversation sensitively
- Ensure that you make sure the staff member feels supported and not persecuted as a result of this conversation.
- Set targets for improvement to make it clear what exactly you want to see the staff member work on, and to give you something to measure their progress against.
- Personalise improvement targets to the individual concerned.
- The targets will vary according to the staff member's experience, needs, and professional shortcomings. For example, for a middle leader, the targets will depend on whether the individual is underperforming in the area of leadership or teaching.
- Ensure the staff member is engaged with the process
- Ensure that the staff member accepts the need for improvement. If they are in agreement over the areas that have been identified for improvement, they are more likely to engage with the targets and improvement process.
- When setting improvement targets, provide evidence of why improvement is necessary, and set targets based on this evidence.
- The school should establish clear timescales and processes for monitoring the targets.

Step 3: Providing effective support:

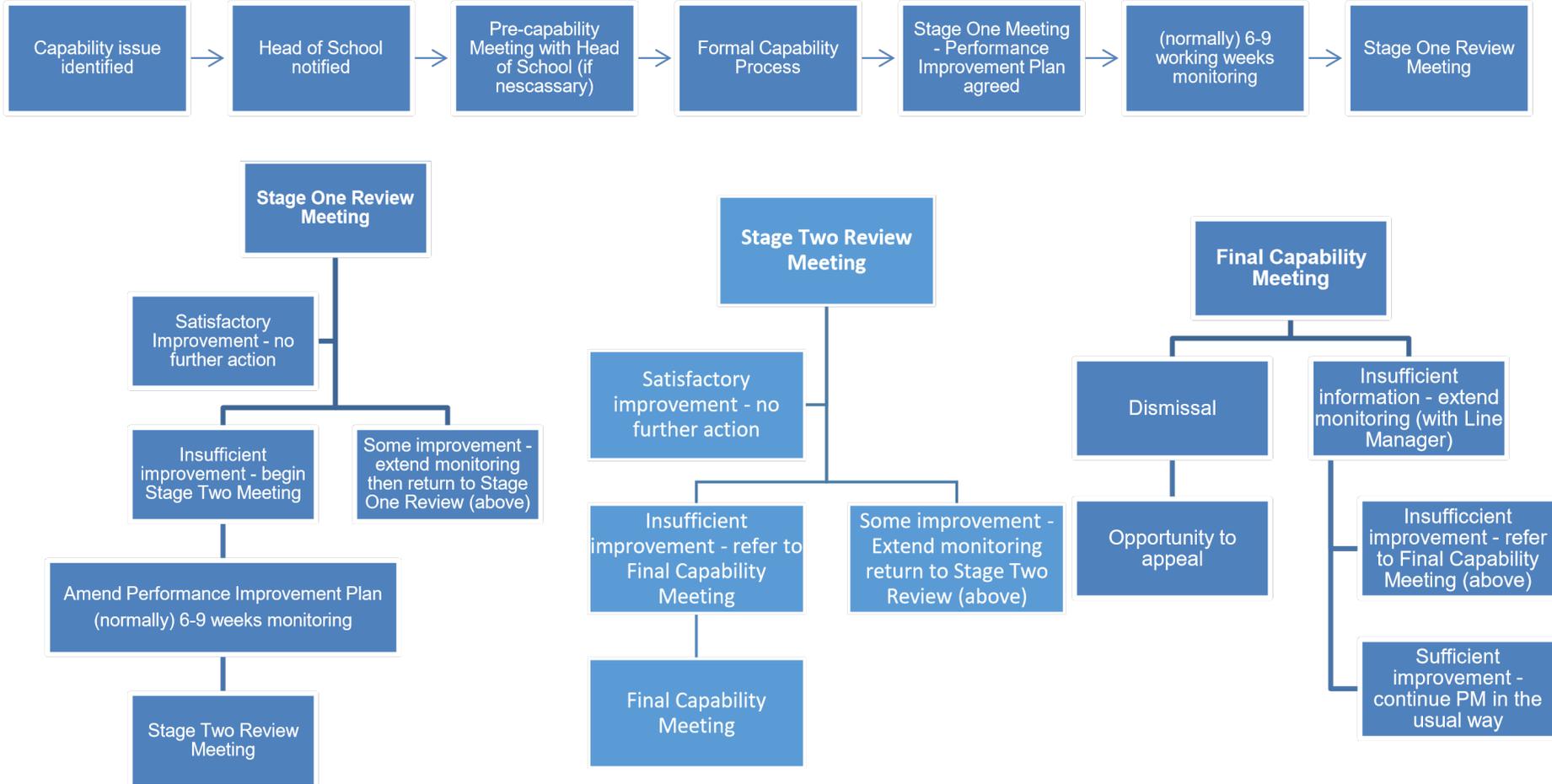
- Have a conversation with the staff member to choose which form of support is appropriate, while taking into account their needs and the desired outcomes of the support.
- Make sure that you monitor the success of these support programmes regularly, both during the support period and immediately after. (A weekly or bi-weekly meeting face to face meeting should be arranged for this purpose.)
- Coaching/mentoring will involve regular one-to-one training with an experienced peer to address performance issues.
- Choose a coach/mentor who the staff member is comfortable with. This might be another staff member at the school, but you may also consider seeking a coach from another nearby school.
- Avoid using senior leaders, as their presence may make the staff member feel uncomfortable in sharing their issues.
- Training; consider if sending your staff member on formal training programmes would be helpful. These can be particularly useful if there is a specific gap of knowledge or skill that is hindering performance.
- Observing other staff members; allow your staff member to observe other staff members at work in your school or other nearby schools. This can help them reflect on their own practice, and pick up tips on how to improve.

Step 4: Review Progress and decide on next stage:

- Hold a review meeting giving the staff member 5 working days notice and the opportunity to bring Union representation or a Chorus Trust colleague only with them.
- Review the progress against the targets set.
- If insufficient progress has been made there are two options:
 - A. Extend the period of support and monitoring for another period of time. It is advisable that this should be no longer than 4 working weeks and that there should not be a second extension.
 - B. Advise the staff member that they will be moving into a Capability Procedure.

10. Capability Procedure

Diagram 1: Capability Flowchart



11. Triggering Formal Procedures

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. Managers must be clear that there are sufficient concerns regarding the member of staff's performance, and there is a pattern of under performance sufficient to warrant dealing with the matter through the Schools' Capability Procedure. If you are unsatisfied with the progress made following informal capability procedures, you may want to consider beginning with formal capability procedures. (See 6.2 Formal Capability meeting below).

11.1 Pre-Formal Capability Meeting

Where a manager believes it is appropriate to instigate the Capability Procedure they will:

- Speak confidentially on a one-to-one basis with the teacher.
- Ask them to attend (in writing) a stage 1 formal capability hearing, giving a minimum of 5 working days notice.
- Make them aware that the purpose of the meeting will be to discuss concerns regarding their performance.
- Offer them the right of representation.
- Provide them with a copy of the Capability Policy.

Where the issues have been considered informally under the Appraisal Policy/Procedure but the required level of performance has not been achieved - the teacher will have been informed of this at the Initial Performance Review meeting and had opportunity to discuss this with the manager/Head of School before it is confirmed in writing to them.

11.2 Capability Support Plan

In preparation for the meeting, the manager will produce a draft Capability Support Plan (See Appendix) and give it to the member of staff for consideration at the meeting. The Capability Support Plan should make reference to the relevant standards (e.g. Teacher standards, etc) and should be linked to the member of staff's appraisal objectives, their Job Description and Person Specification. Where the capability procedure has commenced as a result of concerns raised during the appraisal procedure of the member of staff the Capability Support Plan should detail evidence of the concerns raised and support provided during the informal support and monitoring period.

12. Capability Hearings

12.1 Stage One Capability Hearing

12.1.1 In Attendance:

The stage one capability will be heard by:

- The Chair of the Board of Trustees where the issues relate to the Executive Headteacher.
- The Executive Headteacher where the issues relate to the Heads of School.

- The Heads of School where the issues relate to teaching staff.
- The Business Manager where the issues relate to business staff.

They will be advised by an HR representative. Staff have the right to be accompanied to this hearing by a trade union representative or Chorus Trust colleague only. The accompanying representative has a right to address the meeting but no right to answer questions on the staff's behalf.

12.2 The Process

12.2.1 Establish the purpose of the meeting.

The purpose of this hearing is to establish the facts and determine whether a warning should be issued together with confirmation of the support and monitoring which will take place to help the teacher reach the standard of performance required.

12.2.2 Give an overview of the process and establish the possible outcomes

At the meeting, the member of staff will be given an overview of the entire process including all possible outcomes:

- a) The person conducting the hearing 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 support and monitoring under the appraisal process.
- b) The person conducting the hearing may also adjourn the meeting if they believe further investigation is required or more time is needed to consider any additional information.
- c) Following a full discussion of the issues raised, including the draft Capability Support Plan, the person conducting the meeting may decide to issue a Stage One Written Warning. Where this is the case, a final version of the Capability Support Plan will be agreed and confirmed to the member of staff, in writing within 5 days of the hearing.

12.2.3 Outline the performance concerns and evidence

The Executive Headteacher /Head of School /Governor/Business Manager will outline the performance concerns, by clearly identifying the nature of the problem(s) and providing supporting evidence (e.g. information collated during the support and monitoring period under the Appraisal Procedure or other evidence to demonstrate underperformance).

12.2.4 Give an opportunity to respond

The member of staff will be offered the opportunity to respond and outline their position. If they wish to appeal against being managed within the capability procedure, they should include this within their case for consideration at the hearing.

12.2.5 Adjourn for consideration

The member of staff leading the meeting should adjourn to consider the evidence and the three possible outcomes and make a final decision.

12.2.6 Communicate the decision

The member of staff should restart the meeting and communicate clearly their decision, the reasons for it, the next steps to be taken and the timeframe in which it is to happen.

12.2.7 Issuing the Capability Support Plan

If it is decided that a formal warning is to be given then a Capability support plan will need to be invoked. This will include:

- Key issues to be addressed from the Teaching Standards, Job Descriptions and Person Specifications
- Any weightings attached to the key issues
- The behaviours the member of staff needs to demonstrate
- The actions that need to be taken.
- Any additional support and/or resources needed.
- The arrangements for monitoring and assessment and the timescales involved.
- The success criteria for each issue

The objectives set within the Capability Support Plan will be **Specific, Measurable, Achievable, Realistic** and **Time-bound** and will be appropriate to the member of staff's role and level of experience. In setting the objectives, the manager will have regard to what can reasonably be expected in the context of roles and responsibilities. Targets may be weighted in terms of importance. When this occurs the weighting arrangements and how these may affect the overall outcome of the process should be made clear to the member of staff at this stage and noted on the Capability Support Plan.

12.2.8 Communicate clearly what action is to be taken if targets are not met

The person conducting the hearing should make the member of staff aware that failure to improve within the set period could lead to a final written warning. In addition to the Capability Support Plan, notes will be taken at all formal meetings summarising the key points and a copy sent to the member of staff.

12.2.9 Set Timescales

The time allowed for staff to demonstrate a significant improvement depends on the seriousness of the consequences of under performance. Following the Stage One Formal Capability Meeting, the minimum timescale anticipated before a formal review meeting takes place is four weeks (as recommend by the Department for Education).

While the timescale will be determined on a case by case basis, evidence of a significant improvement will usually be required, within four to eight weeks. A significant deterioration in performance may bring forward the date of the review meeting. The timescale may also reflect the amount of time and support a member of staff has already received. It will be for the Executive Headteacher/Head of School/Business Manager or Governor to determine if a longer timescale is justified.

12.2.10 Support and Monitoring of Capability Support Plan

Support and monitoring functions should be delivered by different individuals, in line with the objectives that have been set. The manager should speak to all who are involved in monitoring and support to confirm their roles, the confidentiality and the timetable involved emphasising the confidentiality requirements. It

is important that everyone follows the Capability Support Plan, including the timescale. If the plan is amended the reason will be discussed and agreed with the member of staff as soon as possible.

If the member of staff is absent due to sickness for a significant period during the process, managers should refer to the Sickness Absence Policy and consult with their HR provider. It may be necessary for an employee to be managed within both the sickness absence policy and capability policy at the same time. In these circumstances there may be one meeting where issues of both sickness and capability are discussed to avoid the member of staff having to attend more than one meeting whilst ill.

13. Stage 2 Capability Review Meeting

13.1 In Attendance

The stage two capability review will be conducted by the person who issued the Stage 1 warning. They will be advised by an HR representative. Staff have the right to be accompanied to this meeting by a trade union representative or Chorus Trust work colleague. The accompanying representative has a right to address the meeting but not to answer questions on the member of staff's behalf.

13.2 Process

Following the period of support and monitoring a review meeting will be held in accordance with the timescale determined in the Capability Support Plan.

13.2.1 Write to confirm the meeting and provide evidence

The member of staff should receive a letter from the manager, a minimum of 5 working days before the meeting, confirming the date, time and venue and any written documentation. (Beforehand, the manager should ensure they have collated and reviewed any evidence which supports their concerns about performance. Any written evidence should be provided in advance of the meeting, with sufficient time for both parties to give due consideration to the content of the documents.)

13.2.2 Capability Review Meeting

Give an overview of the process and establish the possible outcomes:

a) **Return to normal monitoring under the Appraisal Policy**

That the member of staff has achieved and maintained the required standards of performance, as the Capability Support Plan has been successfully completed.

b) **Extended monitoring**

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. This should be for a maximum of four weeks. It will be for the person leading the meeting to determine if a longer timescale is justified.

c) **Issue Final Written Warning**

If the member of staff has failed to show sufficient improvement towards achieving the targets to satisfy the manager that the individual is capable of achieving and maintaining the required standards of performance, it may be appropriate to issue a final warning. If

this occurs, the member of staff will receive an updated capability support plan and be subject to a further monitoring period.

13.2.3 Discuss progress against the Capability Support Plan using the evidence/feedback collected.

The member of staff will be invited to respond.

13.2.4 Adjourn to consider evidence

Make the decision. (There may be occasions where specific targets are given greater weighting, and that if they are not achieved, despite others having been met, a decision is made that the individual has been unsuccessful. In such situations, the individual will be made aware, before the plan has commenced, of the significance of certain targets, when applicable.)

13.2.5 Restart meeting and communicate decision and reasons for it.

14. Final Warning Review Meeting

14.1 In Attendance

The person who issued the Final Warning will be present. They will be advised by an HR representative. Staff have the right to be accompanied by a trade union representative or a Chorus Trust work colleague. The accompanying representative has a right to address the meeting but not to answer questions on the member of staff's behalf.

14.2 The Process

14.2.1 Outline the purpose of the meeting and potential outcomes

14.2.2 Review the progress made against the updated capability support plan

14.2.3 Give the member of staff an opportunity to outline their view of the progress made.

14.2.4 Adjourn meeting to consider evidence and make a decision

The manager will either confirm progress and the member of staff will return to normal appraisal process, or that insufficient progress has been made and confirm that a dismissal hearing will be held.

15. Stage 3 Dismissal Hearing

15.1 In Attendance

In line with the Education Act 2002, Board of Trustees and Governing Bodies must appoint two separate sub-committees of not less than 3 Trustees /Governors each to consider capability at work cases at the final stage when the dismissal of an employee is being considered. In a small school or schools experiencing Governor recruitment issues, it may be possible for sub-committees to have less Governors provided there are either equal numbers on both or a higher number on appeal. One panel will consider the case

presented at Stage 3 and the second panel will consider any appeal against the outcome of the original hearing. The panels will be advised by a HR representative. Members of staff have the right to be accompanied to this hearing by a trade union representative or Chorus Trust work colleague. The accompanying representative has a right to address the meeting but not to answer questions on the member of staff's behalf. The presenting manager/Headteacher may be supported by an HR Representative.

15.2 The Process

15.2.1 Issue notice of meeting

A letter giving a minimum of 10 working days' notice should be sent to the member of staff, informing them of the date, time and venue of the hearing and of the right to be accompanied by a trade union representative or Chorus Trust work colleague. Where the member of staff and/or representative are unable to attend on this date, a request should be made to the Chair of the hearing to offer an alternative date. The Chair of the hearing will determine whether this is appropriate taking account of the circumstances of the case and a suitable alternative arranged as soon as possible.

15.2.2 Hold the meeting, clearly outline the purpose and potential outcomes:

- a) Extend the period for improvement and/or modify the targets, outline any further monitoring required and set dates for the appropriate review process.
- b) Conclude that sufficient progress has been made, therefore the capability process ends and the appraisal process recommences.
- c) Dismissal on the grounds of capability with an appropriate period of statutory notice and/or contractual notice.

15.2.3 Review progress against the reviewed capability support plan

15.2.4 Allow the member of staff to make representation of their view of the progress made with evidence

15.2.5 Adjourn to consider the evidence and make a decision

15.2.6 Restart the meeting and communicate clearly the decision and the reason for it

This includes:

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

15.2.7 Write formally to the member of staff

15.3 Notice Periods

An employee who is dismissed is entitled to contractual notice in accordance with their conditions of service.

Teachers' notice can only be effective from the end of each term i.e. 30 April, 31 August, and 31 December. The Conditions of Service for School Teachers states the final date each term when notice can be issued. It must also be ensured that a teacher is given statutory notice, which is 1 week's notice for every year of service, up to a maximum of 12 weeks

15.4 Reporting the Dismissal

Where the employee is employed in more than one school, governors at each school will be required to consider the case.

15.5 References and Compromise Agreements

In accordance with The School Staffing (England) (Amendment) Regulations 2012, a teacher who has been subject to capability procedures during the last two years of their employment with the school and applies for a teaching post at another school, the Governing body of this school will provide written details of their concerns which gave rise to this, the duration of their proceedings and the outcome. These regulations also need to be considered for the purposes of compromise agreements.

15.6 Suspension from Duty

At any stage of the procedure, where the member of staff's performance is such that their continuing attendance at work may put them or other people at risk or may seriously detriment service provision, it may be appropriate to suspend the person from work with pay. A temporary transfer to another suitable post or worksite may be an alternative. This precautionary action should be taken after consultation with your HR provider. An employee is entitled to be accompanied to a suspension meeting by a trade union representative or work colleague, however where a representative is not available the suspension meeting will not be unreasonably delayed. In these circumstances it may be necessary to meet with the employee for the purposes of suspension and confirm arrangements in writing at a later date to both the employee and their representative.

16. Appeals

The Trust will give the employee the right of appeal against any formal warning issued under the procedure and the right of appeal against a decision to dismiss him/her at a stage three hearing. In order to register an appeal the member of staff will need to write to the Head of School or Chair of Governors. If the member of staff is the Head of School or Executive Headteacher they must write to the Executive Headteacher or Chair of the Trustees as appropriate within five working days of the hearing and will need to specify the reasons for the appeal. **The letter must specify the reasons for an appeal.**

Appeals should normally be restricted to:

- considering the reasonableness of the decision made;
- any relevant new evidence;
- Procedural irregularities.

The Executive Headteacher /Head of School Governor/Governor Panel will seek to hear the appeal within 10 clear working days of receiving the request.

16.1 Appeal against a recorded written or a final written warning

The employee's right of appeal against a written or final warning will be to:

- The Executive Headteacher if the warning was issued by the Head of School
- The Head of School, if the warning was issued by another member of the School Leadership Team/Manager.

If the warning was issued by the Headteacher/Governor(s), the right of appeal would normally be as follows:

- Written warning: 1 Governor
- Final written warning: A panel of 3 Governors

The purpose of the appeal hearing will be to consider grounds upon which the employee is dissatisfied with the issuing of a warning under the Capability Policy and Procedure. The decision will be final and will be confirmed in writing to the employee within 3 clear working days of the appeal hearing.

16.2 Appeal against Dismissal

An appeal against dismissal will be a rehearing.

Trusts/Schools are required to have a Trustee /Governing Body Appeal Panel.

An employee may appeal against the decision to dismiss by writing to the Chair of Trustees /Governors. The letter must specify the reasons for appeal. This request must be made within 5 clear working days of receipt of the decision of the Executive Headteacher /Head of School/Governing Body Dismissal Panel. The Appeal Panel will seek to hear the appeal within 10 clear working days of receiving the request.

The decision will be confirmed in writing by the Appeal Panel within 3 clear working days of the Appeal Hearing.

16.3 Appeal Hearings

The original management statement of case, and any written statement submitted by the employee at the Hearing will be used at the appeal hearing. This should be available to the Executive Headteacher /Head of School/Manager/Governor(s) hearing the appeal wherever possible at least 5 clear working days before the appeal hearing. No new evidence will normally be submitted unless it can be demonstrated this was not available at the original hearing.

If the member of staff is the Head of School or the Executive Headteacher, then the appeals panel must be made up of at least 3 Trustees who have not previously been involved in the case.

17. Confidentiality

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

18. Consistency of treatment and fairness

The Board of Trustees and the Local Governing Bodies are 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 Board of Trustees and the Local Governing Bodies are aware of the guidance and provisions of the Equality Act 2010.

19. Monitoring arrangements

The effectiveness of this policy will be monitored by the Executive Headteacher and the Board of Trustees.

This policy will be reviewed every 2 years, but can be revised as needed.

This policy will be approved by the Finance and HR Sub Committee of Chorus Education Board of Trustees.

Appendix 1 – Delegation of Authority

Authority to Take Action

Action	Authority	Appeal
Stage One Formal Meeting	Manager with delegated authority	As per the Scheme of Delegation
Stage One Review Meeting	Manager with delegated authority	As per the Scheme of Delegation
Stage Two Formal Meeting	Manager with delegated authority	As per the Scheme of Delegation
Stage Two Review Meeting	SLT/Executive Board member	As per the Scheme of Delegation
Final Capability Meeting / Dismissal	As per the Scheme of Delegation	As per the Scheme of Delegation