

The purpose of this policy and procedure is to improve the standards of performance of our colleagues and to encourage improvement where necessary. This procedure does not deal with conduct or sickness absence issues. These are dealt with in our disciplinary and managing attendance at work policies

Any reference to 'the employer' refers to (Biddulph High School). The 'appropriate level of authority' should be determined according to the employer's decision making structure. This policy applies to employees of the organisation, referred to in this policy as colleagues.

The procedure applies to all colleagues, regardless of length of service, but does not form part of the contract of employment and can be varied from time to time and in consultation with the recognised trade unions. The procedure does not apply once you have left the employer.

The policy and procedure is commended for adoption by governing bodies for application to all colleagues employed in schools and Academies.

1. General Principles

- 1.1 All managers have a duty to define, communicate and monitor the required standards of performance and provide regular feedback, support and recognition to colleagues on their performance. Colleagues are expected to take ownership for their progression towards achieving and sustaining acceptable performance and any identified performance improvement.
- 1.2 As the aim of the procedure is to improve standards of performance, which fall below expectations, initially any performance issues should be dealt with informally by way of discussion with your line manager who will help, guide or advise you in improving your performance.
- 1.3 At any stage where a need for assistance and support has been agreed between you and your line manager, your manager will ensure that the support is provided and will allow sufficient time for it to take effect.
- 1.4 Cases of unsatisfactory performance are usually best dealt with informally and confidentially. A conversation about the concerns and resolutions is often all that is required to improve your performance. In some cases, additional training, coaching and advice may be what is needed. There will be situations where matters are more serious or where an informal approach has been tried but has not worked.
- 1.5 We are committed to equality and diversity and will make reasonable adjustments to the application of this policy and procedure where necessary and in line with our Equal Opportunities Policy.

2. Links with Other Policies and Procedures

- 2.1 **Grievance Policy** – Where you submit a complaint during performance improvement proceedings, this will not normally stop the proceedings from progressing. Where you raise a grievance during performance improvement proceedings:
 - The performance improvement proceedings may be temporarily suspended in order to deal with the grievance or

- The grievance and performance improvement proceedings may be run concurrently where they are related

2.1.1 Where you assert that the performance improvement proceedings being undertaken are unlawfully discriminatory or are motivated by reasons other than poor performance, you can raise a grievance.

2.2 **Managing Attendance at Work Policy** - Where you are absent due to sickness, the managing attendance at work procedure will apply as normal. Under these arrangements due regard will be had for what is said by Occupational Health and any information you may wish to provide from your GP. We will arrange for you to see Occupational Health as soon as possible for them to assess your health generally and whether or not you are fit to participate in these procedures. Being absent from work due to sickness will not automatically stop the performance improvement procedure progressing.

3. Informal Performance Improvement Process

3.1 Where a manager has a concern about your performance there will normally be an informal period to improve your performance. The purpose of this is to identify and examine any areas of support and guidance, to ensure that you understand any future expectations of your performance and, where appropriate, to develop a performance improvement plan leading to improvements in your performance. Although this may result in a note of the discussion and any follow-up correspondence being kept by your manager on your personal file, this will not be considered to be a sanction under the formal Performance Improvement policy.

3.2 You will be asked to confirm that you agree with any action plan you are signing up to, is achievable and realistic and should raise any concerns that you have about the action plan with your manager.

3.3 In the event that the matter cannot be resolved informally within a reasonable timescale or the matter is too serious for the informal approach to be applied, the formal performance management process will follow. The aim of the process is to improve your performance. Although the stages of the performance improvement process will normally be followed sequentially the employer may enter the process at any stage depending on the seriousness of the matter.

3.4 Managers may progress your performance improvement case to the next step of the process before the expiry of the performance improvement plan.

4. Transition to the Formal Improvement Process

4.1 Before formal action is taken in relation to poor performance, the following steps will be taken:

- A review of your performance will take place. This might include a review of information from the informal performance improvement process or the performance improvement plan, monitoring your work and meeting with you to provide further insight or information related to your performance.
- If following this review your manager concludes it would be more appropriate to continue to address the remaining concerns through the informal performance process, or normal management, the performance improvement procedure will come to an end and your performance will be managed under the normal performance management process.

5. Formal Performance Improvement Process

- 5.1 If, following this review, it is believed that there are reasonable grounds for taking formal action or the next stage of formal action; you will be required to attend a performance improvement meeting.
 - 5.2 You will be invited to the meeting in writing in accordance with the 'Formal Meeting/Hearing/Appeal Procedure'.
 - 5.3 You will be provided with written details of the poor performance concerns, the reasons for the concerns and the possible outcomes, at least **10 working days** before the meeting/hearing/appeal.
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6. Right to be Accompanied

- 6.1 You have the right to be accompanied by a companion at any meeting as part of the formal performance management procedure. The companion may be a fellow colleague, a trade union representative or an official employed by a trade union.
 - 6.2 The companion is allowed to address the hearing, to put and sum up your case, respond on your behalf to any views expressed at the meeting and confer with you during the hearing. They may also request an adjournment and ask questions of anyone present. The companion does not, however, have the right to answer questions on your behalf, address the hearing if you do not wish it or prevent the employer from explaining their case. Other than confirming that all parties have the same documentation it would not normally be necessary to read out the content of the documentation.
 - 6.3 Under this procedure, you do not have the right to be accompanied by anyone else (such as a spouse, partner, other family member or legal representative).
 - 6.4 It would not normally be reasonable for you to insist on being accompanied by a companion whose presence would prejudice the hearing nor would it be reasonable for you to ask to be accompanied by a companion from a remote geographical location if someone suitable and willing was available on site.
 - 6.5 Where appropriate, eligible colleagues, for example those with disabilities or language difficulties, may have the attendance of a supporter or interpreter.
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7. The Performance Improvement Meeting

- 7.1 Formal hearings will be conducted in line with the Formal Meeting/Hearing/Appeal Procedure. You must make all reasonable efforts to attend a performance improvement meeting. If you or your companion is unable to attend a meeting you may propose a new date of no more than **5 working days** from the date of the original date.
- 7.2 The Deciding Manager will respond sensitively when a delay is required as it may arise for a reason related to a disability or parental emergency involving dependants. We may arrange another meeting date if you fail to attend through circumstances outside of your control.
- 7.3 If you do not attend the meeting without good reason, it should be re-arranged but if you do not attend the rearranged meeting, a decision may be made in your absence. You may submit a written statement to be taken into consideration.
- 7.4 Where you are persistently unable or unwilling to attend the meeting without good cause the manager should make a decision on the evidence available.

- 7.5 The performance improvement meeting will be conducted by an appropriate person¹ known as the Deciding Manager who has the appropriate level of authority with the relevant skills and experience. A representative from HR may also be present and will always be present at hearings that may result in dismissal or an alternative to dismissal.
- 7.6 At the meeting the poor performance issues identified will be explained and you will have the opportunity to put your explanation forward. Consideration will be given to the reasons for your poor performance and whether it is appropriate to provide any further measures by way of support. You will be informed what the level of improved performance will need to be, and by when, in order to end the performance improvement procedure. This will be detailed in your performance improvement plan. Any support that will be available to help you improve your performance will be explained to you and detailed in the plan. The steps and timescales for improvement of performance and how your performance will be monitored and reviewed will be discussed and explained at the meeting.
- 7.7 The timetable for improvement will depend on the circumstances of your case. It is for the Deciding Manager to determine the time period for improvement. It will be reasonable and proportionate, but not excessively long, and will provide you with sufficient opportunity for you to improve your performance.
- 7.8 The consequences of your failure to improve within the set period will be explained to you. In very serious cases, this could be a final improvement notice or dismissal.
- 7.9 The performance improvement meeting may be adjourned if it becomes necessary to explore any matters further. If any further evidence or information is obtained as a result, you will be given this evidence ahead of the reconvened meeting and given the opportunity to respond to it.
- 7.10 It is important that written records are kept during the performance improvement process. Action plans and notes of formal meetings will be given to you for your information and copies of notes, letters and action plans should be retained by the line manager.

8. Formal Performance Improvement Notices

8.1 Stage 1 – First improvement notice

Following a formal performance improvement meeting; a first improvement notice may be issued by the Deciding Manager and will usually be appropriate after a period of informal support, where there are no previous notices and where any agreed adjustments and other support has been made or provided. The notice will remain active for 6 months and it should be disregarded for performance improvement purposes after this period. Your performance will be reviewed throughout the period of the notice.

8.2 Stage 2 – Final improvement notice

Following a further formal performance improvement meeting; where any agreed adjustments and other support has been made or provided, a final improvement notice may be issued by the Deciding Manager in the following circumstances:

- where, within the review period of the first improvement notice, the necessary improvement has not been achieved
- where the seriousness of the poor performance is sufficient to warrant such a warning even though no previous warning may have been issued.

¹ In schools and Academies, the performance improvement meeting for the Headteacher should be conducted by an appropriate Panel of Governors.

8.2.1 This will remain active for 12 months and it should be disregarded for performance improvement purposes after this period. Your performance will be reviewed throughout the period of the notice.

8.3 Stage 3 – Dismissal

Only a Deciding Manager with the appropriate level of authority in line with the employer's scheme of delegation² can take a decision to dismiss and where any agreed adjustments and other support has been made or provided. You may be dismissed in the following circumstances:

- any poor performance during your probationary period (except where national guidelines detail otherwise)
- where within the duration of the final improvement notice and following further formal procedure, the necessary improvement has not been achieved and any agreed adjustment and other support has been made or provided. This would be with notice or payment in lieu of notice.
- where, on the balance of probability, it is reasonably believed that you have committed an act of gross negligence; this will usually be dealt with under the disciplinary policy. Gross negligence will usually result in summary dismissal without notice and without pay in lieu of notice.

8.3.1 The employer may at its discretion consider alternatives to dismissal, for example demotion. If an alternative is applied, it may also be accompanied by a final improvement notice.

9. Performance Improvement Notices

9.1 Where a notice is issued, this will be confirmed to you in writing within **10 working days** of the performance improvement meeting. The notice will state the poor performance that led to the notice, the action or improvement required by you, the duration of the review period, any measures that will be taken to support you, the duration of the notice and the likely consequences of the action or improvement not being taken and/or any further poor performance. You will also be advised of the right of appeal and the person to whom your appeal should be made.

10. Regular Feedback

10.1 Following any formal stage your manager has the responsibility to provide you with regular feedback and evidence on how your performance is progressing against your performance improvement plan. Feedback should not be saved for the next formal stage but shared with you during the performance notice. This prompt feedback could lead to improvements in your performance and could avoid the need to move to the next stage of the procedure.

11. Appeals

11.1 Where an improvement notice has been issued, if you are dissatisfied with that decision, you can appeal at all formal stages. Your appeal must be in writing and set out grounds of your appeal in line with the list below and include all the information you wish to rely on at the appeal hearing. You must send your appeal to the Appeal Deciding Manager within **5 working days** of the date you received the letter notifying you of the performance improvement meeting decision. You must be appealing against either:

- the finding that you are underperforming in your role where the evidence did not support this

² In Schools and Academies only a Panel of Governors can consider a dismissal.

- the severity of the performance notice taking into account the nature of the misconduct and the mitigating circumstances.
- the fact that you don't feel the correct procedure was followed
- the fact the new evidence has come to light that would change the outcome
- the sanction is inconsistent with how others have been treated
- there was unlawful discrimination in the handling of the performance improvement.

11.2 You will be invited to the appeal hearing in writing in accordance with the 'Formal Meeting/Hearing/ Appeal Procedure'. You will be given at least 10 working days' notice of the appeal meeting. You have the right to be accompanied at the appeal meeting by your companion.

12. Outcome

- 12.1 The outcome of the appeal may be to overturn or confirm the original decision or apply a different, but not more serious, sanction. The Appeal Deciding Manager will either recall the colleague to the Appeal Hearing or will write to the colleague confirming their decision. The appeal outcome will be confirmed in writing within **10 working days** of the appeal hearing. There is no further right of appeal.
- 12.2 You are not entitled to raise a further complaint under the employer's Grievance Policy (or any of the employer's complaints procedures) in relation to the same grounds of appeal.
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13. Effective Date

- 13.1 This procedure has been agreed with the trade union representatives and was adopted by the employer on 01/09/2015
- 13.2 The Head of HR, or delegated person, will periodically review this procedure with the trade unions following changes in employment law or at the request of the business or the Trade Union Consultative Committee.
- 13.3 An [Equality Impact Assessment](#) was carried out on this policy and procedure prior to implementation.
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Appendices

- Appendix 1 Guidance Note: Conducting an Informal Support Meeting
- Appendix 2 Guidance Note: Conducting a Review meeting under Informal stage
- Appendix 3 Generic Stress Risk Assessment: Capability Procedure in schools
- Appendix 4 Guidance Note: Conducting a Formal Capability Meeting
- Appendix 5 Outcome of Formal/Final Formal Capability Meeting Letter
- Appendix 6 Guidance Note: Conducting a Final Formal Meeting
- Appendix 7 Performance Improvement and Support Plan
- Appendix 8 Guidance Note: Conducting a Final Formal Capability Review
- Appendix 9 Outcome of Formal/Final Formal Review Meeting Letter
- Appendix 10 Guidance Note: Conducting a meeting to consider dismissal on the grounds of capability
- Appendix 11 Guidance Note: Conducting an Appeal Meeting

APPENDIX 2

Guidance Note: Conducting an Informal Capability Support Meeting

- Advise the member of staff that this meeting is held under the Informal Stages of the Capability Procedure and that Performance Management under the Appraisal Policy has now ceased.
- Ensure the member of staff has received a copy of this policy, if not provide them with one and allow time to read if requested.
- Review performance to date - reinforce things the teacher does well.
- Highlight clearly the specific areas of performance that are causing concern, and discuss the evidence of this (this should include evidence from Support plan under Appraisal process).
- Ensure the member of staff has the opportunity to respond, provide reasons/explanation etc. for the performance shortfall.
- Ask the staff member if there are any underlying issues that may impact on performance, e.g. health, issues outside work etc.
- Re areas of concern agree SMART targets that the teacher should work towards, agree what support the teacher feels would be beneficial and how performance will be monitored.
- Ensure that all targets have regard for the Teachers Standards
- A monitoring period should be set and interim review meetings agreed within this period. This monitoring period should be no more than six weeks.
- Offer a mentor if appropriate (NB: this should be someone not involved in monitoring the staff member's performance).
- Advise the staff member that if performance doesn't meet the required standards within the review period it may result in concerns being addressed under the Formal stages of the Capability Procedure.
- Encourage the staff member to consult with their trade union for further support.

Guidance Note: Conducting a review meeting under Informal stage of Capability procedure

- Advise the staff member that this meeting is a review meeting held as part of the Informal Stage of Capability Procedure.
 - The person conducting the meeting should present evidence regarding the staff member's performance against the targets specified in the initial meeting.
 - The staff member should be asked for their opinion regarding their performance against the targets.
 - The staff member should be asked for their opinion on the support provided to date.
 - Either party may request an adjournment to consider the discussions which have taken place.
 - The Headteacher should consider the evidence and determine whether sufficient progress has been made against targets.
 - If the teacher has made sufficient improvement the teacher's performance will no longer be addressed using the Capability Procedure and as such they will revert back to performance management using the Appraisal Policy (in which case the employee should be advised that this is the case and that the improvement must be sustained);
 - If the teacher has not made sufficient improvement against targets, the teacher will be notified that their performance will now be managed under formal stages of Capability. This will be notified in writing along with a letter inviting them to the formal capability meeting.
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APPENDIX 3

Generic Stress Risk Assessment: Capability Procedures in schools

SCHOOL: EMPLOYEE: JOB TITLE: SIGNATURE (EMPLOYEE):		NAME OF ASSESSOR / LINE MGR: JOB TITLE: DATE OF ASSESSMENT: SIGNATURE (ASSESSOR):		<i>Once the Risk Assessment is complete a copy should be placed on the employee's Personal File. A copy should also be sent to the employee & their union representative.</i>
No.	Potential Hazards	Who is affected?	Control Measures to Eliminate / Minimise the Risk	Further Action Required?
1	DEMANDS Feeling that capability procedure is an added and excessive demand. Feeling that the targets are unachievable, feels they are being set up to fail.	Employee / colleagues Employee	Ensure targets are agreed (wherever possible) through discussion with the employee. Targets must be reasonable, in line with expectations of the post/grade. Encourage the employee to talk to the Headteacher at an early stage if they have concerns about the agreed targets.	
	Extra demands of arranging / providing support, observing / monitoring etc.	Headteacher / Line Manager / Colleagues providing support / Mentor (where app.)	Colleagues providing support should agree when and for how long support is to be provided. The Headteacher may delegate observation and monitoring duties as appropriate to minimise impact on workload (with the consent of the staff member being observed). If a mentor is provided they must be carefully selected to ensure they have sufficient capacity. Specific time should be set aside for mentoring duties. Headteacher is aware of support available from HR, LA Advisors, SIP, etc.	
	Feeling under pressure to meet targets/deadlines, feeling that the workload is excessive.	Employee / Mentor / Line Manager	Regular discussions regarding workload should take place between the employee and their line manager or mentor, including; volume of work, deadlines, hours worked, breaks taken etc.	
	Feeling that resources are insufficient, or the environment unsuitable, to meet targets.	Employee / Mentor / Line Manager	The employee should report immediately any concerns regarding resources or the environment to the Headteacher.	
2	CONTROL The employee feels they have no say in how the capability process is managed, e.g. how many/when observations are carried out.	Employee	Discuss and agree (wherever possible) with the employee in the meeting exactly how performance will be monitored. Where appropriate agree in advance when and how observation/monitoring will take place.	
	Feeling that have no say in what targets are set or the associated deadlines.	Employee	See No. 1	
3	SUPPORT Lack of knowledge of available support and how to access it.	Employee / Headteacher / Line Manager / Mentor	Ensure support is thoroughly discussed in meetings, formal or informal. Headteachers, managers and mentors should ensure they are aware of support options through speaking to HR and LA Advisors.	

			Information about counselling services and other pastoral support options should be provided early in the process.	
	Concern that the support provided/planned is not sufficient to enable satisfactory improvement	Employee	The employee should be made aware of the process for raising concern about the support provided. This would normally be through the line manager or Headteacher.	
	Not made aware of how progressing against targets.	Employee	The employee should receive regular feedback from all involved in monitoring performance.	
	Feeling isolated and self-conscious, may result in low self-esteem.	Employee	Knows how to use mentor and access support from Care first and Occupational Health. Aware of other support, e.g. Union or Teacher Support Network	
4	RELATIONSHIPS The employee feels bullied and/or harassed and this impacts on performance.	Employee / Colleagues	Policies are in place to address unacceptable behaviour which staff are aware of.	
5	ROLE Feeling the expectations are unclear or unrealistic	Employee	See No. 1. Also hold regular one-to-one meetings to discuss progress against the targets and to offer additional clarification.	
	Unclear about their role and responsibilities, potentially conflicting roles.	Headteacher / Line Manager / Mentor	Clarification should be provided at the start of the process as to responsibilities to support, observe, monitor etc. Clear parameters must exist between, for example, the role of Mentor and Reviewer. Further advice should be sought from HR.	
6	CHANGE Unsure about how capability procedure changes daily work.	Employee / colleagues	Clarification about role and targets should be provided at informal and formal meetings. If any duties are changed this must be made clear.	
	No influence over these changes.	Employee	See No 2	
	Unsure of timing of procedure and of potential future impact	Employee	Copy of the policy provided at early stage. Timings and potential impact should be discussed in all informal and formal meetings.	
	Negative perception of the capability process.	Employee	The employee is made aware that the capability procedure is a supportive process aimed at helping them improve. They are provided with a copy of the policy at an early stage.	

APPENDIX 4**Guidance Note: Conducting a Formal Capability Meeting**

- Advise the teacher of nature of the meeting and that they have the right to be represented.
- Ensure the teacher is provided with a copy of this policy, if not already provided.
- Give clear feedback to the teacher about the nature and seriousness of the concerns.
- Ensure the teacher has the opportunity to respond, provide reasons/explanation etc. for the performance shortfall.
- Ask the teacher if there are any underlying issues that may impact on performance, e.g. health, issues outside work etc. If health is a concern, advise the teacher that you will arrange an appointment with Occupational Health.
- On hearing all representations, either party may request an adjournment to consider information presented (refer to 13.4, Part B). Following this, there are four options:
 1. To conclude there are insufficient grounds to pursue capability and therefore cease Performance Improvement and resume Appraisal process
 2. Suspend the meeting to gather more information
 3. To instigate Formal Capability and issue a Formal Written Warning - follow this format of remainder of meeting
 4. To instigate Formal Capability, however, due to seriousness of concerns issue a Final Formal Written Warning. Refer to format of remainder of meeting.

If continuing Formal Capability and issuing a Formal Written Warning:

- Advise the teacher that they are being issued with a Formal Warning under this policy, and that this will be confirmed in writing.
 - Advise the teacher member that they have the right of appeal against the Formal Warning, and that details of the appeal process will be confirmed to them in writing.
 - Agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns, performance measures and timescales. Agree interim review meetings if appropriate.
 - Advise the teacher that they may seek support from staff counselling service or their trade union, or the Teacher Support Network (for teaching staff only) on 08000 562 561.
 - Advise the teacher that if performance doesn't meet the required level within the review period they may be issued with a final written warning, and that ultimately the Capability process can lead to dismissal.
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APPENDIX 5**Outcome of Formal/Final Formal Capability Meeting Letter**

Your reference
 Our reference
 Letter – outcome of formal meeting Date
 Name
 Address

Dear XXXX,

Outcome of Formal/Final Formal Capability Meeting

Thank you for attending the meeting on XXX at which you *chose/chose not* to be accompanied by your Union representative XXXX to discuss your performance. This meeting was held in accordance with the Capability Procedure for teachers.

At the meeting I explained to you that the purpose of the meeting was to discuss concerns regarding your performance and to hear your responses in relation to these.

During the meeting I explained that *(insert details of concerns and evidence)*. You were given the opportunity to respond to these, you explained that *(insert details of response)*.

Having considered the points raised I concluded that: *(delete as appropriate)*

- a. *That whilst there are issues with aspects of your performance, it would be more appropriate to address these concerns through the Appraisal process. As such the Capability process will now cease and you will resume the Appraisal process. A further meeting will be arranged to reassess your objectives.*
- b. *The meeting should be suspended to allow time to collect/consider further information. (insert details of reconvened meeting)*
- c. *That significant performances concerns exist and as such it is appropriate to continue with the Performance Improvement process as such you were issued with a Formal warning that your performance should improve.*

You have the right to appeal this decision, appeals should be made in writing to the Chair of governors within ten days of receipt of this letter.

- d. *That performance concerns exist which are serious in their nature, as such it is appropriate to continue with the Performance Improvement process as such you were issued with a Final Formal warning that your performance should improve.*

You have the right to appeal this decision, appeals should be made in writing to the Chair of governors within ten days of receipt of this letter.

In light of this decision I then explained you will be subject to a monitoring period of XX weeks (minimum 4) and discussed the Performance Improvement plan with you to highlight your targets, measures and agreed support. (insert summary of agreed plan). A copy of the revised plan is enclosed.

Following this period, you will be reviewed again. Failure to make sufficient improvements during this review period will result in you being issued with a Final Formal warning to improve performance/ your case being referred to Governors for a decision to be made on your ongoing employment.

I am sorry that this has become necessary however I would encourage you to contact me should you need any clarification on the issues raised or require additional support and hope that you will be able to make and sustain the necessary improvements.

Yours sincerely
 Name/Designation

APPENDIX 6

Guidance Note: Conducting a Final Formal Meeting

- Advise the member of staff of nature of the meeting and that they have the right to be represented.
 - Ensure the member of staff is provided with a copy of policy, if not already provided.
 - Highlight clearly the specific areas of performance that are causing concern, and discuss the evidence of this.
 - Ensure the member of staff has the opportunity to respond, provide reasons/explanations for the performance shortfall.
 - Ask the staff member if there are any underlying issues that may impact on performance, e.g. health, issues outside work etc. If health is a concern advise the member of staff that you will arrange an appointment with Occupational Health.
 - Advise the staff member that they are being issued with a Final Formal Warning under this policy, and that this will be confirmed in writing.
 - Advise the staff member that they have the right of appeal against the Final Formal Warning, and that details of the appeal process will be confirmed to them in writing.
 - Advise the staff member that Performance Management under the PM policy is suspended pending the outcome of the informal capability procedures.
 - Agree any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns, performance measures and timescales. Agree interim review meetings if appropriate.
 - Discuss the generic stress risk assessment with the staff member (see Appendix 3). Ask the employee if there are any additional actions that can be taken to support them and to help minimise stress. Record these in the additional information column.
 - Advise the staff member that they may seek support from (staff counselling service, or their trade union, or the Teacher Support Network (for teaching staff only) on 08000 562 561.
 - Agree a date for review against the targets, minimum of four weeks.
 - Advise the staff member that if performance doesn't meet the required level within the review period then the matter may be referred to the Governors with a recommendation for their dismissal.
 - For teachers, advise them that if they are dismissed by the governors the matter will be referred to the Teachers Standards Agency for them to consider whether the staff member should continue to practice as a Teacher.
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“Working together to achieve our personal best”