



**POLICY
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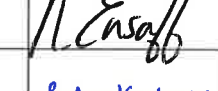




Managing Under- Performance of Members of teaching staff (Policy & Guidelines)

For Ta'allum Group

Reviewed for Year 2018 - 2019 as of December 2018

Approvals

The signatures below certify that this policy has been reviewed and accepted, and demonstrates that the signatories are aware of all the requirements contained herein and are committed to ensuring their provision.

	Name	Signature	Position	Date
Reviewed by	Sheldon Smith		Principal- AJA	6/1/19
Reviewed by	Alison McDonald		Principal- AMAG	9/1/19
Reviewed by	Shuja Uddin		Principal-AMAB	15/1/19
Reviewed by	Najoud Ensaff		EYFS and Primary SIC	16.01.19.
Reviewed by	Peter Kubicki		Secondary SIC	16.1.19.
Reviewed by	Mohammed Abu Qadah		Arabic SIC	16.01.19
Approved by	Dr. Mohammed Saefan		Education Director	16.1.19
Approved by	Ahmed Al Mannai		CEO	16-1-2019

Amendment Record

This Policy is reviewed to ensure its continuing relevance to the systems and processes that it describes. A record of contextual additions or omissions is given below.

Page no.	Context	Revision	Date
	References to terms References to teachers Counselling	Updated wording from terms to semesters Updated wording from teacher to member of teaching staff Re-termed counselling coaching and included references to a support plan Purpose and Responsibilities Added	December 2018

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Ta'allum Vision, Mission and Motto

Ta'allum Group's Vision

We aspire towards being a progressive institution of learning experiences by offering a quality education based on an Islamic ethos that aims to serve humanity.

Ta'allum Group's Mission

To establish premier educational institutions which are committed to a unique brand of holistic education.

Our goal is to help every child to learn and acquire Islamic knowledge alongside building a solid foundation in all academic subjects. This will help them develop and gain true Islamic values and thereby make a valuable, correct moral and social contribution to the community in which they live.

Ta'allum Group's Motto

"Creative learners today, our future leaders tomorrow"

Ta'allum Schools' Learner Outcomes

Academic Achievement and Leadership with Islamic Values are the characteristic hallmarks of our students. Here at Ta'allum schools we believe that in order to ensure all our students to achieve at the highest level we need to actively support them through curriculum and enrichment in developing the right characteristics. This is what distinguishes our students from other.

Our students are Academic

- ✓ They are lifelong learners
- ✓ They are creative thinkers
- ✓ They are bilingual
- ✓ They are confident
- ✓ They are innovative
- ✓ They are independent

Our students are Leaders

- ✓ They have strength of character
- ✓ They are organised
- ✓ They are confident
- ✓ They are responsible
- ✓ They are future leaders

Our students practice and exemplify Islamic values

- ✓ They adhere to the Five Pillars of Islam
- ✓ They have good morals
- ✓ They are polite
- ✓ They are considerate

Purpose

The purpose of this policy is to outline processes and procedures for the management of under-performance of Ta'allum teachers. It provides a framework within which there be an opportunity to address concerns about unsatisfactory performance in such a way that:

- Recognises the key role of Ta'allum employees in student achievement and student outcomes.
- Acknowledges their key role in putting Ta'allum's values into practice and in realising the Ta'allum vision.
- Ensures efficiency, equity, dignity and confidentiality in dealing with an employee's unsatisfactory performance.

Overview

The objective of this Managing Under-Performance policy is to ensure employees are meeting or exceeding performance expectations.

Prior to implementing this Ta'allum process, it is assumed that the employee is aware of the expectations of their performance and performance development as conveyed through:

- recruitment, selection and induction programs;
- the employee's job description;
- the Performance Framework; and
- Performance feedback from the head of School and the employee's line manager with respect to their performance.

It is essential that employees receive a proper induction according to their needs and the needs of the school and the Department. A Ta'allum teacher's particular induction needs must be addressed whether they are a new teacher, transferred/promoted to a new role or returning to teaching after time out.

The Ta'allum Performance Management framework is separate from procedures for the management of under-performance. It is assumed, however, that expectations of Performance Management will form part of a written performance management tool, between the employee and their Head of School and/or Line Manager. The absence of such a written performance management tool does not preclude the application of this policy in the event of an employee's under-performance.

Under- performance will be the subject of ongoing informal performance feedback between the employee and their Head of School/ Principal. The ongoing informal communication of performance expectations and performance concerns to employees will enable emergent performance concerns to be identified and addressed as they arise.

This informal feedback will also assist the Head of School in:

- Identifying and clearly communicating performance concerns at the earliest opportunity; and ascertaining any legitimate mitigating factors, including medical conditions and/or personal reasons, that may assist in explaining performance concerns and/or need to be taken into consideration.
- Informally developing and implementing strategies to address identified issues.

- It is intended that issues that may lead to a formal MUP process will usually be identified informally in the first instance and formal MUP processes will usually be applied in the event of unaddressed, ongoing and/or significant performance concerns.
- Employees who refuse or fail to participate in the process may be liable for disciplinary action.
- Performance issues of a sufficiently serious and pressing nature or involving serious risk to student or staff health and safety should be dealt with immediately following HR guidance.
- Employees will be afforded the opportunity to respond to all performance concerns, including raising possible reasons for unsatisfactory performance.

Responsibilities

Employees are responsible and accountable for:

- effective and efficient teaching and learning practices in their classroom/s or other work areas;
- student outcomes;
- their own performance, including performance development and responding to and addressing performance concerns;
- maintenance of relevant documentation including but not limited to that related to lesson planning and preparation, curricula, assessment, policies and procedures and professional development;
- their own professional development through positive engagement with the Ta'allum opportunities
- seeking assistance from their colleagues, and School Leaders if they are experiencing difficulties;
- compliance with all relevant policies;
- actively participating in the process; and
- responding to and addressing performance concerns; and identifying resources and assistance in consultation with the Line Manager/ Head of School

The Head of School, assisted by the identified Head of Department/ Year Coordinator is responsible and accountable for:

- regularly monitoring teachers' performance and providing appropriate feedback and, where necessary, assistance in a timely manner;
- managing under- performance when it is identified;
- ensuring that Ta'allum teachers who are not performing to a satisfactory standard receive clear, accurate and constructive feedback;
- properly informing the State school teacher of Ta'allum processes and procedures, including timeframes for improvement and other stages of the process;
- ensuring that all processes are fair and proportionate, including the opportunity for the teacher to properly consider and respond to statements, written reports and decisions;
- complying with, and effectively documenting, processes and procedures;
- clearly communicating performance concerns and performance goals;
- notifying the Principal should a teacher proceed to Stage 2 of the agreed process and providing further notification when the process has been finalised;
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The Principal is responsible for all final decisions and recommendations under stages 1 and 2

The School Consultant will liaise with schools to provide support, guidance and an additional view of a teacher's performance.

Under-Performance (Lack of Capability)

Whilst it is recognized that issues of under-performance may need to be addressed across one, or all areas of the Ta'allum Academies, this policy document has been developed specifically for managing teaching staff.

For the purposes of this policy, Under-Performance is defined as an area in which **'a teacher fails to consistently perform their duties to the professionally acceptable standards of Ta'allum Academies'**.

This policy document is not intended to deal with Under-Performance due to misconduct or ill-health. Processes to be followed in these instances are dealt with under Human Resources policies.

This policy addresses areas which are considered to relate to inappropriate and/or unacceptable professional behaviour. These are dealt with according to established procedures.

Note: It is imperative that all of those who are involved in managing these procedures respect the confidential nature and sensitivity of the member of staff at hand.

This document lists the four stages to be followed:

- **Informal Stage**
- **Formal Stage**
- **Assessment Stage**
- **Final Disciplinary Stage**

INFORMAL STAGE

EVIDENCE

Where a member of teaching staff may be under-performing, the line manager (SMT member) should investigate and collect evidence. Once the facts are known and the nature of the problem established there are three initial options:

- Drop the matter as there is no case to answer or the matter is 'trivial'.
- Arrange for coaching support for the staff member, without using the formal procedures and put in place a support plan.
- Arrange a formal interview for the more serious cases and/or concerns.

Coaching

Informal coaching should aim to encourage and help the teacher to improve. It should be conducted discretely by the line manager or another appropriate SMT member.

Explanations should be considered carefully and the teacher must be told:

- What is required,

- How performances will be reviewed,
- The review period,
- That the formal procedure will commence if there is no improvement.

A paper copy of a support plan must be provided to the member of staff.

Written notes of any coaching must be kept for future reference. Discussions must not:

- Harass the member of teaching staff, or
- Turn the coaching into a formal interview at this stage.

Note: If the teacher shows indifference to or discontent with the coaching / support plan, the formal stage procedure should be commenced without delay in order to deal with the concerns in a more structured and objective manner.

After a period of review involving a lesson observation and assessment, a decision should be reached and that is to either:

- Drop the matter
- Convene a formal interview for the next stage

FORMAL STAGE

INTERVIEW

A formal interview initiates the formal stage of the under-performance procedures. It provides an opportunity to deal with more serious concerns in a structured way and it allows the teacher to prepare a response to allegations regarding their under-performance.

- The SMT line manager will arrange to meet with the teacher to express their concerns regarding the member of teaching staff's continued unsatisfactory performance in one or more of the performance criteria(s) (table below) and discuss away forward.
- Details of the issues causing concern, the progress needed and the timescales must be clarified at this point.
- At least three Academy working days' notice should be given when convening the meeting. At this point it must be made absolutely clear that formal procedures have begun and will now follow a set procedure.
- The interview may well provide new information and if it becomes clear that further investigation is needed, then the interviewer should adjourn the meeting (for an appropriate length of time) to allow this investigation to take place.
- It is essential that the SMT member conducting this interview (and any future meetings) arranges for a written, contemporaneous record to be kept. The record should be signed and dated by the SMT member and the member of teaching staff.

There are four options at formal interview:

- Drop the matter;
- Coaching/ support plan (except where already undertaken and no improvement has taken place)

Note: *The above are only relevant where new information is available or that the matter is not as serious as it first seemed.*

- Oral or written warning;
- Final written warning.

If performance is unsatisfactory, a written warning will normally be the next step and will invoke an assessment period of one semester. An oral warning should not normally be necessary in cases where coaching has already taken place. In cases of particularly serious concern, where the education of children is in jeopardy, it is possible to move directly to a final written warning. This will invoke an assessment period not exceeding four weeks.

A decision should be made after all the facts and any representations from the member of teaching staff have been considered. The SMT member should adjourn the meeting briefly to consider the appropriate option before delivering a decision to the member of staff. Any appeal against a warning must be made within five Academy working days and heard within ten Academy working days.

Where a formal warning is issued, the SMT member should use the remainder of the meeting to:

- Identify the professional shortcomings.
- Give clear guidance on the improved standard of performance needed to end the under-performance procedures.
- Explain the support that will be available and how performance will be monitored over the following weeks.
- Identify the timetable for improvement (normally within four weeks or one term timescale) and agree a date for the next/final evaluation meeting.
- Make it clearly understood that failure to improve may lead to disciplinary procedures on the grounds of unsatisfactory performance.

A letter should be sent to the member of teaching staff immediately after the formal interview recording the result of the investigations, the main points discussed at the meeting, confirmation of the decision and (where a warning is issued), giving information about the handling of the formal stage.

ASSESSMENT STAGE

Start of Term:

Regular observations, monitoring and evaluation of performance and further training if necessary, plus support to the member of teaching staff. If at any point during this stage the circumstances suggest a more serious problem, a decision may be taken to move directly to a final written warning.

End of Semester:

An evaluation meeting will take place to assess performance over the previous weeks. At least three Academy working days' notice must be given for the meeting. If the level of performance has been satisfactory and there is confidence that it can be sustained, the under-performance procedures can end here with a letter from the line manager.

If performance continues to be unsatisfactory then a final written warning should be issued. Formal monitoring, evaluation, guidance and support should continue for a further four-week period after commencement of the new term. Arrangements for this should be explained at the meeting. The member of teaching staff must be told clearly that failure to achieve an acceptable standard may result in dismissal.

The decision and main points of the meeting should be recorded in a letter to the member of teaching staff. Any appeal against a final warning must be made within five Academy working days and heard within ten Academy working days of notice of appeal.

Final Disciplinary Stage:

If the performance of the member of teaching staff continues to be unsatisfactory after the further four week period then the matter will be passed to the Academy Principal and Director for a decision regarding terminating the contract.

GUIDELINES

1. Notice

Notice of three Academy working days must be given for an initial under-performance review. The date of successive evaluation meetings should be fixed at the preceding interview or meeting and notice should only be necessary if it is rearranged.

2. Support for the Member of teaching staff

The SMT member (or nominated person) monitoring the performance should offer feedback and instruction to help the member of teaching staff to improve their performance. If training courses or assistance from colleagues would be helpful, these should be arranged as soon as possible as part of a support plan and team teaching/ peer observation maybe arranged. However, these should not interrupt the timing of the procedure.

Subject specialist advice will be offered to teaching staff by their line manager if relevant.

Class management advice may be offered by other members of the Academy who have expertise in this area.

3. Monitoring arrangements

Monitoring should include observations of a range of relevant duties and functions. An objective record of the monitoring should be kept and used to assist with the evaluation of performance.

4. Written records

A written record should be made of all interviews with the member of teaching staff and any action taken following such an interview. Except in agreed circumstances, any formal warnings should be disregarded for disciplinary purposes after a specified period of satisfactory performance.

5. Staff who are absent through illness during the procedure

Absence which is triggered by the under-performance procedure and which management believe is likely to be long term should be referred immediately to Human Resources and the appropriate Academy health adviser (or outside medical agency) to assess whether the member of teaching staff is fit for continued employment.

Reasonable steps should be made to enable the member of teaching staff to attend evaluation meetings, but where the member of teaching staff is unable to attend, these may proceed in the

his/ her absence if delay would otherwise compromise the maximum set time set aside for the procedures to be made or assessed.

5. Timetable

References to semester throughout the model procedure and throughout these notes on applying the procedure are taken to mean the normal school semester lengths for schools that operate a to semester academic year.

The period for assessment need not match exactly the start and end of semester, but could begin at intermediate dates and continue for a period approximating to “up to one semester”.

6. Disputes about the procedure

Any disagreements or grievances about the interpretation of the model procedure, or the application of any related matters not covered in the procedure, must not delay the various elements of the under-performance procedure.

7. Appeals against formal warnings and/or dismissal

Appeals should normally be restricted to considering the reasonableness of the decision made, any relevant new evidence, or any procedural irregularities. The appeal decision must be confirmed in writing.

8. Where the reasonableness of the decision is being questioned, the test that should apply for overturning a formal warning is that ***‘the decision was so unreasonable that it was one that no other member of the Academy SMT, acting with proper regard to his or her responsibilities, could have chosen to take’***. Where an appeal is upheld, the matter must be referred back to Principal and/or the Director for further appropriate action. Where monitoring would otherwise be on going, it should not be halted while an appeal is pending.