



**POLICY
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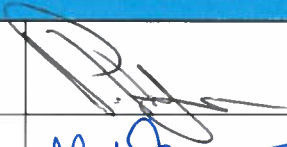



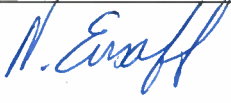



Managing Teacher Under-Performance Policy and Guidelines

For Ta'allum Schools

Reviewed 2015 - 2016

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	Peter Hodge		Principal- AJA	7/12/15
Reviewed by	Maha Teema		Principal- AMAG	23/11/15
Reviewed by	Steven Middleton		Principal-AMAB	23/11/15
Reviewed by	Asbat Hussein		Consultant	18/11/2015
Reviewed by	Najoud Ensaff		Consultant	18/11/2015
Reviewed by	Sameem Khan			19/11/15
Reviewed by	Dr. Mohammad Saefan		Education Director	10.12.15
Approved by	Ahmed Al Mannai		CEO	13-12-2015

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

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Ta'allum Mission, Vision 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 and correct moral and social contribution to the community in which they live.

Ta'allum Group's Motto

"Creative learners today, our future leaders tomorrow"

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 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 the Ta'allum Academies'***.

This policy document is not intended to deal with Under-Performance due to ill health or with misconduct. Those are areas which are considered to be inappropriate and/or unacceptable professional behavior and 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 teacher 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 counseling support without using the formal procedures
- Arrange a formal interview for the more serious cases and/or concerns.

Counseling

Informal coaching (counseling) 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.

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

- Harass the teacher, or
- Turn the counseling into a formal interview at this stage.

Note: If the teacher shows indifference or discontent to the counseling, 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 teacher'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 teacher.

There are four options at formal interview:

- Drop the matter;
- Counseling (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 counseling 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 teacher have been considered. The SMT member should adjourn the meeting briefly to consider the appropriate option before delivering a decision to the teacher. 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 half a semester 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 teacher 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 Semester:

Regular observations, monitoring and evaluation of performance and further training if necessary, plus support to the teacher. 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 semester. Arrangements for this should be explained at the meeting. The teacher 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 teacher. 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 teacher 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 Teacher

The SMT member (or nominated person) monitoring the performance should offer feedback and instruction to help the teacher improve their performance. If training courses or assistance from colleagues would be helpful, these should be arranged as soon as possible but 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 maybe 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 teacher 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 the appropriate Academy health adviser (or outside medical agency) to assess whether the teacher is fit for continued employment.

Reasonable steps should be made to enable the teacher to attend evaluation meetings, but where the teacher is unable to attend, these may proceed in the teacher's absence if delay would otherwise compromise the maximum set time set aside for the procedures to be made or assessed.

5. Timetable

References to semesters 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 two semester academic year.

The period for assessment need not match exactly the start and end of semesters, 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.