



International  
School of **London**

# **Teacher Appraisal & Capability Policy 2023-24**

**Date reviewed:  
August 2023**

**To be reviewed:  
August 2024**

### **Mission statement**

Since 1972, we have established a welcoming and inclusive community. Our diverse cultures and languages drive all our learning experiences.

We nurture creativity and curiosity to stimulate deep thinking. We foster insight, compassion and resilience to enable us to play a meaningful part in a changing world.

### **Vision statement**

We celebrate our stories, our worth and our purpose to make a difference in a shared world.

At the International School of London, we believe in:

Empowering students to maximise their learning opportunities and to fulfil their potential.

Actively integrating cultural diversity in the curriculum.

Creating inclusive, vibrant and innovative learning communities.

Offering a diverse and extensive international programme that supports personal, social and professional growth.

### **Purpose**

This policy sets out the framework for a clear appraisal process of teachers, including the headteacher, and for supporting their development within the context of the School's plan for improving educational provision and performance, and the standards expected of teachers. It also sets out the arrangements that will apply when teachers fall below the levels of competence that are expected of them.

## **Part A – Appraisal and Professional Learning**

Appraisal will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. It will help to ensure that teachers are able to continue to improve their professional practice and to develop as teachers. Appraisal will be used to inform continuing professional development. The school wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development. Professional development will be linked to school improvement priorities and to the ongoing professional development needs and priorities of individual teachers.

### **The appraisal period**

**The appraisal period will run for ten months** from September to June

Teachers who are employed on a fixed term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. **The length of the period will be determined by the duration of their contract.**

### **Appointing appraisers**

**The Head of School will be appraised by the Chief Executive, supported by a suitably skilled and/or experienced external adviser who has been appointed for that purpose.**

SLT, in consultation with Heads of Department and other leaders in school, will determine appraisal lines.

### **Setting teacher goals**

**The Head of Schools' objectives will be set by the Chief Executive after consultation with the external adviser.**

**Each teacher will agree a goal in collaboration with their appraiser before the end of the Autumn half term. Conversations to decide on the goal should follow a minimum of two drop-ins.** The principal goal for each teacher should be broad (e.g. improved use of technology to support learning, improved personalisation practices). The goal may determine the professional learning courses the teacher joins. Research and reflection should then inform classroom practice. There may be circumstances where a teacher chooses to have a second goal.

Guidelines derived from the Teaching and Learning Policy should be used to outline expected standards for teachers.

The appraiser and teacher will seek to agree on the goal but, if that is not possible, the appraiser will determine the goal. The goal may be revised if circumstances change.

**The goal set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the education of students at that school.** This will be ensured by an annual review of the school objectives which will be in line with the school strategic plan.

On occasions a Principal may set a school goal that aligns with the school strategy and all teachers in that section will be expected to focus on that as a second goal.

## **Reviewing performance**

### **Observation**

This school believes that regular short observations of classroom practice and other responsibilities is important as a way of helping teachers identify areas for improvement. Observation will be carried out in a supportive fashion.

At ISL, teachers' performance will be regularly observed but the amount and type of classroom observation will depend on the individual circumstances of the teacher and the overall needs of the school. The length and frequency of "drop in" observations will vary depending on specific circumstances but will be guided by the requirement of a minimum of two drop-ins per term. Staff in their first probationary year will receive a minimum of four drop-ins in the First Term, ahead of their probationary progress meeting, followed by two per term for the remainder of the year.

Teachers (including the Head of School) who have responsibilities outside the classroom should also expect to have the performance of those responsibilities observed and assessed.

### **Feedback**

Teachers will receive constructive and negotiated feedback on their performance throughout the year and as soon as practicable after observations have taken place or other evidence has come to light. Conversations that follow 'drop-ins' should begin with a teacher reflection and finish with statements agreed both by the appraiser and the teacher. If a situation arises where agreement cannot be reached, it is the view of the appraiser that will take precedence.

Where there are concerns about aspects of the teacher's performance, the appraiser will consult the Principals of Primary or Secondary Schools, and then meet the teacher formally to:

- give clear feedback to the teacher about the nature and seriousness of the concerns;
- give the teacher the opportunity to comment and discuss the concerns;
- agree on any support (e.g. coaching, mentoring, structured observations), that will be provided to help address those specific concerns;
- make clear how, and by when, the appraiser will review progress (at this point the appraiser must use the formal observation sheet for further observations);
- explain the implications and process if no – or insufficient – improvement is made.

When progress is reviewed, if the appraiser is satisfied that the teacher has made, or is making improvement, the appraisal process will continue as normal, with any remaining issues continuing addressed through that process.

### **Transition to capability procedure**

If the appraiser is not satisfied with progress, or there is serious concern, the teacher will be notified in writing that the appraisal system will no longer apply and that their performance will be managed under the Capability Procedure. The teacher will be invited to a formal capability meeting. The capability procedures will be conducted (see below).

### **Annual Review**

**Each teacher appraisal period will be completed by the end of June. It will finish with a review and a final reflection on the goals. The final document must be signed by the appraiser and the teacher.**

This review is the endpoint of the annual appraisal process, but development will be reviewed and addressed on a regular basis throughout the year in interim meetings which will take place at least once a term.

### **Part B – Capability Procedure**

This procedure applies only to teachers or Principals or Head of School about whose performance there are serious concerns that the appraisal process has been unable to address.

At least 48 hours notice will be given of the formal capability meeting where the initial concerns and procedures will be outlined. The meeting will contain sufficient information about the concerns about performance and their possible consequences to enable the teacher to prepare to answer the case at future formal capability meetings. Teacher will be provided with copies of any written evidence; the details of the time and place of the meeting; and will advise the teacher of their right to be accompanied by a companion

who may be a colleague, a trade union official, or a trade union representative who has been certified by their union as being competent.

### **Formal capability process**

The Principals and Human Resources will run the capability meeting, except in the case of a member of SLT or the CEO, where a more senior person in ISL will lead the process. The meetings allows the teacher, accompanied by a companion if they wish, to respond to concerns about their performance and to make any relevant representations. This may provide new information or a different context to the information/evidence already collected.

The person conducting the meetings 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 the appraisal process. In such cases, the capability procedure will come to an end. The person conducting the meeting may also adjourn the meeting, *for example if they decide that further investigation is needed, or that more time is needed in which to consider any additional information.*

In other cases, the meetings will continue. During the meetings, which could lead to a formal warning being issued, the person conducting the meeting will:

- identify the professional shortcomings, *for example which of the standards expected of teachers are not being met;*
- give clear guidance on the improved standard of performance needed to ensure that the teacher can be removed from formal capability procedures;
- explain any support that will be available to help the teacher improve their performance;
- set out the timetable for improvement and explain how performance will be monitored and reviewed. The timetable will depend on the circumstances of the individual case but in straightforward cases could be between four and ten weeks;
- warn the teacher formally that failure to improve within the set period could lead to a warning, a final warning or, in most serious cases, a dismissal.

Notes will be taken of formal meetings and a copy sent to the member of staff. Where a warning is issued, the teacher will be informed in writing of the matters covered in the bullet points above and given information about the timing and handling of the review stage and the procedure and time limits for appealing against the warning.

## **Monitoring and review period following a formal capability meeting**

A performance monitoring and review period will follow the first formal capability meeting. Formal monitoring, evaluation, guidance and support will continue during this period. The member of staff will be invited to a formal review meeting, unless they were issued with a final written warning, in which case they will be invited to a decision meeting (see below).

### **Formal review meeting**

At least five 48 hours notice will be given for the formal review meeting, and the notification will give details of the time and place of the meeting and will advise the teacher of their right to be accompanied by a relevant .

If the person conducting the meeting is satisfied that the teacher has made sufficient improvement, the Capability Procedure will cease, and the appraisal process will re-start. In other cases:

- 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;
- If no, or insufficient improvement has been made during the monitoring and review period, the teacher, a capability hearing will ensue.

As before, notes will be taken of formal meetings and a copy sent to the member of staff. final written warning will mirror any previous warnings that have been issued. Where a final warning is issued, the member of staff will be informed in writing that failure to achieve an acceptable standard of performance (within the set timescale), may result in dismissal and given information about the handling of the further monitoring and review period and the procedure and time limits for appealing against the final warning. The teacher will be invited to a decision meeting.

### **Final Capability Hearing**

At least five working days' notice will be given and the notification will give details of the time and place of the final hearing and will advise the teacher of their right to be accompanied.

If the hearing determines that performance remains unsatisfactory, a decision, or recommendation to the Head of School, will be made and can possibly lead to the employee's dismissal.

The teacher will be informed as soon as possible of the reasons for the dismissal, the date on which the employment contract will end, the appropriate period of notice and their right of appeal.

Decision to dismiss

The power to dismiss staff in this school has been delegated by the board to the Head of School

### **Appeal**

If a teacher feels that a decision to dismiss them, or other action taken against them, is wrong or unjust, they may appeal in writing against the decision within five days of the decision, setting out at the same time the grounds for appeal. Appeals will be heard without unreasonable delay.

The appeal will be dealt with impartially and, wherever possible, by senior representatives in the school who have not previously been involved in the case.

The teacher will be informed in writing of the results of the appeal hearing as soon as possible.

### **General Principles Underlying This policy**

#### **ACAS Code of Practice on Disciplinary and Grievance Procedures**

Part B of the policy will be implemented in accordance with the provisions of the ACAS Code of Practice.

#### **Confidentiality**

The appraisal and capability processes will be treated with confidentiality. However, the desire for confidentiality does not override the need for the Head of School the school to quality-assure the operation and effectiveness of the appraisal system.

#### **Consistency of Treatment and Fairness**

ISL is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled teachers.

#### **Definitions**

Unless indicated otherwise, all references to “teacher” include the Head of School.

#### **Grievances**

Where a member of staff raises a grievance during the capability procedure the capability procedure may be temporarily suspended in order to deal with the grievance. Where the



grievance and capability cases are related it may be appropriate to deal with both issues concurrently.

### **Sickness**

If long term sickness absence appears to have been triggered by the commencement of monitoring or a formal capability procedure, the case may be dealt with in accordance with the school's absence policy. In some cases, it may be appropriate for monitoring and/or formal procedures to continue during a period of sickness absence.

### **Monitoring and Evaluation**

The senior leadership team will monitor the operation and effectiveness of the school's appraisal arrangements.

### **Retention**

The SLT will ensure that all written appraisal records are retained in a secure place for six years and then destroyed.

At ISL London, Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.