



Argyle
Primary
School

CAPABILITY POLICY

2025- 2026



Adopted by Argyle Primary School

Date Originated: September 2012
Revise Date: Spring 2025
Agreed by: FGB 27.03.2025
Review Date: Spring 2026

1. Policy statement

- 1.1 Through our management of individual performance, the school aims to encourage all employees¹ to know the standards expected of them, how performance is measured and what is needed to improve in their job.
- 1.2 This capability policy provides an overview of our approach. It should be read in conjunction with the accompanying schools capability procedure.
- 1.3 This policy and associated documentation supersede any previous capability policy and procedure.

2. Policy scope

- 2.1 This policy applies to all permanent and fixed term employees of the school who have successfully completed their probationary period. The school's probationary guidelines should be used for employees who have yet to complete their probationary period.
- 2.2 The capability policy is aimed at situations where an employee does not have the level of competence and ability to do their job, or to do it the right way. If someone has the skills to do their job, but does not utilise those skills, this is considered to be misconduct and dealt with under the school's disciplinary procedure.
- 2.3 Situations where ill health impacts on an employee's ability to do their job are dealt with under the school's sickness absence management procedure.

3. Key principles

The main principles that underpin our approach are:

- Employees should ensure they know the standards expected of them. This includes what is needed to perform their job and how they should do it.
- Managers should maintain awareness of the standards expected of employees. This includes what employees need to perform the job and how they should do it.
- Managers regularly talk to their employees about their performance against key targets and objectives, identifying areas for improvement and help employees to do their job better (for example providing feedback, coaching and training).
- We tell employees if we have concerns about the way they are doing their job. We talk to them about what the problems are, why they have arisen, how they can be resolved, and do this informally, wherever possible.
- We deal openly and honestly with employees whose performance is not acceptable.

¹ An employee is a person with a contract of employment with the school, for example, teaching assistants, teachers and support staff.

- Managers work to support employees and prevent capability issues arising.
- We ensure that concerns about capability are dealt with fairly and that action and decisions are objectively taken, and are non-discriminatory.
- We will consider any reasonable adjustments where necessary concerning recognised health or disability issues.

4. Responsibilities

4.1 Employee's responsibilities:

Employees:

- Are expected to be open to feedback about their performance, work towards improvement where needed and fully perform to the required standards;
- Discuss progress towards their training and development needs as agreed;
- Where problems arise (for example, personal circumstances or health issues) which impacts on their behaviour or performance at the school, employees should bring it to their manager's attention as soon as possible.

4.2 Manager's responsibilities:

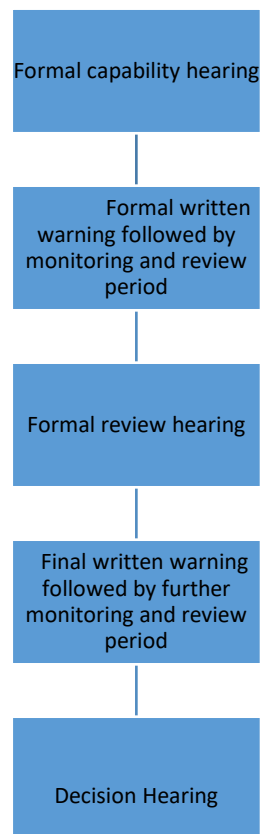
Managers:

- Support employees to reach the required standards of behaviour and performance (for example, by providing coaching and feedback);
- Ensure that all employees are clear about the standards that are expected of them, how performance is measured and what is needed to improve in their job;
- Identify and support training and development needs as appropriate.
- Advise employees immediately when concerns about their performance exist;
- Ensure that the key principles of this policy are followed.

5. Definitions

Underperformance	When an employee's work-related behaviour or performance falls below the required standard.
Capability	An employee's ability or qualification to do their job.
Negligence	Lacking attention, care or concern (could include one error that has serious consequences or habitually neglecting duties and responsibilities etc).
Companion	<p>At some meetings, the employee may choose to be accompanied by a trade union representative (a representative from a self-organised group) or a work colleague.</p> <p>The companion will not be allowed to:</p> <ul style="list-style-type: none">• speak on the employee's behalf, but may ask for clarification on questions asked.
Representative	At formal capability or appeal meetings within the capability procedure, the employee may be represented by a trade union representative, a representative from a self-organised employee group or a work colleague. The representative will be allowed to address the hearing to put and sum up the case, respond on behalf of the employee to any views expressed at the meeting and to confer with the worker during the hearing. They do not have the right to answer any questions on the employee's behalf, address the hearing if the employee does not wish it or prevent the employer from explaining their case.

6. Summary of capability procedure



Where relevant : Appeal

7. Supporting documents

7.1 This policy is supported by the capability procedure, outlining the process to be followed in practice.

8. Relevant legislation

- Employment Act 2008
- Employment Rights Act 1996
- ACAS Code of Practice on disciplinary and grievances procedures
- Equality Act 2010 (which incorporates the key provisions of the Disability Discrimination Act, as amended in 2005)
- Employment Relations Act 1999 (amended 2004)
- Employment Equality (age) Regulations 2006
- Data Protection Act 1998 (amended 2018)
- The General Data Protection Regulation (GDPR) (EU) 2016/679

9. Policy ownership & effective dates

Procedure owner:	Camden HR
Approving Body:	Argyle FGB
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