



WESTERFIELD COLLEGE

LEARNING AND ENRICHMENT CENTRE

Discover. Lead. Excel.

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Document Title	Staff Appraisal and Performance Policy
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Reviewing Member of Staff	Centre Manager
Review Date	June 15, 2026
Review Cycle	Annually

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IMPACT THE CHILD... IMPACT THE WORLD.

1. Introduction & Core Ethos

Westerfield College Learning and Enrichment Centre provides short-course, high-intensity educational programmes where the ongoing development, performance, and professional accountability of our workforce are of paramount importance. Because our enrichment blocks operate within highly condensed timeframes (typically lasting 1 to 2 weeks), standard annual appraisal cycles are insufficient. Performance management must be agile, high-frequency, and directly linked to real-time student outcomes, safety metrics, and operational standards.

In alignment with advanced British independent sector frameworks, this policy establishes a rigorous, supportive, and transparent structure for evaluating staff performance. We treat the appraisal process not merely as an administrative exercise, but as a critical mechanism for maintaining academic quality, ensuring child protection compliance, and fostering professional growth. Every employee, tutor, and residential staff member is entitled to clear performance expectations, constructive evaluation, and targeted developmental support to ensure the centre operates at the highest standard of excellence.

2. Governance, Compliance & Professional Assurance

To ensure absolute compliance with UK employment legislation, educational benchmarks, and independent inspection standards, Westerfield College Learning and Enrichment Centre coordinates its performance frameworks with:

External HR Advisory and Employment Law consultants to validate evaluation tracks and contractual terms.

The Department for Education (DfE) statutory guidance, ensuring performance markers reflect "Keeping Children Safe in Education" (KCSIE) accountability mandates.

Independent quality assurance auditors to evaluate internal staff performance documentation.

External educational consultants to benchmark performance criteria against independent boarding sector expectations.

3. Definition of Terms

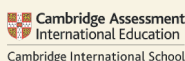
To ensure operational consistency across all administrative and supervisory departments, the following definitions apply:

Appraisal Cycle: The structured, short-course aligned timeframe during which an employee's professional performance is reviewed, logged, and graded.

Performance Management Tracker: A secure, centralised digital ledger used to record observations, progress log compliance, and personal targets for each staff member.

Key Performance Indicators (KPIs): The quantifiable, objective benchmarks used to measure a staff member's efficacy across teaching, pastoral, and administrative duties.

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Capability Procedure: A formal, structured intervention process initiated when a staff member consistently fails to meet acceptable professional standards despite targeted coaching support.

Peer-Assisted Review: A collaborative development exercise where experienced colleagues provide feedback on operational performance to foster shared professional excellence.

4. Performance Management & Objective Setting Framework

The centre implements a dynamic objective-setting structure designed to match the rapid pace of our enrichment programmes.

4.1 Core Professional Benchmarks (KPIs)

All academic, residential, and administrative staff are evaluated against four foundational performance pillars:

Pedagogical and Operational Agility: The ability to rapidly deliver active learning models, implement day-one diagnostic tests, and adapt materials effectively for international student groups.

Safeguarding and Boundary Vigilance: Absolute compliance with the Staff Code of Conduct, sero-device overnight workflows, and the proactive identification and logging of low-level concerns.

Administrative Precision: The accurate and timely completion of daily digital progress logs, student portfolio reviews, and safety documentation.

Collaborative Contribution: Positive engagement with peer standardisation sessions, professional team briefings, and post-course quality reviews.

4.2 Short-Course Target Setting

Prior to the launch of any new educational block, staff meet with the Centre Manager to set two short-course targets recorded on their Performance Management Tracker. One target must focus on a specific pedagogical or operational skill, while the second must link directly to a broader safeguarding or student well-being metric.

5. High-Frequency Observation & Continuous Evaluation

Our short courses move too quickly for management to rely on delayed evaluations. Performance monitoring is integrated directly into daily operations.

5.1 Continuous Monitoring Inputs

The Centre Manager aggregates performance metrics continuously throughout each enrichment cycle, drawing data directly from:

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Anonymised student feedback cards collected midway through the course.

Unannounced learning walks and environmental checks conducted by senior staff.

Regular audits of daily digital progress logs and student portfolio verification histories.

Compliance logs tracking the punctuality and accuracy of residential curfew device handovers.

5.2 The Mid-Cycle Performance Check

At the exact mid-point of a student cohort's stay, the senior academic or residential lead conducts a brief performance check with each staff member. This discussion reviews data entries from the tracking system, acknowledges operational successes, and adjusts targets or resources in real time to prevent performance drift.

6. Proactive Appraisal, Performance Verification and Review Workflow

Pre-Course Target Configuration -> Continuous Data Input Aggregation -> Mid-Cycle Review Check -> Final Evaluative Performance Interview -> Secure Tracker Archive -> CPD Pathway Mapping

6.1 The End-of-Course Performance Review

Within forty-eight hours of a course cycle concluding, the Centre Manager conducts a formal, evaluative performance interview with the staff member. This review cross-examines all logged observation metrics, target achievements, and administrative data points. The outcome is recorded formally as a performance grade (Exceeds Expectations, Meets Expectations, or Requires Support) on the secure management ledger.

6.2 Collaborative Portfolio Verification

To ensure grading transparency, teachers are encouraged to bring samples of student portfolios and daily progress log entries to their appraisal interview. This practice allows for a collaborative review of feedback quality, standardisation alignment, and evidence-backed tracking metrics, turning the appraisal into a meaningful professional dialogue.

7. Performance Deficiencies, Capability Interventions and Sanctions

Work that fails to meet our established quality benchmarks, compromises network safety, or undermines pastoral care standards will face rapid intervention under capability protocols.

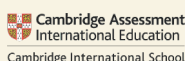
7.1 The Focused Capability Tracker

Placement on Capability Status: If an appraisal review, formal observation, or administrative audit reveals significant performance gaps (e.g., poor classroom management, failure to log low-level concerns, or inaccurate student progress data), the employee will be placed on an immediate Focused Capability Tracker.

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Intensive Performance Monitoring: Tutors and staff on capability status receive targeted coaching interventions and must submit all daily lesson plans, safety logs, and student documentation to the Centre Manager for formal approval prior to execution. Follow-up reviews are conducted daily to assess improvement.

7.2 Professional Sanctions and Contract Termination

Timetable and Duty Suspension (Level 4 Sanction): If a staff member fails to show measurable performance improvement within forty-eight hours of being placed on the Capability Tracker, or displays a persistent refusal to adopt the centre's active learning and residential protocols, they will be suspended from active duties immediately

pending a formal review.

Summary Dismissal (Level 5 Gross Performance Failure): Demonstrating persistent professional negligence, deliberately falsifying student assessment or safety records, or committing serious boundary violations under the Staff Code of Conduct will result in immediate contract termination and a direct referral to relevant statutory bodies.

8. Accelerated Performance Grievance and Appraisal Appeals

8.1 Right to Fast-Track Performance Review

If an academic, residential, or administrative staff member disputes a performance grade, an observation evaluation, or a capability-related suspension ordered under this policy, they have a right to an accelerated review.

Submission Timeline: The formal grievance or appeal must be submitted in writing via email directly to the CEO, Michael Dosunmu, within forty-eight hours of receiving the written appraisal report or sanction notice.

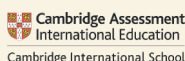
Operational Continuity During Appeal: To safeguard the student learning experience and maintain campus stability, a suspended staff member must remain completely separate from campus operations while the appeal is officially evaluated.

8.2 Panel Resolution and Final Outcome

The CEO, Michael Dosunmu, will assemble an emergency Performance Appeals Panel consisting of himself and at least one independent, senior human resources consultant or external educational legal advisor detached from the daily operations of the centre.

Final Judgment: The panel will thoroughly review all entries in the Performance Management Tracker, observation notes, witness statements, and written representations from the employee. The CEO will issue a final, binding decision in writing within three working days, establishing whether the original appraisal rating stands, requires modification, or if the contract must be formally terminated.

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9. Quality Assurance & System Auditing

9.1 Regular Appraisal Tracking Audits

The Centre Manager conducts regular, unannounced audits of the Performance Management Tracker database. These reviews ensure that all observation feedback, target logs, and capability timelines are perfectly organised, securely stored, and compliant with both UK data privacy laws and independent inspection frameworks.

9.2 Post-Intake Appraisal Analytics

Following the conclusion of each short-course enrichment cycle, the management team reviews aggregated, anonymised performance metrics across all departments. This strategic analysis identifies institutional professional development needs, refines pre-course induction workshops, and updates our recruitment guidelines to continually optimise workforce delivery for subsequent cohorts.

10. Policy Review & Version History

10.1 Policy Review

To preserve absolute alignment with changing UK employment legislation, Department for Education safety developments, and internal administrative changes, this policy is subject to a formal, rigorous review cycle annually by the Centre Manager. If structural updates or external auditing outcomes necessitate an earlier modification, the review window will be moved forward accordingly.

10.2 Version History

The table below tracks the complete evolution of this policy document:

No: 1 Revised on: 30th November 2024 Version: Version 1.0 Changes: Initial baseline formulation for student internet access codes and basic computer lab guidelines. Approved by: Academic Board Date of Approval: 30th November 2024 Revised by: Policy Lead

No: 2 Revised on: 17th June 2026 Version: Version 1.1 Changes: Comprehensive upgrade implementing enterprise-grade automated filtering controls, real-time trigger keywords alerts, a detailed digital code of conduct, fast-tracked 12-hour parent/agent notifications, parental financial travel liabilities for digital exclusions, and accelerated appeal tracks under the joint authority of the CEO, Michael Dosunmu, and the Centre Manager. Approved by: Centre Manager Date of Approval: 17th June 2026 Revised by: Senior Registry Officer

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