

## INDUCTION OF NEW STAFF POLICY

### Whole School & EYFS

**Reviewed:** August 2023 (NS & KB)  
**Governor Review:** August 2023

### RATIONALE

Induction is the effective introduction of a colleague to his or her role within the school.

This policy is intended for all teaching and non-teaching staff and, where applicable, volunteers. All staff and new staff are invited to help shape the programme of support to ensure that it meets not only the government's guidelines but also serves to meet common and individual needs of the school's employees. The comments of new and existing staff are welcomed, to help shape future induction procedures.

It is the school's aim that staff enjoy their time at the school, find it stimulating and worthwhile and feel that they are members of a successful and hardworking team. The school aims to enable staff to achieve a high standard of performance within the shortest possible time and to be familiar with the targets and objectives of the school development plan. The school's induction procedures are designed to help to make this happen. The school recognises that pupils achieve most from a well-informed, highly motivated staff. New staff will be supported during their induction period, which will vary according to the role and experience of each member of staff.

The aim of this induction policy is to ensure that the induction programme covers all the required topics and enables new staff to assimilate information about the school and its working practices as quickly and easily as possible. The induction programme should enable new staff to contribute to the maintenance of high standards of performance and support strongly the aims and ethos of the school.

Induction is the beginning of a process of continuing professional development, to which the school is thoroughly committed. This includes the provision of support, training and opportunities for career development.

The specific aims of the school's induction of new staff are:

- To ensure an understanding of the school's aims and ethos and how they impact on the implementation of school policy.
- To provide the individual with relevant school information.
- To ensure effective implementation of school policies and procedures.
- To ensure an understanding of safeguarding, both in terms of national requirements and also their implementation in the school.
- To ensure implementation of the school's health and safety routines and requirements.

- To identify the role the individual will play within the school.
- To learn more about the individual and his or her immediate long term professional needs and aspirations.
- To explain what the school can and will do to help the individual make an effective contribution to the school.

## **BROAD GUIDELINES**

The Headmistress and Director of Finance and Operations have overall responsibility to ensure each new member of staff receives his or her induction entitlement.

The Headmistress, Director of Finance and Operations, Deputy Heads, Line Managers, Staff Mentors and the HR Manager all have responsibilities for supporting and guiding colleagues who are new to the school, ensuring that they are aware of policies, procedures and expectations.

For new members of staff who are also ECTs, there is additional support through the Independent Schools Teacher Induction Panel (ISTIP). The Professional Mentor for ECTs is Ruth Crowley. The School has a separate ECT Induction Policy which should be consulted in addition to this policy.

In anticipation of starting their new post, all new staff are invited into school for a minimum of one day. This enables them to familiarise themselves with the school, the department and the teaching information they need to prepare for starting work (if applicable).

## **INDUCTION PROGRAMME**

The following describes what new staff can normally expect by way of induction. All new teaching and non-teaching staff will participate in the school's induction process. The level of support provided will be tailored to the new member of staff's role within the school and prior knowledge and experience and will be agreed during induction.

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## Appendix 1 – Post Appointment Procedures

	<b>Name:</b>	
	<b>Position:</b>	<b>Start Date:</b>

		Person Responsible	Date Completed
1.	Offer letter and Job Description signed by employee	HR Manager	
2.	HR Manager to make appointment with new staff to start DBS process	HR Manager	
3.	Meeting with new staff to discuss and sign contract	HR Manager	
4.	Completion of pre-appointment documentation (health declaration, bank details, emergency contact etc)	HR Manager	
5.	Welcome Email including details on parking, lunch etc, Induction Schedule, INSET day timetable, Term Dates sent to new staff	HR Manager	
6.	Issue Key Policies, School Policy Review, Staff Handbook and School Aims. Ensure Policy Review confirmation signed by new staff	HR Manager	
7.	Online Learning courses assigned – completion of modules and sign off	HR Manager / IT Dev Manager	
8.	Issue new staff with personalised Induction Programme	HR Manager	
9.	Advise Front Desk and IT of new starter date	HR Manager	

## Appendix 2 – Key School Policies & Online Training Modules

The School has important policies and procedures in place to guide employees through the requirements of their roles and responsibilities. These policies are regularly updated to reflect regulatory updates and practical changes and all employees are required to keep up to date with the changes and ensure that they are following the procedures in their daily duties at the School. The policies can be found on the School's Intranet.

All new joiners will be provided with the following policies. New staff should sign below and return to the HR Officer before start date.

- Child Protection and Safeguarding policy (which includes the details of the identity and role of Designated Safeguarding Lead (DSL) and Deputy Safeguarding Leads (DDSL).
- Staff Code of Conduct
- Whistleblowing Policy
- ICT Acceptable Use Policy (AUP)
- Pupil Behaviour Policy
- Anti-Bullying Policy
- Missing Child policy
- Fire Safety Policy
- Data Protection Policy
- Online Safety Policy
- Keeping Children Safe in Education Sep 2023 (Part 1, Annex A & Annex B)
- Health and Safety Policy
- Induction Procedure for New Staff
- ECT Induction Policy
- Privacy Notice for Staff (see Michelle)
- Equal Opportunities Policy

Online training modules:

- Data Protection Essentials for Schools
- PREVENT Online Training
- Anaphylaxis, Diabetes and Epi Pen Training (from 2021)
- Fire Safety
- Cyber Security Training – Tips and Training for Staff

<b>I confirm that I have read and understood the above policies and completed the online training.</b>	
<b>Name:</b>	<b>Date:</b>
<b>Signature:</b>	

**Please return this signed declaration to the HR Manager.**

## **Appendix 3 – New Staff Induction Programme**

(June/July or when a new member of staff begins at the School if commencing mid-term)

### **Headmistress**

- Welcome
- Ethos of the school / values
- School Aims – Academic, Enrichment, Spiritual, Girls
- Induction Programme / Probationary year
- Work/ life balance
- Booking meetings

### **Director of Finance and Operations**

- Access to the school site – gates, door codes, where to park
- Claiming expenses / petty cash
- Salary payments
- Fire procedures
- GDPR
- Site requests / Site Helpdesk
- HoD – Departmental Budgets – separate meeting (to be arranged)
- Health and Safety
- First Aid / Reporting Accidents

### **Deputy Head (Senior School – Pastoral / Prep School Deputy Head)**

- Staff Handbook
- Protecting your privacy – Facebook, Instagram etc
- Staff briefings (SS) – Mon 8.25am
- Staff meetings (JS)
- Friday meetings – lunchtime / cycle
- Pigeon holes in staffroom, dept. areas, desks etc., voicemail system
- Key dates
- Pastoral Structure / Role of the Form Tutor (class teacher)
- Rewards and Sanctions
- Registration of pupils

### **Deputy Head (Senior School – Academic / Prep School Deputy Head)**

- Timetables – staff /class / homework
- Class Lists
- Information about pupils
- Assessment and Tracking
- PEAR grid
- Staff Absence – cover, signing in/out
- Photocopying

## **IT Induction**

- iPads
- Logging onto our network
- Acceptable Use paperwork
- Online Safety
- Remind about use of e-mails / internet filtered through our systems
- How and where to save documents, OneDrive etc.
- How to access the various systems we use
- BYOD for VI Form, 1:1 iPad scheme in Years 7 - 11
- Booking ICT suites
- IT Helpdesk

## **Safeguarding Briefing – Senior School Deputy Designated Safeguarding Lead**

## **Cheshire East Basic Safeguarding Training**

## Appendix 4 - New Staff Induction Programme – Teaching Staff (Autumn Term)

Each session will run from 1.00 – 1.30pm in the Conference Room. A similar programme will be run if colleagues begin mid-term.

<b>Date</b>	<b>Topic</b>	<b>Staff</b>
	Safeguarding, pastoral care and online safety	DSL
	Teaching and Learning PEAR Report Writing Tracking	Deputy Head (Academic)
	Gifted, Talented and Interested/ Symposium, HPQ/ EPQ Learning Enhancement	Deputy Head (Academic) G&T Co-ordinator SENCO EPQ & HPQ Co-ordinator
	Parents' Evenings	Deputy Head (Academic)

The Prep Department will run their own induction programme as follows:

<b>Date</b>	<b>Topic</b>	<b>Staff</b>
	Safeguarding, pastoral care and online safety (To be held with SS Teachers)	DSL
	Parents' Evenings Report writing	Deputy Head (Prep)
	Teaching and Learning: Timetables Target setting Curriculum overviews Marking policy Planning	Deputy Head (Prep)
	EYFS Children's facilities and play areas EYFS policies e.g. nappy changing, dummy, key person etc.	Head of EYFS and Deputy Head (Prep)



## Appendix 5 - Probationary Review Procedure

### Teaching Staff

AESG expects high standards of performance from its employees and aims to treat all employees fairly and consistently in achieving that objective.

The objective of the company's **Probation Review Procedure** is to assist the company in maintaining satisfactory standards of performance and encourage and assist performance improvement where necessary.

AESG aim to support and assist all new joiners so that they can reach their full potential. The Probation Review process should be a positive, collaborative process and discuss areas of high performance as well as key achievements during the probation period.

<b>Date</b>	<b>Action</b>
<b>Week 4</b>	Line Manager (or Head of Department) completes lesson observation of new Staff
<b>Week 5</b>	<ol style="list-style-type: none"><li>1. New Staff completes Self-Assessment Form &amp; sends to Line Manager</li><li>2. Meeting with new Staff member and Line Manager to discuss Self-Assessment Form (HR Manager may be present if required)</li><li>3. Probation Review Feedback Form completed by Line Manager and sent to new Staff for agreement</li></ol>
<b>Week 6</b>	Line Manager (or Head of Department) returns all paperwork to HR Manager by end of week 6
<b>Week 10</b>	Headmistress completes lesson observation of new Staff
<b>Week 15</b>	Line Manager (or Head of Department) completes 2 <sup>nd</sup> lesson observation
<b>Week 20</b>	If required, Headmistress completes 2 <sup>nd</sup> lesson observation
<b>Before End of 2<sup>nd</sup> Term</b>	<ol style="list-style-type: none"><li>1. New Staff reviews original Self-Assessment Form, adds to it in different colour and emails to Line Manager</li><li>2. Meeting with new Staff and Line Manager to discuss Self-Assessment Form</li><li>3. Line Manager adds any further feedback to Feedback form and agrees changes with new Staff</li></ol>
<b>End of 2<sup>nd</sup> Term</b>	Line Manager sends completed paperwork to HR Manager and confirms whether new Staff has passed Probationary Period

The probation period may be extended beyond this time period and the above process of lesson observation and reviews will take place until a final decision is taken by the Headmistress regarding the progress of the new member of staff.

## Appendix 6

### Teachers Self-Assessment Form Probation Review

<b>Name:</b>	<b>Department:</b>
<b>Start Date at AESG:</b>	<b>Date of Probation Meeting:</b>
<b>Line Manager:</b>	<b>Other attendees:</b>

As a new employee, you are encouraged to evaluate all aspects of your work and to consider your effectiveness and overall contribution to the School. Please complete the grid below for discussion at your probation review meeting. You should send your completed self-assessment form to your line manager before your probation review meeting. This probation review meeting is to discuss with your line manager your current performance and discuss any areas of achievement and/or required support and/or development.

<b>Section 1: Role Related Skills/Abilities</b>	Needs substantial development	Needs development	Acceptable	Strong	Outstanding
Working relationships with other staff					
Planning /preparation for lessons					
Classroom management					
Marking and Feedback					
Commitment to school events					
Extra-curricular involvement					
Subject knowledge Main Subject					
Subject knowledge Secondary subject					
Use of Microsoft Office Suite of programs					
Use of other IT systems (iSAMS, telephone software etc)					
Knowledge of School processes/procedures					
Professional Knowledge (rules, regulations, laws relating to role					

<b>Section 2: Personal Competencies</b>	Needs substantial development	Needs development	Acceptable	Strong	Outstanding
Prioritises and manages time effectively					
Shows initiative and can put plans into action fully					
Is sensitive to the feelings and emotions of others					
Handles difficult situations with diplomacy and tact					
Works independently and efficiently to deadlines					
Administratively efficient and well-organised					
Communicates effectively and consistently at all levels in the organisation					

<b>Section 3: Professional Competencies</b>	Needs substantial development	Needs development	Acceptable	Strong	Outstanding
Follows School and Department policies					
Follows Health and Safety procedures correctly					
Upholds the School ethos and values					
Promotes high standards					
Maintains good relations with staff					

**Your responses to the following questions should link with your self-evaluation rating as indicated on the front of this form.**

### **Section 1 – Technical Skills / Abilities**

1. Which aspects of your role do you feel are your particular strengths?
  
  
  
  
  
  
  
  
  
  
2. Which areas do you feel would benefit from further development?

### **Section 2 – Personal Competencies**

3. Which aspects of your personal contribution do you feel are your particular strengths?
  
  
  
  
  
  
  
  
  
  
4. Which areas do you feel you could improve?

### **Your main achievements**

5. What have been your main achievements and goals over the past 6 months?

### **Long Term Career Planning**

6. What are your career aims; short, medium and long term?

### **Training and Development**

7. What training / professional development sessions have you attended in the past 3 / 6 months?

**8.** What do you feel are the priorities for your professional development and training going forwards?

**9.** Are there any areas of support that you have identified that you believe would benefit you in your role (not mentioned above)?

**Attendance/ Absence/ Punctuality**

**10.** Have you experienced any issues/ concerns in relation to your absence/ punctuality in the last 3 / 6 months?

**Additional Topics**

Please mention any other topics you would wish to discuss at your probation review meeting:

**Signed (New Staff):**

**Date:**

**Signed (Line Manager):**

**Date:**

## Appendix 7

### Teacher Line Manager Feedback Form Probation Review

<b>Name:</b>	<b>Department:</b>
<b>Start Date at AESG:</b>	<b>Date of Probation Meeting:</b>
<b>Line Manager:</b>	<b>Other attendees:</b>

The probation review feedback form is to be completed by the employee's line manager following the Probation Review meeting. This form is to include a summary of what was discussed and any required action plans for any areas of development or required support.

Summary of key successes or achievements and areas for development/ required support:

<b>Working relationships with other staff</b>
<b>Planning /preparation for lessons</b>
<b>Classroom management</b>
<b>Marking and Feedback</b>
<b>Commitment to school events</b>
<b>Extra-curricular involvement</b>

<b>Subject knowledge - Main Subject</b>
<b>Subject knowledge - Secondary Subject</b>
<b>Attendance (absences)</b>
<b>Attendance (punctuality)</b>
<b>Any additional comments:</b>
<b>Training Needs</b>
<b>Targets</b> 1. 2. 3.
<b>Review of Targets and Training Needs (to be completed at end of 2<sup>nd</sup> Term)</b>

**Date of next meeting (end of 2<sup>nd</sup> term):**

**Signed (New Staff):**

**Date:**

**Signed (Line Manager):**

**Date:**

A copy of the Self-Assessment form plus the Probation Review Feedback Form should be sent to the HR Manager.

## **Appendix 8 - Probationary Review Procedure Support & Admin Staff**

AESG expects high standards of performance from its employees and aims to treat all employees fairly and consistently in achieving that objective.

The objective of the School's **Probation Review Procedure** is to assist the School in maintaining satisfactory standards of performance and encourage and assist performance improvement where necessary.

AESG aim to support and assist all new joiners so that they can reach their full potential. The Probation Review process should be a positive, collaborative process and discuss areas of high performance as well as key achievements during the probation period.

<b>Date</b>	<b>Action</b>
<b>Week 11</b>	New Staff member completes the Self-Assessment Form and sends to Line Manager
<b>Week 12</b>	<ol style="list-style-type: none"> <li>1. Meeting with new Staff member and Line Manager to discuss Self-Assessment Form (HR Manager may be present if required)</li> <li>2. Probation Review Feedback Form completed by Line Manager and sent to new Staff for agreement</li> </ol>
<b>Week 24</b>	<ol style="list-style-type: none"> <li>1. New Staff reviews original Self-Assessment Form, adds to it in different colour and emails to Line Manager</li> <li>2. Meeting with new Staff and Line Manager to discuss Self-Assessment Form</li> <li>3. Line Manager adds any further feedback to Feedback form and agrees changes with new Staff</li> </ol>
<b>By End of 6 months</b>	Line Manager sends completed paperwork to HR Manager and confirms whether new Staff has passed Probationary Period

The probation period may be extended beyond this time period and the above process of lesson observation and reviews will take place until a final decision is taken by the Headmistress regarding the progress of the new member of staff.



## Appendix 9

### Support & Admin Staff Self-Assessment Form Probation Review

<b>Name:</b>	<b>Department:</b>
<b>Start Date at AESG:</b>	<b>Date of Probation Meeting:</b>
<b>Line Manager:</b>	<b>Other attendees:</b>

As a new employee, you are encouraged to evaluate all aspects of your work and to consider your effectiveness and overall contribution to the School. Please complete the grid below. You should then complete the narrative questions that follow for discussion at your probation review meeting. You should send your completed self-assessment form to your line manager before your probation review meeting.

This probation review meeting is to discuss with your line manager your current performance and discuss any areas of achievement and/or required support and/or development.

<b>Section 1: Role Related Skills/Abilities</b>	Needs substantial development	Needs development	Acceptable	Strong	Outstanding
Use of Microsoft Office Suite of programs					
Use of other IT systems (iSAMS, Telephone software etc.)					
Customer Service mind-set					
Written communication skills					
Oral communication skills / telephone manner					
Knowledge of School processes / procedures					
Professional Knowledge (rules, regulations, laws, procedures) relating to role					
Problem solving ability					

<b>Section 2: Personal Competencies</b>	Needs substantial development	Needs development	Acceptable	Strong	Outstanding
Prioritises and manages time effectively					
Shows initiative and can put plans into action fully					
Is sensitive to the feelings and emotions of others					
Handles difficult situations with diplomacy and tact					
Works independently and efficiently to deadlines					

Administratively efficient and well-organised					
Communicates effectively and consistently at all levels in the organisation					

<b>Section 3: Professional Competencies</b>	Needs substantial development	Needs development	Acceptable	Strong	Outstanding
Follows School and Department policies					
Follows Health and Safety procedures correctly					
Upholds the School ethos and values					
Promotes high standards					
Maintains good relations with staff					

**Your responses to the following questions should link with your self-evaluation rating as indicated on the front of this form.**

### **Section 1 – Technical Skills / Abilities**

6. Which aspects of your role do you feel are your particular strengths?

7. Which areas do you feel would benefit from further development?

### **Section 2 – Personal Competencies**

8. Which aspects of your personal contribution do you feel are your particular strengths?

9. Which areas do you feel you could improve?

**Your main achievements**

10. What have been your main achievements and goals over the past 6 months?

**Long Term Career Planning**

6. What are your career aims; short, medium and long term?

**Training and Development**

7. What training / professional development sessions have you attended in the past 3 / 6 months?

8. What do you feel are the priorities for your professional development and training going forwards?

9. Are there any areas of support that you have identified that you believe would benefit you in your role (not mentioned above)?

**Attendance/ Absence/ Punctuality**

10. Have you experienced any issues/ concerns in relation to your absence/ punctuality in the last 3 / 6 months?

**Additional Topics**

Please mention any other topics you would wish to discuss at your probation review meeting:

**Signed (New Staff):**

**Date:**

**Signed (Line Manager):**

**Date:**



**Development Action Plan (up to 3 points):**

- 1.
- 2.
- 3.

**Any additional comments:**

**Whole School Targets for this academic year**

**Personal Targets or Action Plan if required (minimum 3, maximum 5)**

- 1.
- 2.
- 3.
- 4.
- 5.

**Date of next meeting (end of 6 months):**

**Signed (New Staff):**

**Date:**

**Signed (Line Manager):**

**Date:**

A copy of the Self-Assessment form plus the Probation Review Feedback form should be copied confidentially to the Director of Finance and Operations and HR Officer.

## **Appendix 11 - Senior School PGCE students**

The school accepts trainees from both the University of Manchester and Manchester Metropolitan University. Trainees receive one formal lesson observation and one meeting with their Subject Mentor per week. This includes weekly grading of the trainees. Trainees receive one joint observation by the Subject Mentor and Professional Mentor. Regular additional mentoring sessions run in parallel with the Professional Mentor. The Subject Mentor provides the SEND requirements of the trainee's classes. Progress Reviews and Summative Assessments are completed by the Subject Mentor and Professional Mentor following dates set by the Universities.

### **Induction Programme – Week 1 of Placement**

#### **Headmistress**

- Welcome
- School aims and ethos

#### **Professional Mentor co-ordinates**

- Provision of badge and lanyard
- School policies and procedures
- Timings of school day, including Eucharist
- Tea / coffee / lunchtimes
- Staff Handbook
- Facebook
- Staff briefings and meetings
- Staff absence
- PEAR grid
- Role of form tutor - allocation of form as Year 7 or 9 support form tutor
- Rewards and sanctions – merits and homework/ behaviour referrals
- Registration of pupils – form tutor am and subject teacher pm
- Access to school site – gates, codes and parking
- ICT expectations – pupils have own iPads

Tour of school delivered by Sixth Form students  
Shadowing of Year 8 or Year 10 student for the day  
Safeguarding Training.

### **Week 2 to end of placement**

Trainees join the new staff induction programme (see Appendix 1).  
When this programme finishes, trainees continue with a professional studies programme, as necessary:

### PGCE trainee professional studies programme placement 1 – sample

<b>Date</b>	<b>Topic</b>	<b>Staff</b>
Wednesday 28/9	Safeguarding	DSL
Wednesday 28/9	Teaching and Learning	Deputy Head Academic
Wednesday 5/10	Parents' Evenings	Deputy Head Academic
Wednesday 12/10	G and T and SEN	Deputy Head Academic, SENCO
Wednesday 2/11	Behaviour Management	Deputy Head Pastoral
Wednesday 9/11	Assessment	Deputy Head Academic
Wednesday 16/11	Pastoral	Deputy Head Pastoral
Wednesday 23/11	Differentiation	Professional Mentor
Wednesday 7/12	Assessment	Professional Mentor

### PGCE trainee professional studies programme placement 2 – sample

<b>Date</b>	<b>Topic</b>	<b>Staff</b>
Wednesday 24/1	Learning Enhancement	SENDSCO
Thursday 26/1	Safeguarding	DSL
Wednesday 1/2	Teaching and Learning, Gifted and Talented	Deputy Head Academic
Wednesday 8/2	Parents' Evenings	Deputy Head Academic
Wednesday 15/2	Applying for Jobs	Headmistress
Wednesday 1/3	Pastoral / Behaviour Management	Deputy Head Pastoral
Wednesday 10/3	Individual Progress Meetings	Professional Mentor
Wednesday 22/3	Building a Scheme of Work	Deputy Head Academic
Wednesday 29/3	As requested by Trainees eg Differentiation	Professional Mentor