

RECRUITMENT AND INDUCTION POLICY

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Co-ordinator: Mark Beaman

Rationale

The welfare of both students and staff at Sandwich Technology School (STS) is at the heart of the school's ethos. This policy has been developed, therefore, to embed the importance of safer recruitment practices and to reflect the requirements of the Equality Act 2010.

It is also essential that when staff have been successfully recruited the induction process is thorough and ensures that new staff soon feel that they can operate effectively and productively as a member of the school's team.

Purpose

This policy sets out the approaches and procedures the school adopts for recruitment. It makes clear what applicants, staff and governors can expect from our recruitment process. It also sets out the induction process at STS and the responsibilities of various staff in ensuring that induction runs smoothly.

This policy does not form part of any employee's terms and conditions of employment and is not intended to have contractual effect. It is provided for guidance to all members of staff at the school, who are required to familiarise themselves and comply with its contents. The school reserves the right to amend its content at any time.

The aims of the school's Recruitment and Inclusion Policy are as follows:

- to ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position;
- to ensure safeguarding and promoting the welfare of children and young people is an integral factor at each stage of the recruitment and selection process;
- to adopt a safer recruitment process, which helps to promote a safe culture and complements other "safety" elements such as health and safety and school security;
- to attract and recruit suitable skilled and motivated staff to help raise standards and reduce the risk to children and young people;
- to ensure that those who are responsible for each stage of the recruitment process demonstrate a professional approach by dealing honestly, efficiently and fairly with all applicants;
- to ensure that no job applicant is treated unfairly on any grounds including gender, sexual orientation, marital or civil partner status, pregnancy or maternity, gender reassignment, race, colour, nationality, ethnic or national origin, religion or belief, disability or age;
- to ensure compliance with all relevant recommendations and guidance including the recommendations of the Department for Education in the 'Keeping Children Safe in Education' guidance and the Code of Practice published by the Disclosure and Barring Service;
- to ensure that the school meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.

Employees involved in the recruitment and selection of staff are responsible for familiarising themselves, and complying with, the provisions of this policy.

The measures described in this policy will be applied to all who are employed to work at the school and incorporated within the scope of this policy are staff employed by contractors, supply staff, volunteers and the like who work at the School.

Implementation (Roles and Responsibilities)

Recruitment

The Headteacher and all members of the Senior Leadership team are fully trained in 'Safer Recruitment' procedures.

At Sandwich Technology School we operate the following recruitment process (see Appendices 1 and 2 for Recruitment Flowchart and Recruitment Roles and Responsibilities):

Stage 1 – Advertisements

- The school will advertise either internally or internally and externally dependent on the nature of the role.
- Internal advertisements are communicated through the staff newsletter 'Goldfish'.
- External advertisements are all displayed on the school's website. We also use www.kent-teach.com to advertise jobs, the teacher vacancy service and we sometimes use 'The Times Education Supplement' to advertise nationally. The nature of the job will determine which or how many of these methods we use.
- All advertisements give a closing date for receipt of applications and the school does not accept applications received after the set closing date without prior agreement.
- Applications are received through electronic submission of the application form on our website in response to a specific advertisement in accordance with the direction given within the advertisement.
- The school invites speculative applications and will keep them on file. If a suitable vacancy arises we may contact these applicants and invite them to make a specific application for a particular post.

Stage 2 – Application pack

- The application pack are electronic documents which are linked to the job vacancy:
 - Job description – the job description contains details about the main duties of the role and the person specification. It also identifies the criteria that are required to carry out the post. The job description is used when carrying out short-listing for the post.
 - Application form – this provides the school with all the information required about the applicant's skills, qualifications, career history and reasons for applying.
 - A criminal records declaration form

Stage 3 – Short listing and invitation to interview

- Short listing – the application form will be assessed against the relevant criteria stated in the job description and any additional requirements as specified within the advertisement. Where there are a lot of applicants who meet all of the essential criteria, consideration will be given to extra skills the applicants may possess that could be utilised by the school. In accordance with safer recruitment procedures, those short listing should note the gaps in employment history and beware of applicants who seem to have had numerous jobs for relatively short periods of time.
- Invitation to interview – successful candidates will be contacted by letter or telephone, normally at least one week prior to the interview date. They will be informed of any additional requirements at the time,
- e.g. typing test, teaching a lesson, presentation subject, written assessment, etc.
- Special requirements – applicants are invited to offer any relevant information regarding special requirements for the interview on the application form.

Stage 4 – Interview

- The interview will be conducted using pre-agreed questions, which will be asked of all candidates. The questions will include those intended to promote safer recruitment.
- All candidates will be given a tour of the school.
- If the vacancy is for a teacher, the candidates will be expected to teach a lesson. Student voice for this lesson will be taken into account.
- Applicants for senior roles will have other tasks according to the nature of the job.

- Notes will be taken and a written record kept of the outcome.
- At least two people will be involved with the panel, at least one of whom will be trained in safer recruitment practices. Governors are invited to sit on interview panels for middle and senior leadership posts.
- Notes for unsuccessful candidates will be destroyed.

Stage 5 – Offer of employment

- Employment offer – this is usually made by telephone initially and then followed up with a letter confirming the offer of employment and salary and attaching. Any offer of employment will be made subject to satisfactory references and enhanced DBS clearance.
- Medical health declaration forms – these will be enclosed with the job offer in accordance with the Equality Act 2010.
- References – the school requires two references, one of which should be from the most recent employer, school or academic referee.
 - Referees must not be a relative or friend of the applicant.
 - Any previous employer may be contacted for a reference.
 - References will be sought prior to interview, unless the applicant states to the contrary.
- Qualifications/certificates – original certificates, if required for the role, must be provided and photocopies will be taken by the school.
- Formal offer – once references and criminal records procedures have been validated, a formal offer of employment will be made in the form of a contract which will be sent for signature and return.
- Single Central Register – once the employee has accepted the offer, the details and required checks will be entered onto the Single Central Register of appointments.

Stage 6 – Welcome pack

Having been formally offered and accepted the job, the new recruit is sent the following items:

- new staff information form;
- a copy of the job description;
- Pre-employment Health History Questionnaire;
- pension scheme guidance (for Local Government Pension Scheme as needed);
- HMRC Starter Checklist (if required);
- Staff Handbook;
- reference to the policies they should be familiar with;
- absence procedure;
- links to online and social media training;
- links to PREVENT training;
- link to General Data Protection Regulation (GDPR) training;
- link to safeguarding training;
- link to Keeping Children Safe in Education (KCSIE) document.

Stage 7 – Governors

At the next opportunity, the Governors will be informed of the appointment via the Headteacher's Report.

Personal data – Single Central Record

The school holds a central record incorporating all employed staff (and others) that have contact with children. The record is available to the Headteacher, the School Business Manager and the Deputy Headteachers and can be available in part (due to GDPR) to the Chair of Governors and the designated Safeguarding Governor if required.

The record details a range of checks as set out by the Department for Education. The responsibility for the maintenance of this record is with the Headteacher, but this function can be delegated to the Personnel Officer.

Equal opportunities

Fairness in how we recruit and select our employees plays a significant part in creating an equal opportunities environment. Our aim is that every internal and external applicant who applies for a position within the school is considered against criteria that relate only to the requirements of the job.

Documents confirming identification

In accordance with the recommendations of the Department for Education and as described above, the school carries out a number of pre-employment checks in respect of all its prospective employees to ensure effective safeguarding.

All applicants who are invited to an interview will be required to bring the following evidence of identity, address and qualifications in order for the school to verify their name, date of birth and current address:

- current driving licence (including photograph) or passport or full birth certificate; and
- two utility bills or statements (from different sources) less than three months' old showing their name and home address; and
- documentation confirming their National Insurance number (P45, P60 or National Insurance card); and
- documents confirming any educational and professional qualifications referred to in their Application Form.

These identification documents will also be sufficient to enable a Disclosure and Barring Service (DBS) check to be carried out (see below).

Where an applicant claims to have changed his/her name by deed poll or any other mechanism (e.g. marriage, adoption, statutory declaration) he/she will be required to provide documentary evidence of the change. In all cases original (not photocopied) documents must be provided.

Original documentation in respect of any specific qualifications relevant to the post (e.g. academic qualifications, vocational qualification such as the QTS or in relation to a specific subject field, First Aid or Food Hygiene) that has been entered on the application will also be required.

A record will be kept to show that the above checks have been carried out for all employees.

The details of checks will be reported to the Police and/or the Disclosure and Barring Service (DBS) if:

- the DBS disclosure shows that an applicant has been disqualified from working with children;
- an applicant has provided false information in, or in support of, his or her application; or
- there are serious concerns about an applicant's suitability to work with children gained from other legitimate information sources (e.g. references).

Criminal record check

Due to the nature of the work, the school applies for criminal record certificates from the Disclosure and Barring Service (DBS) in respect of all prospective staff members and volunteers.

There are two types of check that may be requested from the DBS depending on the nature of the position:

- *Standard Disclosure* for positions that involve regular contact with those aged under 18 years or people of all ages who may be vulnerable for other reasons and for occupations that involve positions of trust.
- *Enhanced Disclosure* for posts involving greater contact with children or vulnerable adults, including regularly caring for, training, teaching, supervising or being in sole charge of such people.

A Standard Disclosure will contain details of all convictions, cautions, reprimands or warnings [except

those which are “protected” as defined in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013] held on the Police National Computer. If the individual is applying for a position working with children or young adults, the Standard Disclosure will also reveal whether he/she is barred from working with children or vulnerable adults by virtue of his/her inclusion on the lists of those considered unsuitable to work with children or vulnerable adults maintained by the Department for Education and the Department of Health.

An Enhanced Disclosure will contain the same details as a Standard Disclosure. It may also contain non-conviction information from local Police records which a Chief Police Officer thinks may be relevant in connection with the matter in question.

Applicants with recent periods of overseas residence and those with little or no previous UK residence may also be asked for a Police check and to apply for the equivalent of a Disclosure, if one is available in the relevant jurisdiction(s).

Should DBS clearance be delayed and employment commence before it is received, the school may undertake a risk assessment on the prospective member of staff concerned and make arrangements as appropriate for the member of staff to be paired with or supervised by another member of staff who has received DBS clearance.

Volunteers, agencies and agency staff

The school expects supply/temporary worker agencies/contractors that are used by the school to register with the Enhanced DBS Disclosure on their own account and to follow this policy or their own comparable policy. Proof of registration will be required before the school will commission services from any such organisation.

The agency must provide evidence of the checks carried out on their central record. The agency must also ensure that the supply staff member is aware that they have to bring in their DBS Certificate, proof of qualifications (e.g. QTS Certificate) and identification documents (proving their name, date of birth and address) on the first day of their supply work for the school.

The school reserves the right to terminate the contract with the agency and send home an agency staff member without notice should these terms of safe recruitment practice be breached by the agency or the member of agency staff. In this instance the school will not be liable for any charges connected to the booking.

All volunteers who have direct contact with children on a regular basis will be required to have a DBS check. The Headteacher will assess the need on an individual basis.

Rehabilitation of Offenders Disclosure

The school will not discriminate unfairly against any applicant for employment on the basis of conviction or other details revealed. The school makes appointment decisions on the basis of merit and ability. If an applicant has a criminal record this will not automatically debar him/her from employment within the school. Instead, each case will be decided on its merits in accordance with the objective assessment criteria.

In view of the fact that all positions within the school will amount to "regulated positions", all applicants for employment must declare all previous convictions, cautions, reprimands or warnings [except those which are “protected” as defined in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013 and 2020]. A failure to disclose a previous conviction, caution, reprimand or warning [except those which are protected] may lead to an application being rejected or, if the failure is discovered after employment has started, may lead to summary dismissal on the grounds of gross misconduct. A failure to disclose a previous conviction may also amount to a criminal offence.

Under the relevant legislation, it is unlawful for the school to employ anyone who is included on the lists – maintained by the Department for Education and the Department of Health – of individuals who are considered unsuitable to work with children. In addition, it will also be unlawful for the

school to employ anyone who is the subject of a disqualifying order made on being convicted or charged with the following offences against children: murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence.

It is a criminal offence for any person who is disqualified from working with children to attempt to apply for a position within the school. If the school receives an application from a disqualified person, is provided with false information in, or in support of an applicant's application, or the school has serious concerns about an applicant's suitability to work with children, it will report the matter to the Police, DBS and/or the Department for Education.

Assessment criteria

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the school will consider the following factors before reaching a recruitment decision:

- whether or not the conviction or other matter revealed is relevant to the position in question;
- the seriousness of any offence or other matter revealed;
- the length of time since the offence or other matter occurred;
- whether or not the applicant has a pattern of offending behaviour or other relevant matters;
- whether or not the applicant's circumstances have changed since the offending behaviour or other relevant matters; and
- the circumstances surrounding the offence and the explanation(s) offered by the convicted person.

If the post involves regular contact with children, it is the school's normal policy to consider it high risk to employ anyone who has been convicted at any time of any the following offences:

- against adults – murder, manslaughter, rape, other serious sexual offences, grievous bodily harm or other serious acts of violence;
- against children or adults – serious Class A drug-related offences, robbery, burglary, theft, deception or fraud.

If the post involves access to money or budget responsibility, it is the school's normal policy to consider it a high risk to employ anyone who has been convicted at any time of robbery, burglary, theft, deception or fraud.

If the post involves some driving responsibilities, it is the school's normal policy to consider it a high risk to employ anyone who has been convicted of drink driving within the last ten years.

Assessment procedure

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check, the school will carry out a risk assessment by reference to the criteria set out above. The assessment form must be signed by the Headteacher before a position is offered.

If an applicant wishes to dispute any information contained in a disclosure, he/she can do so by contacting the DBS directly. In cases where the applicant would otherwise be offered a position were it not for the disputed information, the school will, where practicable, defer a final decision about the appointment until the applicant has had a reasonable opportunity to challenge the disclosure information.

Retention and security of disclosure information

The school's policy is to observe the guidance issued or supported by the DBS on the use of disclosure information.

In particular, the school will:

- store disclosure information and other confidential documents issued by the DBS in locked,

non-portable, storage containers, access to which will be restricted to members of the school's Senior Leadership Team and the Personnel Officer;

- not retain disclosure information or any associated correspondence for longer than is necessary. In most cases, the school will not retain such information for longer than six months although the school will keep a record of the date of a disclosure, the name of the subject, the type of disclosure, the position in question, the unique number issued by the DBS and the recruitment decision taken;
- ensure that any disclosure information is destroyed by suitably secure means such as shredding; and
- prohibit the photocopying or scanning of any disclosure information.

The school complies with the provisions of the DBS Code of Practice, a copy of which is available on request.

Retention of records

If an applicant is appointed, the school will retain any relevant information provided on their application form (together with any attachments) on their personnel file. The file will be live and updated as required. The contents will remain in storage for up to 6 years as per government guidelines following resignation, and fifteen years following ill health retirement or dismissal and indefinitely if dismissed following a disciplinary investigation.

Induction

It is essential that newly recruited staff feel welcomed into the school and feel sufficiently familiar with school policy and procedure in order to be able function in their role. It is equally important that they feel that school cares about their well-being, who is able to support them to carry out particular areas of their role and that someone is looking out for them.

Teaching staff usually spend a day at the school before formally starting. During this day they have the opportunity to meet key members of staff and familiarise themselves with the expectations of the job and the processes they need to get them prepared for September. They also receive training on Child Protection, GDPR, Health and Safety, Behaviour & pastoral systems, CPD opportunities and are informed of the vision & key aims of the school.

(See Appendix 3 for New staff induction checklist)

In September, at the end of the first complete week, there is a 'drinks and nibbles for new staff' event, where new staff can relax and meet established staff, whilst celebrating their survival of their first week. It is also a chance to meet some of the Governors, who are invited to attend.

There is an established Monday night CPD programme which includes a series of induction training sessions and information for new staff which include:

- STS Curriculum
- Academic standards, assessment and reporting
- Teaching, learning and feedback
- SEND at STS
- STS 6th form

All new staff are expected to be familiar with and act upon the key school policies, a list of which can be found within the Staff Handbook.

All staff will have a line manager (in most cases this will also be their performance manager, but not always) who will be the person they will most closely work with in terms of becoming familiar with their role. New staff should address any questions they have about their role or the school and its systems to their line manager in the first instance. If the line manager cannot answer the questions, they should be able to direct the member staff to somebody who can. Early Career Teachers (ECTs) have a more specialised induction process in addition to the above which is described in detail in the school's ECT Induction Handbook.

In addition to this the school will also provide all new staff with a mentor who will have a similar level of

responsibility to themselves; for example, a new subject leader would be given an established subject leader, an ECT would be given a teacher who was very recently an ECT, and a new member of the admin team would be given an established member of the admin team. The Mentor should introduce themselves to the new member of staff on the first day, and then meet with them at least once a fortnight for the new member of staff's first term; these could be quite informal and short meetings dependent on questions and issues arising. The new member staff should use their mentor as the person they can ask questions of about the school and how things work that they may not necessarily want to ask their line manager. After this first term the meetings can become more dependent on need.

At the end of the first term all new staff are asked to complete a confidential evaluation of their initial induction. This is then passed to the Assistant Headteacher: Supporting Succession who has responsibility for the induction of new staff and will look for ways to further improve this key area.

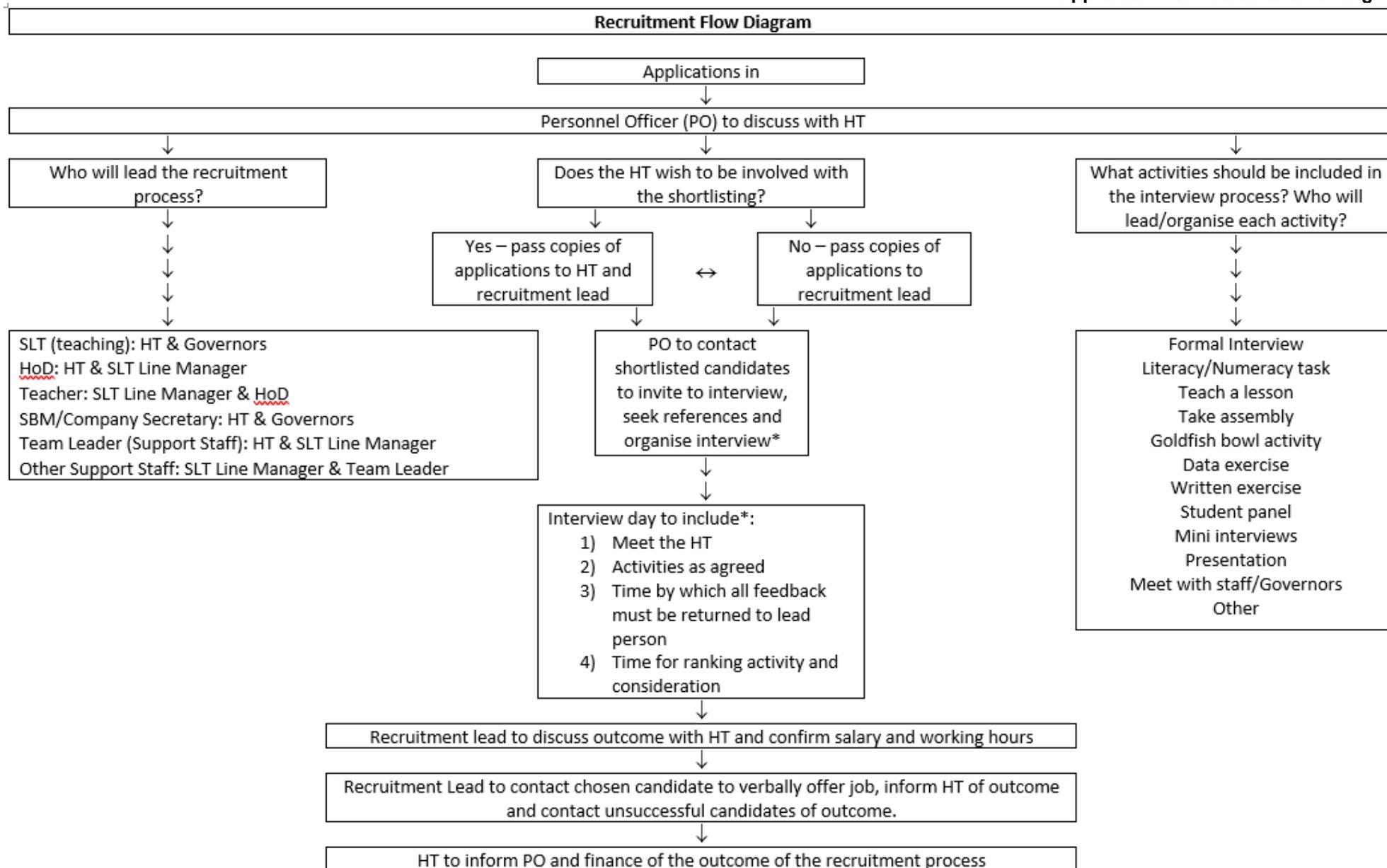
Roles and responsibilities

- 1 The Assistant Headteacher: Supporting succession is responsible for co-ordinating the induction process, and ensuring all new staff have access to the information & resources they need to successfully begin their employment and assigning a mentor for each new member of staff.
- 2 The Personnel Officer will ensure that all new staff complete the required paperwork and are provided with the documentation they need prior to commencing their position
- 3 The Deputy Headteacher: Child Protection & Conduct is responsible for ensuring that all new staff receive timely Safeguarding training and understand the Behaviour management processes of the school.
- 4 The School business manager is responsible for ensuring that all new staff are aware of Health & Safety and GDPR requirements of the school and are signposted to the documentation they need to read prior to the start of their employment.
- 5 The Head of department of a newly appointed teacher has an important role in the induction programme. This colleague acts as a guide, supporter and adviser on a day-to-day basis, as well as sharing planning on a weekly and termly basis. Gives information, support and advice about the curriculum.
- 6 Heads of Year and Year Managers will support new staff in ensuring that they are aware of their pastoral responsibilities and have the information and support needed to be an effective form tutor.
- 7 The induction of a new Headteacher is the responsibility of the Chair of Governors, the Deputy Headteachers, the Company Secretary and the Leadership Team. The Headteacher and Deputy Headteacher add to the induction process of newly appointed members of the Leadership Team.
- 8 The SENCo is responsible for integrating a new teaching assistant into the team, offering support as a line manager.
- 9 All other staff in school are involved in the induction of any newly appointed staff. All staff assist in integrating a new colleague into the Whole School Team. They share experiences and ideas, help in practical ways and offer support. Newly appointed staff are encouraged to approach any member of staff with any queries they might have.

Links to other policies/documents

- Child Protection and Safeguarding Policy
- Governors' Delegation of Functions (Function 74)
- Early Career Teacher Handbook
- Performance Management Policy
- Staff Development Guidelines

Appendix 1 - Recruitment flow diagram



Appendix 2 – Recruitment process Roles and Responsibilities

	What member of Leadership team needs to do:	TSA	What Personnel does:
Employee Resigns	<ul style="list-style-type: none"> ▪ Get employee to do formal resignation letter & pass to TSA ▪ Email TSA & JFO notification of employee resignation. 	<ul style="list-style-type: none"> ▪ Passes ltr over to personnel ▪ make recruitment decision ▪ Notify personnel of recruitment decision. 	<ul style="list-style-type: none"> ▪ Resignation letter ▪ End employee on SIMS ▪ Remove from Staff list ▪ Notify SHo/LWa/MBe/Payroll/Network services ▪ Send manager leaver paperwork ▪ Send manager reminder to complete leaver paperwork 1 wk before
Advert required	<ul style="list-style-type: none"> ▪ Approve advert ▪ Confirm interview date ▪ Confirm interview questions (template with example questions will be provided) ▪ Confirm interview panel 	<ul style="list-style-type: none"> ▪ Approve advert 	<ul style="list-style-type: none"> ▪ Create draft advert & get it checked ▪ Place advert on Kent-teach ▪ Place advert on STS website ▪ Book rooms for interviews
Day after advert closes	<ul style="list-style-type: none"> ▪ Shortlist on receipt of applications and return to personnel by 9am following day. ▪ Notify Personnel of candidates for interview 	<ul style="list-style-type: none"> ▪ Shortlist if senior role/and or HT wishes to be involved. 	<ul style="list-style-type: none"> ▪ Compile applicant information ▪ Create applicant list ▪ Pass applicant information to shortlisting manager (recruitment lead) and HT if applicable
Once shortlisting done	<ul style="list-style-type: none"> ▪ Required same day as shortlisting completion: ▪ Confirm information about lesson candidate will need to teach (if teacher) ▪ Confirm which lessons will be used for observations (if teacher) ▪ Confirm Lesson observer (not usually interviewers) ▪ Confirm all activities that will be included on interview day along with staff who can support the process. ▪ Arrange cover for yourself if required. 		<ul style="list-style-type: none"> ▪ Invite all candidates to interview ▪ Create timetable ▪ Phone candidates and confirm availability for interview and happy for references to be sought. ▪ Request 2 references for each candidates ▪ Email candidates with confirmation of interview times and outline of day & what they need to bring.

<p>In week before interviews</p>	<ul style="list-style-type: none"> ▪ Invite team to meet and greet. ▪ Collect interview packs from personnel once you have received email confirming it is ready. 		<ul style="list-style-type: none"> ▪ Arrange any catering ▪ Confirm interview plan with reception ▪ Confirm interview plan to HT/ interviewers/ observers/Reception ▪ Chase any references not received ▪ Confirm any cancellations/withdrawals by candidates ▪ Compile interview packs
<p>On interview day</p>	<ul style="list-style-type: none"> ▪ Interviews ▪ Observations ▪ Sign Interview record sheet ▪ Complete and sign appointment form. ▪ Make decision on who to recruit ▪ Return interview packs to personnel ▪ Notify HT/personnel of successful candidate ▪ Speak to successful candidate and confirm appointment (inc salary agreed.) ▪ Speak to all unsuccessful candidates and give feedback 		<ul style="list-style-type: none"> ▪ Take copies of ID ▪ Sit in on testing if required ▪ Mark numeracy test
<p>Before Candidate starts</p>			<ul style="list-style-type: none"> ▪ Arrange meeting with candidate ▪ Set up employee folder ▪ Print off following documents for starter pack <ul style="list-style-type: none"> ○ New appointment form ○ Occ Health form ○ Starter declaration ○ Medical form ▪ Create Letter of Intent & get it signed/posted along with starter pack. ▪ Chase any references not received ▪ Set up new starter on SIMS ▪ Email Staff Handbook with notes regarding absence and fire drill ▪ Set up for: <ul style="list-style-type: none"> ○ DBS ○ Load on to SCR ○ Load on to SIMS ○ Set up for PREVENT/Social Media/E-Safety/KSCIE/GDPR training ○ Set up IT with Network Services ○ Set up SIMS with Sam Holland ○ Email Mark Beaman to arrange induction ○ Notify Bursar/Systems Analyst/Executive Assistant to the Headteacher of new starter ▪ Photo ID with main office

Appendix 3 - New staff Checklist to be completed within the first term

Name:	Department:	Date of Joining:
As each of the following activities is covered, the completion date should be entered and signed by the person undertaking the induction.		
SUPPORT ACTIVITY/POLICY	Induction lead:	SIGNATURE/DATE UNDERTAKEN:
Personnel matters <ul style="list-style-type: none"> ▪ Completion of documentation provided in welcome pack ▪ Employment contract ▪ Financial matters/Pension Scheme 	Personnel Officer	
School vision & 'Back to Basics'	Headteacher	
Key information <ul style="list-style-type: none"> ▪ Staffing structures (staff handbook) & Responsibilities (teaching and support staff) ▪ Lines of communication ▪ Class and school routines - Day to day organisation lessons, lunchtime, before and after school ▪ School layout ▪ Caretaker/Keys ▪ Restaurant & fingerprint ▪ Planned absence/Cover/Absences through Illness ▪ Signposting to key documents outlined in the Staff Handbook, (marking policy, assessment, recording and reporting, duties, Staff conduct) 	AHT Supporting succession	
Safeguarding <ul style="list-style-type: none"> ▪ Child Protection & Safeguarding ▪ Whistle Blowing Policy & Procedures 	DHT Child protection & conduct	
Behaviour for Learning <ul style="list-style-type: none"> ▪ Behaviour systems ▪ Rewards & sanctions ▪ Classroom Management & support ▪ Non-negotiables 	DHT Child protection & conduct	
Pastoral system - <ul style="list-style-type: none"> ▪ Student Support ▪ Tutor time activities processes and expectations ▪ Tutor group monitoring – attendance, attainment, rewards and behaviour ▪ Student reception ▪ Student Counselling 	Head of Year	
GDPR & Health & safety <ul style="list-style-type: none"> ▪ Health and Safety/First Aid/Fire Drill procedures emergency procedures (lockdown and shelter) ▪ Trips and Visits/Risk Assessments 	School Business Manager	
Curriculum & assessment <ul style="list-style-type: none"> ▪ STS Curriculum ▪ Academic standards, assessment and reporting target setting & predicted grades 	DHT Curriculum & Standards	
Teaching, Learning and Assessment <ul style="list-style-type: none"> ▪ Six principles ▪ Feedback policy & practice 	AHT Supporting Teaching	

<p>CPD at STS</p> <ul style="list-style-type: none"> ▪ Monday night CPD programme ▪ New staff & trainees specific sessions ▪ CPD hours and sources of information ▪ INSET days 	<p>AHT Supporting teaching</p>	
<p>SIMS & Edulink</p> <ul style="list-style-type: none"> ▪ Timetables ▪ Student information ▪ Class lists ▪ Setting Homework, 	<p>AHT Supporting teaching</p>	
<p>ICT support -</p> <ul style="list-style-type: none"> ▪ Printing ▪ Parent pay ▪ Remote Access ▪ Reprographics 	<p>Network manager</p>	
<p>Department specific information</p> <ul style="list-style-type: none"> ▪ Departmental induction & handbook ▪ Department specific h&s ▪ SoL – Termly & and long term plans ▪ Resources & ordering ▪ Department organisation ▪ Displays ▪ Department timetables ▪ Record keeping – teacher assessment & department tracking ▪ Department CPD ▪ Department sanctions & rewards ▪ Parents' Evenings 	<p>HoDs</p>	
<p>SEND at STS</p> <ul style="list-style-type: none"> ▪ Special needs provision, ▪ Sources of information ▪ Strategies 	<p>SENCo</p>	
<p>STS 6th form</p> <ul style="list-style-type: none"> ▪ Curriculum, ▪ teaching, learning & assessment, ▪ transition ▪ UCAS & careers ▪ Pastoral procedures 	<p>Head of 6th form</p>	