



## **Staff Induction, Training & Development Policy**

Date Reviewed:	August 2025
Next Review Date:	September 2026
Policy Owner:	Mrs Gemma Mitchell
Ratified @ FGB/Committee Name & Date:	October 2025 – Due to be reviewed at Full Governing Board

### **Mission Statement**

We are committed to providing a supportive, enjoyable and family style environment in which every child is nurtured and encouraged to achieve their potential through a broad-based curriculum and opportunities for developing sporting, dramatic, artistic and musical talents.

### **Statement of Aims & Objectives**

- To enable each child to fulfil their own academic and personal potential.
- To instil in every child the importance of developing personal initiative and to foster in them a belief that they can fulfil their potential in any area of school life.
- To provide a broad based academic and extra-curricular education that is delivered in such a way as to satisfy the learning needs of each and every pupil.
- To help each pupil to develop both a set of Christian values and an understanding and appreciation of other religious beliefs.
- To learn the difference between right and wrong and to appreciate that rights and responsibilities are equally balanced.
- To develop and promote a sense of caring and community between the pupils within the school and the wider community as a whole.
- To instil in each pupil a high degree of self-respect and respect for their fellow pupils, teachers and other adults.
- To prepare each child for the transition to the next stage of their education and to be able to take advantage of any opportunities as they present themselves.



## Oakhyrst Grange School

### Safeguarding

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This should be read in conjunction with the Safeguarding Policy.

All staff will be asked to complete training annually following KCSIE updates. Further safeguard training will take place throughout the year. All staff must wear their lanyards at all times.

The Safeguarding governor is: Pauline Clark [Pauline.clark@oakhyrstgrangeschool.co.uk](mailto:Pauline.clark@oakhyrstgrangeschool.co.uk)

DSL: Roxann Dowling (Head of EYFS) 07746135233

DDSL: Gemma Mitchell (Headteacher) 07786 393228

DDSL: Faye Dance (Deputy Headteacher) 07415 359114

[dsl@oakhyrstgrangeschool.co.uk](mailto:dsl@oakhyrstgrangeschool.co.uk)



## Oakhyrst Grange School

This document is a statement of the aims, principles, and strategies for Performance management reviews at Oakhyrst Grange School. The Governors of Oakhyrst Grange School recognise that the success of the school and its pupils rests with the staff. Oakhyrst Grange is committed to creating a culture of improvement and growth in order to develop staff, improve pupils' learning and maintain and raise standards of achievement for all children.

At Oakhyrst Grange School we actively promote democracy, the rule of the law, individual liberty and respect those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer.

Staff training and development is a key factor in the success of the School and its Pupils.

### **Aims**

Through its Staff Development Policy, the School aims to:

- develop a climate and culture in which people are valued and are able to contribute fully to the development of the School.
- harmonise individual, team and whole school development needs.
- provide an even better education for our children.

### **Objectives**

Its objectives are:

- progressive development and training continuing through a person's career.
- training and development for all staff, teaching and non-teaching staff.

### **Key Elements**

Key elements of the policy are listed below and will be described in the following:

1. Job descriptions
2. Recruitment and Selection – Person Specification
3. Induction
4. Initial Teacher Training (ITT) and Early Career Teachers (ECT)
5. Appraisal
6. Development and Training
7. Evaluation

### **The purpose of appraisal is multi-faceted**

- To help all staff realise their full potential, to build on strengths, tackle weaknesses and to carry out their duties more effectively and enjoyably.
- To strengthen the school by unifying the staff in a common purpose and ensure that staff are driving the key strategic objectives set out in the School Development Plan
  - To ensure that everything we do is having a positive and tangible impact on pupil voice and empowerment.
  - To ensure the highest possible quality of teaching and learning.
  - To provide regular and purposeful contact between teachers and Senior Leaders
  - To motivate staff by recognising their contribution in the classroom and to the school as a whole.
  - To identify training needs.
  - To provide an opportunity to raise personal concerns and suggestions for school improvement.
  - To hold staff to account for their professionalism development.



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## **How do staff benefit?**

- To increase motivation and increased job satisfaction.
- To recognise and celebrate positive work and appreciation of their wider contribution to the school.
- To provide an opportunity to reflect on their job.
- To discover areas of strengths and areas for development.
- To enrich an understanding of the School Development Plan

## **1. Job Descriptions**

The job description is the starting point for staff development. It reflects the needs of the School; it aids the recruitment and selection process; it describes the job to be done and it forms the basis of Appraisal. The Departmental Head or appropriate member of the Senior Leadership Team (SLT) should draw up the initial job description for a vacant post. It will then be approved and finalised by the Headteacher.

The job description should be drawn up before the appointment and used as guidance to the appointment.

## **2. Recruitment and Selection - Person Specification**

When recruiting to fill a vacancy, it is important to identify a profile of the person sought. Some skills, experience, qualifications and attributes will be essential while others will be desirable. The Headteacher, following discussion with the SLT, will consider these.

## **3. Induction**

Oakhyrst Grange aims to provide continuous improvement through learning for both staff and pupils. Effective induction is a vital foundation for continuous learning and Oakhyrst Grange aims to increase the effectiveness of all Staff and Governors, both as individuals and as team members, by ensuring that they understand the policies and expectations of the school. Oakhyrst Grange is committed to supporting the effective performance and continuing professional development of all Staff and Governors new to the school.

Oakhyrst Grange induction process will:

- ensure all staff new to the school understand what is expected of them at the school and gain support to achieve those expectations.
- help staff in understanding roles and responsibilities.
- ensure that new teachers to the profession have the best start in their careers and are supported in effective practice.
- build co-operation between staff in all sections of the school.
- ensure that all staff are valued and recognised as the school's most important asset.
- provide information about emergency evacuation procedures.

Induction activity is planned:

- in the context of the school's vision, goals and guiding principles.
- by the National Standards for Teacher Induction.
- for other specific roles and responsibilities.

All new staff will be provided with induction training that includes:

- The school's Safeguarding/ Child Protection Policy, including information about the identity and role of the DSL and Deputies;
- The Staff Handbook, Staff Code of Conduct, whistleblowing procedures and the acceptable use of technologies;



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- The Behaviour, Discipline and Exclusions policy (pupil behaviour policy);
- Online Safety and ICT Usage
- Attendance Policy (including Children Missing Education)
- A copy of KCSIE

This is not an exhaustive list and all policies can be accessed in addition to the original handouts via the school website.

The Deputy Head is responsible for the overall management and organisation of Induction, including the ECT Induction, across the whole school.

Key aspects of the induction programme for staff:

- Be made aware of Health and Safety procedures including evacuating the schools in the event of a fire.
- All new staff, volunteers and students have to read and understand our Safeguarding Children Policy and procedure. They are told who the Child Protection Lead Officers are and are made aware of not making themselves vulnerable.
- Induction includes providing information on Oakhyrst Grange Equality Policy.
- Personal contact before taking up the post.
- An introductory Induction session.
- On-going staff induction meetings for one year.
- A mentor.

Induction for experienced staff:

- All new, experienced staff will be allocated a mentor and every effort will be made to ensure this is not the line-manager.
- All new staff will be invited to visit the school before they take up post.
- All new staff will be met on their first day by their mentor / line manager.
- All new staff are given access to the school policies and the school's staff handbook, and be expected to develop their understanding of them.
- All new staff will meet with the Headteacher within their first week in post.
- An induction programme will be provided for new staff and their attendance is expected.
- All new staff will have a review of their induction after one month, three months and six months with their line manager, which will link with their probation.
- All new staff will be provided with an explanation of the school's performance management arrangements (Appraisal scheme).
- All new staff will be expected to contribute to the spirit and life of the school to ensure a conducive environment for learning for all school members, students and staff.
- All new staff will be given a copy of the staff handbook.

### **The Induction Programme**

#### **Personal contact before taking up the post**

This may be by letter, by phone and by visit, if possible. The visit is likely to focus on the new appointee's role in their department.

#### **Induction Day**

An Induction session is held on a day before the formal start of the initial term. The focus of this time is to introduce key members and to make new staff aware of who to approach and where to go to for help and resources.



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## Staff Induction Meetings

These continue throughout the first year, weekly in the first few months, to familiarise new staff with:

- routines and events, procedures and policies.
- the role of the Governors.
- SEND responsibilities.
- inspection procedures.
- the appraisal scheme.
- the School Development Plan.
- professional development issues.

Please see the induction checklist (Appendix 1).

## Mentor

All new staff will be offered a personal mentor. Mentoring is a one to one process between two people, which aims at a transfer of knowledge, experience and awareness.

### A Mentor has:

- an established record of developing others.
- an interest in, and an ability to, relate to others.
- a wide range of current skills to pass on.
- a good understanding of the organisation, how it works and where it is going.
- patience, combined with good interpersonal skills and an ability to work in an unstructured programme.
- sufficient time to devote to the relationship.
- the ability to command the respect of those he / she is mentoring.
- a personal network of contacts and influence.
- an ability to coach and guide, but at the same time, learn.
- a knowledge of how people best accept new ideas.

Mentoring involves using your practical skills.

A mentor should be prepared to:

- listen
- reflect
- question
- encourage
- give feedback
- challenge

## Class Observation

All new teaching staff will have at least one classroom observation in the first year.

## 4. Initial Teacher Training (ITT) and Early Career Teachers (ECT)

We believe that early career teachers are entitled to a comprehensive induction programme which fulfils all statutory requirements and provides a foundation for the ECT's long term professional development.



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## Aims and Objectives

- To provide a transition phase between the initial teacher training and effective professional practice.
- To provide well targeted support to enable the ECT to contribute to improving and developing the overall effectiveness in the classroom and whole school community.
- To ensure the ECT continues to meet the standards for induction and improve their practice.
- Opportunity for the ECT to engage in reflective self analysis of their professional practice.

For ECT's, the school provides a programme of support, monitoring and assessment including the requirements set out by the Independent Schools Teacher Induction Panel. The timetable for this programme is provided at a whole school level and at an individual ECT level. Each ECT is provided with an Induction Mentor who will be a named senior, experienced member of staff.

**The Induction Mentor** is responsible for the day to day management of the induction of ECT's.

Induction Mentors will be supported in their role by:

- being provided with literature, relevant to the induction process.
- having meetings with the member of staff responsible for the overall induction programme in the school.
- the monitoring and feedback of the induction provision in the school undertaken by the member of staff responsible for the overall induction programme.

## School Induction programme for Early Career Teachers

- All new teachers are expected to undertake their professional responsibility in striving to meet high standards.
- The induction programme at Oakhyrst Grange consists of support, monitoring and assessment elements.
- All new teachers are allocated an Induction Mentor.
- The induction programme for staff, who are new to teaching, is designed to induct them into the profession and into the school.
- All new teachers are invited to visit the school before they take up post.
- All new teachers are met on their first day by their mentor / line manager.
- All new teachers are provided with copies of school policies and the school's staff handbook and are expected to develop their understanding of them.
- All new teachers will meet with the Headteacher within their first week in post.
- ECTs will receive feedback on their strengths and areas for development.

Induction Mentors are responsible for the day to day management of their ECT's induction, and will meet with their ECT regularly. The Induction Mentor reviews progress, set targets, and identifies support strategies with the ECT.

All early career teachers are observed teaching during their induction period and this is undertaken by the Induction Mentor, a senior member of staff or an experienced teacher, as appropriate (see the ECT induction programme for details).

Three formal assessments will be undertaken during the ECT induction period. These will be documented on forms that are sent to ISC and must be signed by the ECT, Induction Mentor and Headteacher.



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- Each ECT has 10% professional development time during their induction period. This is in addition to the teaching and professional development time that other substantive teachers would expect in the school.
- Each ECT has a planned programme to ensure 10% professional development is used to the maximum effect.
- Each ECT develops, with their Induction Mentor, their own induction and support plan.
- Each ECT is expected to maintain a professional record of his/her induction and professional development and start to construct a professional development portfolio.

The Induction Mentor and school maintains a documented record of the ECTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken.

### **ECTs at risk of failure**

If the ECT has not satisfactorily met the standards, or is at risk of not meeting them in the future, a structured package of support and development will be provided for the ECT. An Action Plan will be written by the Induction Tutor which will be reviewed after six weeks when a further plan will be drawn up. The school will increase the support necessary to implement the action plan within the available resources within the school. As appropriate, the ISC will be involved to ensure the action plan can be implemented.

## **5. Appraisal**

### **Definition:**

The Performance Management Review process is the systematic and sensitive review of staff in their roles, undertaken with a view to improving individual performance and pupil learning, and assisting in the process of career development for staff.

Oakhyrst Grange School is committed to creating a culture of improvement and growth in order to develop staff, improve pupils' learning and maintain and raise standards of achievement for all children. Regular professional review and ongoing staff development is very important because there is evidence that school performance improves when human resources in the school are maximised and that standards rise when schools and individuals are clear about what they expect to achieve and how they themselves can develop.

Professional review and Performance arrangements will be implemented on the basis of fairness (avoiding unconscious discrimination and assumptions based on stereotypes) and equal opportunity (all staff will be encouraged and supported to achieve their potential through agreed objectives, undertaking development and having their professionalism assessed).

Appraisal is pivotal in the Staff Induction, Training & Development Policy. All members of staff, whether full-time or part-time, Academic, Administrative and Support staff are involved. Each member of staff has a regular appraisal with either the Headteacher, a member of the SLT or Head of Department. The Bursar is responsible for the Appraisal Programme for the Administrative staff. The Chair of Governors organises the appraisal for the Headteacher and Clerk to the Governors.

The Chair of Governors can be contacted at: [Pauline.Clark@oakhyrstgrangeschool.co.uk](mailto:Pauline.Clark@oakhyrstgrangeschool.co.uk)

Through the continuous learning of new and existing Staff and Governors, the school improves and develops, providing greater benefits for our Pupils. Please see Appendix 2 for an lesson observation form.





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### **Roles:**

Performance Management Reviews involve both the Appraiser and the Appraisee working together to ensure that:

- the performance reviews take place
- objectives are discussed and agreed
- objective feedback is given
- adequate coaching, training and development is provided

The Head is responsible for coordinating the scheme in consultation with the SLT.

All members of the Administration Team, will be reviewed by the Bursar.

### **Aims and Objectives of the Performance Management Review process:**

The Performance Management Review process seeks to:

- celebrate achievement.
- show that people are valued.
- create a culture of learning and growth.
- provide feedback to colleagues.
- provide opportunities for colleagues to review their own professional needs.
- enhance the current performance of individuals.
- improve the quality of teaching and learning.
- provide opportunity to identify priorities and agreed objectives.
- contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meet the needs of pupils, parents and the wider community.
- contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective work at the school.

Basic elements are that appraisal will be:

- Throughout the year.
- Based on self-appraisal document.

The document will inform an appraisal meeting and be the basis of a report which will go to the Headteacher and Bursar (personnel files). Please see the following Appendixes:

- Appendix 3 for an appraisal guide
- Appendix 4 for an appraisal proforma for non-teaching staff
- Appendix 5 for Classroom Assistants
- Appendix 6 for EYFS Practitioners
- Appendix 7 for teaching staff

A personal development plan and targets will be agreed.

The main elements of teachers' appraisals are:

- classroom observation/management questionnaire.
- verbal feedback.
- personal development interview.
- agreed report, plan and targets.



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### Appraisal Procedure for Teaching Staff

- The Appraiser is invited to the chosen lesson for the classroom observation, after which a short time is set aside for oral feedback.
- The Appraiser writes a report on the lesson, concentrating on issues that will help to improve the quality of teaching and learning.
- This report is discussed during the appraisal interview and is signed by the appraiser and the member of staff.
- Before the appraisal interview, the member of staff completes an appraisal form on the progress and development made by the member of staff during the year. The questions are directed at self-appraisal and are intended to assist the growth and development of the individual.
- Any areas of training and development are outlined and targets and deadlines are set on the Personal Development Plan (PDP). The PDP is then discussed at the following Appraisal.

In addition, Heads of Department carry out regular observations to monitor and improve the standard of teaching and learning in their subject. These observations are discussed and may lead to courses being recommended, resources needs being identified and input for Subject Development Plans. Records of the observations are kept and a copy is given to the Headteacher.

### Appraisal Procedure for All Staff

- All staff are required to complete the appraisal document form as follows:

Part 1 – To be completed at the initial meeting only

#### Setting Targets/Objectives

Targets/Objectives should be:

1. An objective that supports the key objectives of the School Development Plan and overarching aims and objectives. (CIPs are a valuable tool)
2. A personal objective that demonstrates professional development
3. An objective with an outcome that will bolster pupils voice

All objectives should be SMART targets (Specific, Measurable, Achievable, Relevant, and Time-bound).

Part 2 – To be completed at the initial meeting and year end meeting

Part 3 – To be agreed at the initial meeting and reviewed at the year end meeting

Part 4 – This should be completed at the end of the cycle for teaching staff.

### The Appraisal Cycle

Teaching staff appraisal for 2025-2026 is conducted over Sept- 31<sup>st</sup> May. Regular reviews will be conducted to ensure that progress is being made and that staff have the support they need to fulfil their objectives.

### Complaints

If a member of staff feels that the Performance Management Review process which they have received does not satisfactorily reflect their personal situation, they can first of all discuss this with the Professional Review Leader. If concerns cannot be resolved with the Professional Review Leader, they can be raised with the Headteacher. Where the Headteacher is the Review Leader, the Colleague can raise the issue with the Board of Governors.



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The Review Officer (who could be the Headteacher, the Chair of Governors or the appointed governor) will investigate the complaint and take account of comments made by the job holder. The review officer should conduct a review of the complaint within 21 working days of referral. She/he may decide that the review report should remain unchanged or may add any observations of his/her own. The Review Officer may decide, with the agreement of the person responsible for carrying out the initial review, to amend the review report; or declare that the review report is void and order a new review or part of the review to be repeated. Any new review or part review ordered should be conducted within a further 15 days.

### **6. Development & Training**

#### **Aims and constraints**

Oakhyrst Grange aims for the continuing development of all its staff. We understand that we must support staff to undertake appropriate training and professional development to ensure that we can continually improve the quality of learning and development experiences we offer for children. It recognises that constraints arise from the financial limitations of being a small school. Priorities must be set.

Changes in law and government policy may impose priorities as in the curriculum, SEN, Health & Safety. School priorities will be set through consultation and agreed by the leadership team.

#### **Management**

Whilst responsibility formally lies with the Headteacher, the Deputy Head (with input from SLT and SENDCo Leads) will be responsible for organising:

- INSET days and personal training programmes
- Induction
- Appraisal
- Staff development records
- Meeting legal priorities
- Managing their curriculum budget
- Evaluating effectiveness of training and value for money
- Reporting to the Headteacher and Governors on each term's Training.

#### **School Training and Development Budget**

As an Independent school, Oakhyrst Grange's funding for staff training and development comes from the School training budget. Funding must be claimed annually.

The Headteacher, Bursar and Deputy Head will be responsible for the budget in the following:

- managing budget spending.

**Reimbursement of Expenses and Authorisation Procedures can be found in Appendix 8.**



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## **Inset Days**

Oakhyrst Grange aims to provide whole school INSET days.

These days focus on a theme identified in the school development plan or through staff expressing a professional need.

Whole Staff Inset days will be supplemented by programmes to meet the needs of particular groups for particular skills. First Aid, Child Protection and ICT training are examples. These may take place during the school day or at weekend or evening sessions. Every effort is made to ensure that new knowledge and skills are disseminated.

## **Training and Development Activities**

Development opportunities at work are often more beneficial than off-site training. They vary widely and may include:

- a change of timetable, of class
- additional experience in a specific area
- participation in a short term project
- recommended professional reading
- change of responsibility
- work shadowing
- help from a colleague
- visits to other schools
- INSET activities
- working alongside another teacher
- teaching a class in another school
- a visit from an adviser
- working with a PGCE student teacher in training
- working with an ECT
- being observed by a colleague/observing others
- being part of a working party
- providing INSET for others
- appraisal
- running school activities
- liaising with other education and commercial institutions
- representing the School
- management responsibilities
- Attending conferences and networking events

## **7. Evaluation**

The School will evaluate its investment in development and training to assess achievement and improved effectiveness. Effectiveness rests on how the development of its staff contributes to the School. Evaluation may take a variety of forms (tick box questionnaire, open comment, a written report) but at all times cost benefit is considered important.

This policy is subject to regular review.



# Oakhurst Grange School

## Appendix 1

### Induction Checklist for New Employees and Mentors

#### INDUCTION CHECKLIST 2025-2026

#### EMPLOYEE INFORMATION

Name: Start date:

Position: Mentor:

#### FIRST DAY

- You will have previously visited the school and made aware of your room, class, timetable and resources.
- Your DBS will be active and you will have given your bank details to the Accounts Department.
- Ideally you should have met the other staff in your department and be aware of your Line Manager.
- You will meet your Mentor
- You will be given the confidential codes for entry and exit to the school
- Review job description, hours and any further recruitment paperwork before commencing with the Business Manager.

#### POLICIES

The OGS team will have issued you with:

- The Staff Handbook
- An induction checklist
- Information on how to access the Schools Policy documents
- A copy of the Safeguarding Children Policy
- An overview of School events and understanding of what you need to attend
- GDPR & ICT & all policies on school website

#### ADMINISTRATIVE PROCEDURES

- You are allocated a 'pigeon hole' in the staff room, this is where all your post, memos and mail will be placed
- You are allocated an email address and you will receive regular internal emails
- You will be shown where telephone calls can be made from
- You will be introduced to the office/accounts staff
- You will be made aware of how to order resources
- You will be given a number for the photocopier. Obtain email and lanyard.
- All purchases must go through our Headteacher and/or Bursar and be checked first
- You will be shown the signing in and out book for children, staff and visitors
- You will be told what to do if you are unable to attend work

#### INTRODUCTIONS AND TOUR OF SCHOOL

Introductions to department staff and key personnel during tour.

Tour of the school, including:	• Staff room	• Notice Boards	• Dining Room
	• Office	• Stationery supplies	• Toilets
	• Photocopiers	• Kitchen Staff	• Emergency exits
	• Fire Drill	• Site Manager & team	• Parking

#### PRIOR TO STARTING & DURING THE FIRST FEW WEEKS YOU SHOULD:



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- Acknowledge who your Line Manager is and other members of the Department
- Review initial job assignments and training plans (ECT)
- Review Safeguarding Policy and Procedures and be aware of who the DSL is and the Deputy DSLs
- Be aware of the procedures for evacuating the School in an emergency
- Review the Staff Handbook
- Review Curriculum and Schemes of Work (if a teacher)
- Review Record Keeping, lesson plans, assessment and report writing
- Review Dress Code
- Review how to report you will be absent
- Review weekly meetings you are expected to attend and where they are. (ROC/Staff Calendar/Staff Meeting)
- Be aware of key events, Y6 Roles and responsibilities, School Council, Eco and Form/Vice Reps
- Be aware of who to talk to about CPD
- Be aware of your House and how the House system works and how and for what House Points are awarded
- Acknowledge that you have completed Safeguard Training and the relevant Educare Modules
- Be aware of your Clubs and Extra –Curricular responsibilities
- Understand the involvement in assemblies
- Have discussed duties and procedures for registration/break/lunch/dismissal
- Had an opportunity to use the MIS to carry out the register and know how to record rewards/sanctions and pastoral notes and where to find helpful information regarding pupil contact details.

### **DURING THE 1<sup>ST</sup> TERM YOU SHOULD HAVE DISCUSSED WITH YOUR MENTOR AND KNOW ABOUT:**

- Who the Key HODs are and who to ask if you have a question
- SEND, the SENCO and EYFS SENCO and the Head of Interventions
- The procedures for Assessment and Reporting
- MGTP
- Pastoral
- Safeguarding

### **You should have also:**

- Made an informal observation of a teacher in your Key Stage
- Had an informal observation
- Had an opportunity to meet with the HT

### **DURING THE 2<sup>ND</sup> TERM YOU SHOULD HAVE DISCUSSED WITH YOUR MENTOR:**

- Observed a teacher in another Key Stage
- Had an informal observation
- Had an opportunity to meet with the HT

### **INDUCTION DOCUMENTATION ACKNOWLEDGMENT**

**Employee Name**

**Employee Signature**

**Position**

**Commencement Date**

**Completion of Induction**

**Mentor Signature**



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## Appendix 2

### Lesson Observation Form

<b>OBSERVER:</b>	<b>YEAR/AGE:</b>	<b>TEACHER:</b>	<b>SUBJECT:</b>
<b>DATE:</b>	<b>No. OF BOYS:</b> ---	<b>No. OF GIRLS:</b>	<b>SEN/G&amp;T:</b>
<b>Lesson</b> See attached lesson plan.			<b>Objective(s):</b>
<b>Context of Lesson:</b> See attached lesson plan			
<b>Attainment/Achievement:</b> (+ or – for relative strength/weaknesses and associated comment in text)			
[ + ] Subject knowledge      [ + ] Subject Skills [ + ] Subject Understanding      [ + ] Achievement of different groups (SEN, G&T, EAL)			
<i>Notes:</i>			
<b>Learning:</b> (+ or – for relative strength/weaknesses and associated comment in text)			
[ ] Literacy Skills      [ + ] Organisation      [ + ] Presentation of work [ + ] Numeracy Skills      [ + ] Enjoyment      [ + ] Use of resources [ + ] ICT Skills      [ + ] Independence      [ + ] Co – operative learning			
<i>Notes:</i>			
<b>Teaching:</b> (+ or – for relative strength/weaknesses and associated comment in text)			
[ + ] Enables progress      [ + ] Time management      [ + ] Teacher's knowledge [ + ] Teaching methods      [ + ] Differentiation provision      [ + ] Lesson planning [ + ] Use of resources      [ + ] Assessment of learning      [ + ] Fosters application			
<i>Notes:</i>			
<b>Contribution to broader education:</b> (+ or – for relative strength/weaknesses and associated comment in text)			
[ + ] Curriculum      [ ] Links with parents/community [ + ] Resources      [ ] Library [ + ] Pastoral care/welfare      [ + ] Economic wellbeing			
<i>Notes:</i>			
<b>Areas to be addressed and support provided to achieve this:</b>			



## Appendix 3



### Appraisal Documents

#### **Oakhurst Grange School Performance Appraisals**

The performance appraisal is a tool that allows managers to meet with employees to discuss their achievements, school objectives and determine targets for the upcoming performance year.

- The performance appraisal is an activity that adds value to the professional and the school by identifying performance strengths, barriers and allows for honest dialogue between managers and employees. The appraisal must always include written, verifiable expectations followed by the results achieved by the employee through their actions and behaviors. These elements become the basis for communication during the performance meeting
- The aim is not to discuss how overworked or underpaid you are but to review your professional performance and set yourself goals to move forward in your job.

#### **Setting Targets**

- Target-setting helps employees maintain focus on their performance.
- Setting performance targets will help the employee to maintain focus on what is expected and will help them to feel a sense of pride and accomplishment during the review period. In order to set targets properly, make sure you make them specific. Specific means including the who, what, where, when and how of the target. Next, make sure the target is measurable -- how much, how often. Make the target achievable and also relevant to the job you are performing.

#### **The Stages of the Appraisal**

##### **Pre-appraisal**

1. Observation of a lesson (for teaching staff and TA's).
2. Discussion with line managers, colleagues (where relevant).
3. Completion of Appraisal Paperwork
  - Part 1 Column 1
  - Part 2
  - Part 3 (in draft)
  - (Part 4 - end of cycle for teachers)

##### **During Appraisal**

1. Review of previous targets and performance over this year in relation to them.
2. Review of this year's performance using key areas in Part 2
3. Feedback from lesson observation and discussions
4. Setting of new targets

##### **Post-appraisal**

1. Finalising of targets - completion of Part 3
2. Paperwork signed by appraiser, appraisee and Headteacher
3. Any training requests submitted to relevant SLT





# Oakhyrst Grange School

## Appendix 4

### Non-Teaching Staff

<b><i>Name of employee</i></b>	
<b><i>Name of appraiser</i></b>	
<b><i>Date of this appraisal meeting</i></b>	

***Complete the form as soon as possible after the appraisal meeting and sign below:***

			<b><i>Comments</i></b>
<b><i>Employee</i></b>	<b><i>signature</i></b>		
	<b><i>date</i></b>		
<b><i>Appraiser</i></b>	<b><i>signature</i></b>		
	<b><i>date</i></b>		
<b><i>Headteacher</i></b>	<b><i>signature</i></b>		
	<b><i>date</i></b>		



# Oakhurst Grange School

## Part 1 - Review of performance over previous 12 months

### Assessment against Targets

Targets set at the start of the appraisal cycle	Assessment of performance against targets (including evidence)

### Part 2: Self Evaluation

Please rate your performance in the following by ticking the appropriate box. Orange = Aut, Summer= green

	Outstanding	Excellent	Good	Satisfactory	Unsatisfactory
Knowledge of the job and its requirements					
Awareness of Health and Safety					



## Oakhyrst Grange School

	Outstanding	Excellent	Good	Satisfactory	Unsatisfactory
Communication with parents/prospective parents/outside agencies, both written and verbal					
Communication with colleagues, both written and verbal					
Communication with the children and promotion of their welfare					
Dependability					
Works well as part of a team to achieve the best possible outcomes for the school					
Demonstrates high standards of personal and professional conduct (timekeeping, deadlines, dress code etc.)					
Planning – plans work well and prioritises effectively.					
Accuracy					
Flexibility in the role					



# Oakhurst Grange School

## Part 3 - Setting targets for the next 12 months

Targets should contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils in the school.

They should be Specific, Measurable, Achievable, Relevant and Time-limited, and appropriate to the job role.

Target	Success criteria	Timescale(s)	Resources/training/support required.

## Part 4:

### DATA/RELECTIONS TO SHOW PROGRESS TOWARDS SDP

### PASTORAL CARE REFLECTION



## Oakhurst Grange School

Please state any pastoral responsibilities

In your pastoral role, and in reference to the School Development Plan, where have you made the most impact on the students?

What skills would you like to develop further?

How do you develop student voice either within your subject area or through the pastoral curriculum?

### **REGULAR CO-CURRICULAR ACTIVITIES**

How do you contribute to the co-curricular aspects of the school?

What skills would you like to develop further?

**PLEASE GIVE DETAILS OF ANY PROFESSIONAL DEVELOPMENT UNDERTAKEN.**

**HOW CAN THE SCHOOL IMPROVE? HOW CAN LEADERSHIP IMPROVE?**

**APPRAISER'S SUMMATIVE COMMENTS AFTER THE FEEDBACK MEETING.**

A short summary. Whilst in most cases all comments will be positive, this report should record areas of concern raised during the year or during the appraisal and the steps being taken to address them.



# Oakhyrst Grange School

## Appendix 5

Oakhyrst Grange School

### Appraisal Documents Classroom Assistant

<b><i>Name of employee</i></b>	
<b><i>Name of appraiser</i></b>	
<b><i>Date of this appraisal meeting</i></b>	

***Complete the form as soon as possible after the appraisal meeting and sign below:***

			<b><i>Comments</i></b>
<b><i>Employee</i></b>	<b><i>signature</i></b>		
	<b><i>date</i></b>		
<b><i>Appraiser</i></b>	<b><i>signature</i></b>		
	<b><i>date</i></b>		
<b><i>Headteacher</i></b>	<b><i>signature</i></b>		
	<b><i>date</i></b>		



# Oakhurst Grange School

## Part 1 - Review of performance over previous 12 months

### Assessment against targets

Targets set at the start of the appraisal cycle	Assessment of performance against targets (including evidence)



# Oakhurst Grange School

## Part 2: Self Evaluation

Please rate your performance in the following by ticking the appropriate box. Orange = Aut, Summer= green

Objectives	Outstanding	Excellent	Good	Satisfactory	Unsatisfactory
Provides consistent support for the teachers in KS 1					
Supports good progress and outcomes by pupils					
Supports pupils with academic, behavioural, emotional and social development needs					
Assists in preparing and maintaining the learning environment					
Promotes pupil's social and emotional development					
Supports the maintenance of pupil safety and security					
Communicates well with parents to ensure academic and social development of pupils e.g. reading books					
Manages pupil behaviour effectively to ensure a good and safe learning environment					
Fulfils wider professional responsibilities – commitment to out of hours activities, school trips and events etc.					
Works well as part of a team to achieve the best possible outcomes for pupils and the school as a whole.					





## Oakhurst Grange School

Objectives	Outstanding	Excellent	Good	Satisfactory	Unsatisfactory
Demonstrates high standards of personal and professional conduct (timekeeping, working with colleagues etc.)					



# Oakhyrst Grange School

## Part 3 - Setting targets for the next 12 months

Objectives should contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils in the school.

They should be Specific, Measurable, Achievable, Relevant and Time-limited, and appropriate to the job role. Specify how evidence of achievement will be gathered.

Target	Success criteria	Timescale(s)	Resources/training/ support required.

## Part 4:

### DATA/RELECTIONS TO SHOW PROGRESS TOWARDS SDP

### PASTORAL CARE REFLECTION

Please state any pastoral responsibilities

In your pastoral role, and in reference to the School Development Plan, where have you made the most impact on the students?

What skills would you like to develop further?

How do you develop student voice either within your subject area or through the pastoral curriculum?



**REGULAR CO-CURRICULAR ACTIVITIES**

How do you contribute to the co-curricular aspects of the school?

What skills would you like to develop further?

**PLEASE GIVE DETAILS OF ANY PROFESSIONAL DEVELOPMENT UNDERTAKEN.**

**HOW CAN THE SCHOOL IMPROVE? HOW CAN LEADERSHIP IMPROVE?**

**APPRAISER'S SUMMATIVE COMMENTS AFTER THE FEEDBACK MEETING.**

A short summary. Whilst in most cases all comments will be positive, this report should record areas of concern raised during the year or during the appraisal and the steps being taken to address them.



## Appraisal Documents EYFS Practitioner

<b>Name of employee</b>	
<b>Name of appraiser</b>	
<b>Date of this appraisal meeting</b>	

**Complete the form as soon as possible after the appraisal meeting and sign below:**

			<b>Comments</b>
<b>Employee</b>	<b>signature</b>		
	<b>date</b>		
<b>Appraiser</b>	<b>signature</b>		
	<b>date</b>		
<b>Headteacher</b>	<b>signature</b>		
	<b>date</b>		



# Oakhyrst Grange School

## Part 1 - Review of performance over previous 12 months

### Assessment against targets

Targets set at the start of the appraisal cycle	Assessment of performance against targets (including evidence)



# Oakhurst Grange School

## Part 2: Self Evaluation

Please rate your performance in the following by ticking the appropriate box. Orange = Aut, Summer= green

Objectives	Excellent	Good	Satisfactory	Unsatisfactory
Provides consistent support for the Kindergarten Manager/Nursery Manager				
Supports good progress and outcomes by pupils in the EYFS by being an effective Key Person, including upkeep of Trackers, Reports and Planning				
Supports pupils with academic, behavioural, emotional and social development needs and be able to implement extra activities as a Key Person, including Early Identification				
Communicates well with parents and external agencies as appropriate, to ensure academic, social and pastoral development of pupils				
Manages pupil behaviour effectively to ensure a good and safe learning environment				
Supports the maintenance of pupil safety and security				
Assists in preparing and maintaining the learning environment inside and outside				
Fulfils wider professional responsibilities – commitment to out of hours activities, school trips and events etc.				
Works well as part of a team to achieve the best possible outcomes for pupils and the school as a whole.				



## Oakhurst Grange School

Objectives	Excellent	Good	Satisfactory	Unsatisfactory
Demonstrates high standards of personal and professional conduct (timekeeping, working with colleagues etc.)				



# Oakhurst Grange School

## Part 3 - Setting targets for the next 12 months

Objectives should contribute to the school's plans for improving the school's educational provision and performance and improving the education of pupils in the school.

They should be Specific, Measurable, Achievable, Relevant and Time-limited, and appropriate to the job role. Specify how evidence of achievement will be gathered.

Target	Success criteria	Timescale(s)	Resources/training/ support required.

## Part 4:

### DATA/RELECTIONS TO SHOW PROGRESS TOWARDS SDP

### PASTORAL CARE REFLECTION

Please state any pastoral responsibilities

In your pastoral role, and in reference to the School Development Plan, where have you made the most impact on the students?

What skills would you like to develop further?





## Oakhyrst Grange School

How do you develop student voice either within your subject area or through the pastoral curriculum?

### **REGULAR CO-CURRICULAR ACTIVITIES**

How do you contribute to the co-curricular aspects of the school?

What skills would you like to develop further?

**PLEASE GIVE DETAILS OF ANY PROFESSIONAL DEVELOPMENT UNDERTAKEN.**

**HOW CAN THE SCHOOL IMPROVE? HOW CAN LEADERSHIP IMPROVE?**

**APPRAISER'S SUMMATIVE COMMENTS AFTER THE FEEDBACK MEETING.**

A short summary. Whilst in most cases all comments will be positive, this report should record areas of concern raised during the year or during the appraisal and the steps being taken to address them.



## Appraisal Documents Teacher

<b>Name of employee</b>	
<b>Name of appraiser</b>	
<b>Date of this appraisal meeting</b>	

**Complete the form as soon as possible after the appraisal meeting and sign below:**

			<b>Comments</b>
<b>Employee</b>	<b>signature</b>		
	<b>date</b>		
<b>Appraiser</b>	<b>signature</b>		
	<b>date</b>		
<b>Headteacher</b>	<b>signature</b>		
	<b>date</b>		



# Oakhyrst Grange School

## Part 1 - Review of performance over previous 12 months

### Assessment against Targets

Targets set at the start of the appraisal cycle	Assessment of performance against targets (including evidence)



# Oakhurst Grange School

## Part 2: Self Evaluation

Please rate your performance in the following by ticking the appropriate box. Orange = Aut, Summer= green

Targets	Outstanding	Excellent	Good	Satisfactory	Unsatisfactory
Sets high expectations which inspire, motivate and challenge pupils					
Promotes good progress and outcomes by pupils					
Demonstrates good subject and curriculum knowledge					
Plan and teaches well structured lessons					
Adapts teaching to respond to the strengths and needs of all pupils					
Makes accurate and productive use of assessment to inform planning and teaching.					
Works well with parents and external agencies as appropriate to ensure academic, social and pastoral development of pupils.					
Manages behaviour effectively to ensure a good and safe learning environment					
Fulfils wider professional responsibilities – commitment to out of hours activities, school trips and events etc.					
Works well as part of a team to achieve the best possible outcomes for pupils and the school as a whole.					
Demonstrates high standards of personal and professional conduct (timekeeping, deadlines, dress code etc.)					



## Part 3 - Setting targets for the next 12 months

Your objectives should be:

1. An objective that supports the key objectives of the School Development Plan
2. A personal objective that demonstrates professional development
3. An objective with an outcome that will deliver a positive impact on pupil learning and/or care

All objectives should be SMART targets (Specific, Measurable, Achievable, Relevant, and Time-bound)

Target	Success criteria	Timescale(s)	Resources/training/ support required.



## Part 4:

### ACADEMIC REFLECTION:

What has been a particularly successful aspect of your teaching this year?

Support with evidence that highlights value-added performance data, student progress, and your impact on pupil learning.

In reference to the Teacher's Standards what area of your teaching do you think you need to develop? Please support with evidence.

Are there any syllabus, curriculum or classroom management areas that you would like more training or support in?

### ACADEMIC DATA

Class Assessment Results Value-Added

Please state key feedback from your lesson observation feedback

1. Lesson observations
2. Pupil work
3. Pupil voice
4. Assessment data

### PASTORAL CARE REFLECTION

Please state any pastoral responsibilities (Form tutor, Head of Section, etc.) I

In your pastoral role, and in reference to the School Development Plan, where have you made the most impact on the students?

What skills would you like to develop further?

How do you develop student voice either within your subject area or through the pastoral curriculum?

### REGULAR CO-CURRICULAR ACTIVITIES

How do you contribute to the co-curricular aspects of the school?



## Oakhurst Grange School

What skills would you like to develop further?

**PLEASE GIVE DETAILS OF ANY PROFESSIONAL DEVELOPMENT UNDERTAKEN.**

**HOW CAN THE SCHOOL IMPROVE? HOW CAN LEADERSHIP IMPROVE?**

**APPRAISER'S SUMMATIVE COMMENTS AFTER THE FEEDBACK MEETING.**

A short summary. Whilst in most cases all comments will be positive, this report should record areas of concern raised during the year or during the appraisal and the steps being taken to address them.



## **Appendix 8.**

### **Reimbursement of Expenses**

As a general rule, staff will be reimbursed for all reasonable expenses which they incur wholly, necessarily and exclusively in the course of the school's business. Before incurring any costs, the member of staff should seek approval for reimbursement from the Headteacher or the Bursar.

It is important that the procedures detailed are followed when making an expenses claim.

### **PROCEDURES**

#### **Authorisation Procedures**

Payments to members of staff for personal expenditure (i.e. mileage, expenses etc.) must be made using a travel or expenses claim form.

The procedures for the reimbursement of expenses incurred by staff while engaged on school business are set out below. All staff wishing to claim reimbursement of expenses should pay particular attention to these procedures.

Supporting documentation (e.g. receipts and other supporting information) must be attached to the travel and expenses claim form and handed to the accounts department.

Before any expenses are paid they will require approval and authorisation. Claims which are not authorised in compliance with these procedures will not be processed and will be returned unpaid.

#### **Travel expenses**

Travel expenses may be claimed for travel to courses and meetings. The school does not pay travel from home to normal place of work. Normally mileage claims will be paid only for journeys which start and end at school or from home to the destination, whichever is the shorter distance. If travelling directly from or to home the normal mileage which would have been travelled from home to school should be deducted from the total mileage claim for the journey.

Claims for mileage must include the date of travel, the destination and the purpose of the journey. Authorised parking charges will be reimbursed against the production of the relevant parking receipt and submission on an authorised expenses form. When staff are aware that other staff members are travelling to the same destination, every reasonable attempt should be made to car share. The school will not under any circumstances, reimburse parking or speeding fines.

#### **Public Transport**

Where staff use public transport, reimbursement will be on a receipts basis, provided the expenses are reasonable.

#### **Rail Travel**

Wherever possible employees should travel by train in standard class or the most cost effective way to travel. Staff may choose to travel in First Class on public transport, but they will only be reimbursed the cost of standard class travel. There is an expectation that, where possible, train fares are pre-booked to achieve savings. The school is only liable for the costs relating to a member of staff's travel. Any accompanying persons will be responsible for their own costs. The exception to this is where their attendance is required as a representative of the school and in such circumstances, prior approval must be obtained from the Headteacher.





## Oakhurst Grange School

### **Subsistence and overnight accommodation**

Currently there is no allowance for this as staff do not travel extensively or require overnight accommodation. If this should occur, authorisation will be required from the Headteacher.

### **Re-imbursement for purchases**

Purchases made on behalf of the school (e.g. perishable items for cookery) must be authorised using the claim form and supported by the relevant receipt(s).

Claims will be subject to independent audit and be investigated by the Headteacher if they appear excessive or inconsistent.