



Probation Policy and Induction Procedure

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____*
- Children and Learning Committee Meeting _____
- Resources Committee Meeting _____

Date: 6.7.23

Probation Policy and Induction Procedure Policy Contents

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Probation Policy and Induction Procedure Policy

1. Policy Scope and Purpose	
a) Scope and Purpose:	This policy explains the process for managing probation periods. It ensures that both managers and employees on probation understand the purpose of the probation period and guides and advises managers on managing probation periods.
b) Legislative requirements:	No specific law in relation to probation.
c) Who uses this Policy:	All external appointments to jobs within Surrey County Council (apart from those appointed as bank (zero hours)). See "Who is covered" below for further detail.
d) Roles and Responsibilities:	<ul style="list-style-type: none"> • Line Managers are responsible for implementing the policy and procedure in a fair and consistent manner. • All employees will be responsible for engaging with and adhering to this policy and procedure. • Trade Unions will be consulted in regard to the content of the policy and will be reasonably available to support and represent their members. • The Human Resources team will be responsible for ensuring compliance with this policy and procedure and providing guidance and direction.

2. Introduction

- a) All external appointments to jobs within Surrey County Council (apart from those appointed as bank (zero hours) will be subject to a probationary period of 26 weeks. Employees need to receive regular reviews of their performance during their probationary period and any concerns need to be highlighted and addressed in accordance with this procedure.

3. Who is covered?

- a) This policy covers new full-time, part-time, permanent and fixed-term entrants to Surrey County Council, including employees with previous local authority experience. All appointments will be subject to a probationary period of 26 weeks.
- b) This policy will not apply to the appointments of or fire fighters, teachers, and newly qualified social workers in the Children's Directorate on the ASYE programme. Different probationary arrangements may apply to such appointments- employees should check with their line manager or Headteacher.
- c) This policy does not apply to internal appointments/promotions, or to employees who join the Council from another employer as part of transfers that are covered by TUPE regulations. However, employees who change jobs within the Council or transfer to its

employment during a probationary period will continue to be subject to any relevant arrangements as originally set out.

4. What is the procedure?

a) Week 1

- i. Managers need to ensure that new entrants receive a satisfactory induction to their work. New entrants should also be set objectives, and given any necessary support and development that is appropriate to clarify their role, responsibilities and specific performance requirements.
- ii. Please refer to the induction information for new joiners and induction information for managers on SCC Info.

b) Weeks 2 – 3

- i. Ongoing supervision should be carried out to monitor the performance of the employee against the objectives set during the first week. Support and formal feedback should continue to be provided.

c) Week 4 – Probationary Review

- i. The first probationary review should take place, at which discussions should be held with the employee concerning their general progress. The review should indicate if the employee is suited to the role and/or if any further improvements need to be made by the employee. The review should also establish whether any changes or adjustments are needed to enable the employee to adapt to the role. These should be documented and an e-mail or letter should be sent out to the employee explaining any shortfalls and actions required/planned for overcoming them.

d) Weeks 5 – 11

- i. Ongoing supervision should be carried out to monitor the performance of the employee based on the original objectives set and any points identified at the first probation review.

e) Week 12 – Probationary Review

- i. A further review of progress should be carried out to assess whether the employee is suited to the role or consideration should be given to terminating their employment. If the manager is dissatisfied with the employee's work, their concerns should be discussed at the meeting of Week 12, and the employee must be notified by letter or email that failure to improve their performance could result in their dismissal.

f) Week 16

- i. As for Week 12.

g) Week 21 – Formal Probationary Assessment

- i. A further review of progress should be carried out in order for the manager to make a decision on the confirmation of the employee's appointment. If the manager believes that the probationary period should be extended or is considering the possibility of dismissal, their intention should be communicated to the employee by e-mail or letter in advance of the meeting.

h) What happens at the formal probationary assessment meeting?

- i. The manager will share any concerns about the employee's work at this meeting. All steps taken to support the employee to perform satisfactorily will be reviewed and discussed. The meeting is likely to result in one of the following management decisions:
 - An indication that the appointment is likely to be confirmed, subject to a final review at week 26.
 - An extension of the probationary period by up to an additional three months. A manager may decide that it is appropriate to extend the length of an employee's probationary period. While there is no prescribed list of potential reasons for extending a probationary period, an extension may be appropriate when the manager feels that they do not have sufficient evidence to confirm the employee's appointment (e.g. if assessment has been impeded by the manager and/or employee having been absent through sickness or unplanned leave during the probationary period). It should also be considered when the manager believes that the employee requires more time in the role in order to reach the required standards of performance and/or behaviour. An extension could also be appropriate where extenuating personal circumstances may have prevented the employee from performing to a satisfactory standard. Managers should always consider any reasons for underperformance in relation to equality and overall fairness of treatment, and endeavour to offer adjustments that may assist/enable the employee to reach an acceptable level of performance.
 - The dismissal of the employee from the services of the Council. The reason for managers having to make a decision on potential dismissals at 21 weeks is that the Council is keen to ensure that employees are given sufficient notice of termination and time to appeal, and to make it possible for appeals to be heard prior to the end of the 26 week probationary period.
- ii. The effective date of termination must be no later than 26 weeks after the date of appointment.
- iii. At the formal meeting, a trade union official or fellow worker may accompany the employee, and the manager must confirm any outcome or final decisions resulting from the meeting.

i) Week 26

- i. A formal meeting should be convened at week 26 with the employee. This meeting will result in one of the following:
 - Confirmation of appointment. When employees have successfully completed their probationary period, the manager should write/e-mail the employee to confirm this.
 - Extension of the probationary period for up to an additional three months- or confirmation of a decision to extend made at week 21.

- ii. If a decision to extend the probationary period had been made at week 21 and the manager feels that the employee has attained an acceptable level of performance in the intervening weeks, the manager will be able to rescind that decision and confirm the appointment at week 26.
- iii. There is no need to hold a formal meeting at week 26 if a decision to dismiss the employee has made at the meeting at week 21. If the employee chooses to appeal against the manager's decision to dismiss them, relevant discussions will be held as part of the appeal process

j) Reviews during the extension of a probationary period

- i. Regular review meetings should be held during an extension to an employee's probationary period. A Formal Probationary Assessment should take place approximately 5 weeks prior to the end of the extension to the probationary period. Arrangements for the meeting will mirror those of the 21-week Assessment, although there will be no option for a further extension to the probationary period.

5. Termination during probation

- a) The following rules apply in the event of the termination of employment before the end of the [original or extended] probationary period:
 - i. The reason for the termination of employment will be that the employee is not confirmed as suitable to be confirmed in post in the light of their service during the probationary period;
 - ii. Except in the case of gross misconduct, no employee can be dismissed without notice and a warning.
- b) In appropriate cases, arrangements should be made to give support and guidance on alternative careers to employees who are unsuitable for confirmation of employment. Redeployment to another Council position may be considered if it is felt that the knowledge and skills of the employee may be better suited to the new role.
- c) The Probation Procedure differs from the Council's procedures for terminating the employment of other employees but does follow the principles, which employers need to follow when terminating employment.
- d) One week's notice is required for terminating employment within a probationary period for employees new to local government. This requirement applies to both resignations and dismissals, and irrespective of the employee's grade. One month's notice is required for terminating employment within a probationary period for employees with continuous local government service.
- e) Formal Probationary Assessments should be scheduled to allow managers to provide employees with sufficient notice of any decision to terminate employment. If it is not possible to give the required notice for employment to be terminated within the [original or extended] probationary period, the employee will be entitled to receive appropriate pay in lieu of notice.

6. Termination of employment after probationary period

- a) Employees whose appointments have been confirmed following the successful completion of their probationary period may only be dismissed under the provisions of the disciplinary and capability policies and procedures of the Council, by way of redundancy, or for some other substantial reason (e.g. the end of a maternity cover arrangement).

7. Appeal

- a) Employees may appeal against a management decision to terminate their employment during probation. However, there is no facility to appeal against a decision to extend a probationary period.
- b) Appeals must be submitted within the duration of the [original or extended] probationary period. A formal meeting will be convened, chaired by a senior manager, to hear the appeal and make a final decision. Employees are entitled to be accompanied to the appeal hearing by a trade union representative or work colleague, and will receive written notification of the outcome.

Appendix 1



Probationary Review Form

Name of Employee	
Job Title	
Name of Line Manager carrying out reviews	
Start date	
Length of probationary period	Six months

Probation Dates

	Date Due	Completed Date
Meeting 1 (Due 4 working weeks)		
Meeting 2 (Due 12 working weeks)		
Meeting 3 (Due 21 working weeks)		
Final Meeting - Probation Ends (26 working weeks)		

Meeting 1 - After 4 working weeks

Date

Thinking about your new role please list any areas where you feel very confident:	Are there any areas of your role that you fell less confident in and would like to develop:

	School Standards Met	School Standards Partly Met	School Standards Not Met
Quality and accuracy of work			
Performance including efficiency			
Attendance and timekeeping			
Knowledge of the job			
Commitment			

Work relationships (team work and interpersonal and communication skills)			
Where any areas require improvement please provide details below			

Where concerns have been identified, please:

- 1) Summarise how these will be addressed during the remaining period of probation
- 2) Detail School Standards that have been set in order to achieve these
- 3) If appropriate use support plan form to record
- 4) Outline plans to support continuing professional development

Employees Signature: Managers Signature: Headteacher's Signature Date:	
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Meeting 2 - After 12 working weeks

Date

Thinking about your new role please list any areas where you feel very confident:	Are there any areas of your role that you fell less confident in and would like to develop:

	School Standards Met	School Standards Partly Met	School Standards Not Met
Quality and accuracy of work			
Performance including efficiency			

Attendance and timekeeping			
Knowledge of the job			
Commitment			
Work relationships (team work and interpersonal and communication skills)			
Where any areas require improvement please provide details below			

Where concerns have been identified, please:

- 1) Summarise how these will be addressed during the remaining period of probation
- 2) Detail School Standards that have been set in order to achieve these
- 3) If appropriate use support plan form to record
- 4) Outline plans to support continuing professional development

Summarise the employee's performance and progress over the period

Have the School Standards or areas of concern identified for the previous period of the probation been met?	YES/NO	If no, what further action is required?	Review Date:
Have any training and development needs identified for the previous period of the probation been addressed?	YES/NO	If no, what further action is required?	

Employees Signature:

Managers Signature:

Headteacher's Signature

Date:

Meeting 3 - After 21 working weeks

Date

Thinking about your new role please list any areas where you feel very confident:	Are there any areas of your role that you fell less confident in and would like to develop:

	School Standards Met	School Standards Partly Met	School Standards Not Met
Quality and accuracy of work			
Performance including efficiency			
Attendance and timekeeping			
Knowledge of the job			
Commitment			
Work relationships (team work and interpersonal and communication skills)			
Where any areas require improvement please provide details below			

Where concerns have been identified, please:

- 1) Summarise how these will be addressed during the remaining period of probation
- 2) Detail School Standards that have been set in order to achieve these
- 3) If appropriate use support plan form to record
- 4) Outline plans to support continuing professional development

Summarise the employee's performance and progress over the period.

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Have the School Standards or areas of concern identified for the previous period of the probation been met?	YES/NO	If no, what further action is required?	Review Date:
Have any training and development needs identified for the previous period of the probation been addressed?	YES/NO	If no, what further action is required?	

Employees Signature:	
Managers Signature:	
Headteacher's Signature	
Date:	

Meeting 4 – Final Review - After 26 working weeks

Date

Thinking about your role after 6 months, please list any new areas where you feel confident:	Reflecting on your previous reviews, are the areas of your role where you identified you felt less confident, now developing?

Any focus areas where you would like to develop further confidence in:

1.	
2.	
3.	

	School Standards Met	School Standards Partly Met	School Standards Not Met
Quality and accuracy of work			

Performance including efficiency			
Attendance and timekeeping			
Knowledge of the job			
Commitment			
Work relationships (team work and interpersonal and communication skills)			
Where any areas require improvement please provide details below			

Where concerns have been identified, please:

- 1) Summarise how these will be addressed during the remaining period of probation
- 2) Detail School Standards that have been set in order to achieve these
- 3) If appropriate use support plan form to record
- 4) Outline plans to support continuing professional development

Summarise the employee's performance and progress over the period of 26 working weeks.

Probation successfully completed	Yes / No	Please pass paperwork to the School Business Officer
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Should the Line Manager make a recommendation for the employee's probationary period be extended? (This will apply only in <u>exceptional circumstances</u> and is at the discretion of the Headteacher)	YES/NO
If YES, please provide reasons and, where appropriate, specify any areas of improvement required and how these will be monitored.	

Length of extension (up to 3 months):	
New Probation Period completion date:	

The employee may provide any comments about their experience of the probationary process here:

Probation Extension Letter Sent:

Yes/No

Employees Signature:

Managers Signature:

Headteacher's Signature

Date:

End of Probation letter sent by School
Business Officer

Yes/No

Further Meetings:



Guidance

There is some guidance below on the work performance areas, which are assessed during the probationary period.

Quality and accuracy of work and Performance including efficiency

This performance objective is to measure the standard of work produced by the individual. Indicators of good quality work may include a high level of accuracy, well constructed and formatted, concise and compliant with legislative and policy requirements.

Knowledge of job

This performance objective is to measure how well an individual has developed their job knowledge ensuring they are taking all possible opportunities made available to them to learn.

Commitment

This performance objective is to measure the overall level of engagement demonstrated by an individual. Indicators of good commitment may include an individual voicing ideas, input at team-meetings and demonstrating an interest in the wider University agenda.

Working Relationships

This performance objective is to measure how effectively an individual embeds themselves within a team and/or how well they deliver a service to children and all other stakeholders.

Attendance and Time keeping

This performance objective is to measure an individual's physical presence at work, punctuality and their compliance with the relevant WFIS & Nursery policies such as sickness absence reporting.

Appendix 2 – Induction Procedure



Induction - Class Teachers

To warmly welcome people to Stamford Green we have developed the induction programme below to ensure a smooth start with the necessary knowledge about our school. This list should be completed in conjunction with the Employee Checklist that Jo Lee (SBL) does before the start date.

Member of staff:

Before Start Date

What	Who	When	Done
1. Send new staff member a school information pack, which includes: <ol style="list-style-type: none"> Welcome email from LD/VS/KD which includes induction plan dates and times document (sent by LMT PA with email PDFs and links to documents) and information on how to get into school (barrier and front door) Staff Handbook Staff Code of Conduct Dress Code Policy Whistleblowing and Safeguarding Policy A to Z of School Life Special Leave Policy KCSiE (DfE link) 2. Dates required before September: <ol style="list-style-type: none"> Meet the teacher day Year Group Welcome Meetings for parents/carers New YR and YN parent/carer meetings, play visits Handover meetings with previous teacher Planning for the first week back Moving day classroom plan Access over the summer 3. Let staff, children and parents know about new members of staff via newsletter and diary meeting	LD and relevant members of staff	Section 1 be emailed	

Session 1 - School Ethos and Culture

What	Who	When	Done
<ul style="list-style-type: none"> School motto and seven commitments SSP Priorities Local Curriculum Drivers Areas of Responsibility/Subject Leadership 	LD		

Session 2 - HR and Admin

What	Who	When	Done
<ul style="list-style-type: none"> Paperwork, including next of kin Pay arrangements, key fob, sickness, additional hours IT setup (Photocopier code, email access, network login, RDS access, MS Office at home, network organisation, Eduthing, Every system) Data Protection Policy Wellbeing (Westfield Health, My Benefits) Toilet rolls in toilets Ordering curriculum supplies/reimbursements Fire meeting point End of day security/keeping the heat in 	JL/LW/NT		

• ScoPay set up			
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Session 3 – Safeguarding One

What	Who	When	Done
<ul style="list-style-type: none"> • School policy and procedures • Working Together to Keep Children Safe training • Q&A re KCSiE document (previously sent for reading) and sign register • Children to be aware of and where to find more information 	KD		

Session 4 - Professional Responsibilities

What	Who	When	Done
<ul style="list-style-type: none"> • Q&A plus signing register for Staff Code of Conduct and Whistle Blowing Policy. Particularly attention to be given to sections in policies on Acceptable Use including digital devices, and confidentiality in the community (social media) • Expectations regarding INSET days and making it work for full and part time hours • Communication - message boards, meetings, emails, rotas, timetables • First Aid and duty of care • Appraisal teams • Emergency Plan • Staffroom etiquette • Registers • End of day routine and messages • Governance • Community support e.g. PTA and Special Leave Policy (TOIL and Request for Cover form) 	LD/LW/NT		

Session 5 - Inclusion

What	Who	When	Done
<ul style="list-style-type: none"> • SEND Policy for YN to Y6 • Health Care Plans • ISPs and EHCPs • Learning Interventions, Pupil Progress Reviews and TA/PSA timetable • Helping families – DPs, FSW, split family protocol • Attendance – AIM, no work given for holidays in term time 	KD		

Session 6 - Behaviour and Anti-Bullying

What	Who	When	Done
<ul style="list-style-type: none"> • School policies and procedures including reporting incidents and forms 	KD		

Session 7 – Class Teacher Updates

What	Who	When	Done
<ul style="list-style-type: none"> • Pay policy and appraisal on-going conversation approach • Assessment Policy including marking and feedback • Presentation Policy • Homework Policy, Learning Journals, HPVBs • Curriculum and planning • Clubs • Thrive Experiences and Educational Visits policy • Parents' Evenings and PEBs • Communication with parents – weekly information, phone calls, emails, newsletters, • Speedy Maths • Times Table Rockstars • MindUP • Golden Run • Learning without Limits 	VS		

Session 8 – Phonics and Reading

What	Who	When	Done
<ul style="list-style-type: none"> • Approaches to learning 	HV		

Session 9 - Data

What	Who	When	Done
<ul style="list-style-type: none"> • PPR Process • OTrack • EExAT 	VS		

Session 10 – For NQTs Only:

What	Who	When	Done
<ul style="list-style-type: none"> • Meet Mentor and Assessor • NQT time expectations • Meeting timetable • Targets • Assessor report and evidence needed throughout the year • CPDL 	KD		Yes

Session 11 – Safeguarding Two

What	Who	When	Done
<ul style="list-style-type: none"> • Prevent Training (Channel Awareness Online Module) 	KD		

Sessions 12 – 15 N/A



Induction – TAs/PSAs/LNTAs/NTAs/QNTAs

To warmly welcome people to Stamford Green we have developed the induction programme below to ensure a smooth start with the necessary knowledge about our school. This list should be completed in conjunction with the Employee Checklist that Jo Lee (SBL) does before the start date.

Member of staff:

Before Start Date

What	Who	When	Done
1. Send new staff member a school information pack, which includes: <ol style="list-style-type: none"> a) Welcome email from LD/VS/KD which includes induction plan dates and times document (sent by LMT PA with email PDFs and links to documents) and information on how to get into school (barrier and front door) b) Staff Handbook c) Staff Code of Conduct d) Dress Code Policy e) Whistleblowing and Safeguarding Policy f) A to Z of School Life g) Special Leave Policy h) KCSiE (DfE link) 2. Dates required before September: <ol style="list-style-type: none"> a) Meet the teacher day b) Year Group Welcome Meetings for parents/carers c) New YR and YN parent/carers meetings, play visits d) Handover meetings with previous teacher e) Planning for the first week back f) Moving day classroom plan g) Access over the summer 3. Let staff, children and parents know about new members of staff via newsletter and diary meeting	LD and relevant members of staff		

Session 1 - School Ethos and Culture

What	Who	When	Done
<ul style="list-style-type: none"> • School motto and seven commitments • SSP Priorities • Local Curriculum Drivers • Areas of Responsibility/Subject Leadership 	LD		

Session 2 - HR and Admin

What	Who	When	Done
<ul style="list-style-type: none"> • Paperwork, including next of kin • Pay arrangements, key fob, sickness, additional hours, Pension, INSET pay • IT setup (Photocopier code, email access, network login, RDS access, MS Office at home, network organisation, Eduthing, Every system) • Data Protection Policy • Wellbeing (Westfield Health, My Benefits) • Toilet rolls in toilets • Ordering curriculum supplies/reimbursements • Fire meeting point • End of day security/keeping the heat in • Scopay set up 	JL/LW/NT		

Session 3 – Safeguarding One

What	Who	When	Done
<ul style="list-style-type: none"> School policy and procedures Working Together to Safeguard Children training Q&A re KCSiE document (previously sent for reading) and sign register Children to be aware of and where to find more information 	KD		

Session 4 - Professional Responsibilities

What	Who	When	Done
<ul style="list-style-type: none"> Q&A plus signing register for Staff Code of Conduct and Whistle Blowing Policy. Particularly attention to be given to sections in policies on Acceptable Use including digital devices, and confidentiality in the community (social media) Expectations regarding INSET days and making it work for full and part time hours Communication - message boards, meetings, emails, rotas, timetables First Aid and duty of care Appraisal teams Emergency Plan Staffroom etiquette Registers End of day routine and messages Governance Community support e.g. PTA and Special Leave Policy (TOIL and Request for Cover form) 	LD/LW/NT		

Session 5 - Inclusion

What	Who	When	Done
<ul style="list-style-type: none"> SEND Policy for YN to Y6 Health Care Plans ISPs and EHCPs Learning Interventions, Pupil Progress Reviews and TA/PSA timetable Helping families – DPs, FSW, split family protocol Attendance – AIM, no work given for holidays in term time 	KD		

Session 6 - Behaviour and Anti-Bullying

What	Who	When	Done
<ul style="list-style-type: none"> School policies and procedures including reporting incidents and forms 	KD		

Session 7 – N/A

Session 8 – Phonics and Reading

What	Who	When	Done
<ul style="list-style-type: none"> Approaches to learning 	HV		

Session 9 – N/A

Session 10 – N/A

Session 11 – Safeguarding Two

What	Who	When	Done
<ul style="list-style-type: none"> Prevent Training - Channel Awareness Online Module 	KD		

Session 12 – Lunch and Break Times

What	Who	When	Done
<ul style="list-style-type: none"> Rota Expectations Wet Play 	VS		

Session 13 – What should I do during my first few days?

What	Who	When	Done
<ul style="list-style-type: none"> Spend time in classes to get to know the children Shadow different members of staff 	KD		

Session 14 – Support Staff Updates

What	Who	When	Done
<ul style="list-style-type: none"> Pay Policy and appraisal on-going conversation approach Clubs Thrive Experiences/Educational Visits Policy Parents' Evening/PEBS Communication with parents/carers, weekly info, phone calls, emails, newsletters 	VS		

Session 15 – Extended Services

What	Who	When	Done
<ul style="list-style-type: none"> Ethos of a session Role during a session Meal times 	VS		

Session 16 – Reviews

What	Who	When	Done
Review meetings during probation period with line manager: 4 working weeks, 12 working weeks months and 20 working weeks. Probation period is 26 working weeks (not including holidays) but can be extended after the 5 month review if necessary	Line manager		



Induction – Office/Premises

Before newly appointed staff commence work the following needs to happen to ensure a smooth start with the necessary knowledge about Stamford Green Primary School.

This list should be completed in conjunction with the Employee Checklist that Jo Lee (SBL) does before the start date.

Before Start Date

What	Who	When	Done
1. Let staff know <ol style="list-style-type: none"> a. Notice on school newsletter b. How to get into school (barrier and door) c. Assign new member of staff a 'Buddy' to meet them on their first day and show them around/make them feel welcome, which includes writing a message of welcome on the staff whiteboard. 2. Send new staff member a school information pack, which includes: <ol style="list-style-type: none"> a) Welcome email from LD/VS/KD which includes induction plan dates and times document (sent by LMT PA with email PDFs and links to documents) b) Staff Handbook c) Staff Code of Conduct d) Dress Code Policy e) Whistleblowing and Safeguarding Policy f) A to Z of School Life g) Special Leave Policy h) KCSiE (DfE link) 3. Dates required before September: <ol style="list-style-type: none"> a) Meet the teacher day b) Year Group Welcome Meetings for parents/carers c) New YR and YN parent/carers meetings, play visits d) Handover meetings with previous teacher e) Planning for the first week back f) Moving day classroom plan g) Access over the summer 	LD and relevant members of staff		

Session 1 - School Ethos and Culture

What	Who	When	Done
<ul style="list-style-type: none"> • School motto and seven commitments • SSP Priorities • Local Curriculum Drivers • Areas of Responsibility/Subject Leadership 	LD		

Session 2 - HR and Admin

What	Who	When	Done
<ul style="list-style-type: none"> • Paperwork, including next of kin • Pay arrangements, key fob, sickness, additional hours, Pension, INSET pay • IT setup (Photocopier code, email access, network login, RDS access, MS Office at home, network organisation, Eduthing, Every system) • Data Protection Policy • Wellbeing (SAS, My Benefits) • Toilet rolls in toilets • Ordering curriculum supplies/reimbursements 	JL/LW/NT		

<ul style="list-style-type: none"> • Fire meeting point • End of day security/keeping the heat in • Tucasi set up 			
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Session 3 – Safeguarding One

What	Who	When	Done
<ul style="list-style-type: none"> • School policy and procedures • Working Together to Keep Children Safe training • Q&A re KCSiE document (previously sent for reading) and sign register • Children to be aware of and where to find more information 	KD		

Session 4 - Professional Responsibilities

What	Who	When	Done
<ul style="list-style-type: none"> • Q&A plus signing register for Staff Code of Conduct and Whistle Blowing Policy. Particularly attention to be given to sections in policies on Acceptable Use including digital devices, and confidentiality in the community (social media) • Expectations regarding INSET days and making it work for full and part time hours • Communication - message boards, meetings, emails, rotas, timetables • First Aid and duty of care • Appraisal teams • Emergency Plan • Staffroom etiquette • Registers • End of day routine and messages • Governance • Community support e.g. PTA and Special Leave Policy (TOIL and Request for Cover form) 	LD/LW/NT		

Session 5 – N/A

Session 6 - Behaviour and Anti-Bullying

What	Who	When	Done
<ul style="list-style-type: none"> • School policies and procedures including reporting incidents and forms 	KD		

Session 7 – N/A

Session 8 – N/A

Session 9 – N/A

Session 10 – N/A

Session 11 – Safeguarding Two

What	Who	When	Done
<ul style="list-style-type: none"> • Prevent Training (Channel Awareness Online Module) 	KD		

Session 12 – N/A

Session 13 – N/A

Session 14 – Support Staff Updates

What	Who	When	Done
<ul style="list-style-type: none"> • Pay Policy and appraisal on-going conversation approach • Clubs • Thrive Experiences/Educational Visits Policy • Parents' Evening/PEBS • Communication with parents/carers, weekly info, phone calls, emails, newsletters 	VS		

Session 15 – N/A

Session 16 – Reviews

What	Who	When	Done
Review meetings during probation period with line manager: 1 month, 3 months and 5 months. Probation period is 26 weeks (not including holidays) but can be extended after the 5 month review if necessary	Line manager		1: 2: 3:



Induction – Governors

To warmly welcome governors to Stamford Green Governing Body we have developed the induction programme below to ensure a smooth start with the necessary knowledge about our school and expectations of a governor.

Before Start

What	Who	When	Done
1. Send new governor a welcome email, which includes: <ul style="list-style-type: none"> i. Welcome email from Clerk which includes induction plan as well as information on how to get into school (barrier and front door) plus <ul style="list-style-type: none"> • DBS check information • Governor email address • Added to SharePoint and access given • Wifi Access • Emergency contact details 			

Session 1 – Meet with Clerk to Governors (and Headteacher for part of meeting)

What	Who	When	Done
Give new governor starter pack including forms to be returned and list of website pointers: <ul style="list-style-type: none"> • Minutes of last meetings from FGB and committees • Committee Terms of Reference • Committee Membership • Governing Body Constitution • Meeting Dates • Whistleblowing • A to Z of School Life • Safeguarding Policy including KCSiE (DfE link) • Finance Policy • Ofsted Report – February 2015 • Governor Strategic Plan 2018-2022 • School Success Plan • Being Strategic – A Guide for Governing Bodies • What does a governor do? • SGPS Governor Profile • Governor Code of Conduct Actions required: <ul style="list-style-type: none"> • New governor appointment form – please return to LW • Qualifications and Disqualifications – please return to LW • Register of Interest – please complete via the link • Governor Skills Audit – please return to LW • Details of NG Website membership – please register • Email regarding Get information about schools – please return to LW Tour of school to be offered	LD		

Session 2 – Meet with Chair of Governors

What	Who	When	Done
<ul style="list-style-type: none"> • Welcome • Ethos and culture: Our motto and commitments • Expectations 	RJ		

<ul style="list-style-type: none"> • Confidentiality • How to manage being a parent and governor • Discuss the role of the LA and SAfE with regard to SGPS and Nursery • Brief overview of projects being undertaken 			
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Session 3 – Meet with School Business Leader

What	Who	When	Done
<ul style="list-style-type: none"> • Meet with SBL to discuss role of the local authority and the school • Brief outline of where funding and other school income comes from 	JL		

Session 4 – New governor buddy

What	Who	When	Done
<ul style="list-style-type: none"> • Chair of Governors to assign an existing governor to meet/email/text/call regularly during the new governor's first year so that support can be given as necessary 	TBC		

Session 5 – Training

What	Who	When	Done
<ul style="list-style-type: none"> • Safeguarding with school DSL – Kathryn Dray • Prevent training (Channel Awareness online module) • Introduction to Governance (Strictly Education 4S) • If the new Governor is interested in sitting on Resources then a training session with the SBL will be arranged to go through funding, FMR layout and the budget etc. • Safer recruitment 	KD KD Strictly JL Strictly		

Session 6 – Follow up

What	Who	When	Done
<ul style="list-style-type: none"> • Meet with HT and/or Chair of Governors • Catch up regarding processes and governor knowledge • SSP priority assignment • General Q&A 	LD/RJ		

Appendix 3

Probationary flowchart

