



TEACHER INDUCTION PACK

**Temple Hill Community
Primary School and Nursery**



Temple Hill
Community Primary School & Nursery

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Dear Colleague,

Welcome to Temple Hill Community Primary School, part of The Galaxy Federation.

I am incredibly proud to be the Executive Headteacher of this wonderful school, and I hope, as you settle in over the next few weeks, that you too will come to realise what a special place this is.

Our key aim is of course to ensure every child leaves our school fully equipped for secondary education and beyond, but on the way we must ensure we keep our children safe, secure and happy.

This induction pack is the first step in ensuring that as a member of the Temple Hill Team, you know exactly what I expect of you. If there is anything you need to know, it is your responsibility to ask. We will endeavour to give you as much information as possible, but it is always the case that the obvious questions are often left unanswered...

I like the team to work hard and take their roles in school incredibly seriously. Whether you are a support assistant, a new member of the admin team, a class teacher or a senior leader you have an equally important part to play in the success of our school. Along with hard work comes a huge amount of fun and massive rewards.

Enjoy your time at Temple Hill and I look forward to working with you in the future.


Garry Ratcliffe
Executive Headteacher



Please complete and return to Sarah Fordham as soon as possible.

Thank you.

BASIC DETAILS	
Title	
Forename	
Legal Forename	
Surname	
Legal Surname	
Previous Surname(s)	
Middle Name(s)	
Gender	
Date of Birth	
Ethnicity	
National Insurance Number	
Degree Qualifications	
Teacher Number	

ADDRESS AND CONTACT INFORMATION	
Address	
Home Telephone No	
Mobile No	
Home Email	

VEHICLE DETAILS	
Make	
Model	
Colour	
Registration No	

NEXT OF KIN INFORMATION	
Name	
Relationship	
Home Telephone No	
Mobile No	
Address	
Home Email	
Work Email	

Signed
Date []/[]/[]

Name:	
Role	
Start Date of Employment	

Topic	Detail	Complete
General		
Staff Handbook		
Staff Data Collection Sheet	Please complete and return to Sarah Fordham as soon as possible	
P46	For completion for employees without a P45	
List of Staff	For information	
Help with Queries	For information	
KCC Employee Benefits	For information	
Oakfield Vision	For information	
Teachers’ Standards (Teachers only)	For information	
Start/Finish Time		
Lunch Break		
Work Location		
Key Member of Staff		
Tour of Premises		
Fire Exits/Procedures	Please familiarise yourself with written procedures in your work location	
Staffroom		
Cloakroom/Toilets		
Smoking Policy	There is no smoking within the school grounds	
Dress Code	Smart/Professional. No jeans. No backless shoes	
Mobile Phones	Please switch off when working with children	
Confidentiality	Agreement to be signed	
Data Collection	Agreement to be signed	
Safer Recruitment Procedure	Agreement to be signed	
Keeping Children Safe Guidance	Agreement to be signed	
Safeguarding	Agreement to be signed	
Teaching and Learning	Agreement to be signed	
School Policies	Available for inspection in School Office or on website	
Health and Safety		
Personal Responsibility	Health and safety is your own responsibility Do not put yourself in a position where you are likely to be injured or cause danger to others (policy on website)	

Housekeeping	All areas should be kept tidy to present slips, trips or other hazards	
First Aid	First Aid boxes are located in all classrooms and the school office	
Accident Reporting	Accidents involving children should be reported to the Class Teaching Assistant or Teacher. If you are involved in an accident, however seemingly trivial, please go to the School Office where it should be recorded on an Accident Form.	
Machinery and Equipment	Please do not operate machinery or equipment you are not familiar with Faulty machinery should be reported to the Office – do not attempt to repair it.	
Risk Assessments	Where necessary these will be carried out by school staff.	
Manual Handling	Please do not lift any awkward or heavy articles.	
Special Care	e.g. Animal Handling is at your own risk.	

Date Induction Completed	
Employee Signature	
Induction Completed by	



tear here

Policy Declarations

Name

Job Title

I certify that I have read a copy of the Temple Hill Community Primary School Confidentiality Policy and agree to a signed copy being held on file.

Signed

Date []/[]/[]

I certify that I have read a copy of the Temple Hill Community Primary School Data Protection Policy and agree to a signed copy being held on file.

Signed

Date []/[]/[]

I certify that I have read a copy of the Temple Hill Community Primary School Safer Recruitment Policy and agree to a signed copy being held on file.

Signed

Date []/[]/[]

I certify that I have read a copy of the Keeping Children Safe Guidance and agree to a signed copy being held on file.

Signed

Date []/[]/[]

I certify that I have read a copy of the Galaxy Federation Safeguarding Policy and agree to a signed copy being held on file.

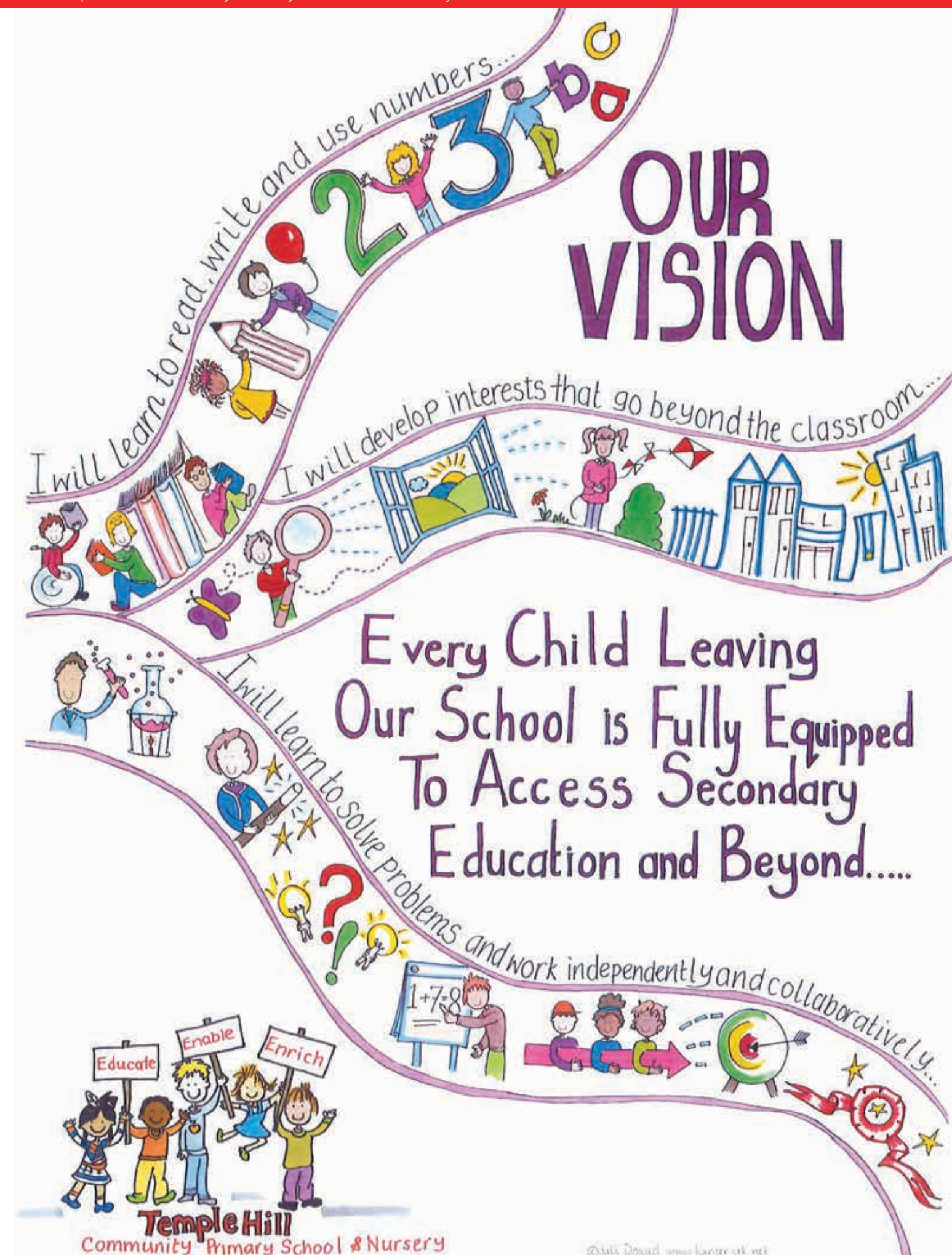
Signed

Date []/[]/[]

I certify that I have read a copy of the Temple Hill Teaching and Learning Policy and agree to a signed copy being held on file.

Signed

Date []/[]/[]



Key Information

- Confidentiality
- Professional conduct
- Health and safety
- Staffroom
- School Office
- Things to remember
- Playtime
- At the end of the day
- Refreshments
- Meetings
- Staff meetings
- PPA
- Parent-teacher meetings
- Governors’ meetings
- What if?
- Useful questions answered
- Fire procedures
- Severe weather
- APPENDICES (1 & 2)

Confidentiality

All adults working in a school, on a paid or voluntary basis, are in a privileged position regarding what they may see or hear. It is vital that, except where Child Protection issues are concerned, confidentiality is respected in all cases. It is NOT appropriate to:

- Discuss a child’s progress or behaviour with anyone other than that child’s parents or guardian or relevant member of staff.
- Discuss a child’s progress or behaviour with a parent ‘out of school’ – this includes any internet social network.
- Discuss a child or family in front of others.

Professional Conduct

- Do not be tempted to be ‘friends’ with parents and pupils on any social networking sites.
- All staff are expected to act in a professional manner at ALL times.
- For any complaints, please refer to the schools Whistleblowing Policy on the school website.

Health And Safety

All members of staff are responsible for the health and safety of everyone in the school community. Please report any potential safety hazard or risk to the Federation Business Manager. Please read the Health and Safety Policy.

First aiders - Please see attached.

Staffroom

There are no ‘special’ chairs.
Please put your washing up in the dishwasher.
Please take your turn to unload the dishwasher.
Please keep kitchen area tidy at all times.
Please throw away unwanted food.

Please keep the staffroom tidy.

All staff need to be aware of confidentiality issues when using the staffroom.

No staff should carry hot drinks out of the staffroom.



School Office

- Folder containing emergency numbers for all children in the school.
- Telephone directories.
- Kent County Supplies catalogue
- Order Forms (These are located in the copier room pigeon holes)
- Attendance Registers are carried out electronically.
- Dinner Registers are in the tray in the morning. Dinner money is collected on a Monday and should be put in the register tray. Letters for children who have not paid for dinner should be sent home on the day they are issued by the office.
- Safe - all school monies should be kept in the school safe.
- All valuables are the responsibility of individual staff.

Things to remember

- Visitors must wear a visitor’s badge
- All staff must sign out if they leave the premises
- Visitors including work experience and students should sign in and out
- Supply staff must complete appropriate forms from the office
- All absent notes and monies must be sent to the office
- Dinners and register must be completed by 0900 and 1320
- Anyone arriving from 0850 must report to the office

Playtime/lunchtime

Duty staff to go straight to the playground. It is their responsibility to decide if it is too wet for outdoor play and to send a message to the other classes. If it is wet play please organise your own short break.

Please escort your class onto the playground and wait with them until duty staff arrive. Playtime is over as soon as the whistle is blown. Children are expected to walk quietly and calmly back to the classroom.



At the end of the day

- Send letters, books, etc home.
- Please ensure that the children are met by a known adult. If someone different is meeting a child parents need to complete a form.
- Classroom must be left tidy.
- Windows closed and lights and projectors off.
- Staff to be aware of children who are attending clubs - lists in classrooms.

Refreshments

- Each class has access to drinking water.
- All children are allowed to bring a named water bottle to drink at appropriate times
- Some children have milk - each class will have a list. The milk is kept in the fridge.
- Fruit – Free for Foundation Stage and Key Stage 1. Available to buy for Key Stage 2
- Free Fruit Friday – every week for all children.

Meetings

Staff meetings

There is a briefing for all staff (teachers must attend) at 8:00am on Friday mornings. Support staff have a briefing which they must attend at 8:30am on the same morning.

Whole Staff

Teachers are expected to attend the Weekly Briefing on Mondays at 08.10. All are invited to attend.

PPA

Each teacher has the appropriate allocation of PPA time.

Parent-teacher meetings

Term 1 Meet the teacher meetings
Term 3 Parent and child consultation day

Reports

There are two reports issued per year. A brief summary report will be issued in December, with a much fuller, more comprehensive report issued before the end of the academic year in July.

Governors’ Meetings

Full governors’ meetings take place at least once a term. A member of the teaching staff is elected onto the Governing Body. Committee meetings are held throughout the term. Members of staff are sometimes co-opted onto the committees and/or asked to make reports to committees.

What if?

- I am unwell

Please email the absent line -
absence@temple-hill.kent.sch.uk
- I need leave of absence

Complete appropriate pro forma
and pass to Head of School
- I cannot get to school

Phone your Line Manager as soon
as possible but do not panic if you
are stuck in a traffic jam.
- There is a racial incident

All racial incidents have to be
reported to School Leaders verbally
and referred to the Head of School.
- There is an emergency
in my classroom

Send a child to your partner class
to ask for help.
- A child runs away

Notify partner class and report to
office.
- A child/adult has an
accident

Record the incident.
- A child feels unwell

If a poorly child needs to go home
please send details to the office.
- A child needs changing

If a child is wet, provide clean
clothes and they can change
themselves – give verbal support if
needed.

If they have soiled please inform
the office and their parents will be
called.
- I want to organise a visit

Discuss with Year Group Team and
complete a proposal form and risk
assessment.
- I think a child in my
class has a medical
problem

Speak to Teacher/Parent/SENCO.
- I suspect a child in my
class is being abused

Consult Child Protection Officer –
Dawn/Garry or Marla

Useful Questions Answered

- What should I wear?

Comfortable, smart clothes present
a professional image. Denim jeans
or provocative clothing are not
appropriate. Shoes should be
sensible, with backs.
- Are there any things
which are really
frowned upon?

Shouting
Clutter
Tatty displays
Inappropriate behaviour/language
- including unnecessary physical
contact with children

Using your mobile phone
- Can I go out at
lunch time?

Please sign out if you leave
the premises.
- What would it be
inappropriate
for me to allow the
children to do?

Go home without a
known adult

Leave the playground without
supervision
Stay in the classroom without
supervision
- Where can I find details
of policies and
procedures?

These are available on the
school website.



Fire Procedures

Please see Fire Evacuation Procedures – You are responsible for making yourself aware of these procedures. Please familiarise yourself with the emergency escape routes and always keep fire exits clear.

Action to be taken in the event of fire

- On discovery of a fire, sound the alarm
- Your first priority is to evacuate the pupils from the building
- If possible, get a message to the school office regarding the location and nature of the fire
- Do not attempt to use a fire extinguisher unless you have been trained, or unless your, or pupil's life is in immediate danger

When the fire bell rings please observe the following procedure:

- Leave the classroom or work area by the nearest exit.
- Encourage the children to move quietly and without panic.
- Check toilets.
- Adult should be last to leave if there are two in the room.
- The office will take the class registers and staff signing in book out to the playground.
- Assemble the children in class lines in advised location.
- Take the Register to check that all children and helpers are out of the building.

IMPORTANT

Talk to the children about the procedure and stress that they must leave by the nearest exit and do not need to return to the classroom to put on coats etc.



Severe Weather

There is a legal requirement to keep schools open if at all possible when there are severe weather conditions, even if only a few pupils attend. Risk assessment will determine any occasion when closure is necessary. Staff will need to make their own risk assessment regarding travelling to and from school and should inform the school immediately if a decision is made to stay at home, giving robust reasons.

Staff should support the Senior Leaders in running the school when conditions are difficult.

Please note, it is your responsibility to make a professional decision to travel or not in severe weather conditions.

Mobile Phones

Mobile phones should be switched off during lesson times and NEVER used in view or presence of children. Staff are welcome to use their mobile phones in the staffroom, or off the school site at break and lunch times. If there is a serious issue where you feel someone may need to contact you, please give them the school number to leave a message which can be passed on urgently.





A series of horizontal lines for writing a map.

Benefits

As valued members of your school, your employees have an opportunity to access a wide range of benefits.

Kent Rewards

To start taking advantage of the offers and savings your employees need to register at www.kentrewards.com. To complete their registration, they will need the address of your school and their National Insurance number.

Child Care Voucher Scheme

The child care voucher scheme is available to support working parents with child care costs, and is provided by Fideliti as part of an HMRC approved salary sacrifice scheme. By converting a portion of their salary into vouchers your employees could save up to £933 a year (estimate from 2011/2012) as the value of these vouchers is not subject to tax and National Insurance deductions. To find out more visit www.fideliti.co.uk or call the helpline on 0800 288 8727.

When registering please use reference number KCC 1223.

Benenden Healthcare

Benenden Health Care Society is a not-for-profit mutual friendly society offering a range of discretionary services including 24/7 advisory services, prompt physiotherapy and treatment at 19 hospitals nationwide. To find out more about the range of packages and services visit www.benenden.co.uk, or call 0845 052 5733.

Help Fund

The Help Fund is a registered charity set up to provide support to staff in times of financial need. It is run by employees for employees, and provides help in the form of grants and interest free loans up to a maximum of £1,500 and information and signposting to other sources of help and advice.

For further advice, or to make a contribution, please telephone 01622 694100, email helpfund@kent.gov.uk, or contact The Help Fund Administrator at Room 1.04, Sessions House, Maidstone, Kent, ME14 1XQ.

Support Line

Support Line offers a confidential counselling service by professionally qualified counsellors. Sessions provided include an initial assessment to determine the help needed, and further sessions over an appropriately agreed period. The service offered is confidential and convenient and available to help with a wide range of problems. For further information on how to purchase a Support Line package please call 01732 526910.

Adult Education Concession Rates

Kent Adult Education Services offer a 10% reduction on tuition fees based on one course per academic year. To take advantage of this discount, employees will need to provide proof of employment at the point of enrolment.

For further information please visit www.kent.gov.uk/adulted, or telephone 0845 606 5606.



Teachers' Standards

PREAMBLE	
Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.	
PART ONE: TEACHING	
A teacher must:	
1 Set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none">establish a safe and stimulating environment for pupils, rooted in mutual respectset goals that stretch and challenge pupils of all backgrounds, abilities and dispositionsdemonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2 Promote good progress and outcomes by pupils	<ul style="list-style-type: none">be accountable for pupils' attainment, progress and outcomesbe aware of pupils' capabilities and their prior knowledge, and plan teaching to build on theseguide pupils to reflect on the progress they have made and their emerging needsdemonstrate knowledge and understanding of how pupils learn and how this impacts on teachingencourage pupils to take a responsible and conscientious attitude to their own work and study.
3 Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none">have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandingsdemonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarshipdemonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subjectif teaching early reading, demonstrate a clear understanding of systematic synthetic phonicsif teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
4 Plan and teach well structured lessons	<ul style="list-style-type: none">impart knowledge and develop understanding through effective use of lesson timepromote a love of learning and children's intellectual curiosityset homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquiredreflect systematically on the effectiveness of lessons and approaches to teachingcontribute to the design and provision of an engaging curriculum within the relevant subject area(s).
5 Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none">know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectivelyhave a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome thesedemonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of developmenthave a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
6 Make accurate and productive use of assessment	<ul style="list-style-type: none">know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirementsmake use of formative and summative assessment to secure pupils' progressuse relevant data to monitor progress, set targets, and plan subsequent lessonsgive pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
7 Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none">have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policyhave high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairlymanage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate themmaintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
8 Fulfil wider professional responsibilities	<ul style="list-style-type: none">make a positive contribution to the wider life and ethos of the schooldevelop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist supportdeploy support staff effectivelytake responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleaguescommunicate effectively with parents with regard to pupils' achievements and well-being.
PART TWO: PERSONAL AND PROFESSIONAL CONDUCT	
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.	
<ul style="list-style-type: none">Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:<ul style="list-style-type: none">treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional positionhaving regard for the need to safeguard pupils' well-being, in accordance with statutory provisionsshowing tolerance of and respect for the rights of othersnot undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefsensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	



Oakfield Community Primary School and
Temple Hill Community Primary School & Nursery

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Email: office@temple-hill.kent.sch.uk
Web: www.temple-hill.kent.sch.uk



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