



The Willows School Academy Trust

Teacher Induction Pack

Learning, Achieving, Succeeding

Key Information

The Willows School Academy Trust

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Welcome to The Willows School Academy Trust

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 Willows 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 Willows and I look forward to working with you in the future.

Staff data collection sheet

The Willows School Academy Trust

Please complete and return to the Assistant Business Manager 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 / /

Please tear here

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)	

Step 2

Step 2

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	

Please tear here

Name

Job Title

I certify that I have read a copy of The Willows School Academy Trust Confidentiality Policy and agree to a signed copy being held on file.

Signed

Date

I certify that I have read a copy of The Willows School Academy Trust 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 Willows School Academy Trust 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 Willows School Academy Trust Safeguarding Policy and agree to a signed copy being held on file.

Signed

Date

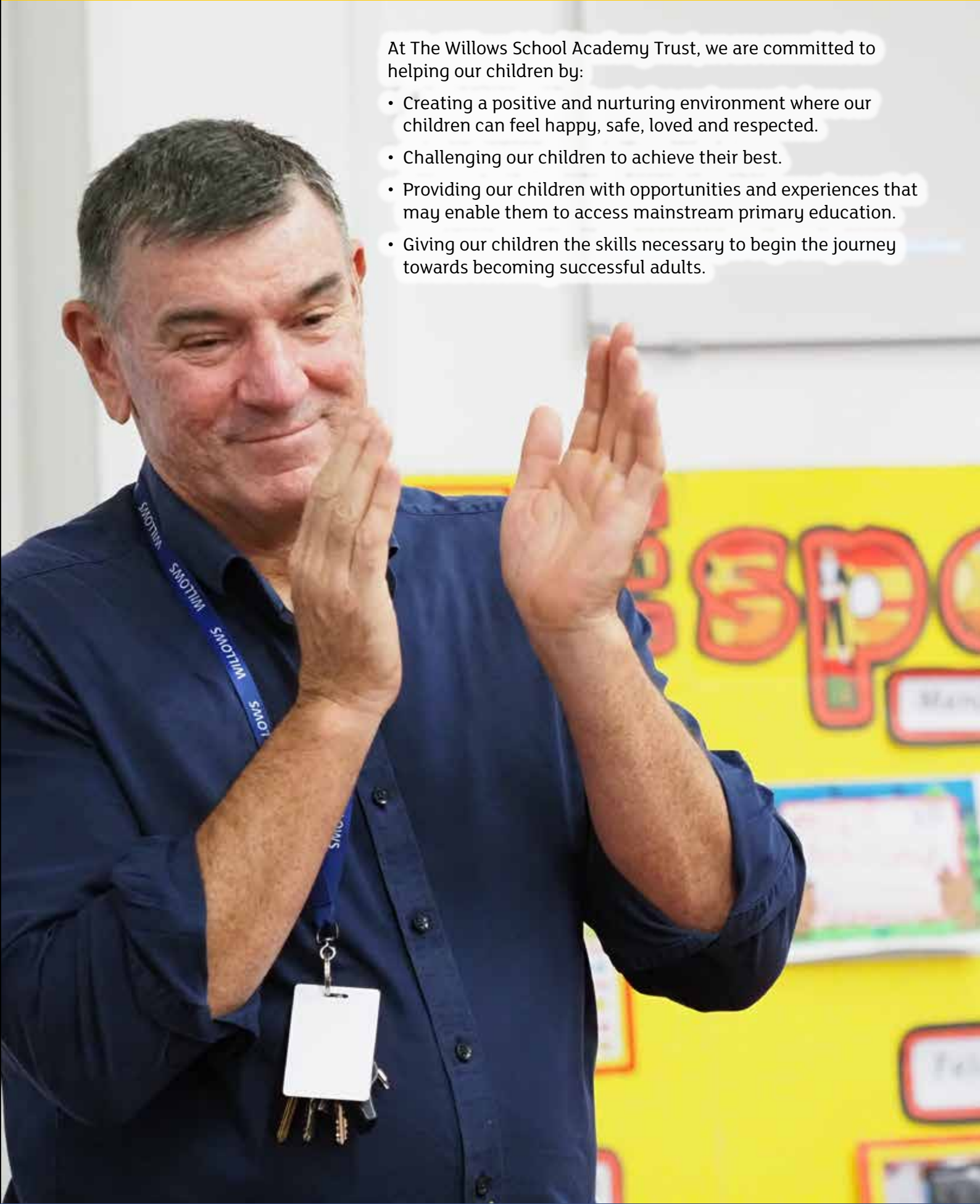
I certify that I have read a copy of The Willows Teaching and Learning Policy and agree to a signed copy being held on file.

Signed

Date

Step 3

Our mission statement
The Willows School Academy Trust



At The Willows School Academy Trust, we are committed to helping our children by:

- Creating a positive and nurturing environment where our children can feel happy, safe, loved and respected.
- Challenging our children to achieve their best.
- Providing our children with opportunities and experiences that may enable them to access mainstream primary education.
- Giving our children the skills necessary to begin the journey towards becoming successful adults.

Key Information

The Willows School Academy Trust

Confidentiality
Professional conduct
Health and safety
Staffroom
Parental engagement
School office
Registration procedures
Printing and copying
PPA
Playtime/lunchtime
At the end of the day
Refreshments
Medicines in school
Meetings
Things to remember
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Confidentiality

All adults working in a school, on a paid or voluntary basis, are in a position of privilege in terms of the information they are privy to about children and families. It is vital that confidentiality is respected in all cases. It is NOT appropriate to:

- Discuss a child's progress or behaviour with anyone other than the child, their parent or carer or a relevant member of staff.
- Discuss a child's progress or behaviour with anyone out of school, including the child's parent or carer, either in person, through mobile communication or on any social network or online platform.
- Discuss a child or family anywhere that is not private and secure.

Please note, do not give guarantees of confidentiality to children or adults who speak to you about a serious concern or incident. Only guarantee discretion.

Professional conduct

All staff are expected to act in a professional manner at all times.

- Treat all pupils with dignity and respect, demonstrate tolerance and compassion and observe appropriate boundaries.
- Communication with children, parents, guardians and carers must be in accordance with school policies and be limited to professional matters.
- All telephone and digital communication should be made through school devices (emergency situations excepted.)
- Set personal social networking profiles to private, do not make or accept connection requests from current pupils or their families.
- Behave professionally in public, and online/on social media.

Health and safety

All members of staff are responsible for the health and safety of everyone in the school community. Carefully read the school's Health & Safety policy and report any safety hazard or risk to the senior leadership team.

Staffroom

There are no designated chairs. Please keep any special mugs safe with your personal belongings. Please clean up after yourself and take ownership of any mess, even if you didn't make it. Throw away unwanted food. Keep the staffroom a safe and tidy space for everyone to enjoy. No staff may take hot drinks out of the staffroom between the hours of 8.15am and 3.15pm.

Always be aware of confidentiality issues when using the staffroom and never discuss pupils or families.

Parental engagement

We believe engaging with our parents/carers is essential in building important links between home and school, empowering them to voice their ideas and opinions, and communicating effectively with them to promote their child's learning and educational experience.

Parent/carers engagement is important because working together with parents/carers has been shown to have a promising impact on the wellbeing, attendance, behaviour, sense of school belonging, intellectual development and attainment of children across a range of social and economic backgrounds.



School office

- All staff can contact the school office on extension 101.
- Office staff hold a directory of all parent/carers emergency contact details.
- To order supplies, collect a yellow order form from the office, complete it and return it to the office. This process includes Amazon orders.
- We are an eco-school and do not order catalogues, but prefer you to order online.
- If you are having a meeting, the school office can provide you and your guests with hot drinks by using a hot box. Please request this in advance.
- All pupil valuables, including phones, tablets and jewellery are to be kept in the valuables box in the school office. Children drop them in on arrival, but if they forget please direct them to the office.

Registration procedures

Staff are requested to complete classroom registers by 9.30am for the morning session and 1.45pm for the afternoon session. The registers are completed using SIMS, for which the school office will be able to provide you with login details. There is no need to take lunch orders.

Playtime/lunchtime

- Playtime is either 10.30am or 10.45 (depending on your year group.)
- All staff are placed on a duty roster to cover morning and lunchtime break supervision.
- Duty staff decide if it's too wet for outdoor play and alert other classes.
- Individual class teachers should organise their own wet play activities.
- For outdoor play, escort your class onto the playground and ensure duty staff are there before leaving.
- At the end of play, the lead staff member should issue a three minute verbal warning and blow the whistle at the end of this time.
- The duty staff direct children to their classroom door, where classroom staff receive them.

At the end of the day

- Distribute all letters, books, homework or items to be sent home and ask children to put them in their bags.
- Ask children to put away their books and equipment, tidy away any remaining items.
- All children should attend 'singing assembly' at 2.40am in the school gym. All children will be called to their transport and/or walking bus by their allocated staff member from here.
- Ensure children are directed to the correct collection point for their transport, or sent home with a known adult.
- Ensure the classroom and cloakrooms are tidy.
- Close all windows and switch off lights and all equipment.

Refreshments

Each class has access to drinking water. All children should have their own named water bottle and should be allowed to drink when thirsty and encouraged on hot days or during/after physical activity.

All children have access to fruit in their classrooms. The fruit is replenished by the main kitchen daily, but if you require more it can be collected through the main kitchen after 10am. Children can eat when they are hungry. You can also use fruit snacks as part of your lessons, as a tool to aid in calming down after break or to help children relax.

Important note: Staff must always check their allergies list before handing out fruit.

Medicines in school

All medication must be forwarded to our school first aid officers, Miss Moreno and Mr Roberts. They will be able to advise you on detailed procedures for storing and administering each medicine. You must obtain written permission from the child's parent or carer.

Meetings

- **Teacher and TA meetings** - held separately, but both on a Tuesday at 3.15pm to 4.15pm.
- **Whole staff** - held on a Thursday from 3.15pm to 4.15pm.
- **Safeguarding meetings** - held by the DSLs on a Monday from 3.15pm to 4.15pm.
- **Teacher and TA Phase meetings** - take place on a Monday to discuss the outcomes planned for the week and support strategies for students.
- **Parent/carers-teacher phone calls** - take place weekly to update parents and carers on their child's progress.
- **Annual reviews** - These take place annually between Teachers and Parents/carers and are an opportunity to discuss each child's learning and social development and to support any changes to be made to the child's EHCP.
- **Reports** - written and given to the children to take home to parents/carers in July.

- **Family group coffee mornings** - hosted by the Family Liaison Worker and held on a Wednesday from 9.30am to 11am. This gives parents/carers the opportunity to meet other parents, find support and learn new strategies to support their child.
- **Governors' meetings** - full governors' meetings are held three times annually, once per term and the results of committee meetings is reported to the full governing body.

Things to remember

- Visitors must wear a badge and sign in and out at the school office.
- All staff must sign out of the school if they leave the premises.
- Supply staff must complete appropriate forms from the school office.
- Any child arriving after 9am must report to the school office.
- Any child leaving school before 3.15pm must do so via the school office so they can be signed out by a parent or carer.

What if?

I am unwell? During school hours, speak to SLT to ensure class is covered. Before school, call the school office between 7am and 7.30am. On returning, complete a 'return to work' form and have a return-to-work interview with the Head of School (HofS). If your illness exceeds seven days obtain a fit note from your GP.

I need a leave of absence? Request a leave of absence form from the school office. Wherever possible arrange appointments for outside of school hours. Emergency requests for leave must be made to the HofS.

I cannot get to school or will be late? Contact the school office as soon as possible.

There is an emergency in my classroom? Use classroom walkie-talkies or telephone to request support from the office, SLT or HofS.

A child runs away? If a child leaves class without permission, they will lose 15 minutes of play time. All children should be closely supervised. If a child tries to leave school premises first give clear verbal instructions to stop. If the child continues, monitor from a distance but **do not chase**. Communicate with the school, who will contact parents/carers and the police where necessary.

A child feels unwell? A nominated member of staff will be on duty from 8.15am to 4.15pm every day during term time to administer first aid. If a child is unwell, or suffers anything more than a trivial injury, immediately contact parents/carers to discuss and ask for the child to be collected.

A child needs intimate care? Respect the child's right to privacy and dignity at all times. To keep you and the child safe, follow the Intimate Care Policy available on the school website and ensure two adults are providing intimate care.

I want to organise a visit? All trips and visits must be pre-authorised and screened. Complete the following forms at least two weeks prior to the event: Form A - Permission Request; Form B - Risk Assessment; and Form C - Evaluation of Activity. Add all trips/visits to the school calendar and ask the office to prepare a letter to be sent home to parents.

I suspect a child in my class is being abused? Share safeguarding concerns with the DSL in person ASAP. If a child

makes a safeguarding disclosure, a handwritten account must be taken to the DSL ASAP. All concerns must be recorded on CPOMs latest by the end of the working day. Concerns regarding staff conduct must be reported ASAP to the HofS. All further actions will be decided by the DSL.

If there's an incident of bullying/racial abuse/sexual harassment/violence? All reported or observed incidents are safeguarding matters and should be taken seriously. Take care to support both perpetrator and victim. Share any incidents in person with the DSL ASAP. Record incidents on CPOMS latest by the end of the working day. Refer to your safeguarding training to insure an appropriate, consistent response. All further actions will be made by the DSL.

Useful Questions Answered

What should I wear? Dress professionally. Dress must not be offensive, distracting, revealing, sexually provocative, embarrassing, discriminatory or contain political or otherwise contentious slogans or images.

Can I go out at lunchtime? Staff have a 30-minute lunch break in which they are entitled to go out.

What would it be inappropriate to allow the children to do?

It would be inappropriate to allow children:

- to be left alone/unsupervised in classrooms during playtime.
- to surf the internet unsupervised.
- to break the school rules without consequences.
- to act in an unsafe manner.
- to use the toilet at the same time as others.
- to use equipment unsupervised such as sharp tools, saws, glue guns and boiling water.
- to seek out inappropriate contact with self/others.

Where can I find details of policies and procedures?

Policies and procedures can be found in a file in the staff room, shared drives-policy folder and website.

Fire Procedures

Action to be taken in the event of fire: Every classroom has printed instructions about the nearest fire exit points. All staff should be aware of the evacuation details for all classrooms and the nearest call point should you discover a fire. Please read the Fire Emergency Plan on the school website and the fire safety risk assessment in the school office. There will be a fire drill at least once every term.

When the fire bell rings, please observe the following procedures: Evacuate all pupils immediately through the nearest exit point. Do not stop or allow pupils to stop to collect personal possessions. Line pupils up in the main playground in their class groups. Some pupils will need support to evacuate the building and will have an evacuation and egress plan (PEEP), which is stored in classrooms.

Severe weather

Staff should support the senior leadership team in running the school when conditions are difficult.

Occasionally, severe weather conditions, such as heavy snowfall, necessitate the closure of the school for the safety of students and staff. During inclement weather, please check your emails, The Willows School website, or contact the school office before leaving for work.

If you foresee difficulties getting to work before the start of the school day, please contact the Headteacher (HT) or HofS ASAP. Staff will be expected to make reasonable efforts to get to school where they will be able to perform other duties. Staff remaining at home are instructed to report their situation to their HT or HofS and then carry out school work from home.



Safeguarding Matters

Speak to the DSL/DDSL
in person ASAP.

Absence due to illness

Call the school office.
If absence continues beyond
one day, contact HofS/HT.



Pay Matters

Speak to the HT.


Personnel Matters

Speak to any
of the SLT/HofS/HT.

Job related Matters

Speak to your line manager>SLT>HT.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There is no handwriting or other markings on the paper.



Department
for Education

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:

1Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2Promote good progress and outcomes by pupils

- be accountable for pupils’ attainment, progress and outcomes
- be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate 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 subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate 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 development
- have 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.

6Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils’ progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7Manage behaviour effectively to ensure a good and safe learning environment

- 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 policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate 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.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
 - having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring 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.

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Learning, Achieving, Succeeding

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