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| **3A.** | **INDUCTION AND PROBATION POLICY FOR SUPPORT STAFF** |

**CONTENTS**

**1.** **INTRODUCTION** 2

**2.** **SCOPE** 3

**3.** **PRINCIPLES** 4

**4.** **ROLES AND RESPONSBILITITIES** 4

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| **3A.** | **INDUCTION AND PROBATION POLICY FOR SUPPORT STAFF** |

The Governing Board of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School formally adopted this policy and procedure with effect from (insert date)

It will review it in *(insert date or number of years)*

## **INTRODUCTION**

The Governing Board and School Management are committed to ensuring that a consistent induction and probation process is followed for all new employees and those internally appointed in to a new post.

It is essential that an effective induction programme is devised for ALL staff (teaching and support staff), both for those who are taking up their first post and those who may be very experienced but are joining the school for the first time. The programme should provide appropriate help, support and advice based on a consideration of the needs of the individual member of staff. The type and amount of support needed will vary, however the Induction Checklist for school staff (which can be found in Appendix C) is suggested as a useful starting point.

The specific arrangements for the induction of Early Career Teachers (ECTs) can be accessed via [Induction for early career teachers (England)](https://www.gov.uk/government/publications/induction-for-early-career-teachers-england) on the Gov.uk website.

Induction and probation are usually concurrent processes however, there is a significant difference between the two. Assessment for probation is carried out to determine professional proficiency and to ensure that the individual can meet the minimum requirements of the job.Induction is the starting point for learning about the new school and for long term professional development.

The importance of professional development for ALL staff cannot be over emphasised. This should begin with an effective induction programme, which may or may not be a part of formal probationary arrangements, and lead to systems of appraisal and job review, reinforced by appropriate training.

An induction period is meant to ensure that new members of staff settle into their roles as quickly and effectively as possible. Tailor-made programmes have also been shown to increase staff retention.

A good induction programme:

• Helps the individual understand their role, the department they work in and the organisation as a whole

• Familiarises them with the physical environment, the culture and the procedures that prevail

• Makes sure they understand their legal responsibilities (e.g. Safeguarding, GDPR and Health & Safety)

A probationary period provides a new employee with the opportunity to demonstrate that they can do the job to which they have been appointed, and to apply the knowledge and skills the post required.

## **SCOPE**

This probationary policy applies to all new support staff appointments employed directly by the school, which are expected to last for at least **six months.** These include:

* internal employees who are appointed to posts following an internal or external advertisement;
* employees who apply for positions as part of a re-organisation (
* where there is a match of less than 80%). (In accordance with Chapter 13 of the HR handbook follows relating to Restructuring, Re-Organisation and Redundancy Policy, where staff accept redeployment within the school, they will be given an appropriate trial period in the new post.)

All new staff will receive a copy of this procedure or be advised where they can access it after starting with the School or within one month.

For the purposes of defining whether an employee is internal or new, please refer the matrix below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Your school** |  |  |
|  |   | Community / Voluntary controlled | Foundation or VA | Academy/ Multi Academy Trust |
|  | Community / Voluntary Controlled | Internal | New | New |
| **Coming from** | Foundation or VA | New | New | New |
|  | Academy | New | New | New |
|  | Council | Internal | New | New |
|  | Same school / Academy Multi Academy Trust | Internal | Internal | Internal |
|  | Outside organisation / first job | New | New | New |

This policy excludes:

* fixed term appointments of less than six months\*;
* casual staff and those engaged via an agency;
* new staff transferred following a TUPE transfer;
* employees who have been assimilated to a position following an 80% or more match following a reorganisation exercise;
* teaching staff\* (those employed in maintained schools are required to follow the statutory teacher induction period whereas academies have the option to do so).

However, it is important for new teachers to the school and for fixed term appointments to have a general induction to the school to help settle them in, rather than adopt the formal approach detailed in this Induction and Probation Policy and the related Procedure.

## **PRINCIPLES**

The purpose of the probationary period is to:

* Ensure that the new employee settles into their job and understands their role, accountabilities, objectives and performance standards.
* Support the new employee in meeting the required standards of performance.
* Assess the new employee's performance so that where they meet the required performance standards they may be confirmed in their new job. If there are concerns, then please refer to Section 5 relating to Difficulties in the Induction and Probation Procedure.

Employees will not normally be eligible to apply for temporary, permanent, secondment or “acting-up” opportunities, until they have successfully completed their initial probationary period.

The School aims to ensure that all employees are treated fairly and equitably. The subsequent Induction and Probation Procedure supports that aim in two ways:

* By setting out a framework for ensuring that new employees know what is expected of them, understand the process of probationary assessment and receive the support and encouragement necessary to enable them to be successfully confirmed into their post.
* By requiring Line Managers to be explicit about the standards and criteria that will be used to assess probationary employees and establishing a framework for supervising and supporting new employees throughout their probationary period.

## **ROLES AND RESPONSBILITITIES**

It is the responsibility of all employees to be aware of and follow the provisions contained within this policy. It is the responsibility of line managers to apply this policy and ensure that all new employees to the school and those internally appointed in to a new post undergo a consistent induction and probation process.

It is expected that all the arrangements for the induction of staff are included in the school's documentation for staff, making sure that those members of staff who are responsible for the induction and probation arrangements are clearly identified.

It is the responsibility of the Governing Board to support managers and employees in the application of the policy, to review how the policy is being applied, and to update, in liaison with HR Consultancy, the policy as required.