

Induction of New Staff Policy

The aim of the induction process is to enable new members of staff to become fully effective and informed members of the Radnor House Twickenham community as quickly as possible. The process should ease their transition into the school and ensure that they are fully aware of their responsibilities in terms of the school's key policies and procedures, as well as those specific to their role. It involves the dissemination of information and proper care and support during the first year at the school in particular.

To achieve this aim, new staff need:

- Knowledge – of people (pupils, parents and staff), policies, procedures, and school values and expectations;
- Skills – professional, social and personal;
- Support and guidance – from senior staff and relevant colleagues within their department / area

Effective implementation of the induction process helps to develop a sense of belonging and self-worth. It also contributes to the efficient running and on-going development of the school.

The Principal has overall responsibility for new staff, although the organisation and responsibility for induction is with the Head, Director of Operations and Director of HR & Compliance, who will organise the in-service programme for induction of new staff.

Relevant packages of information will be circulated before staff take up their appointment by the HR & Compliance team. Where appropriate, there will be opportunities for the new member of staff to spend time in the school before their period of employment begins.

Policies and Procedures

In taking up a position with the school, all new staff will be asked, as a priority, to read our compliance policies and documents via Bob and confirm they have read and understood them. All policies are also available on MS365 Teams, All Staff Shared Team.

In line with the requirements of Keeping Children Safe in Education, the following areas are also covered as part of induction:

The History, Ethos and Vision of Radnor House Twickenham, including the school's Statement of Ethos and Vision;
Safeguarding Policy, including the response to children absent from education and the reporting procedure for child-on-child abuse;
Designated Safeguarding Leads (DSL / DDSL) – roles, responsibilities and contact details;
Keep Children Safe In Education (KCSIE): updates
Online Safety Policy;
'Prevent' Awareness;
Behaviour Policy;
Staff Code of Conduct;

Anti-Bullying Policy;
Whistleblowing Policy;
Data Protection Policy and Privacy Notice;
Fire Safety Policy and Procedures;
Health & Safety, Risk Assessment & Welfare incl. first aid, manual handling, COSHH, Solvent Abuse, DSE;
Location of all Policies and Risk Assessments on MS365 Teams (All Staff Team > Policies – for Staff > then by year; or All Staff Team > Risk Assessments)
Staff Handbook (Employment Policies and Procedures, Timetables, Duties and School Procedures);
Performance Development, including Line Management, Appraisals, Lesson Observation and Pupil Work Scrutiny;
Continuing Professional Development (CPD);
IT and School Systems;
Staff Wellbeing;
Payroll & Pensions;
Teaching and Learning (if applicable);
Pupil Attendance (teachers only);
Admissions (teachers only);
Curriculum, Teaching and Learning (teachers only);
Learning Differences including SEND (teachers and Learning Assistants only);
Educational Visits and Off-site Activities (teachers only);
Supervision of Pupils;
Complaints Procedure (Parents/Pupils).

If a staff member joins during the course of the academic year, their line manager, with assistance from the HR Department, will go through all the induction process.

Teaching staff will be given specific guidance by the appropriate Head of Department or member of the Executive Team regarding all relevant departmental processes and procedures necessary to discharge their role as an effective classroom teacher and member of the department.

Support staff will be given guidance by their line manager on the specific functions of their role within the school.

All of the above should be completed by no later than the end of the second month of the newcomer's employment at the school.

Early Career Teachers (ECTs) will also benefit from specific guidance, mentoring and training from the Professional Co-ordinating Mentor (PCM) and Deputy Head Academic. All new members of staff regardless of their tenure as a teaching professional will attend the first 12 sessions as part of their induction cycle. This allows for further learning regarding Radnor House Twickenham's norms and expectations whilst providing time for new knowledge to embed.

For new teachers, guidance is available from the Head of Department/ Deputy Head Pastoral on the handling of challenging classes, or individuals.

For new support staff, guidance is available from the staff member's line manager/Head of Department.

All new staff will have regular formal and informal meetings with their line manager to review progress, provide support and set targets.

Before the first parents' evenings, the first cycle of report writing and the first assessments, new staff will be offered advice and assistance by their line manager, as well as the Deputy Head Academic.

Signed:

A handwritten signature in black ink, appearing to read 'Amy Cavilla', written in a cursive style.

Amy Cavilla
Principal
September 2025