



KNELLER HALL SCHOOL

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 Kneller Hall School 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 colleagues

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);
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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);
Attendance (teachers only);
Admissions (teachers only);
Curriculum, Teaching and Learning (teachers only);
Learning Differences including SEND (teachers 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 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 new teaching members of staff will be supported by our extended Induction Framework (Appendix 1), providing a minimum of a weekly support/CPD session during the Winter Term which has been mapped against the Teacher Standards. This allows for further learning regarding Kneller Hall School values, norms and expectations whilst providing time for knowledge to embed.

Early Career Teachers (ECTs) will also benefit from specific guidance, mentoring and training from the Professional Co-ordinating Mentor (PCM) and Deputy Head Teaching and Strategic Development.

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.

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 2026

Appendix 1 – Example of Induction Framework

Week No	Date Time Location	Focus of CPD	Description	Led By	Proposed Attendees	Teaching Standards Met
	Tuesday 01.09.2026 Sixth Form Common Room 9am - 4pm	New Starter Orientation Day Systems and information management	HR Processes Overview Health and Safety / Operations IT Set Up / NM Unity Launch Pad A session to set new starters up on ISAMS and CPOMS and ensure they have the essential knowledge to register pupils, find information, log issues on CPOMS Safeguarding and pastoral presentation to introduce the school procedures, behaviour guidelines and use of CPOMS Overview of Teaching and Learning information including homework schedule, assessment schedule, presentation regarding classroom management and the use of Teams. Reinforce essential ISAMS skills that were covered earlier in the day (registration, class lists with photo etc). Also reminder on use of SOCS for clubs registers.	Sandie Hall - Director of HR & Compliance Hannah Lang - Deputy Director of HR & Compliance and EVC Adele Trice - Director of Operations Aditi Trivedi - Examinations Officer & Data Manager Dan Clever - IT Manager Katie Gilmore - Director of Safeguarding and Health Shaelene Bruce - Deputy Head Pastoral Alex Cooper - Director of Education & Innovation Peter Baker - Deputy Head Academic	All new starters	51 - High Expectations 58 - Professional Behaviour
1	Wednesday 03.09.2026 Thursday 04.09.2026 Theatre and various rooms	INSET for all staff	2 days of INSET training. Exact schedule and content is being finalised but will involve Academic, Pastoral, Safeguarding, SEND and Systems training/sessions.	Multiple members of the Executive Committee	Whole School	
1	Monday 07.09.2026 4-5	A Strong Start	A session focusing on starting lessons and techniques for a "strong start" as suggested by Lemov. As well as the expected standards of the Independent Sector and setting up for the academic year.	Oliver Clarke - Head of RSE	Compulsory: ECT Optional: New Starters	51 - High Expectations 54 - Plan & Teach
2	Wednesday 09.09.2026 4-5	Troubleshooting with HR and IT	4-5pm drop in session to provide support for new starters regarding HR systems, policies and processes covering and embedding of knowledge learnt on induction day. - HR / Employment Queries / BOB / Q&A - If available to troubleshoot any IT systems issues over first week	Hannah Lang - Deputy Director of HR & Compliance and EVC Dan Clever - IT Manager	Available to whole school for any troubleshooting needed	58 - Professional Behaviour
2	Monday 14.09.2026 4-5	Wellio	A session focusing on the Wellio system utilised by Form Tutors for Reflections lessons. Advice regarding log in and access to resources.	Angelo Irving - Head of Reflections	All new starters Y8-Y10 HOYs/Tutors	51 - High Expectations 54 - Plan & Teach 55 - Adaptive Teaching
3	Thursday 17.09.2026 4-5	Use of TEAMS and SOCS	An introduction to the SOCS system and clubs/sports fixture information followed by a session focusing on the finer points of TEAMS. Features to use, how best to layout student work and organising folders, time management.	Adam Jones - Director of Sport Alex Cooper - Director of Education & Innovation	All new starters	51 - High Expectations 54 - Plan & Teach 55 - Adaptive Teaching
4	Monday 21.09.2026 4-5	ISAMS and Report Writing	A session to refresh and embed use of ISAMS including taking a register, checking timetables, reviewing pupil information, how to view pupil notes left by reception and parent mail alongside key tips	Aditi Trivedi - Examinations Officer & Data Manager Peter Baker - Deputy Head Academic	All new starters Optional: all staff	53 - Subject & Curriculum 58 - Professional Behaviour
5	Monday 28.09.2026 4-5	Safeguarding, CPOMS and Behaviour Management	Additional session regarding systems, policies and processes for safeguarding and pastoral including sanctions and rewards and ensuring effective log on to CPOMS including support with a focus on behaviour management in the classroom.	Katie Gilmore - Director of Safeguarding and Health Shaelene Bruce - Deputy Head Pastoral	All new starters	58 - Professional Behaviour
5	Wednesday 30.09.2026 4-5	Evolve	A session focusing on the Educational Visits process and the benefits of learning outside of the classroom	Hannah Lang - Deputy Director of HR & Compliance and EVC	All new starters Optional: all staff	55 - Adaptive Teaching 58 - Professional Behaviour
6	Monday 05.10.2026 4-5	Conversations with Parents Using and Protecting your voice and presence	A session designed to help prepare for parents evening and potentially sensitive conversations: a mixture of excellent customer service and psychology (all new starters) followed by a 15 minute session on how to protect the use of your voice and how to use your voice to control behaviour and space (ECTs)	Tom Wheatley - Head of Drama Amy Cavilla - Principal	All new starters (first half) ECTs second half	57 - Managing Behaviour 58 - Professional Behaviour
7	Monday 12.10.2026 4-5	Form Tutors	All form tutors review reports with their HOY and identify pupils needing further support and intervention (check in cards, for instance)	HOY and Deputy Head Pastoral	All form tutors and HOYs	57 - Managing Behaviour 58 - Professional Behaviour
Half Term						
8	Monday 02.11.2026 4-5	SEND Training - Dyslexia, Dyscalculia, Dyspraxia and SpLD with scaffolding	A deep dive into Dyslexia, Dyscalculia, Dyspraxia & SpLD and the difficulties these students face with an opportunity to discuss pupil profiles and offer solutions and scaffolding for SEND students.	Mark Wells - Head of Learning Support Lorena Gould - Assistant Head of Learning Support and Head of Y8	All new starters	52 - How Pupils Learn 54 - Plan & Teach 55 - Adaptive Teaching
9	Monday 09.11.2026	Reflections	A session reinforcing the crucial role of Reflections and PSHE in our curriculum and how to be an excellent teacher of PSHE	Angelo Irving - Head of Reflections	Whole School	52 - How Pupils Learn 55 - Adaptive Teaching
10	Monday 16.11.2026	Termly focus training (starters and primaries)	A session looking at embedding the role of starters and primaries within the curriculum. Exploring their use for AEL.	Alex Cooper - Director of Education & Innovation	Whole School	51 - High Expectations 54 - Plan & Teach 55 - Adaptive Teaching
11	Monday 23.11.2026	Professional Development - SchoolIP and Interim Reviews	Opportunity to spend time with line managers and ensure targets have been set through SchoolIP	Line Managers	Whole School	52 - Professional Behaviour
12	Monday 30.11.2026	Formative Assessment and Questioning	A session examining a variety of AEL techniques designed to move away from traditional Q&A	Michael Clarke - Assistant Head Pastoral and Teacher of History and Politics	All new starters	57 - Assessment
13	Monday 07.12.2026 4-5	Form Tutors	All form tutors review reports with their HOY and identify pupils needing further support and intervention (check in cards, for instance)	HOY and Deputy Head Pastoral	All form tutors and HOYs	57 - Managing Behaviour 58 - Professional Behaviour