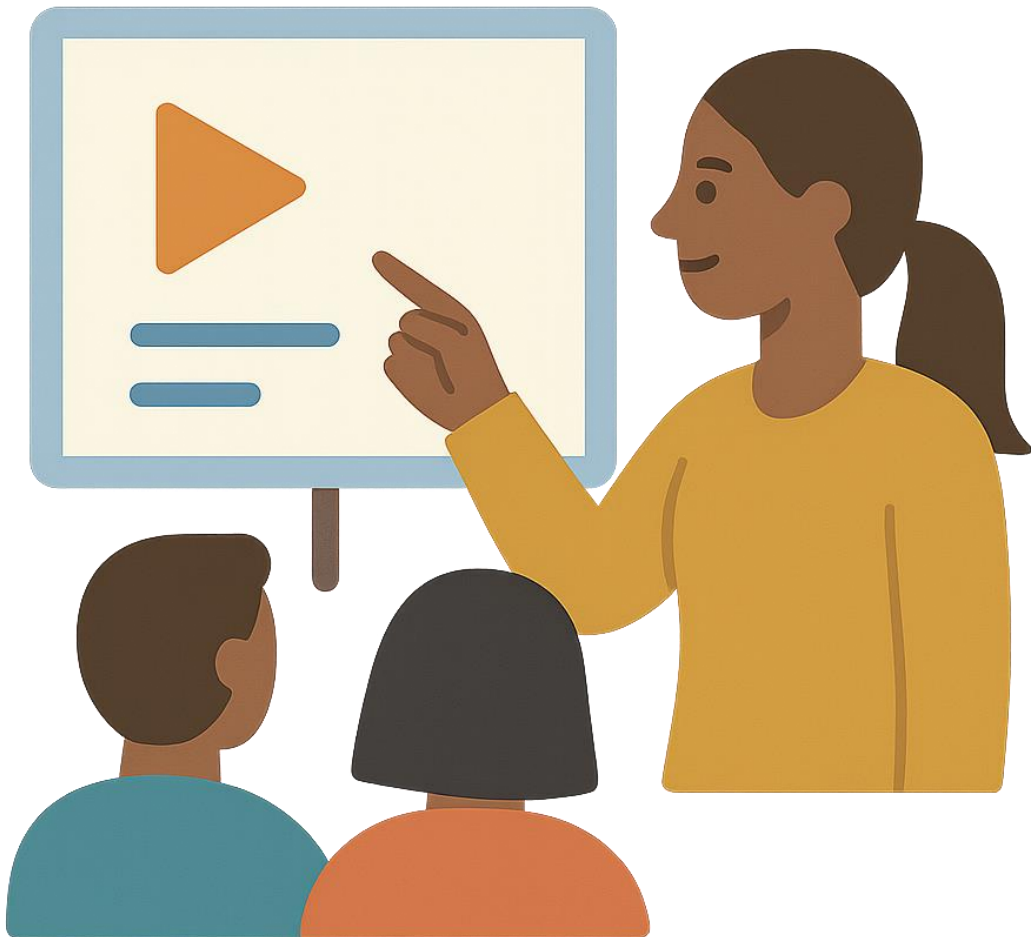




Staff Induction and Training Policy



Document History

Version	Comments/Amendments	Name	Date
1	First Issue	Chris Kelly	25/04/2025

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1. Policy Statement

Oaktree Education Services (OES) is committed to ensuring that all staff receive a comprehensive induction and continuous professional development in order to deliver high-quality education and support to students with SEND, particularly those with SEMH needs. This policy supports our strategic goals, promotes safeguarding, and reflects the principles outlined in the *Keeping Children Safe in Education (KCSIE)* statutory guidance and the *Education Inspection Framework* from Ofsted.

2. Purpose of this Policy

- To outline a clear induction process for all new staff.
- To ensure all staff understand and can implement OES systems, policies, and values.
- To provide structured opportunities for professional development and reflection.
- To promote staff well-being, retention, and performance.
- To ensure all training aligns with safeguarding requirements and curriculum expectations.

3. Induction Procedure

3.1 Initial Welcome and Onboarding

- Staff will receive a welcome pack including essential policies (e.g. safeguarding, health & safety, behaviour).
- An induction timetable will be issued, including meetings with key staff and familiarisation with systems and premises.

3.2 Allocation of Mentor/Line Manager

- Every new staff member is assigned a dedicated line manager or mentor to guide them through their first term.
- Mentors support understanding of internal processes, expectations, and workplace culture.

3.3 Psychological Contract

- Each new staff member is encouraged to complete a psychological contract, outlining expectations, values, and communication preferences.
- This is reviewed with the line manager to foster open, honest communication and mutual respect.

4. Mandatory Training

The following must be completed within the first four weeks:

- Safeguarding and Child Protection (in line with KCSIE)
- Prevent Duty
- Health and Safety
- Behaviour Policy and Positive Handling (where appropriate)
- Equality and Diversity
- GDPR and Data Protection

OES uses the National College platform to deliver and monitor most statutory training.

5. Ongoing CPD and Professional Growth

5.1 Internal CPD Offer

- Weekly or termly CPD sessions linked to strategic priorities.
- Individual training needs identified via performance management.
- Opportunities for collaborative planning and reflective practice.
- INSET days dedicated to teaching, SEND, and behaviour strategies.

5.2 External Training Support

- OES supports external CPD where aligned to strategic objectives or individual professional goals.
- Requests should be submitted to the line manager.
- Significant financial commitments (e.g. degrees, diplomas) require:
 - Completion of the probation period
 - At least 12 months of service
 - Approval from the Principal or Company Director

- Evidence of good performance and impact on organisational capacity

6. Responsibilities

6.1 Senior Leadership Team

- Oversee implementation of the policy.
- Identify and deliver strategic training in response to student and staff needs.
- Monitor training quality and impact via reviews and feedback loops.

6.2 Line Managers

- Support induction and mentor new staff.
- Approve appropriate CPD requests and track training attendance.
- Provide developmental feedback during probation and beyond.

6.3 Staff Members

- Engage positively with induction and mandatory training.
- Identify professional development goals during performance management reviews.
- Share good practice and contribute to a collaborative learning culture.

7. Probation and Review

- A structured probation process (usually 3 months) includes mid-point and final reviews.
- Training needs and performance are formally reviewed at each stage.
- Successful completion of probation unlocks access to advanced CPD and development opportunities.

8. Monitoring and Evaluation

- Training records are maintained and reviewed termly.
- Impact of CPD is measured through lesson observations, performance management, and student outcomes.
- The policy is reviewed annually or in response to legislative or organisational change.

9. Policy Review

- This policy will be reviewed **annually** (or sooner, if required by legislative changes or significant developments in best practice).
- The review process will involve **teaching staff, support staff, senior leaders, and governors**, alongside student representatives (where appropriate).

Approval and Signature

- **Principle of Head of College:**
Chris Kelly, 22/04/2025
- **Chair of Governors/Trust Board:**

Name, Signature, Date