



Staff Induction, Supervision, Appraisal, Training and Development Policy Tigers Education

Name of setting: Tigers Education

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Policy review dates and changes:

Review Date	By Whom	Summary of Changes Made	Date Implemented

Tigers Education is committed to supporting all staff, including volunteers, through comprehensive induction, supervision, appraisal, and continuous professional development (CPD). We aim to create a positive working environment where staff are equipped with the knowledge, skills, and competencies necessary to deliver high-quality education and support to our learners. This policy also emphasises the importance of professional supervision as a structured process where staff receive regular guidance and reflection opportunities with a skilled supervisor to enhance their professional learning.

This policy complies with legal guidelines in education and safeguarding to ensure that staff are well-prepared and supported to meet the challenges of working in alternative provision settings.

Legislative Framework

This policy aligns with key educational and safeguarding legislation:

- **Education Act 2002:** Establishes the duty to safeguard and promote the welfare of children.
- **Keeping Children Safe in Education (KCSIE) 2023:** Statutory guidance for safeguarding children in schools, including staff training and supervision.
- **Equality Act 2010:** Promotes equality and prohibits discrimination in the workplace, ensuring inclusive recruitment, induction, and training.
- **Health and Safety at Work Act 1974:** Requires employers to provide adequate training and supervision to ensure workplace safety.
- **Working Together to Safeguard Children 2018:** Stresses the importance of multi-agency working and professional development in safeguarding.

3. Scope of the Policy

This policy applies to all staff employed by Tigers Education, including:

- Full-time and part-time employees.
- Temporary and agency staff.
- Volunteers.
- Contractors working within the educational setting.

4. Staff Induction

A structured induction process ensures all new staff and volunteers are familiar with the organisation's ethos, policies, and expectations. The induction aims to provide clarity on the roles and responsibilities of staff while emphasising safeguarding, health and safety, and equality.

Induction Programme and Objectives

- Introduction to the organisation's ethos, values, and safeguarding policies.
- Mandatory **safeguarding , prevent, online safety and child protection training**, in line with **Keeping Children Safe in Education (KCSIE) 2023** requirements, including how to recognise signs of abuse and reporting procedures.
- Role-specific training, particularly for teaching staff or volunteers working in close contact with pupils, Guidance on specific responsibilities, including understanding the educational and pastoral needs of students.
- Health and safety procedures within the educational environment.
- Familiarisation with all 3iii Training Policies and procedures
- Expectations re staff conduct, boundaries and language
- Procedures for the process to undertake if you have a safeguarding concern
- How new staff will be mentored and supervised
- Dealing with allegations
- Reading the relevant **Keeping Children Safe in Education (KCSIE) document**
- Reading the **What to do if you're worried a child is being abused** – advice for Practitioners March 2015 **document**
- Reading the **Guidance for safer working practice for those working with children and young people in education settings**
- Ensure staff understand the needs and challenges associated with alternative provision.
- Outline available support systems and channels for guidance.
- **Overview of the Organisation:** An introduction to the alternative provision setting and the student cohort
- **Health and Safety Training:** An introduction to health and safety policies, including emergency procedures and risk assessments.
- **Introduction to Professional Supervision:** Staff will be briefed on the process and benefits of regular professional supervision as part of their ongoing development.

Supervisors will conduct regular check-ins with new staff to ensure they are settling in and to address any concerns or questions.

Professional Supervision

Professional supervision is a core component of staff development at Tigers Education. It is a formal process where staff receive regular support, guidance, and reflective opportunities from a designated supervisor. This process is aimed at enhancing skills, knowledge, and overall competence.

Objectives of Professional Supervision

- Provide a structured opportunity for staff to reflect on their practice and experiences.
- Offer ongoing support to develop professional skills and problem-solving capabilities.
- Facilitate discussion around safeguarding concerns or complex cases.

- Encourage reflective practice, self-awareness, and professional growth.
- Ensure that staff remain compliant with statutory responsibilities, especially safeguarding.

Supervision Process

- **Frequency:** Supervision sessions will be conducted weekly with additional sessions as needed.
- **Content:** Sessions will focus on reflective practice, safeguarding issues, work performance, and professional development.
- **Feedback and Reflection:** Supervisors will provide constructive feedback while encouraging staff to critically reflect on their practice.
- **Action Plans:** Following each session, action plans will be created to address areas for improvement and to set goals for professional growth.
- **Record Keeping:** All supervision sessions will be documented, ensuring accountability and enabling the review of progress over time.

Appraisal

The appraisal process is essential for assessing staff performance, identifying development opportunities, and setting clear objectives for the future. Appraisals provide a structured opportunity for staff and their line managers to reflect on their work, achievements, and areas for development.

Objectives of Appraisal

- Review and assess staff performance against objectives.
- Identify areas for development and necessary training.
- Provide feedback on achievements and address challenges.
- Set clear, achievable goals for professional and personal growth.
- Align individual staff goals with the organisation's strategic priorities.

Appraisal Process

- **Self-Assessment:** Staff complete a self-assessment, reflecting on their work and identifying successes and areas for growth.
- **Appraisal Meeting:** Staff meet with their line manager to discuss the self-assessment, feedback, and performance.
- **Goal Setting:** Goals are collaboratively set to enhance performance and professional growth.
- **Review of Development Plans:** Any previously established development plans will be reviewed to assess progress and adjust as needed.

Interim reviews will be conducted throughout the year to monitor progress and address any emerging needs.

Training and Development

Continuous professional development (CPD) is critical to ensuring that all staff are capable of meeting the demands of their roles. Tigers Education is committed to supporting staff in developing the knowledge, skills, and competencies needed to work effectively in an alternative provision setting.

Training Objectives

- Enhance the quality of teaching and support provided to students.
- Ensure staff are up to date with safeguarding and child protection protocols.
- Equip staff with the tools and strategies to manage complex learner needs.
- Promote inclusive practice and diversity awareness in line with the **Equality Act 2010**.
- Foster an environment of continuous learning and improvement.

Mandatory Training

All staff and volunteers are required to complete the following:

- **Safeguarding and Child Protection Training:** Staff will receive annual safeguarding and child protection training in line with **KCSIE 2023**.
- **Prevent Duty:** Staff will receive annual Prevent Training
- **Online Safety and Harms Training:** This training will be completed annually
- **Harmful Sexual Behaviour in Schools Training:** This training will be completed annually
- **Health and Safety Training:** Staff will undergo training to ensure they are aware of health and safety risks and compliance and will be completed annually
- **Paediatric First Aid Training:** Staff will complete the training on joining 3iii Training then annually
- **Behaviour Management and De Escalation Training:** This training will be completed annually
- **Mental Health Awareness:** Will be ongoing and covered during weekly staff meetings
- **Equality and Diversity Training:** Training on promoting equality and preventing discrimination in the learning environment.
- **GDPR:** All staff will complete annually
- **SEND Training:** Will be ongoing and covered during weekly staff meetings
- **Role-Specific Training:** Depending on their role, staff may require additional training, such as managing behavioural challenges, SEN (Special Educational Needs) strategies, or mental health first aid.

Continuous Professional Development Opportunities

In addition to mandatory training, staff will have access to various CPD opportunities:

- **Workshops and Seminars:** Regular sessions on pedagogy, behaviour management, and safeguarding.
- **Specialist Training:** Opportunities to attend external courses in areas such as mental health support, SEN, or leadership development.
- **Peer Learning:** Staff will be encouraged to engage in peer learning through observation and collaborative activities.
- **Mentoring and Coaching:** Senior staff or external mentors may be assigned to support professional learning and career development.

Monitoring and Review

The implementation and effectiveness of this policy will be regularly monitored. Tigers Education will gather staff feedback, review appraisal outcomes, and track participation in CPD to ensure that staff are adequately supported. This policy will be reviewed annually or when significant changes occur in legislation or organisational needs.

This policy emphasises Tigers Education's commitment to fostering a professional environment that promotes learning, growth, and reflective practice. By providing structured induction, regular supervision, ongoing appraisals, and comprehensive training, we ensure that our staff are fully equipped to meet the needs of learners and contribute to a positive educational environment.