

WINDLESTONE SCHOOL



Staffing Policy



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POLICY & PRACTICE IN RELATION TO STAFFING

INTRODUCTION

Windlestone School acknowledges the staff group as being its best resource. The selection, support and development of the staff team as a whole, and individuals within it, is of crucial importance to the school's ability to sustain and develop further its current practice.

The existing mechanisms of Selection, Induction, Supervision, In-Service Education/Training, and Staff Development and Performance Management are, along with systems of communication - the range of staff meetings, handovers, and the Staff Handbook are key features of the formal mechanisms the school uses for recruiting, supporting and developing staff. However the school recognises the importance of informal support networks, and believes it is a common and shared responsibility of all the staff to support one another.

Good management, clear expectations and appropriate support go a long way towards addressing any perceived weaknesses in individual member of staff's performance. Early identification of problems will normally allow any problems with individual members of staff performance to be explained and resolved. In most cases an improvement will be achieved with a minimum of support and attention. In others a more formal approach may be necessary.

The school has a disciplinary procedure but anticipates that normally the day to day managerial supervision and guidance of members of staff, supervision and Staff Development and Performance Management will allow problems to be explained and resolved without recourse to the disciplinary procedures.

RATIONALE

High expectations and achievement from students in school is directly related to high expectation and achievement of the staff group. Professional excellence is manifested in performance - as individuals and in teams.

DEFINITION

The school believes that staff selection, support and development is a continuous process from appointment to leaving. It is a reciprocal process of mutual benefit to both individuals and groups of staff and the institution as a whole, and involves both formal and informal processes. The formal mechanisms the school employs are:-

- selection
- induction,
- job descriptions,
- supervision,
- staff development,
- performance management
- staff handbooks,
- staff meetings and handovers.

The informal mechanisms include:-

- debriefing after particular events/incidents,
- group talk-ins after working sessions,
- social gatherings, and
- open access to managers.

A discrete policy describes the arrangements for pay.

SCOPE

This Policy and Practice Statement applies to all the staff employed at Windlestone School - teaching, learning and student support, administrative and domestic.

AIMS

1. AIMS RELATING TO ORGANISATION AND ADMINISTRATION

To ensure that the school functions effectively, using the available staff, resources, accommodation and grounds in ways that will best enable it to realise its stated aims and objectives.

OBJECTIVE

- 1.1** *To establish an appropriate system of management, within which the work of the school is co-ordinated, monitored and evaluated; the school's manpower resources are used to maximum advantage; and communications are efficient.*

INDICATORS OF ACHIEVEMENT

The establishment of:

- 1.1.1 a leadership team Headteacher, Deputy Headteacher, Head of Student Support, Head of Care and TLR post holders for SEN, Learning & Assessment and Key Skills;
- 1.1.2 a management team of Deputy Headteacher, Head of Student Support, Head of Care, Office Manager, Child Protection Procedures & Student Welfare Coordinator, and all TLR post holders all of whom have clearly defined areas of responsibility;
- 1.1.3 line managers for teaching, learning and student support, administrative and ancillary staff;
- 1.1.4 the establishment of Academic and Pastoral Executives to consider, monitor, and evaluate aspects of school life;
- 1.1.5 a system of regular minuted meetings of senior staff, teachers, learning and student support assistants, curriculum areas, and administrative and ancillary workers;
- 1.1.6 regularly reviewed timetables and duty rotas;

- 1.1.7 weekly communication sheets;
- 1.1.8 a 'Today' space on the staffroom notice board for daily communication.

OBJECTIVE

- 1.2 *To ensure that the roles and particular duties of teachers and LSSAs who have specific responsibilities and/or act as staff consultants in areas where they have specific expertise is known to all their colleagues.*

INDICATORS OF ACHIEVEMENT

- 1.2.1 The publishing of job descriptions for all staff.

OBJECTIVE

- 1.3 *To ensure that the staff structure of responsibilities reflects the changing needs of the school.*

INDICATORS OF ACHIEVEMENT

- 1.3.1 The regular review of specific staff responsibilities and negotiation of any changes in them that may be necessary.

OBJECTIVE

- 1.4. *To ensure that each student's special educational needs are met.*

INDICATORS OF ACHIEVEMENT

- 1.4.1 The provision for each student of a regularly reviewed and evaluated Individual Educational Plan and where appropriate Behaviour Support Plan with precisely defined targets.
- 1.4.2 The degree to which each student is afforded individual attention by all staff members, and those of the co-ordinating team particularly.
- 1.4.3 The provision of access to specialist resources and services.

OBJECTIVE

- 1.5 *To ensure that the best staff in relation to the School's needs are recruited to vacancies; recruitment processes are fair; discrimination is eliminated; and student safety and welfare is protected.*

INDICATORS OF ACHIEVEMENT

- 1.5.1 All those with a role in the recruitment, short-listing, interviewing and appointment of staff are aware of their responsibilities under current

- employment and equal opportunities legislation and Corporate policy and practice.
- 1.5.2 All those with a role in the recruitment, short-listing, interviewing and appointment of staff are aware of the distinction between positive action, which is lawful, and positive discrimination, which is generally unlawful.
- 1.5.3 Efforts are made to attract applicants from groups presently underrepresented in the workforce.
- 1.5.4 Job applicants are not discriminated against in any shape or form.
- 1.5.5 Short-listing procedures take account of the under-representation of particular groups in the workforce.
- 1.5.6 Interview schedules are composed of questions which do not discriminate in any shape or form against any applicant and which are of equal relevance to all applicants no matter their background.
- 1.5.7 The publication of advertisements which include a statement about the school's commitment to safeguarding and promoting the welfare of children and young people.
- 1.5.8 A short listing process which considers all applicants against the person specification only.
- 1.5.9 A reference check and employment history search which is secure.
- 1.5.10 A Criminal Records Bureau check at the highest available level has been secured.
- 1.5.11 At interview all applicants are asked question(s) about child protection.
- 1.5.12 At least one interview panel member will have completed the NCSL course on safer recruitment.

2. AIMS RELATING TO HEAD TEACHER AND STAFF

To create a staff body which works co-operatively within the school; supports educational and child care philosophy and practices of the school; accepts individual differences within the staff and has, as its first priority, the needs of the pupils in its charge.

OBJECTIVE

- 2.1 *To encourage in all members of staff an awareness of their importance as a member of the team, and the value of each of their own personal contributions to the work of the school.*

INDICATORS OF ACHIEVEMENT

- 2.1.1. The noticing and praising of successes and achievements of individual staff members informally.

- 2.1.2 The establishment of yearly development reviews for all teaching, learning and student support staff, and administrative staff.
- 2.1.3 The provision of opportunities, whenever appropriate, for full and open staff discussions of all major questions affecting the life and work of the school.
- 2.1.4 The drawing on the skills of individual staff members that may lie outside their particular areas of responsibility.
- 2.1.5 The establishment and regular review of a Staff Handbook.
- 2.1.6 The establishment of a formal system of handovers, where staff can exchange information.
- 2.1.7 The issue of clear job descriptions.
- 2.1.8 The establishment and maintenance of a range of staff meetings.
- 2.1.9 The encouragement and facility for staff to gather socially.
- 2.1.10 The time-tabling of debriefing sessions after periods of work.

OBJECTIVE

- 2.2 *To help staff achieve their maximum potential.*

INDICATORS OF ACHIEVEMENT

- 2.2.1 The encouragement of high standards in such as lesson preparation, class/group control, presentation, marking, record keeping, and reporting.
- 2.2.2 The encouragement of staff attendance at appropriate in-service courses, conferences, workshops and seminars.
- 2.2.3 The requirement that such staff report back to colleagues and thus disseminate whatever of value has been gained from such training.
- 2.2.4 The establishment and maintenance of procedures for the regular supervision of all professional staff.
- 2.2.5 The operation of an open-door access for staff to senior colleagues.
- 2.2.6 Access for staff to visiting consultants.
- 2.2.7. The discussion of references with staff and the provision of staff, applying for jobs with a copy of the school's reference.

OBJECTIVE

- 2.3. *To encourage staff to keep abreast of current developments within the field.*

INDICATORS OF ACHIEVEMENT

- 2.3.1 The establishment and maintenance of a staff library.
- 2.3.2 The support of applications for relevant In-Service Training within budget restrictions.
- 2.3.3 The organising of visits to other schools.

OBJECTIVE

- 2.4 *To ensure that equality of opportunity exists for all staff.*

INDICATORS OF ACHIEVEMENT

- 2.4.1 Consideration is given to flexible working arrangements such as flexible working hours, job-sharing, career breaks and leave for carers.
- 2.4.2 Staff are advised about their rights to maternity and paternity leave;
- 2.4.3 Staff are given every encouragement to develop their career with, at the very least, advice, encouragement and training; and
- 2.4.4 Members of the workforce, and applicants for jobs, promotion and training, are monitored by gender, ethnicity, marital status, age and disability.

PRINCIPALS

Windlestone School believes that all its systems for selecting, supporting and developing staff should openly demonstrate a commitment to:

- fairness and equality of opportunity,
- approachability,
- personal interaction,
- constructive feedback,
- confidentiality,
- career guidance,
- reassurance,
- confidence building,
- team building,
- consultancy,
- input from external consultants,
- social gatherings,
- professional growth, and
- opportunities to deal with personal issues.

REQUIREMENTS & EXPECTATIONS

The school is a dynamic learning environment for all its staff and students and the school is totally committed to seeking improvement. The Senior Management Team will lead by:

- defining the constant purpose of the school,
- regularly examining the schools aims, objects and means of achievement,
- ensuring that opportunities for self-improvement are available to all staff,
- seeking to remove barriers to improvement and open communication, and
- demonstrating their upholding of the principles and values of all staff selection, support and development mechanisms school uses by their actions.

It is crucial to staff selection and all forms of staff support and development used within the school that the following values are pursued and upheld:

- treatment of one another should be dignified and respectful,
- communication should be in an open and frank manner,
- acknowledgement that all Windlestone staff aspire to high job performance levels, and
- the recognition of staff members' individual contributions to the school's collective task.

On appointment new staff will be allocated a line manager. All staff will undergo an induction course of approximately ten weeks, which will be followed by regular supervision at a minimum of half-termly intervals. All staff will be issued with job descriptions on appointment.

The staffing establishment of the school will be reviewed by Governors annually. The Headteacher will ensure that the staff to student ratio is sufficient on a day to day basis at all times.

The Staff Handbook will be revised on an annual basis. The minutes of the range of staff meetings will be published and made available to all.

IMPLEMENTATION

SELECTION

Recruitment to the staffing body is on merit in relation to the needs of the job so that the best staff in relation to the school's needs is appointed and unfair discrimination eliminated. The Governing Body has delegated selection of permanent and temporary staff, other than those on the Leadership Pay Spine, to the Headteacher.

If an existing post needs to be filled or a new post is created either the Headteacher or Office Manager will be responsible for the process.

The following procedure is used for the selection of permanent and temporary staff:

- establish the grade and conditions of service
- preparation of a job description and person specification
- consideration of where to advertise the post and the preparation of information to be sent to applicants

An advertisement will:

- briefly describe the post
- clarify essential qualifications and experience
- describe the post's location, grade and remuneration
- give details of further training if applicable
- state method of application, contact names and numbers
- include the closing date
- include a statement in respect of equal opportunities, and if appropriate a job share statement
- include a statement about the school's commitment to safeguarding and promoting the welfare of young people
- inform applicants that the post is subject to satisfactory CRB Enhanced Disclosure

Applicants for vacant posts will be forwarded:

- the appropriate Durham County Council Application form, and its accompanying explanatory notes
- information about the school and a statement about the terms and conditions relating to the post
- a job description and person specification for the post
- a statement in respect of the school's Child Protection Policy

After the closing date for the receipt of application forms a short listing panel will be established. It will consist of at least three people to reduce subjectivity & possible unfair selection. The short listing panel will consist of:

- a chairperson
- at least one member trained in recruitment and selection and diversity
- at least one member trained in safer recruitment
- men and women members to avoid gender bias.

The process of short listing applicants will:

- ensure that application forms are complete
- explore and verify any apparent anomalies, discrepancies or gaps in employment history
- ascertain the reason for frequent changes in employment or employment status without any obvious career or salary progression
- consider all applicants equally against the criteria in the person specification without exception or variation

- adhere to the criteria established in the person specification
- check first the essential criteria that can be identified from the application form. N.B. candidates with a disability who meet essential criteria will be short-listed
- involve, if necessary, a preliminary selection process of long-listed candidates to obtain a more manageable shortlist
- establish a schedule of short-listed candidates

Applicants informed of interview will be:

- given adequate notice of and information about the selection process
- informed if they have not been short-listed
- have any needs or special arrangements associated with any disability discussed e.g. access, parking etc.
- requested to bring with them as many of the following sources of identification as possible for CRB purposes
 - Passport
 - Driving Licence
 - Birth Certificate
 - Marriage Certificate
 - P45/P60
 - evidence of change of name (if applicable)
 - proof of current address i.e.
 - Building Society/Bank statement
 - Utility bill
 - Credit/Store Card statement
 - Addressed pay slip
 - National Insurance number card
 - Valid television licence
 - Correspondence from Benefits Agency/Employment Service/Inland Revenue/Local Authority
- requested to bring evidence of any academic awards or professional qualifications

References sought for short-listed applicants will:

- be sought before interview
- include those from the current or last employer
- be closed
- detail knowledge of any disciplinary or child protection issues whether spent or not

The arrangements and procedures for interview will be carefully planned and organised. Questions will be prepared carefully and avoid any illegal discrimination. The roles of panel members in the interviewing process will be decided beforehand.

At interview:

- candidates intention to accept the post if offered will be ascertained
- candidates will be informed when and how they will be informed of the result of the interview

- candidates will be put at ease
- questions should not be too complicated or overly long
- the candidates attitude toward children and young people will be explored
- the candidates ability to support the school's agenda for safeguarding and promoting the welfare of children and young people will be examined
- candidates will be asked to explain any gaps in employment history
- concerns and discrepancies arising from the information provided by the candidate and/or referees will aired and examined
- candidates will be asked if they wish to declare anything in the light of the requirement for a CRB check
- each panel member should make notes on each candidate so that objective decisions can be made
- sufficient time should be given to candidates to answer the questions and pose their own
- panel members should demonstrate active listening skills and treat all candidates fairly in terms of drawing out answers and seeking clarification

After all candidates have been interviewed panel members should collectively compare each candidate against the person specification using their notes and select the candidate for a conditional offer of employment who most closely matches the specification. A written record should be made of the outcome of the interview. Unsuccessful candidates should be offered feedback.

An offer of a post to the successful candidate at interview is conditional upon:

- the receipt, and verification of authenticity by direct contact with referees, of at least two satisfactory references including one from the current or last place of employment, if under exceptional circumstances they have not previously been received
- an identity check against an official document which contains a photograph
- a verification of the candidate's qualifications and professional status e.g. GTC registration
- a satisfactory Criminal Records Bureau check at the highest available level
- a check against DfES List 99
- an employment history check including explanations for gaps in employment
- a medical fitness check
- verification of a successful completion of an induction period for those gaining QTS after 7 May 1999
- completion of a satisfactory period of probation for non teaching posts

Successful candidates at interview will not commence employment until the above checks have been completed and recorded.

The school will notify the appropriate authorities where:

- CRB Disclosures or similar checks provide information which leads to the withdrawal of a conditional offer of employment
- candidates have provided false information in support of their application
- serious concerns about an applicant's suitability to work with children and young people arise from the selection process.

Staff already employed at the school before CRB Disclosures became practice will be encouraged to support the school in acquiring one.

LEADERSHIP TEAM, MANAGEMENT TEAM, ACADEMIC & PASTORAL EXECUTIVES and JOB DESCRIPTIONS

Leadership Team

Members of the Leadership Team are accountable directly to the Headteacher and are expected to manage their responsibilities in collaboration with each other and with a minimum of supervision. Executive decision making by individual members of the team is encouraged within the parameters of the school's Aims and Objectives.

The role of the Leadership Team is to:

1. advise the Headteacher on matters concerned with:
 - the delivery and development of curriculum policies to the students the school serves,
 - personnel and resource management, and
 - the management and administration of the school;
2. establish, clarify and evaluate policy, its management and implementation against the changing needs of the students served and to facilitate policy development;
3. prioritise and co-ordinate the implementation of academic, pastoral, and support service policies;
4. create, co-ordinate and oversee the efficient management of the budget within the resources available and to secure value for money;
5. represent the institution and its policies in the context of consultations and negotiations with outside bodies including the LEA, local schools, Council Departments, and the Department for Education and Employment;
7. provide personal support to members of the team;
8. provide opportunities for the personal and professional development of members of the team; and
9. evaluate and review the effectiveness of the team in its corporate and individual responsibilities.

The Leadership Team is comprised of:

Headteacher	Head of Care
Deputy Headteacher	TLR, SEN & Emotional Literacy
Head of Student Support	TLR, Learning & Assessment
	TLR, Key Skills & Healthy School

Management Team

Members of the Management Team are accountable directly to the Leadership Team member they are linked by line management to, and are expected to manage their wider responsibilities in collaboration with each other and with a minimum of supervision. Support to members of the team in the delivery of their responsibilities and their

professional development is provided by the linked Leadership Team member. Executive decision making by individual members of the team is encouraged within the parameters of the school's Aims and Objectives.

The role of the Management Team is to:

1. advise the Leadership Team on matters concerned with:
 - the delivery and development of curriculum policies to the students of the school,
 - the individual educational and social welfare of every student,
 - the evaluation of teaching and learning programmes against the principles and aims of the school,
 - the delivery and development of the Extended Day programmes,
 - the delivery and development of Residential Care provision,
 - the priorities for whole school target setting and consultation with staff, and
 - the delivery of practice that meets the health and safety standards required of a day and residential school;
2. prioritise and co-ordinate the evaluation and implementation of teaching and learning programmes against equal opportunities, including those hidden dimensions which lead to social/educational injustice;
3. evaluate the policies of subject teaching and learning programmes and monitor the appropriateness of subject handbook guides against school policies;
4. evaluate Extended Day programmes in the light of the school's policy;
5. evaluate the quality of Residential Care provided to students against the policies of the school;
6. provide personal support to members of the team;
7. provide opportunities for the personal and professional development of members of the team;
8. review and evaluate the effectiveness of the team in its corporate and individual responsibilities; and
9. provide support to members of the team.

The Management Team is comprised of the following staff:

Deputy Headteacher	TLR post holders
Head of Student Support	CPP&SW Coordinator
Head of Care	
Office Manager	

The Academic Executive

The Academic Executive is composed of Teaching and Learning Responsibility post holders and the Deputy Headteacher. It is chaired by the Deputy Head.

The role of the Academic Executive is:

1. To advise the Extended Management Team on matters concerned with:
 - the development of subject teaching and learning policies,
 - the development of academic curriculum objectives and schemes of work,
 - the forward planning of curriculum programmes including assessment of attainment targets,
 - the development of PSHE curriculum objectives and schemes of work, including health education and careers education,
 - the development of the programme of student review of progress, reporting to parents, and records of achievement policies, and
 - the development of special needs support to individual students.
2. To evaluate the National Curriculum orders and their consequences for learning programmes and assessment procedures across the curriculum, and to monitor the appropriateness of subject handbook guides against school policies.
3. To evaluate and monitor the effectiveness of the school in raising the expectations and achievement of students in all its dimensions across the academic curriculum.
4. To evaluate the priorities for target setting and consultation with teaching staff.
5. The development and evaluation of teaching and learning programmes against equal access policies, including those hidden dimensions, which lead to social/educational injustices.
6. To evaluate teaching staff development and training needs against the teaching and learning priorities.
7. To provide personal support for members of the Academic Executive.
8. To provide opportunities for the personal and professional development of members of the Academic Executive.
9. To evaluate the effectiveness of the Executive in its corporate and individual responsibilities.
10. To monitor, evaluate and report upon equal opportunities issues for gender, race, class, religion and disability in terms of equal access to the entitlement curriculum of the school with particular reference to the Principles & Aims of the school.
11. To receive proposals and reports from individual staff.

The Academic Executive is comprised of the Deputy Headteacher, Heads of Upper & Lower Schools, the Senco, and Curriculum Co-ordinators.

The Pastoral Executive

The Pastoral Executive is composed of the leaders of specialist residential and care services to students. The Head of Student Support chairs it.

The role of the Pastoral Executive is:

1. To advise the Extended Senior Team on matters concerned with:
 - the maintenance and development of the structured environment,
 - the development of integrated day, extended day, and residential policy and practice,
 - the maintenance and development of accurate student personal records,
 - the maintenance and development of student behavioural records,
 - the development of Behaviour Support Plans, and

- issues concerned with the “safety” of the school environment.
2. To evaluate and monitor the effectiveness of the school in raising the expectations and achievement of students in all its dimensions across the extended day and residential curriculum.
 3. To evaluate the National Curriculum orders and their consequences for pastoral learning programmes and assessment procedures and to monitor the appropriateness of pastoral guidelines against school policies.
 4. The development and evaluation of special needs policy for students against equal access policies including those hidden dimensions, which lead to social/educational injustices.
 5. The development and evaluation of pastoral linkage programmes with parents and prospective parents.
 3. The development of forward plans for the pastoral and residential programmes including extra-curricula activities which promote and enhance the personal, recreational and social development of students.
 7. To evaluate the priorities for target setting and consultation with staff in residential and pastoral teams.
 8. To evaluate staff development and training needs against the pastoral and residential priorities of the school.
 9. To provide personal support for members of the Pastoral Executive.
 10. To provide opportunities for the personal and professional development of members of the Pastoral Executive.
 11. To receive proposals and reports from individual staff.

The Pastoral Executive is comprised of the Head of Student Support, the Head of Care, the Head of Residential Unit, the Child Protection Procedures and Student Welfare Coordinator and the Duty Manager.

Job Descriptions

Every member of staff is issued with a job description on appointment. Job descriptions detail:

- the name of the post holder
- the post title
- to whom the post holder is responsible
- for whom the post holder is responsible
- with whom the post holder is responsible for liaising with

Additionally job descriptions describe the post holder’s duties in respect of all or some of the following:

- Academic
- Pastoral
- Safety & Welfare of Children and Young People
- Case Coordinating

- Staff Group
- Parents/carers
- Resources
- Executive, Management, Organisational and Administrative

Post holders may be asked to perform any other reasonable task that the Headteacher may ask from time to time.

Job descriptions may be reviewed in response to changing circumstance and practice.

INDUCTION

Induction is the principal means by which new staff are enabled to join the multi-disciplinary staff team. It is the means by which new staff and volunteers gain an understanding of the school's ethos, policies, practices, routines, layout, the roles and responsibilities of other staff, and confirmation of the conduct expected of all staff and volunteers. Induction also provides opportunities for new staff and volunteers to discuss any issues or concerns about their roles and responsibilities; and enable the new member of staff's or volunteers line manager to recognise any concerns or issues about the person's ability or suitability early and address them immediately.

The content and nature of induction will vary according to the role and previous experience of the new member of staff or volunteer, but in respect of safeguarding and promoting the welfare of young people the induction programme will include discussion about, and the provision of written the statements on:

- safeguarding and promoting children's and young peoples welfare e.g. child protection, anti bullying, anti racism, physical intervention/restraint, intimate care, internet safety, school security, health & safety, fire alarms/drills etc.;
- safe practice and the standards of conduct and behaviour expected of staff, volunteers, and students in the school; how and with whom any concerns about those issues should be raised; and
- other relevant personnel procedures e.g. disciplinary, capability and whistle blowing.

Time is dedicated each week throughout the whole of the first term of employment at the school to ease induction. Induction undertaken with the new member of staff's line manager is also the introduction to supervision at the school.

Separate induction booklets for teaching and learning & student support staff provide more detailed information in respect of practice.

SUPERVISION

Everyone professionally involved in working with students with emotional and behavioural difficulties needs supervision. Supervision is a time when reflection on the stresses and strains of the work can be undertaken. Often our student's behaviour is particularly

challenging, and staff need to remain calm and sensitive to students needs so that the school provides a responsive and understanding service to them.

Supervision occurs every time staff members talk to someone else about their thinking in relation to work, whether to a friend, spouse, partner or colleague. At Windlestone it is believed that such discussion is of such benefit it should be part of the formal arrangements the school employs for supporting and developing its staff group. The school considers supervision so crucial that one of the five statutory training days is, in a series of six twilight sessions throughout the year, used for supervision.

Supervision is also necessary because it helps line managers do a better job, by staying in touch with staff feelings, the progress of work and the quality and extent of support management should be providing staff. Supervision allows the school to respond to the needs of the staff team as a whole, and individuals in particular, wherever possible.

What occurs in supervision should not be discussed elsewhere, except when advice is needed from the supervisor's own line manager, or where decisions need to be communicated to other members of staff, in respect of a training or observation need for example.

Supervision is for all professional members of staff once the induction programme is completed. Supervision should occur at a minimum of half termly intervals. Staff members can request more regular supervision and supervisors should make every effort to provide it.

The aims of regular supervision are to:

- provide a forum for discussion on professional issues and any personal issue the member of staff wishes to bring to the meeting;
- provide a forum to address feelings aroused by working with people and students in stressful situations;
- help line managers stay in touch with the quality and extent of support they should be providing;
- provide a safe environment to "safety valve" issues;
- provide a relaxed occasion enabling staff to fully explore their ideas, feelings and attitudes; and
- ascertain progress made in staff development plans

A substantive policy & practice on supervision provides more detailed information.

IN-SERVICE EDUCATION/TRAINING

In-Service Education and Training builds the expertise and confidence of individuals and groups of staff in order to enable them to plan, organise, manage, deliver and evaluate the curriculum and support to students in all their dimensions.

In-Service Education and Training supports the achievement of the school's Aims and Objectives and long term and short term targets defined in the school's Development Plan. It supports the achievement of individuals' short and long term professional goals. It also contributes in the long term to the raising of standards for the teaching profession and support services as a whole.

The school, like all others, has five days for In-Service Education and Training when students are not present. Additionally staff can attend courses during term time provided that resources permit it, and attendance is regarded as appropriate either for the school as a whole or the individual staff member. The school maintains a small library of professional texts within the staff room for all to use.

Whole school or staff group training is largely dictated by the need to meet the school's Aims and Objectives and targets defined in the school's Development Plan. Individual's attendance at specific courses at other times of the year is likely to have been identified in supervision, staff development, or performance management. However, every two years an audit of staff perception of whole school training and individual training needs is undertaken, which also impacts upon the identification and subsequent delivery of training.

The day to day management and organisation of Staff Development is the responsibility of the Deputy Headteacher.

Procedure for attending courses

1. Information about courses can be gained from:
 - Deputy Headteacher
 - Durham's Professional Development Handbook
 - Staff Development Notice Board
 - Professional Newspapers and Journals.
2. Staff wishing to go on a course should discuss it with their Line Manager.
3. If the course is Durham LEA course staff will need to collect a form from the Deputy Headteacher.

This form must be carefully completed, and signed.

4. If it is not a Durham course and there is a cost attached to the course (e.g. a course fee, subsistence allowance or travelling costs) then staff must:
 - collect a form from the Deputy Headteacher,
 - complete this form carefully, and
 - return it to the Deputy Headteacher.

If approval is given for the funding staff will be informed as soon as possible. Staff will need to ensure that sufficient time is allowed between completing the form and attending the course.

5. All course participants are expected to provide a written evaluation of the course or some other form of suitable feedback. This will be agreed prior to staff attending the course.

Any member of staff who attends a course should expect to contribute to school-based INSET sessions.

PERFORMANCE MANAGEMENT (LEARNING & STUDENT SUPPORT ASSISTANTS)

The Learning & Student Support Assistants (LSSAs) Performance Management Programme is designed to encourage and aid discussion between LSSAs and their line managers, and in particular to engender an appropriate atmosphere for the regular review of performance and the development of potential. The plan, arising from that discussion is a collaborative one, shared by the member of staff and line manager.

Throughout the programme the theme is one of mutual advantage and collaboration, with the contents of the documents being disclosed and readily available to the staff member.

Emphasis is placed on the identification of the requirements of the job and consideration to the LSSA's performance in relation to these requirements, and future professional growth. Staff members' openness and commitment to the process will impact on its effectiveness.

It is recognised that any improvement in the staff member's performance will be to the benefit of the school as a whole, and groups of and individual pupils within it. Consequently the Programme aims to:

- A. Help staff in their job by providing:
- feedback on job performance,
 - the opportunity to develop talents or remedy weaknesses, and
 - an opportunity to discuss professional development and career potential.
- B. Help improve our service to students and families by:
- identifying the talents and skills of staff,
 - encouraging and developing these skills and talents,
 - identifying obstacles to improving performance in the service,
 - identifying training needs, and
 - developing a dialogue between staff.

The programme is based on an initial meeting, the collection of information, observation of task, the development discussion and design of an agreed development plan which is regularly reviewed over the following year until the process is evaluated and restarted.

A substantive policy & practice on LSSA Performance Management Staff provides more detailed information.

PERFORMANCE MANAGEMENT (TEACHERS)

Performance Management is a process to support the development of teachers to improve teaching and to raise standards. Performance Management covers all teachers except those on contracts of less than one year and those in their induction year who are covered by separate procedures.

The process seeks to support teachers to meet all reasonable expectations in respect of the discharge of their responsibilities. It involves a three-stage annual review process of.

1. Planning

Each teacher will discuss and agree three objectives with the Team Leader who will record these on the planning record. Teacher objectives will cover student progress as well as ways of developing and improving the teacher's professional practice.

The aim is to ensure a high standard of classroom teaching. To enable this to occur the criteria detailed below will be consistently applied and inform the objectives agreed for each teacher.

The criteria used to inform the objectives will be:

- lesson preparation and planning
- subject knowledge
- appropriateness of teaching methods
- student support and management
- assessment and monitoring of students' work and progress
- outcomes achieved by students
- use made of time and resources
- effective use of homework

The Team Leader will record the objectives, which will apply for the review period. These will be jointly agreed if possible. If there are any differences of opinion about the objectives, the teacher may add comments to the written record of objectives.

2. Monitoring Progress

The Team Leader will undertake classroom observation sufficient to make an informed judgment.

If the Team Leader requires further information, written or oral, relevant to the teacher's performance from other people, the teacher will be consulted before the information is sought. Discussion on progress towards meeting the objectives will take place during supervision.

3. Reviewing Performance

There will be an annual review meeting between the teacher and the Team Leader. This meeting will use the recorded objectives as a focus to discuss achievements and to identify any development needs, including the proposed action, resources available within the school budget, development plan and professional development policy, and the support to be provided.

A written review statement will be prepared by the Team Leader at the review meeting recording the main points made and the conclusions reached, including any identified development needs on a separate annex.

Leadership Group

The Headteacher's annual objectives will cover school leadership and management as well as student progress. If the Headteacher and Governing Body representatives are unable to agree objectives, the governors appointed to review the performance of the Headteacher should set and record objectives.

The Deputy Headteacher's annual objectives will relate to student progress and school leadership and management and be set by the Headteacher.

For members of the leadership group the Team Leader will normally be the Headteacher.

The Performance Management process may identify serious deficiencies in a teacher's performance. Where this occurs, Performance Management will cease and the capability procedure under the agreed scheme will be used.

A substantive policy & practice on Performance Management provides more detailed information.

ADEQUACY OF STAFFING ESTABLISHMENT

The staffing establishment of the school is reviewed by Governors annually. The Headteacher will ensure that the staff to student ratio is sufficient on a day to day basis at all times, to ensure the health, safety, and welfare of students staff and visitors, and take whatever action is necessary to maintain sufficiency. Such action might include, for example:

- the employment of supply staff
- the deployment of staff from their timetabled duties
- sending individual or groups of students home
- restricting the numbers of students accessing the extended day

Within the classroom day class sizes will not exceed 8 students. Each class will be taught by a teacher supported by an LSSA. Under the direction of the Headteacher a suitably experienced LSSA may lead class groups supported by another LSSA or teacher. During the classroom day the school will be managed by 2 Duty Leaders with delegated responsibility for decision making in respect of managing school resources, including staffing, to ensure the health, safety, and welfare of students staff and visitors.

Within the extended day a team of LSSAs and teachers undertaking Additional Duties will be lead by 2 members of the Senior Management Team. The staff to student ratio during

extended evenings will not exceed 1:6 excluding the managers. On external trips the staff to student ratio will not exceed 1:4.

Within residential waking hours a team of LSSAs will be lead by 1 member of the Senior Management Team. The staff to student ratio during residential waking hours will not exceed 1:3 including the manager, but excluding any member of the Leadership Team on call.

Within non-waking hours 2 LSSAs will sleep in supported by 2 members of the Senior Management Team residing on-site. The staff to student ratio during non-waking hours will not exceed 1:5 including the 2 members of the Leadership Team.

At other times of the day, break times and lunch times, for example, the Headteacher will ensure that sufficient staff are on duty.

STAFF HANDBOOK

The high expectations staff have of students; the quality of relationships between staff and students and the effort staff make to secure student welfare; and the progress all staff members strive to enable them to make, is at the heart of the work at Windlestone Hall. The Staff Handbook is intended to provide every member of staff with the essential information needed in order to pursue this work.

The Handbook provides information about school policy and practice, as well as details of general and day-to-day routines. However, more detailed information in respect of school policy and practice can be found in the relevant substantive policy documents.

It is anticipated that established members of staff will find it valuable in providing an overview of the school. New members of staff should regard the Handbook as essential reading, providing detailed information about the way in which staff are expected to work.

The Staff Handbook contains the following sections:

Section 1 Annual Data

- Description of school
- Staff List
- Tutor Group Lists
- Case Co-coordinating Group Lists
- Governor List
- Calendar of Principal Dates for all staff
- Annual Calendar
- Teaching Timetable
- Leadership Team, LSSA, & Additional Duties timetable
- Location Map

Section 2 School Character & Plans

- Abridged School Development Plan
- Strategic Plan
- School Targets

- Section 3 School Finance
- Funding Summary
 - Budget Priorities
 - School Budget Plan
 - Resource Allocation
- Section 4 Academic
- Curriculum Statement
 - Assessment
 - Recording
 - Reporting
 - Reviewing
 - IEPs
 - Lesson Panning
 - Teacher Assessment for Termly Reporting & Commendations
 - High Quality Teaching & Learning in the classroom
 - Display
 - Marking
- Section 5 Pastoral
- Case Co-coordinating
 - Sex Education Policy
 - Home School Agreement
 - Equal Opportunities Policy
- Section 6 Safety & Welfare of Children and Young People
- Child Protection
 - Signs of physical, sexual or emotional abuse or neglect
 - Anti bullying
 - Anti racism
 - Restrictive physical intervention
- Section 7 Staff
- Staff Support & Development Policy
 - Supervision list
 - Professional Development Days
 - Procedure for Staff going on Courses
 - Leadership Team Responsibilities
 - Management Team Responsibilities
 - Job Description
- Section 7 Health & Safety
- Health and safety Policy

- Mini Bus & Transport Policy
- Fire Action
- Fire Drill

Section 8 School Routines & Other Data

- Teaching, Extended, and Residential Day
- Teaching Day Timetable
- School Procedures

Section 9 Pro-Formas

- Annual Report
- Curriculum Skills
- Personal Qualities

Section 10 Forms

- Educational
- Casework
- Behavioural

STAFF MEETINGS and HANDOVERS

A system of regular meetings allows staff opportunities to express their views and opinions and to be kept well informed of school events etc. Most importantly they represent a time in which staff can strive to improve professional practice. Meetings have agendas, and the minutes filed in the staffroom. The frequency of meetings is as described:

Leadership Team	Monthly
Management Team	Half Termly
Academic Curriculum Executive	Termly
Pastoral Executive	Termly
Teaching staff	Half Termly
Learning & Student Support Staff	Half Termly
Domestic	Termly
Case co-coordinating	As necessary
Key Skills	Half Termly
SEN	Half Termly
Learning & Assessment	Half Termly
Emotional Literacy	As necessary
Healthy Lifestyles	As necessary
Citizenship, Spiritual, Moral, Social and Cultural Development	As necessary
Enterprise & Entrepreneurial Skills	As necessary

Handovers allow for succinct verbal exchanges of a professional nature regarding incidents and points of interest regarding the students. Normally handovers will occur in the staffroom, that at 12.15p.m. occurs in the dining room and is restricted to urgent information. That last at night and first in the morning occur on the living unit. Staff need to be aware of others passing on information during handovers.

Timing of Handovers:

07.30 LSSAs → Headteacher
08.00 Headteacher → Head of Student Support
08.15 – 08.30 Head of Student Support → LSSAs
08.30 Headteacher → SMT
08.40 - 08.50 The Deputy Headteacher → Teachers
12.15 Teachers → Senior Manager
15.15 - 15.30 Teachers → Senior Manager, LSSAs
19.30 - 19.45 LSSAs → Senior Manager
22.50 – 23.00 LSSAs → Senior Manager

DISCIPLINARY PROCEDURE

This procedure has been designed to assist the School in maintaining standards of conduct and job performance and is intended to help and encourage all members of staff in achieving and maintaining the required standards. The procedure is necessary in promoting fair and consistent treatment of member of staffs and in achieving good industrial relations.

Whilst it is not possible to list all occurrences which may lead to disciplinary action, or to specify the nature of the disciplinary action to be taken, each case will be carefully considered and disciplinary action taken according to the particular circumstances. It is the policy of the school to ensure that the fullest consideration is given to the nature of the offence in relation to the member of staff concerned, their length of service, past performance, health and any domestic or social factors which may be relevant if disciplinary action appears necessary.

This procedure applies to all members of staff of the School (teaching staff for conduct issues, non-teaching staff for conduct and capability issues). The procedure for investigating and managing teacher capability issues is described separately.

No disciplinary action will be taken against trade union officials until the circumstances of the case have been discussed with a senior trade union representative or full-time official. Such prior discussion is not necessary where a member of staff is being counselled.

The procedure does not apply to termination of employment on the grounds of redundancy or permanent ill-health (to which separate procedures apply), to the termination of a temporary contract of employment by completion, the expiry of a fixed term contract or where probationary member of staffs do not reach required standards of performance within their probationary period.

In designing disciplinary procedures the School has had regard for the following basic principles:-

- no disciplinary action will be taken against any member of staff until the case has been fully investigated;
- after the appropriate investigation is complete, at every stage in the disciplinary procedure, the member of staff concerned will be advised of the nature of the complaint and will be given the opportunity to state their case before any decision is made and will have the right to be accompanied by a trade union representative or friend during the interview;
- no member of staff will be dismissed for a first breach of discipline except in the case of gross misconduct when the penalty may be dismissal without notice or payment in lieu of notice;
- an member of staff will have the right to appeal against any disciplinary penalty imposed;
- the procedure may be implemented at any stage if the member of staff's alleged misconduct warrants such action; and
- the responsibility for disciplinary action is delegated to the Head Teacher up to and including formal oral warning stage with rights of appeal to the Appeals Committee of the Governing Body. Written warnings or the decision that a member of staff should no longer work at the school can only be taken by the Committee of the Governing Body with rights of appeal to the Appeals Committee of the Governing Body.

Procedure

The day to day managerial supervision and guidance of member of staffs is a constant task and the school employs a range of mechanisms to do so. Inevitably there will be occasions when it is appropriate for any deficiencies of a member of staff to be explained without recourse to the disciplinary procedures. However, where improvement does not take place or a matter is of a more serious nature formal disciplinary process will be implemented.

Where the deficiencies of the member of staff relate to capability or competence, particular emphasis is placed on the counselling function and, if appropriate, offers of relevant training or transfer to other suitable work will be considered, in line with the advice in the guidance notes that follow this procedure

Following the collection of the facts, the Head Teacher shall decide whether there are grounds for holding a disciplinary hearing.

If the Head Teacher considers that the outcome of the investigation is sufficiently serious for a hearing in front of a Committee of the Governing Body, then the Director of Education will be informed at the earliest opportunity. The Director of Education will be informed of any meetings where a case may ultimately result in dismissal, to discuss the matter to enable him/her to arrange representation for the purpose of providing advice.

At any disciplinary hearing the member of staff will be invited to attend and will have the right to be accompanied by a trade union representative or a friend. No disciplinary action will be taken until the member of staff has been given the opportunity to explain their actions or omissions. If, following the hearing it is decided to take disciplinary action, the following action may be taken depending upon the nature of the case:-

In determining the appropriate disciplinary action which is to be taken the following range of options will normally be available, depending on the seriousness of the cases:-

- a formal oral warning,
- a formal written warning,
- a final written warning,
- dismissal with notice, and
- summary dismissal.

In exceptional circumstances it may be appropriate to apply other sanctions in conjunction with the formal warning process if the Committee/Head Teacher consider the nature of the conduct so warrants or as an alternative to dismissal. These may include:-

- demotion to a lower grade;
- transfer;
- suspension without pay.

Formal Oral Warning

If the offence is considered to be minor or counselling has not led to any improvements in conduct or performance, a formal oral warning may be given by the Head Teacher. The member of staff concerned will be advised that this warning constitutes the first formal stage of the procedure along with the rights of appeal and a record should be kept for reference purpose, shown to the member of staff who should sign the record. Under normal circumstances a formal oral warning will be disregarded for disciplinary purposes after 6 months, subject to satisfactory conduct and performance.

Written Warning

If the offence is a serious one, or counselling has not led to any improvements in conduct, a written warning may be given by the Committee of the Governing Body. This will give details of the complaint, the improvement required and any timescale specified during which that improvement must be achieved. It will also inform the member of staff that if satisfactory improvement is not achieved and maintained, further disciplinary action will be taken which may ultimately result in the member of staff's dismissal. The letter will advise the member of staff of the right of appeal.

Under normal circumstances a written warning will be disregarded for disciplinary purposes after one year, subject to satisfactory conduct and performance. If this period is to be varied in exceptional circumstances, the member of staff will be informed of this in the disciplinary letter.

Final Warning

If there is a failure to improve and conduct or performance is still unsatisfactory or if the misconduct is sufficiently serious or performance sufficiently unsatisfactory to warrant only one written warning, but not sufficiently serious to justify dismissal (a first and final warning), a final written warning will be issued. This will give details of the complaint, will warn that dismissal will result if there is no satisfactory improvement and will advise of the right of appeal.

Under normal circumstances, a final written warning will be disregarded for disciplinary purposes after 18 months, subject to satisfactory conduct and performance. If this period is to be varied in exceptional circumstances the member of staff will be informed of this in the disciplinary letter.

Dismissal (with notice)

If the conduct or performance is still unsatisfactory and the member of staff still fails to reach the required standards, then the determination will normally be made that the member of staff should cease to work at the school. The member of staff will be provided with written details of the reasons for this determination and advised of the right of appeal.

Gross Misconduct

Gross misconduct is behaviour of such a nature that the School cannot allow the continued presence at work of a member of staff. If a complaint is of so serious a nature that it may amount to gross misconduct, the matter will be referred to the Head Teacher. In cases where there are grounds for doubt as to the suitability of an member of staff to continue to work or where suspension may assist in the completion of the investigations, the individual concerned may be suspended, whilst investigations are being made, or pending the outcome of a disciplinary hearing, in accordance with the appropriate conditions of service. A member of staff may be suspended either by the Governing Body or the Head Teacher, who will immediately inform the Director of Education and the Head Teacher or the Governing Body (as the case may be). The suspension may only be ended by the Governing Body who must immediately inform the Director of Education or the Head Teacher.

Appeals

Member of staff have the right to appeal against disciplinary action at each stage of the procedure. Letters confirming disciplinary action will include details of the member of staff's appeal rights. The appeal will be heard by the School's Appeals Committee.

Notice

In the case of dismissal if the member of staff chooses not to appeal or the Appeals Committee upholds the decision that the member of staff cease to work at the school, then the Director of Education will be notified in writing of the determination and provided with a detailed account of the reasons. The Director of Education will then arrange for the letter of termination to be issued with or without notice as appropriate.

Headteacher's Procedure

Where there are concerns about the work performance, attendance, conduct or behaviour of the Head Teacher, the matter shall be referred to the Director of Education so that he or his

representative in consultation with the Governors can clarify who will investigate the issue. Where relevant, any appropriate guidance should be given and time allowed for improvements to take place. In any further proceedings, the investigating officer shall assume the role of Head Teacher.

The procedure as set out above will also apply in the case of the Head Teacher except:-

- that the question as to whether a warning is to be issued will be determined by the Committee of the Governing Body taking into account the advice of the Director of Education;
- that any warning to the Head Teacher or written confirmation of a warning will be issued on behalf of the Governing Body by the Chair of the Committee;
- that the Governing Body empowers the Chair of Governors or if the Chair is not available, the Vice-Chair of Governors in consultation with the Director of Education to suspend the Head Teacher from duty in a case where there is good and urgent cause.

References to the Head Teacher in this procedure include any authorised representative of the Head Teacher or the Governing Body.

TEACHER CAPABILITY

This procedure has been designed to assist with problems of teacher capability. It describes a procedure that is fair, efficient and in accordance with good employment practice.

Good management, clear expectations and appropriate support goes a long way towards addressing weaknesses in performance. Early identification of problems through induction, supervision and performance review will help to avoid the need for formal capability procedures. In most cases an improvement will be achieved informally with a minimum of support and attention. In others a more formal approach will be necessary.

The recommended timings are upper limits which may be shortened if appropriate. The short procedure of up to four weeks would be appropriate in particularly serious cases. Examples of this might be where a teacher's classroom control is so poor that no order can be established to enable teaching to take place and/or the health and safety of students is placed in real jeopardy.

INFORMAL STAGE

Where a teacher may be under-performing, the Headteacher or other line manager will investigate and collect evidence. The Chair of Governors will make arrangements for this to be done if the performance of the Headteacher is in question. Once the facts are gathered and the seriousness of the problem established there are three options:

- drop the matter (no case to answer or trivial)
- arrange counselling (support without using the formal procedure)
- arrange a formal interview (formal approach for more serious cases)

Counselling

Counselling and informal coaching will aim to encourage and help the teacher to improve. It will be conducted discreetly. Explanations will be considered carefully and the matter dropped if it becomes evident that there is no case to answer. The teacher will be told:

- what is required,
- how performance will be reviewed,
- the review period, and
- that the formal procedure will commence if there is no improvement.

Counselling will not go on too long. A brief note of any counselling will be kept for reference.

Discussion must not harass the teacher or turn into a formal interview. If more serious concerns arise, or if the teacher expresses discontent or indifference to the counselling, the formal procedure will be initiated to deal with the matter in a more structured manner.

After a period of review involving observation and assessment a firm conclusion will be reached. The options will be either to:

- drop the matter, or
- convene a formal interview.

FORMAL STAGE

Formal interview

The formal interview initiates the formal stage of capability procedure. It provides an opportunity to deal with more serious problems in a structured way. It allows the teacher to prepare a response to allegations about performance and make a case in the company of a union representative or colleague. At least 5 working days (or 7 consecutive days out of term time) notice must be given for the interview.

The interview may provide new information or put a different slant on evidence previously collected. If it becomes clear that further investigation is needed the interview should be adjourned for an appropriate length of time to allow this to happen.

There are four options at formal interview:

- drop the matter,
- counselling (except where already undertaken without improvement)
- oral or written warning
- final written warning

The first two options are only relevant where new information suggests that the matter is not as serious as it first seemed.

The decision as to which level of warning to issue is dependant on the seriousness of the problem. If performance is unsatisfactory a written warning will normally be the next step and will invoke an assessment period of up to two terms. An oral warning would not normally be necessary in cases where counselling has already taken place. In cases of particularly serious concern, where the education or health and safety of students is in jeopardy, it may be appropriate to move directly to a final written warning. This will invoke an assessment period not exceeding 4 weeks.

A decision should be made after all the facts and any representations from the teacher have been considered. The Headteacher or line manager will adjourn the meeting briefly to consider the appropriate option before delivering a decision to the teacher. Any appeal against a warning must be made within 5 working days (or 7 consecutive days out of term time), and heard within 10 working days (or 14 consecutive days out of term time) of notification of appeal, and must not interrupt the progress of the procedure, unless the appeal decision leads to the matter being reconsidered.

Where a formal warning is issued, the Headteacher or line manager will use the remainder of the meeting to:

- identify the professional shortcomings;
- give clear guidance on the improved standard of performance needed to end the capability procedure;
- explain the support that will be available, and how performance will be monitored over the following weeks;
- identify the timetable for improvement and agree a date for the next/final evaluation meeting; and
- make it clearly understood that failure to improve may lead to dismissal.

A letter will be sent to the teacher immediately after the formal interview:

- recording the result of the investigations,
- the main points discussed at the meeting,
- confirming the decision, and
- where a warning is issued, giving information about the handling of the formal stage.

Information about the subsequent procedure can be found in the LEA's Manual of Guidance for Personnel Procedures

REVIEW

The school will regularly evaluate and review its systems of staff selection, support and development. It will also consider positively future suggestions or obligatory advice from the Local Education Authority or the Department for Education and Skills respectively.

The school will maintain separate documents in respect of Induction, Supervision, Staff Development, and Performance Management and will regularly update the Staff Handbook and job descriptions, and all of its other staff selection, support and development mechanisms.

PM Jonson

July 2003

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