



Staff Induction Procedure 2025-2026

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Approved by the Board of Governors:

September 2025

Date of next review:

July 2026

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Welcome

It is always a pleasure to welcome new staff to More House School. We look forward to working with you and supporting you to develop and flourish in your new role.

Policy Statement

1. General

More House School believes that all new employees must be given a timely induction. This training is regarded as a vital part of staff recruitment and integration into the working environment. This policy, associated procedures and guidelines define the School's commitment to ensure that all staff are supported during the period of induction, to the benefit of the employee and the School alike.

2. Aim

- It is the aim of More House School to ensure that staff induction is dealt with in an organised and consistent manner, to enable staff to be introduced into a new post and working environment quickly. This induction policy, associated procedures and guidelines aim to set out the general steps for leaders and staff to follow during the induction process. It is expected that all leaders and staff will adhere to this policy.
- The School expects that the implementation of good induction practice by leaders/mentors will:
 - Enable employees to:
 - Settle into the School quickly, feel welcome, and become productive and efficient members of staff within a short period;
 - Contribute to improving the development of the overall effectiveness of the School, raising pupil achievement, and meeting the needs of pupils, parents and the wider community;
 - Understand and adhere to the School's code of conduct and what is expected of them;
 - Understand their responsibilities regarding Child Protection, and
 - Achieve a sense of job satisfaction and personal achievement.
 - Provide information and training on the School's policies and procedures;
 - Assist in reducing staff turnover, lateness and absenteeism;
 - Ensure the employees operate in a safe working environment, and
 - Reduce costs associated with repeated recruitment and training.

3. Inclusion

More House School is committed to encouraging equality, diversity and inclusion among our staff and students and eliminating discrimination.

Responsibilities

The Deputy Head

The Deputy Head is responsible for the induction of new staff and is assisted in this role by:

- The Head, oversight of School strategy and direction of the School;
- The Director of Finance and Resources, responsible for elements of induction related to conditions of employment, and
- The Director of Operations, responsible for elements of induction related to Health and Safety and Safeguarding.

Staff Induction Day

All new staff receive an initial induction day in which School policies and procedures are introduced, with a particular emphasis on Safeguarding, Teaching and Learning and Pastoral issues.

They will be provided with copies of:

- Part 1 of Keeping Children Safe In Education 2025;
- Safeguarding and Child Protection policy;
- Behaviour Policy;
- Staff Code of Conduct, and
- Attendance policy (incl. response to children who are absent from education).

The role of the Designated Safeguarding Lead (DSL) deputies will be explained and identified.

Continuous training

Beyond the induction day, More House believes that continuous training is required to support an individual to become fully integrated into the organisation. The procedure outlined in Appendix 2 demonstrates the expected induction a new colleague can expect on their first day, week and year.

Safeguarding - Induction programme

The safeguarding induction programme for all new staff and volunteers will include initial induction training and then **regular meetings with the DSL or a DDSL (at least once each term during their probationary* period and thereafter as necessary) with the following terms of reference:**

- Reinforcing key safeguarding messages including, but not limited to:
 - Conduct expected of all staff and volunteers; all new staff and volunteers will be required to sign that they have agreed to the Staff Code of Conduct; discussion of the contents, including appropriate boundaries and key behaviours in relation to children and their families;
 - Training on school policies and procedures including the Child Protection, Whistleblowing and Anti-bullying policies and procedures for dealing with allegations;
 - Support and mentoring as referenced above;
 - Identification of key personnel including the DSL and DDSL;
- Assessment of any training needs: as a minimum, all new staff and volunteers will

be required to attend Induction Training and will receive regular updates (including, as necessary, set National College courses) on safeguarding and child protection in line with the requirements of KCSIE 2025;

- Any concerns about the new employee will be addressed and acted on immediately and in line with the school's Safeguarding and Child Protection Policy and Staff Employee Handbook;
- *The probationary period is set out in the contract for all new staff and volunteers.

Supply Teachers and Agency Staff

All new supply teachers and agency staff should be given appropriate induction advice, training and resources by the Deputy Head, this should include:

- Safeguarding children and child protection including any risks or issues to pertaining to particular children;
- Health and Safety;
- Fire and emergency procedures;
- First aid;
- Code of conduct;
- Behavior management policy;
- Relevant information from staff handbook, and
- Relevant information on curriculum, schedules and timetables.

Teaching Staff including Teaching assistants

All new staff should be given appropriate induction advice, training and resources by the Deputy Head, this should include in addition to the above:

- Access to the staff handbook;
- School prospectus and website details;
- Policy documents including Teaching and Learning policy and School Development plan;
- Curriculum plan and schemes of work;
- Assessment policy recording reporting resources and procedures;
- People list including SEND information;
- Information on whole school ICT including staff logins, and
- Timetables.

Administrative Staff

All new staff should be given appropriate induction advice, training and resources by the Director of Finance and Resources, this should include in addition to the above:

- Staff handbook;
- School administrative systems and procedures, and
- Specific job-related training such as finance, HR, reception.

Monitoring performance

- An initial meeting with the Director of Studies (DOS) will be used to clarify standards and expectations. During the first half term, all new members of staff are observed teaching at least once by the Head of Department (HOD) or DOS, and regularly thereafter by the HOD or a member of SLT. All observations are in accordance with the lesson observation procedures outlined in the School's staff development policy and set against the relevant person and job specification. These observations will be shared with the line manager and will inform the staff development process.
- All new staff will meet with the DOS once each term during their probationary period in order to provide support and to discuss feedback from the DSL/ENSC/HOD/DH. The DSL/ENSC/HOD/DH will provide feedback on pastoral work and teaching for that meeting including feedback from observed lessons.
- Records are kept of all meetings and observations, which are shared with the new member of staff.

Appendix 1 - Staff induction day procedure

Alongside the opportunity to meet colleagues and familiarise yourself with the School procedures, new staff will meet the following staff members. These meetings will include, but not be exclusive to the following elements:

- **Welcome and tour of the School (Head);**
 - Vision and aims of the School;
 - Facilities, staff room and location of key staff;
 - Intercom;
 - School lunches, and
 - Introduction to buddy/mentor.
- **Staff code of conduct (Deputy Head);**
 - Dress code;
 - Acceptance of gifts;
 - Introduction to ISAMs and Google Platforms;
 - Introduction to Behaviour Management Procedures at the School;
 - IT/Intranet account, and
 - Email account.
- **Safeguarding including Visitors' and Visiting Speakers policy, (Head of Operations);**
 - Child protection procedures;
 - Use of mobile phones and social media;
 - Whistleblowing policy, and
 - Introduction to CPOMS.
- **Health and Safety arrangements (Head of Operations)**
 - Fire instructions and procedures;
 - Signing in and out;
 - Incident reporting;
 - Accident reporting;
 - First aid facilities;
 - Security of the building, and
 - Security of personal belongings.
- **Outline conditions of employment (Director of Finance and Resources)**
 - Working hours;
 - Salary information, including pension;
 - Sickness and absence, including medical appointments;
 - Leave of absence, and
 - GDPR

Depending on the status of the required vetting, employees will also receive logins, School device and identification lanyard.

Appendix 2 - Ongoing training procedure - Part 1

First Day	Introduced to colleagues, pupils and mentor (Head)
	Teaching and Learning support (HOD or DOS) ● Review of timetable, including timings and staff, meetings, assemblies and registrations; ● IT support with casting, taking a register, phone system and photocopier, and ● Explain the expectations for learning in the classroom.
First Week	Meeting with line manager at the end of the first week to: ● Review progress; ● Identify training and development needs, and ● Day to day procedures - Cover/Supervision/Daily notices.
	Safeguarding (Head of Operations) ● Contextual safeguarding and pupils; ● Review of reporting system CPOMS and Smoothwall, and ● Visitors procedures.
	Pupils with additional needs (SENCO) ● Supporting pupils with additional needs ● Pupils with EHCP and LAC/PLAC
	Protocols and communication with parents (Mentors) ● Contacting using email/ISAMS, and ● Key dates and Google calendar

Appendix 3 - Ongoing training procedure - Part 2

Induction Cycle		
Block	Information	Who
First term	1) History and context of the School/ pupil demographics Co-curricular and Enrichment (Including House System)	Head HOO
	2) Emergency evacuation procedures	DH
	3) Rewards and Sanctions - Behaviour policy and Anti-bullying policy	JRz
	4) Pupil progress and reporting to parents Assessment	SOC
	5) Lesson observation and feedback	HOO/SV
	6) Staff Wellbeing	
Second term	1) School Pastoral support and the role of the Form Teacher	PSO/DOPC
	2) Be More - Stretch and Challenge at More House	JCr
	3) Google classroom review	Mentor
	4) Safeguarding - Mental health and supporting structures	HOO
	5) Critical incidents review	HOO
	6) Feedback and marking	SOC
	7) Data protection	DOF
Third term	1) Safeguarding - E-Safety	HOO
	2) Supporting More House Visibility	HOA
	3) CPD and further development	SOC/HoD
	4) Lesson observation and feedback	Line Manager
	5) Equity Diversity and Inclusion	Head

Appendix 4 - Induction Checklist for New Staff

Dear New Staff Member,

Welcome to More House School! Your expertise and passion are invaluable, and we are all excited to embark on this new academic period together. This induction policy is designed to help you settle in smoothly and understand our ethos and procedures. We are here to support you every step of the way. My door is always open should you ever have a question.

Claire Phelps (Head)



New Employee Name	
Employment Start Date	
Job Role	
Mentor	

When	Task	Who	Date Completed	Employee signature
Induction Day	Welcome and tour of the School	H		
	Staff code of conduct	DH		
	Safeguarding including Visitors' and Visiting Speakers policy	HOO		
	Health and Safety arrangements	HOO		
	Outline conditions of employment	DOF		
First Day	Introduced to colleagues, pupils and mentor	H		
	Teaching and Learning support ● Review of timetable,	HOD		

	including timings and staff, meetings, assemblies and registrations • IT support with casting, taking a register, phone system and photocopier • Explain the expectations for learning in the classroom			
First Week	Meeting with line manager at the end of the first week to: • Review progress • Identify training and development needs • Day to day procedures - Cover/Supervision/Daily notices.	LM		
	Safeguarding • Contextual Safeguarding and pupils • Review of reporting system CPOMS and Smoothwall • Visitors procedures	HOO		
	Pupils with additional needs • Supporting pupils with additional needs • Pupils with EHCP and LAC/PLAC	SENCO		
	Protocols and communication with parents • Contacting using email/ISAMS • Key dates and Google calender	Mentor		

When	Task	Date Completed	Employee signature
Term 1	Meeting with the Head - History and context of the School/ pupil demographics - Co-curricular and Enrichment (Including House System) Meeting with HOO - Emergency evacuation procedures Meeting with DH - Rewards and Sanctions - Behaviour policy and Anti-bullying policy Meeting with Exams and Data - Pupil progress and reporting to parents Assessment Lesson observation and feedback - Director of Studies Meeting with HOO/Staff Voice - Staff Wellbeing		
Term 2	Meeting with HOO - Critical incidents policy Meeting with JCr - Be More - Stretch and Challenge Meeting with Mentor - Google Classroom Meeting with HOO - Safeguarding - Mental Health and Wellbeing Meeting with SOC - Feedback and marking Meeting with VJ - Data protection and privacy		
Term 3	Meeting with HOA - Marketing More House Meeting with SOC - CPD and future development (1:1) Lesson observation and feedback - Line manager		

	Meeting with HOO - Safeguarding - E-Safety Meeting with Head - EDI		
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Appendix 5 - Key Personnel

Head	Ms Claire Phelps
Deputy Head	Mr Toby Robertson
Director of Finance and Resources	Ms Vicky Johnson
Head of Operations and Designated Safeguarding Lead	Mr Michael Keeley
Director of Studies	Mrs Sinead O’Callaghan
Director of Pastoral Care	TBC
Director of Co-curriculum and Enrichment	Miss Emily Calderwood
Head of Sixth Form	TBC
SENCO	Mr Johnathan Roberts

Other key staff

Assessment and Data and Exams Officer	Mr Jorge Rodriguez
Head of Admissions and Marketing	Mrs Zunade Powell de Caries
Be More Coordinator	Mr Johnathan Crowe
EA to the Head and Office manager	Miss Sam Xiberras

Appendix 6: Example of the School day

Staff are expected to be on site between 8.15am and 4.30pm.

		Monday	Tuesday	Wednesday	Thursday	Friday
07:45 - 08:25	Before school	Co-curricular Activities	Co-curricular Activities	Co-curricular Activities	Co-curricular Activities	Co-curricular Activities
08:25 - 08:55	Registration	Registration and tutor time	Registration and tutor time	Registration and tutor time	Registration and tutor time	Registration and tutor time
08:55 - 09:50	Period 1	Lessons	Lessons	Lessons	Lessons	Lessons
09:50 - 10:45	Period 2	Lessons	Lessons	Lessons	Lessons	Lessons
10:45 - 11:15	Break					
11:15 - 12:10	Period 3	Lessons	Lessons	Lessons	Lessons	Lessons
12:10 - 13:05	Period 4	Lessons	Lessons	Lessons	Lessons	Lessons
13:05 - 13:35	Lunch 1	Lunch and Co-curricular Activities				
13:35 - 14:05	Lunch 2	Lunch and Co-curricular Activities				
14:05 - 15:00	Period 5	Lessons	Lessons	Lessons	Lessons	Lessons
15:00 - 15:55	Period 6	Lessons	Lessons	Lessons	Lessons	
15:55 - onwards	After School	Co-curricular Activities	Co-curricular Activities	Co-curricular Activities	Co-curricular Activities	

Appendix 7: House Staff

Director of Co-curriculum and Enrichment: Emily Calderwood

CANTERBURY	WALSINGHAM
HOUSE CAPTAIN: Amanda	HOUSE CAPTAIN: Georgie and Matilde
Johnathan Roberts	Oliver Adkin
Vicky Johnson	Jessica Frith
Sophie Banks	Sheniece Lowe
Liz Iwobi	Jonny Crowe
Samia El-Ali	Andrea Bauer
Mike Keeley	Jesse Tucker
Sam Xiberras	Paulette Monteiro
Andrew Massingham	Rajeeb Chakraborty
IONA	SANTIAGO
HOUSE CAPTAIN: Emme and Arabella	HOUSE CAPTAIN: Mia and Tay
Amy French	Toby Robertson
Olga Soltani	Jorge Rodriguez
Sinead O'Callaghan	Wayne Benskin
Dr Clare Harvey	David Jeffery
	Sue Chatterton
	Tia Williams
	Olivia Digby
	Moriah Kalles

Appendix 8: Form Tutors

Form Tutors 2025/26

Years 7 to 11 Tutors

FORM	Form Tutor	Rooms
Pre-Senior	Mr David Jeffries	C21
7JR	Mr Roberts	C22
8CH	Dr Harvey	L15
9TW	Ms Williams	C31
9OS	Ms Tudor	C32
10SC	Ms Chatterton	C33
11OD	Ms Digby	C23

Sixth Form Tutors

Form	Johnson-Thompson	Mardina	O'Bama
Form teacher	A.Rai	S.Banks	A.French
Rooms	L35	L36	L37

Appendix 9: High Expectations of Behaviour for Learning

High expectations of BEHAVIOUR FOR LEARNING



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