



Induction Handbook

for new employees at Thames View Infants

Contents

Welcome and Introduction

- Welcome to Thames View Infants
- Your Immediate Priorities

The Thames View Infants Ethos

- The Thames View Infants Ethos
- Listening to Children
- The Power of Talk4Learning
- Valuing Parents
- Communication and Confidentiality

Professional Conduct and School Culture

- Staff Conduct – Behaving Professionally
- TVI Advice on Gossip and Professional Conversations
- Dress Code – Dressing Professionally
- Positive Working Environment
- Establishing Yourself as a Professional First
- Thinking Carefully About Friendships and Relationships
- Positive Energy – The Duracell Approach
- If in Doubt, Ask
- Being Part of the School Community
- The Value of a Sit-Down Chat
- The Headteacher's Door is Always Open
- An Honest and Transparent Mindset
- A Can-Do Approach
- The Needs of the Service Come First
- The TVI Sparkle

Safeguarding, Welfare and School Expectations

- Your Initial Approach to Behaviour, Contenance, Accidents and e-Safety
- First Aid, Accidents and Communicating with Families
- British Values and Being a Good Citizen
- Policies and the Staffroom Area of the Website
- Annual Appraisal and “Advice in the Moment”

Behaviour and Relationships with Children

- How Do We Get Children to Be Well Behaved?
- Pupil Behaviour: Certainty Before Severity

- Getting Up the Mountain
- Limited Choices and Positive Behaviour Conversations
- Stickers, Rewards and Recognition
- Positive Language Matters
- Whose Responsibility is Good Behaviour?
- Resolving Disagreements
- “How Can We Fix This Together?”
- The Power of Walking Away
- Seeking Support Early

Working with Children and Families

- Hot Weather, Cool Children – Cold Weather, Warm Children
- Parents as Partners
- The Role of the Family Support Worker (FSW)
- Communicating Effectively with Parents
- Being a Local Parent and Staff Member

Employment, Attendance and Professional Responsibilities

- Your Conditional Appointment
- Reliability, Attendance and Professional Responsibility
- Planning Ahead and Having a Back-Up Plan
- Start Times, Finish Times and Professional Preparation
- Staff Meetings and Professional Development
- Planning Time, Non-Contact Time and Professional Development
- Visiting Other Schools (ECTs)
- Planning, Assessment and Moderation
- Absence Matters
- Absence Reporting Procedure
- Holidays and Leave of Absence
- The Two-Week October Half-Term
- Salary, Payslips and Payroll Information

Pay, Claims and Finance

- Claims, Additional Hours and Payment
- Being Paid to Cover a Class
- Claims-Only Contracts
- Understanding Your Pay

Administration, Communication and Site Procedures

- Resignation and Notice Periods
- Purchases and Reimbursement
- Working Effectively with the Office Team
- The Weekly Diary

- Staff Car Parking
- Key Fobs, Security and Building Access
- The Site Manager's Repair Book
- Your School Email Account
- If You Lose Access to Your School Email
- Reporting ICT Faults
- Looking After School Equipment
- Technology and Children
- ParentMail

Probation and Professional Development

- Probation Period
- Career Entry Profile – Transition Points 2 and 3 (ECTs)
- If You Are Considering Leaving

Key Information

- Session Times
- Nursery Sessions
- Key Staff

Induction Record and Sign-Off

- Safeguarding Induction Record
- Inclusion Induction Record
- Policy Reading Confirmation
- Lunchtime Staff Induction
- End of Induction Review Meeting

This booklet is intended as a helpful starting point for your induction. It complements, but does not replace, the need to read and understand our underwriting policies and procedures, or the value of learning directly from experienced colleagues. We encourage you to use this guide alongside conversations with key staff as you build your knowledge and confidence.

Welcome to Thames View Infants

You are joining a school with a long history of success and a strong reputation within the local community. Schools are not successful just because of outstanding inspection outcomes and high attainment; they are successful because of the people who work within them and the relationships they build with children, families and each other.

This handbook has been written to help you settle into your role and understand how we do things at Thames View Infants. Whilst policies explain what you must do, this document outlines the professional expectations, routines and approaches that help our school operate successfully.

Communication, professionalism, teamwork, positive relationships and close connections are central to our culture. During your first few weeks, take time to learn how the school operates. Ask questions, seek advice and observe experienced colleagues. If you are unsure, ask. If something goes wrong, communicate it. If you need support, seek it. No one expects you to know everything immediately.

We recruited you because we believe you have the skills and qualities to make a positive contribution to our school community. We want you to be successful and hope this handbook helps you settle quickly into life at Thames View Infants.

Children only get one chance at childhood and one chance at their infant education. Whatever your role, you have an important part to play in helping to get this right. We ask that you approach your role with a positive outlook, seek advice when needed and communicate openly if something is not right.

Together, we can make a real difference to the lives of our children and families. Welcome aboard.



Paul Jordan
Headteacher

At the end of the two-week induction period, we will meet to confirm that you have read this booklet and the referenced policies, retained your Safeguarding training from the DSL on your first day, met your mentor, contacted the Site Manager and had the opportunity to ask any questions. Completion of the induction process is an expectation of employment and will form part of the induction review meeting.

My Mentor: _____

Date to Meet with Headteacher (End of Induction): _____

Your Immediate Priorities

Starting a new role can feel exciting and, at times, overwhelming. Whilst there is much to learn, three priorities should guide your first few weeks with us and beyond.

1. Safeguarding Children

Nothing is more important than keeping children safe. Every member of staff, regardless of role, shares a legal responsibility for safeguarding and promoting the welfare of children. You will undertake essential Safeguarding training on your first day of employment. Actively engage with and retain this information. Familiarise yourself with our safeguarding procedures immediately and, if something concerns you, share it. If in doubt, ask. **Safeguarding is everyone's responsibility and should be foremost in your mind when working within a school setting.**

2. Your Duty to Whistleblow

Working in a school requires honesty, transparency and professional courage. If something is not right, it is your responsibility to communicate it to the appropriate person. Do not assume someone else will raise it. Concerns are far easier to address when they are shared early. Whistleblowing is everyone's responsibility.

3. Learning Quickly and Passing Probation

You have been appointed because we believe you can make a positive contribution to our school. During your probation period, focus on learning quickly, seeking advice, acting on feedback and establishing yourself as a valued member of the team. Nobody expects you to know everything immediately, but we do expect you to ask questions and approach your role with professionalism and enthusiasm.

Above all else, remember:

- Safeguarding and whistleblowing are everyone's responsibility – retain your training!
- Be positive, ask questions and communicate openly.
- Seek support early and act on advice.
- Enjoy becoming part of our school community.

The Thames View Infants Ethos

At Thames View Infants, every member of staff, regardless of role, contributes to our shared purpose: **helping every child and their family achieve their best.**

We are a hardworking, caring and child-centred school community. We believe that children only get one chance at childhood and one chance at their infant education, so we take our responsibilities seriously. We work hard, support one another, maintain high expectations and continually look for ways to improve. As a member of staff, you are joining a team committed to doing its very best for children every day.

Listening to Children

Listening to children is one of the most important things we do. Children should feel heard, valued and respected by the adults around them. Whether teaching, supervising, supporting or simply talking with a child, take the time to listen properly.

Give children your full attention, use open questions, allow them time to think and respond, and encourage them to share their thoughts, feelings and experiences. Avoid talking over children or discussing them whilst they are present but not involved in the conversation.

Children often tell us far more when they are given time, space and encouragement to talk. Effective communication is central to children's learning, wellbeing and development, and every interaction provides an opportunity to model it. Listening carefully is not an optional extra—it is a fundamental part of our role.

The Power of Talk4Learning

Talk4Learning is a key part of the Thames View Infants approach to teaching and learning. It is based on the belief that high-quality talk supports high-quality learning. Through carefully structured questioning, discussion and commentary, staff help children develop their language, thinking and understanding. Open questions are encouraged wherever possible, allowing children to explain, reflect and reason in greater depth.

Talk4Learning is not solely the responsibility of teachers. All staff are expected to model rich language and create opportunities for meaningful conversation throughout the school day. New staff should observe how experienced colleagues use Talk4Learning approaches and seek guidance where necessary. The key principle is simple: every interaction is an opportunity to develop children's language, thinking and communication.

Valuing Parents

Positive relationships with parents are central to our success. Staff represent the school at all times, and parents will form opinions about the school through every interaction they have with us. Communication, approachability and professionalism are therefore essential.

If you do not know the answer to a question, it is perfectly acceptable to say, “I will find out for you.” Every interaction should help build trust and confidence in the school and reinforce our commitment to supporting children and their families.

Communication and Confidentiality

Effective communication is one of the foundations of a successful school. Staff should not sit on concerns, mistakes, worries or uncertainties. If something is not right, communicate it. Sharing information appropriately allows problems to be resolved early and helps leaders understand the bigger picture.

Confidentiality is also a professional responsibility. Information should only be shared with those who need to know, with safeguarding and child protection concerns always being communicated in accordance with school procedures. Staff should never assume that someone else has passed information on. Good communication, combined with professional discretion, helps keep children safe and ensures the school operates effectively.

Professional Conduct and School Culture

Staff Conduct – Behaving Professionally

Thames View Infants is both a school and a public service. Professional behaviour is expected at all times, whether interacting with children, parents, colleagues or visitors. Every member of staff represents both themselves and the school, regardless of role or seniority. Courtesy, honesty, integrity, discretion and professionalism should underpin all interactions. Staff should always consider how their words, actions and decisions may be perceived by others, recognising that the reputation of the school is built through thousands of everyday interactions.

TVI Advice on Gossip and Professional Conversations

At Thames View Infants, we encourage staff to avoid gossip in all its forms. Gossip can quickly undermine trust, relationships and professional reputations. Information should be shared through appropriate professional channels, and confidential matters must always be treated with care.

The Headteacher often refers to several TVI adages, including *"A Still Tongue Makes a Wise Head," "Loose Lips Sink Ships,"* and *"Those That Spread the Gossip, Often Own the Gossip."* Their message is simple: think before you speak, protect confidentiality and avoid speculation. If a concern is important, raise it through the appropriate channels; if it is not, do not spread it.

Staff are encouraged to seek advice whenever something does not feel right. Avoid assumptions, remain professionally curious and take time to understand the wider context. In most situations, thoughtful discussion and good judgement are preferable to reactive decision-making. By communicating appropriately, protecting confidentiality and seeking advice when unsure, staff help maintain the positive and professional culture we value at Thames View Infants.

Dress Code – Dressing Professionally

There is no formal staff uniform at Thames View Infants. Staff are expected to dress in a manner that is professional, practical and consistent with their role as representatives of the school. Our expectation is generally "casual but smart." Clothing with large logos, prominent branding or overt sportswear should be avoided, and jeans are not normally worn during the working week except on Fridays or designated occasions.

Professional appearance contributes to children's perceptions of adults and parents' confidence in the school. A useful guide is to observe the professional standards modelled by established colleagues. Staff are encouraged to exercise good judgement so that difficult conversations about attire can be avoided.

Positive Working Environment

Everyone comes to work to make a positive difference to children's lives. We aim to be a supportive, purposeful and positive place to work where staff help one another and contribute positively to the wider school community.

We recognise that everyone experiences challenges from time to time. If something is troubling you, speak to the Headteacher or an appropriate leader rather than struggling alone. Leaders would always rather know about a problem early and help address it than discover it later when it has grown. Positive attitudes are contagious, and every member of staff plays a role in creating the culture we want children, families and colleagues to experience.

Establishing Yourself as a Professional First

New staff are encouraged to focus first on establishing themselves as credible professionals. During the early stages of employment, the priority should be learning the role, passing probation, developing professional credibility and earning the trust and confidence of colleagues.

Positive working relationships and friendships often develop naturally over time, but a strong professional reputation should come first. Staff are encouraged to be friendly, approachable and supportive whilst remembering that they are at work first and foremost. Reliability, professionalism and a willingness to learn provide the foundations for long-term success within the school.

Thinking Carefully About Friendships and Relationships

Positive working relationships are important and contribute to a happy workplace. However, staff should maintain appropriate professional boundaries and avoid becoming involved in workplace cliques, gossip, speculation or disputes. Friendships should never cloud professional judgement, and staff should think carefully before becoming involved in disagreements that do not directly concern them.

The same principles apply online. Staff should remember that social media activity and online conduct can have real-world consequences for themselves, colleagues, children and the school. If in doubt, seek advice before acting.

Positive Energy – The Duracell-Battery Approach!

At Thames View Infants, we encourage staff to bring positive energy, resilience and professionalism to their role each day. We recognise that everyone faces challenges from

time to time and leaders are always available to offer support. However, children deserve adults who are positive, engaged and emotionally available.

Seeking support is encouraged; suffering in silence is not. At the same time, staff should be mindful that negativity can affect colleagues and the wider school culture. We all have a responsibility to contribute positively to the environment around us.

If in Doubt, Ask

Nobody expects new staff to know everything. Schools are complex places and asking questions is encouraged and viewed positively. If you are unsure, ask. If something has gone wrong, communicate it. Do not hide mistakes, concerns or near-misses.

Leaders can usually resolve issues quickly when they are made aware of them early. The school values honesty, transparency and taking responsibility. We would always rather know about a problem than discover it later when it has become more complicated.

Being Part of the School Community

Thames View Infants is a large and busy school community, and staff are expected to engage actively with school life rather than work in isolation. Effective schools rely on people being connected, communicating well and sharing information appropriately.

Staff should check emails regularly, keep up to date with key communications and take an active interest in the wider life of the school. No single person holds all the information, and small pieces of information can often help others understand situations more fully or resolve issues more quickly. By staying connected, sharing information and supporting colleagues, staff help ensure the best outcomes for children, families and one another.

The Value of a Sit-Down Chat

Many workplace issues can be resolved quickly through a simple conversation. Staff are encouraged to speak directly to one another rather than allowing concerns, frustrations or misunderstandings to build over time. Face-to-face conversations are often more effective than lengthy email exchanges, particularly when emotions are involved. When concerns arise, take the opportunity to sit down, talk things through and work together towards a solution.

The Headteacher's Door is Always Open

Thames View Infants operates an open-door culture. Staff should feel confident approaching the Headteacher whenever they need advice, support, clarification or guidance. Early conversations often prevent small issues from becoming larger problems, so staff are encouraged to seek support whenever needed. If the Headteacher is unavailable, simply leave a message and a response will be provided as soon as possible.

An Honest and Transparent Mindset

Honesty and transparency are fundamental expectations for all staff. Leaders need accurate information in order to make good decisions and provide appropriate support. Staff should be open, straightforward and truthful in their dealings with colleagues, leaders, parents and external agencies. Mistakes should be admitted rather than hidden, and concerns should be raised rather than avoided. A culture of honesty helps build trust, supports effective safeguarding and ensures that leaders always know where they stand.

A Can-Do Approach

Schools are complex organisations and flexibility is essential. Staff may occasionally be asked to undertake reasonable tasks or responsibilities outside their usual routine in order to support the effective operation of the school. We value colleagues who approach such requests with a positive, cooperative and solution-focused mindset. A willingness to help, adapt and support others contributes to a strong team culture and ultimately benefits children and families.

The Needs of the Service Come First

The primary purpose of the school is to provide the best possible education, care and support for children. Whilst individual preferences are important and will be considered wherever possible, they cannot always take precedence over the needs of the children and the organisation. Staff are therefore expected to work flexibly and professionally, recognising that change, adaptation and collaboration are often necessary to achieve the best outcomes for our school community.

The TVI Sparkle

Visitors and professionals often describe Thames View Infants as having a distinctive "sparkle." We believe this comes from staff who enjoy their work, take pride in what they do and bring energy, warmth and professionalism to school each day. The sparkle is not created

by any one individual; it is built collectively through positive relationships, high expectations, teamwork and a shared commitment to children. Every member of staff contributes to the atmosphere, culture and reputation of the school, and we all have a role in helping the TVI Sparkle shine.

Safeguarding, Welfare and School Expectations

Your Initial Approach to Behaviour, Continence, Accidents and e-Safety

During your induction period, you are expected to read the school's safeguarding policies and guidance. **However, reading policies alone is not enough.** Many of the school's established approaches are best learned through observation, discussion and modelling.

You should not manage incidents involving behaviour, disagreements between children, continence, accidents, illness or e-Safety concerns independently until you have read the relevant policies, observed experienced colleagues, discussed procedures with the Headteacher, and are confident in the school's expectations and ways of working.

Good intentions are not a substitute for understanding and applying agreed procedures. Until you have completed these steps, seek support from experienced colleagues and learn from how situations are managed in practice. Nobody expects you to know everything immediately; we expect you to ask questions, learn from colleagues and gradually build confidence in our ways of working.

Use your meeting with the Headteacher at the end of the induction period to clarify any questions and confirm your understanding.

First Aid, Accidents and Communicating with Families

Thames View Infants has a number of trained Paediatric First Aiders who provide support throughout the school day. New staff should familiarise themselves with first aid procedures, personnel and reporting arrangements during their induction period.

Communication is a vital part of accident management. If you witness an incident, you may be asked to provide a detailed account of what happened. Accurate observations, clear communication and thorough record-keeping help ensure that children receive appropriate care and that families receive accurate information.

Certain incidents, including head injuries and suspected fractures, require specific recording and communication procedures. Parents should be kept informed about significant incidents involving their child, including accidents, soiling incidents, biting, significant disagreements or other matters where communication is essential.

Before sharing information with families, staff should ensure they understand the facts of the incident. Depending on the circumstances, communication may be undertaken by teachers, office staff or school leaders. Prompt, professional communication helps build trust and confidence with families.

British Values and Being a Good Citizen

At Thames View Infants, British Values are lived through everyday participation in school life rather than taught in isolation. We are proud to serve a diverse community and believe that respect, inclusion, tolerance and mutual understanding should underpin everything we do.

Staff are expected to model these values at all times, both within school and in their conduct outside of work and online. Every member of staff plays an important role in helping to maintain a positive, inclusive and cohesive school community.

Policies and the Staffroom Area of the Website

The school maintains a wide range of policies, procedures and guidance documents to support staff in their roles. Whilst nobody is expected to memorise every policy, staff should be familiar with key policies, particularly those relating to safeguarding, and know where to find them when needed.

The Staffroom section of the website contains important information, resources and employment-related documentation that staff should access regularly. Policies are practical tools designed to support professional decision-making and provide consistency across the school.

School Policies:

<https://thamesviewinfants.org/about-us/our-school/policies/>

Staff HR Policies:

<https://thamesviewinfants.org/staff-room>

Annual Appraisal and "Advice in the Moment"

All staff participate in the school's formal appraisal process. However, an important feature of the Thames View Infants culture is the use of "advice in the moment." Rather than waiting for formal review meetings, leaders and experienced colleagues may offer immediate guidance, coaching or feedback to help staff develop and improve.

Such feedback should be viewed as supportive and developmental rather than critical. It reflects our commitment to continual improvement and our belief that if we can help someone improve today, we should not wait until next term to do so. Staff are encouraged to ask questions, seek clarification and view feedback as an opportunity for professional growth.

Behaviour and Relationships with Children

How Do We Get Children to Be Well Behaved?

At Thames View Infants, we believe positive behaviour is built primarily through close connections and relationships. Whilst praise, recognition and rewards all have a role to play, children are most likely to behave positively when they feel closely connected to the adults around them. Staff are encouraged to build warm, trusting relationships by listening to children, showing interest in them and helping them feel safe, valued and supported.

Our aim is not for children to behave simply because they want a reward, but because they care about the relationship, respect the adult and do not want to let that person down. Strong relationships create influence, and influence helps adults guide children successfully. At Thames View Infants, connections always come first and behaviour improvement follows.

Pupil Behaviour: Certainty Before Severity

We believe that the certainty of a response is far more effective than the severity of a response. Children do not need adults to shout, become angry or create confrontation in order to learn from mistakes. A calm, consistent and predictable response is usually far more effective.

When expectations are not met, children should know that an appropriate conversation, consequence or restorative discussion will follow. Consistency helps children feel safe, strengthens relationships and supports long-term behaviour improvement. Our approach focuses on helping children learn and make better choices rather than simply securing compliance in the moment.

Getting Up the Mountain

"Getting Up the Mountain" is a shared language tool used throughout the school to help children understand and talk about their emotions. Children learn that when they are calm, regulated and ready to learn, they are at the bottom of the mountain. As emotions become stronger and more difficult to manage, they move further up the mountain.

This simple language helps children recognise their feelings without judgement and develop strategies to regulate themselves. Staff are encouraged to use these phrases consistently so that children receive clear and familiar messages throughout the school day. Over time, this becomes a powerful tool for supporting emotional literacy, self-awareness and positive behaviour.

Limited Choices and Positive Behaviour Conversations

Children are taught two simple school rules: **Do what you should be doing** and **Always try your best**. These principles underpin many of our behaviour conversations.

Staff are encouraged to use positive questions that help children reflect and make better choices, such as, *"What should you be doing?"* or *"What would trying your best look like here?"* These questions encourage self-correction and responsibility. In contrast, questions such as *"Why did you do that?"* are often less helpful, particularly when emotions are heightened.

Our behaviour conversations are designed to be calm, respectful and solution-focused, helping children think about what to do next rather than dwelling on mistakes. This approach supports self-regulation, problem-solving and positive relationships.

Stickers, Rewards and Recognition

At Thames View Infants, stickers, praise and other forms of recognition are used to celebrate effort, achievement and positive choices. However, we believe that positive behaviour is built primarily through strong connections, relationships rather than rewards. Children are most likely to meet expectations when they feel connected to trusted adults and value those relationships. Rewards may acknowledge positive behaviour, but relationships drive behaviour and remain at the heart of our approach.

Positive Language Matters

The language adults use with children matters. Staff are encouraged to frame instructions positively wherever possible, telling children what we would like them to do rather than simply what we want them to stop doing. For example, "Walking, thank you" is often more effective than "Stop running." Positive language is clear, calm and respectful, and supports our wider behaviour philosophy of helping children make good choices through positive relationships.

Whose Responsibility is Good Behaviour?

At Thames View Infants, behaviour is everyone's responsibility. Every adult, regardless of role, contributes to the behaviour culture of the school by modelling expectations, supporting children and promoting positive behaviour. Staff should not walk past a problem assuming it belongs to someone else, nor should they feel they must deal with every situation alone. Consistency and teamwork help children feel safe, secure and clear about expectations.

Resolving Disagreements

Children are taught to resolve disagreements respectfully by using the phrase, *“Do you realise I don't like that?”* This helps them communicate their feelings clearly and assertively without immediately relying on adult intervention. Staff should support these conversations by listening carefully, helping children communicate effectively and encouraging them to repair relationships when difficulties arise. Our aim is simple: we teach children to use words to solve problems.

As children get older, they are also encouraged to recognise when play is becoming too rough and to communicate their play boundaries clearly. Children use hands close together to indicate gentle play and further apart to signal rougher play. Staff should support children in negotiating, communicating and respecting one another's wishes rather than immediately imposing solutions.

“How Can We Fix This Together?”

When difficulties arise, staff are encouraged to focus on solutions rather than blame. Questions such as *“How can we fix this together?”*, *“What should you be doing?”* and *“How should you be playing?”* help children reflect on positive next steps and take responsibility for resolving problems. This approach supports self-regulation, problem-solving and positive relationships.

The Power of Walking Away

Children are also taught that walking away is sometimes the best solution. If attempts to resolve a disagreement have been unsuccessful, removing themselves from the situation can prevent further escalation and demonstrate maturity, self-control and good judgement. An important life lesson for children is that they do not need to win every disagreement or have the final word.

Seeking Support Early

Positive relationships underpin successful behaviour management. If a member of staff feels they are struggling to build a positive relationship with a child, or if significant behaviours arise, support should be sought early from colleagues, leaders or the Inclusion Team. Staff are never expected to manage serious behaviour concerns in isolation. Rare incidents of extreme behaviour must be recorded on “ABC Sheets” and senior leaders notified. Strong relationships, early intervention and joined-up support remain central to our approach.

Working with Children and Families

Hot Weather, Cool Children – Cold Weather, Warm Children

At Thames View Infants, we encourage children to develop independence and awareness of their own needs. One important example is learning to regulate their own body temperature. Staff should support children in making sensible decisions about adding or removing layers of clothing so that they remain comfortable and ready to learn.

Children who are too hot or too cold are unlikely to be at their best. By encouraging children to notice how they are feeling and respond appropriately, we help develop independence, self-awareness and personal responsibility. The principle is simple: **hot weather, cool children; cold weather, warm children.**

Parents as Partners

We believe that strong relationships between home and school help children thrive. Every member of staff has a role to play in building positive, trusting relationships with families and should approach parents with kindness, empathy and understanding.

Many of our families face significant challenges, and staff should avoid making assumptions about circumstances that may not be immediately visible. Families should never feel judged for asking for help. Every interaction is an opportunity to build trust, offer support and help families access the assistance they may need.

The Role of the Family Support Worker (FSW)

The Family Support Adviser (FSW) is an important member of the Inclusion Team and works closely with children, families and staff to help remove barriers to wellbeing, attendance and success at school. The FSW can provide practical support, advice, signposting and early intervention for families facing difficulties.

Staff are not expected to solve every family issue themselves. Instead, they should notice concerns, share information appropriately and seek advice from the Inclusion Team when additional support may be needed. Early support often prevents small concerns from becoming larger problems.

Communicating Effectively with Parents

Every interaction with a parent contributes to their perception of the school. Communication should be professional, approachable, timely and solution-focused. Staff should not avoid difficult conversations when they are needed, as small concerns are often easier to resolve before they become larger issues.

Positive communication is just as important as communicating concerns. Families should hear from school when things are going well, not only when problems arise. Effective communication builds trust, strengthens relationships and helps create a positive partnership between home and school. Remember: relationships are built one conversation at a time.

Being a Local Parent and Staff Member

Some staff may also be parents, local residents or active members of the wider community. Whilst this can be a real strength, it also requires clear professional boundaries. Parents will inevitably form opinions about the school based on staff conduct both inside and outside of work.

If approached about a school matter outside school, staff should politely direct parents back to the appropriate school channels rather than attempting to resolve issues informally. Professional neutrality is important and helps ensure that all families are treated fairly and consistently.

Staff should avoid creating the impression that some families receive preferential treatment and should never make promises or offer support that cannot be provided equally to all children and families. Encouraging parents to raise concerns through the proper channels protects staff, families and the integrity of the school.

Employment, Attendance and Professional Responsibilities

Your Conditional Appointment

All appointments at Thames View Infants are made on a conditional basis and are subject to satisfactory pre-employment checks, successful completion of induction and, where applicable, successful completion of probation. These checks may include professional references, enhanced DBS and safeguarding checks, right-to-work verification, qualification checks and any other requirements arising from employment legislation or safeguarding guidance.

The purpose of these checks is to ensure that the school remains a safe environment for children and that staff are able to fulfil their responsibilities effectively and professionally.

Reliability, Attendance and Professional Responsibility

Reliability is one of the most important professional qualities a member of staff can possess. Schools depend upon people being where they are expected to be, when they are expected to be there. Staff are expected to attend work regularly, arrive on time and be ready to begin their duties promptly.

Children, families and colleagues rely upon us being consistent and dependable. Whilst genuine illness is unavoidable and staff should never attend work when unwell, attendance, punctuality and reliability should be approached with professionalism and care. Every absence has an impact on children, colleagues and the wider organisation.

Working in a school is a marathon, not a sprint. Successful staff learn to manage their energy, workload and wellbeing throughout the academic year so that they can contribute consistently over the long term. The aim is not perfection but sustainability.

Planning Ahead and Having a Back-Up Plan

Staff are encouraged to think proactively about the practical arrangements that support reliable attendance, particularly where childcare or caring responsibilities exist. Emergencies do happen, but wherever possible staff should have contingency arrangements in place to help manage unexpected situations.

Good planning helps minimise disruption for children, colleagues and families whilst also supporting staff wellbeing. The principle is simple: prepare where you can, and seek support when you need it.

Start Times, Finish Times and Professional Preparation

Professional preparation is an important part of working in a school. Staff should arrive in sufficient time to be fully prepared and ready to begin their duties at their designated start time. Similarly, before leaving, staff should ensure that important information has been shared and that responsibilities have been appropriately completed or handed over.

Teachers are expected to allocate sufficient time to planning, preparation and organisation to ensure that children receive a consistently high-quality experience. The focus is not on clock-watching but on professional responsibility and readiness.

Staff Meetings and Professional Development

Professional development, communication and collaboration are important parts of working at Thames View Infants.

Teachers are expected to attend weekly staff meetings and professional development sessions on **Tuesdays**, which will normally conclude no later than **4:30pm**. Attendance and active participation form part of teachers' professional responsibilities and help ensure consistency, school improvement and effective communication across the school.

Occasionally, all staff may be required to attend after-school meetings, training sessions or briefings where important information needs to be shared. Wherever possible, advance notice will be provided. Where appropriate, additional time worked by claims-based staff will be paid in accordance with school procedures.

Planning Time, Non-Contact Time and Professional Development

Teachers are provided with non-contact time to support planning, preparation, assessment and professional development. All teachers receive weekly Planning, Preparation and Assessment (PPA) time, and wherever possible, year groups are encouraged to plan collaboratively to promote consistency, share expertise and support workload management.

Early Career Teachers (ECTs) receive additional statutory non-contact time as part of their induction programme. ECT 1 teachers receive a half day of mentor-supported time each week, whilst ECT 2 teachers receive a half day every fortnight. The school will always seek to ensure that statutory and contractual entitlements are met, although arrangements may occasionally be adjusted to accommodate operational requirements.

Visiting Other Schools (ECTs)

As part of the ECT programme, teachers may have opportunities to visit other schools and settings. These visits support professional development by allowing ECTs to observe practice, reflect on different approaches and broaden their professional understanding. Discussions regarding visits and other development opportunities should take place with mentors as part of the induction programme.

Planning, Assessment and Moderation

New teachers and ECTs will be introduced to the school's planning, assessment and moderation systems during induction. These include planning folders, guided reading records, formative and summative assessment processes, moderation arrangements and the school's electronic filing systems.

Many aspects of these systems are best understood through practical demonstration, discussion and mentoring. Staff should seek advice whenever they are unsure and exercise care when managing electronic files and shared resources. As throughout the school, if something has gone wrong, report it early. Problems are usually much easier to resolve when identified promptly.

Absence Matters

Thames View Infants follows the sickness absence procedures and HR policies of the London Borough of Barking and Dagenham. Staff should familiarise themselves with the relevant policies and absence reporting procedures during induction.

The school recognises the importance of staff wellbeing and a range of support mechanisms are available when needed. However, attendance matters. Every absence affects children, colleagues and the wider organisation, and all absences are monitored in accordance with HR procedures. Return-to-work meetings and attendance reviews should be viewed as part of the school's responsibility to manage attendance fairly, consistently and professionally whilst supporting staff wellbeing.

Absence Reporting Procedure

If you are running late or are too unwell to attend work, you must telephone the school on **020 8270 4317 (Option 0)**. If nobody answers, you should leave a message on the school's voicemail system.

If you are running late, contact the school office as soon as you become aware that this is the case.

If you are absent due to illness, you must:

- Telephone the school yourself by **7:45am on the first day of absence**. Text messages, emails or messages passed through another person are not acceptable.
- Telephone again **before 4:00pm on the first day of absence** to advise the school of your likely intentions for the following day. This assists with cover arrangements.
- If your absence continues, continue to contact the school **before 4:00pm each day** until advised otherwise by the Headteacher.
- Please note that the **only morning call required is on the first day of absence**.

After **seven consecutive calendar days** of sickness absence (including weekends, holidays and INSET days), self-certification is no longer sufficient and a GP Fit Note must be provided from the eighth day onwards.

If you are absent for an extended period, it is your responsibility to ensure that Fit Notes provide continuous cover with no gaps between dates. Gaps may result in absences being treated as unauthorised and could affect pay.

Staff who are absent for a prolonged period should also contact the Headteacher approximately once every fortnight to maintain communication and receive updates.

Cleaners: The same procedure applies, except the first-day absence call should be made by **5:30am** and subsequent daily update calls by **1:00pm**.

Holidays and Leave of Absence

Schools operate differently from many workplaces and annual leave is expected to be taken during school holiday periods. Holidays during term time will only be considered in exceptional circumstances and in accordance with school and local authority policies.

Staff should familiarise themselves with published term dates and plan holidays, travel and family commitments accordingly. Thames View Infants operates a two-week October half-term, which forms part of the annual school calendar.

The Two-Week October Half-Term

As a result of the school's two-week October half-term, some support staff fulfil contractual obligations through alternative arrangements during the school year.

Teaching Assistants with less than five years' service are required to deliver **11 hours of after-school clubs** across the academic year. Lunchtime staff with less than five years' service are required to complete **two additional hours of training**. These arrangements will be communicated in advance and form part of the school's commitment to maintaining high-quality provision and professional development.

Salary, Payslips and Payroll Information

Important employment information is distributed through your school email account, including electronic payslips and annual P60 documentation. Staff should therefore check their school email regularly and ensure they remain able to access it.

Support staff are normally paid on the **15th of each month**, whilst teachers are normally paid on the **last Thursday of each month**. December salary for teachers is usually paid on the Thursday immediately before the Christmas holiday period.

Staff should review payslips periodically and raise any payroll queries promptly through the appropriate channels. Early communication helps ensure that any issues can be investigated and resolved efficiently.

Pay, Claims and Finance

Claims, Additional Hours and Payment

Some roles within the school may involve claiming additional hours worked beyond contracted hours. Any additional work must be agreed in advance and authorised by the Headteacher. Staff should not assume that hours worked without prior approval will be paid.

Claims must be submitted using the appropriate claim form by the deadline of the **15th of each month** and countersigned by the relevant line manager. Staff are responsible for ensuring that claims are accurate, complete and submitted on time. New staff should meet with the Office Manager during induction to familiarise themselves with the claims process.

The school's expectations regarding honesty, transparency and integrity apply equally to financial claims. Any deliberately inaccurate or fraudulent claim will be treated as a serious matter.

Being Paid to Cover a Class

From time to time, Teaching Assistants who are appropriately graded, have successfully completed probation and agree to do so may be invited to provide class cover. All class cover arrangements must be authorised by the Headteacher and are entirely voluntary.

Where class cover is undertaken, payment will be made at the locally agreed rate and includes additional time for preparation, organisation and handover. Staff undertaking class cover can expect support and guidance, together with the same quality assurance arrangements that apply across the school. Children's learning remains at the centre of all decisions regarding class cover arrangements.

Claims-Only Contracts

Where staff work on a claims-only basis, accurate record-keeping, good communication and timely submission of claims are essential. Claims should be completed carefully and submitted by the monthly deadline to ensure payment can be processed correctly.

Staff working on claims-only contracts should seek advice from the Office Manager if they are unsure about any aspect of the process. The key principle is simple: keep accurate records, communicate well and ask if you are unsure.

Understanding Your Pay

Staff are encouraged to review their payslips regularly and raise any payroll concerns promptly with the School Business Manager. Payroll issues are usually much easier to resolve when identified early.

Support staff should be aware that salary arrangements involve payment in advance, which can occasionally cause confusion when employment ends. Understanding how payroll operates and checking your pay regularly will help avoid misunderstandings and ensure that any concerns are addressed quickly.

Administration, Communication and Site Procedures

Resignation and Notice Periods

We hope that your career at Thames View Infants will be successful, enjoyable and long-lasting. If you are considering leaving the school, we encourage you to speak to the Headteacher or School Business Manager as early as possible. Many concerns or uncertainties can often be discussed before decisions are finalised, and open communication helps everyone plan effectively.

Support staff are required to provide a strict minimum of **four weeks' written notice**. Teachers must comply with the nationally recognised resignation dates:

- **Last working day in October to leave on 31 December**
- **Last working day in February to leave on 31 March**
- **Last working day in May to leave on 31 August**

All resignations must be submitted formally and in writing.

Purchases and Reimbursement

Staff occasionally identify resources or materials that would benefit the school. Before making any purchase on behalf of the school, approval must be obtained from the Headteacher. If an approved purchase is made personally, an itemised receipt must be provided for reimbursement to be processed.

Reimbursements are made through BACS and are not normally immediate. The principle is simple: **ask first, keep the receipt and thank you for caring enough to want to improve our school.**

Working Effectively with the Office Team

The school office is a busy and vital part of Thames View Infants, supporting children, families, staff, finance, attendance, safeguarding and communication. Staff are encouraged to be mindful of particularly busy periods, including before school, break times, lunchtime and immediately after school.

Where possible, routine queries should be raised during quieter periods of the day. As with many aspects of school life, patience, courtesy and good communication help everyone work together effectively.

The Weekly Diary

The Weekly Diary is one of the school's most important communication tools and is normally distributed by the Headteacher each week. It contains key events, priorities, deadlines, reminders and operational updates for the week ahead.

Staff are expected to read the diary carefully and remain familiar with its contents. If you believe information is missing, incorrect or has been overlooked, raise this promptly rather than assuming somebody else has already done so. Early communication helps prevent small issues from becoming larger problems.

Staff Car Parking

Car parking on site is limited and is managed by the Site Manager. Staff must only park in designated spaces and must never block vehicles, access routes or emergency exits.

Vehicles are parked at the owner's risk and staff are expected to act professionally and responsibly should any accident or damage occur. Any incident should be reported promptly and dealt with openly and honestly, in line with the school's expectations regarding professional conduct.

Key Fobs, Security and Building Access

Staff who require access to the building will be issued with a key fob or access pass through the Site Manager. Access devices remain school property and must not be shared, lent to others or left unsecured.

Lost key fobs should be reported immediately and all access devices must be returned on or before the final day of employment. School security systems help keep our community safe and should be treated accordingly.

The Site Manager's Repair Book

Every member of staff has a role to play in maintaining a safe, welcoming and well-presented school environment. If you notice something that is broken, damaged, unsafe or in need of attention, do not assume somebody else has reported it.

The school's Repair Book, located in the School Office, should be used to report maintenance issues and concerns. Small problems are often much easier to resolve when identified early. By taking pride in our environment and reporting issues promptly, we help create the best possible conditions for children, families and staff.

Your School Email Account

All staff are provided with a school email account in the format:

firstname.surname@thamesviewinfants.org

School email is the primary method of communication within Thames View Infants and staff are expected to check it regularly. Important information, updates, requests and organisational communications will be distributed electronically.

The Headteacher will arrange the initial setup of your account. Please note that new passwords must always be activated on a school computer before being used on a phone, tablet or other device.

If You Lose Access to Your School Email

Reliable access to your school email account is essential. If you lose access to your account, please do not ask office staff to reset it for you.

Instead:

1. Email ICThelp@thamesviewinfants.org from your recovery or alternative email account.
2. Include your full name, role and a brief description of the issue.
3. Copy the Headteacher into the email.
4. Await instructions from the ICT Team. Requests can take up to approximately one week to process.
5. When a new password is issued, it must first be activated on a school computer before being used on a phone or personal device.
6. If difficulties continue, reply directly to the ICT Team and copy the Headteacher into the correspondence.
7. If the matter remains unresolved, forward all correspondence to the Headteacher for escalation.

Unfortunately, this process must normally be completed by the employee concerned and cannot be undertaken on their behalf by another member of staff.

Reporting ICT Faults

Thames View Infants relies heavily on technology to support teaching, learning and administration. If you identify an ICT fault, report it promptly to the Helpdesk via ICThelp@thamesviewinfants.org. Do not assume that somebody else has already reported it. Early reporting helps minimise disruption and allows problems to be resolved quickly.

Looking After School Equipment

School equipment should be treated with care and respect. Laptops, tablets, interactive screens and other resources are valuable tools that support children and staff. Taking pride in school resources helps ensure they remain available, functional and safe for everyone.

Technology and Children

Children's use of technology should always be appropriately supervised. Children should not access YouTube independently, and any use of online services should take place under direct adult supervision and in accordance with school safeguarding and e-safety policies.

Online safety is a safeguarding responsibility and all staff are expected to remain vigilant and follow the guidance provided through induction and school policies.

ParentMail

ParentMail is the school's primary platform for communicating with families and is used to share letters, reminders, updates and important information. Staff who require access should arrange this through the Office Manager during induction.

It is important that staff remain aware of the information being shared with parents so that communication between home and school remains consistent. The key principle is simple: **know what families have been told so that home and school are working from the same information.**

Probation and Professional Development

Probation Period

Thames View Infants follows the probation procedures and associated HR policies of the London Borough of Barking and Dagenham. Staff should familiarise themselves with the relevant policies available through the staff area of the school website.

Probation is intended to support staff in becoming successful and established members of the team. The school wants staff to pass probation and encourages colleagues to seek advice, act upon feedback and engage positively with support throughout the process.

Probation review meetings are normally held at approximately **6 weeks, 3 months and 5½ months**. Subject to satisfactory progress, employment is usually confirmed at the end of the six-month probation period. Staff should approach probation with professionalism, openness and a willingness to learn. Asking questions and seeking support early are viewed positively.

Career Entry Profile – Transition Points 2 and 3 (ECTs)

Early Career Teachers (ECTs) will complete the relevant Career Entry Profile reviews and transition discussions with their mentor as part of the Early Career Framework. These meetings support reflection, professional development and a successful transition into teaching. ECTs should engage fully with the process and seek support whenever required.

If You Are Considering Leaving Us

Recruiting, inducting and developing staff requires a significant investment of time, effort and resources. We hope that staff who join Thames View Infants establish themselves and become valued long-term members of the team.

If difficulties arise, staff are encouraged to seek support and discuss concerns with the Headteacher or School Business Manager before considering resignation. Many issues can be resolved through communication, guidance and professional dialogue. We would always rather help a colleague succeed than lose them.

Key Information

Session Times

Activity	Time
Teachers out to greet Families	8:40am
Children enter School	8:45am
Lessons Begin	9:00am
KS1 Playtime	10:45am – 11:00am
Reception Lunch	11:45am – 12:45pm
KS1 Lunch	12:15pm – 1:10pm
Reception Assembly	12:45pm – 1:00pm
KS1 Assembly	1:10pm – 1:30pm
Home Time	3:15pm
Uncollected children taken to Office	3:30pm

Nursery Sessions

Session	Time
Morning Nursery	8:45am – 11:45am
Afternoon Nursery	12:30pm – 3:30pm

Key Staff

Senior Leadership Team:

Paul Jordan

Headteacher

Designated Safeguarding Lead (DSL)

Rosa Corcoran-Jones

Deputy Headteacher

Head of Key Stage 1

Adam Dobson

Assistant Headteacher

Head of EYFS

Inclusion Lead

Deputy Designated Safeguarding Lead

Kelly Ager

School Business Manager

PA to the Headteacher

Phase Leaders:

Rofiya Begum

Head of Reception

Lakshmi Harikrishnan

Head of Year 1

James Woodhill

Head of Year 2

Inclusion and Safeguarding Team:

Adam Dobson

Inclusion Lead

Deputy Designated Safeguarding Lead

Emma Murphy

Inclusion Officer

Family Support Worker

Designated Safeguarding Lead (DSL)

Suzy Waters

SENDCo

Deputy Designated Safeguarding Lead

Serena Lee

Attendance Leader

Deputy Designated Safeguarding

Donna Bonifacio

Office Leader

Finance Manager

SEND Secretary

Premises:

Billy Haynes

Site Manager

Induction Record and Sign-Off

Aide Memoire

This page records key induction meetings, training and policy reading completed during the induction period.

Employee Name: _____
Role: _____
Start Date: _____
Mentor: _____

1. Safeguarding Induction — First Day

All staff must receive safeguarding induction from the Designated Safeguarding Lead on their first day.

This induction will include:

Child Protection and Safeguarding Procedures

- Signs and symptoms of abuse, including PENS (Physical, Emotional, Neglect, Sexual abuse)
- Relevant legislation and guidance
- National and locally agreed procedures
- Managing disclosures
- Confidentiality
- Recording concerns and keeping safe records
- Transfer of safeguarding information
- Local referral processes and making referrals
- Thresholds for referral
- Contact with parents
- Early Help, Family in Need, universal and targeted support
- CAF, CIN, CP and other forms of single-agency support
- Training and supporting staff
- Procedures and guidance for staff
- Appropriate touch
- The LADO
- Prevent/Channel awareness
- FGM awareness
- Allergen Awareness prevention Training/Benedict's Law: policy, children's individual plans, red lanyards and medical posters; food restrictions; Emergency response and reporting: recognising anaphylaxis, medication location, practical AAI use and calling 999; reporting concerns, recording incidents. No Home-Prepared Food in Pupil Places
- CSE/CCE awareness
- Keeping Children Safe in Education, Part 1

ICT, E-Safety and Social Media

- Acceptable Use and Social Networking Policies
- Phones away in school during core times
- Not using social media or personal email on school PCs
- Keeping personal social media private
- Not befriending parents on social media
- Thinking carefully before befriending colleagues on social media
- Responsibility for what you post, like or share online
- Nothing about school being discussed online
- When photographs of children may be taken, and by whom
- Not contacting children by any means
- Contacting parents only through formal school-approved methods
- Dangers of social media
- Leaders assigned to Twitter/social media duties
- Disadvantages of WhatsApp groups
- Deleting messages and pictures when required
- Appropriate language and content, including GDPR expectations

Health and Safety

- Fire procedures
- Lockdown procedures
- First aid arrangements
- Accident reporting
- Educational visits
- Site safety
- Risk assessments

DSL Signature: _____

Date Completed: _____

Employee Signature: _____

2. Inclusion Induction

All staff must meet with the SENDCo/Inclusion Team during induction.

This meeting should include:

- GEPs/IEPs
- Inclusion timetable
- Inclusion folder
- Identifying vulnerable children
- SEND processes
- Graduated response
- Role of the Inclusion Team

- Role of the Family Support Adviser
- Attendance support
- External agencies
- Community support

SENDCo/Inclusion Lead Signature: _____

Date Completed: _____

Employee Signature: _____

3. Key Safeguarding Policies Read and Understood

All staff must read the following policies as part of the induction process:

- Allergy Policy
- Anti-Bullying Policy
- Behaviour Policy
- Child Protection Policy
- Code of Conduct Policy
- Confidentiality Policy
- Contingency and Business Continuity Plan
- E-Safety and Acceptable Use Policies
- Keeping Children Safe in Education, Part 1
- Equal Opportunities Policy
- Health and Safety Guidance
- Health and Safety Policy
- Intimate Care Policy
- Medicines Policy
- Positive Handling Policy
- SEND Policy
- Social Networking Policy
- Whistleblowing Policy

All of the above policies are located here:

<https://thamesviewinfants.org/about-us/our-school/policies/>

Employee Declaration

I confirm that I have read and understood the safeguarding and related policies listed above and understand my responsibilities as an employee of Thames View Infants.

Employee Signature: _____

Date: _____

4. Lunchtime Staff Induction — Lunchtime Staff Only

Lunchtime staff must complete a separate induction meeting with the Lunchtime Supervisor Lead.

This meeting should include:

Supporting Children with Eating

- Cutting up food
- Knives, forks and spoons
- Supporting children who do not like their food
- Lunch Club
- Encouraging children to try their best

Developing Social Skills and Communication

- “Do you realise I don’t like that?”
- “What should you be doing/saying/playing?”
- How, why, what and when questions
- Knowing when to escalate concerns
- Building positive relationships with children
- Behaviour as everyone’s responsibility

Outdoor Play and Lunchtime Routines

- Setting up and supporting outdoor play
- Reporting when resources are running low
- Maintaining high-quality provision
- Tidying and organisation
- Actively engaging children in play
- Wet playtime routines
- Shift changes and handovers
- Classroom helper responsibilities

Lunchtime Lead Signature: _____

Date Completed: _____

Employee Signature: _____

End of Induction Review Meeting

I confirm that:

- ☐ I have completed the induction process and met with the Headteacher
- ☐ I have received safeguarding induction from the DSL.
- ☐ I have met with the SENDCo/Inclusion Team.
- ☐ I have read the required safeguarding and related policies, and had my questions answered.
- ☐ I have completed lunchtime induction, where applicable.
- ☐ I have had the opportunity to ask questions.
- ☐ I understand where to seek advice and support.

Headteacher Signature: _____

Employee Signature: _____

Date: _____