

STROUD GREEN



SCHOOL

**STAFF RECRUITMENT AND
RETENTION POLICY**

Developed: March 2018
Review due: March 2020

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1.0 Introduction

- 1.1 The Staff Retention Policy is to ensure that all procedures and benefits pertaining to this policy are carried out in a fair, equitable and transparent that will attract and maintain a workforce that is representative of the community of which Stroud Green Primary School forms part.

2.0 Purpose and Aims

- 2.1 The purpose and aims of the Staff Retention Policy is to provide the framework within which retention of staff is undertaken within Stroud Green Primary School. All processes and procedures relating to the Staff Retention Policy should be based on best practice and be evidence based.
- 2.2 The School will be recruiting and retaining staff that have the necessary skills, expertise and qualifications that will contribute to driving forward the school's vision, aims and ambitions for its pupils and ultimately raising standards for our young people.
- 2.3 All staff retention processes and procedures should be socially inclusive and should not unlawfully discriminate against anybody on the basis of their race, colour, nationality, ethnic or national origins, religious belief, sex, sexual orientation, marital status or disability. Nor should people be excluded or receive unwarranted discrimination on the grounds of age or political affiliation.

3.0 Scope

- 3.1 This policy applies to all Stroud Green Primary School employees, prospective employees, contractors and associated workers.
- 3.2 The principles of the Staff Retention Policy will apply to all posts, irrespective of staff group or seniority.

4.0 Policy Principles

- 4.1 All processes and procedures must meet the requirements of current employment legislation, Department of Education guidelines, School Governance and diversity, equality & inclusion requirements. All processes and procedures will be equitable, fair and auditable. Staff will be treated with courtesy and respect throughout all processes.
- 4.2 All staff involved in the processes and procedures covered by this policy must consider whether their family and other personal relationships create any actual or potential conflicts. *For further information please refer to the Conflict of Interest Policy.*

5.0 Induction

- 5.1 All staff will attend the school Induction day as soon as possible after their start date. Attendance on Induction will be arranged at the same time as the formal offer of employment is made.
- 5.2 All staff will also receive a Department/Phase induction which will be arranged by their line manager.

6.0 Flexible Working

- 6.1 All staff have the right to request for changes in their working pattern but should take into account the needs of their team and the service when making such requests.
- 6.2 Managers have a responsibility to give such requests careful and serious consideration and to be as flexible in accommodating them as the needs of the school and the staff group as a whole allow.
- 6.3 Staff do not have an automatic right to change the way they work. Staff and managers have a responsibility to work together in an open, flexible and consultative manner to balance these issues locally.
- 6.4 Examples of flexible working arrangements currently in place in the School are part-time hours, term-time hours, annualised hours, zero hours contracts, career breaks, flexible rostering and job-share.

7.0 Secondments

- 7.1 Secondments provide a valuable opportunity for staff to enhance their skills and broaden their experience. They can help to fill fixed-term posts relatively quickly and by staff with experience of working in the School and can benefit the organisation by encouraging the 'cross fertilisation' of ideas.
- 7.2 Secondments can be offered successfully in all fields and at all employment levels as the primary purpose remains the same: to promote the personal and professional development of the individual while meeting the service needs of the School.

8.0 Appraisal

- 8.1 The appraisal is a positive event that forms part of the ongoing relationship between employee and line manager. At Stroud Green it takes the form of an annual meeting to discuss achievements, strengths, and areas for development, and to set personal objectives for the year ahead. We also promote the use of a mid-year review point as a supportive measure. However, it is important to remember that the process is more than just this one formal meeting, as the process should be on-going for the whole year.

9.0 Communication

- 9.1 The Leadership of Stroud Green recognises the importance of good channels of communication and staff are kept informed of events through:
- 9.2 Twice weekly staff briefing meetings and weekly full staff meetings
- 9.3 School Emails and use of a secure internal staff server.
- 9.4 Staff Notice Boards in the staffroom and Nursery

10.0 Opportunities to raise issues

- 10.1 Staff have opportunities to raise issues that they have concerns about, in the first instance through their regular staff meetings. If necessary the concerns can then be escalated through to their staff representative. If appropriate, the issues are then discussed at the regular meetings which are attended by a management representative.
- 10.2 Staff wellbeing committee is held at least half termly where staff representatives address issues of wellbeing and support
- 10.2 In addition to half termly staff wellbeing meetings a staff survey is conducted on an annual basis. The results of the staff survey are published and measures put in place to improve in areas of concern.
- 10.3 Staff also have the opportunity to take up issues which concern them through the Grievance Policy. Any issues must first be discussed with the line manager and if a satisfactory result is not obtained at this meeting, then an official grievance can be raised as per the policy. *For further information please refer to the Grievance Policy.*
- 10.4 Staff who wish to raise concerns relating to malpractice issues or concerns about standards of care & education or other School activities have recourse to the Whistleblowing Policy available on the school website t. *For further information please refer to the Whistleblowing Policy.*

11.0 Exit Interviews

- 11.1 It is the school's policy that when staff make the decision to resign they are given the opportunity to complete an exit questionnaire.
- 11.2 If the member of staff wishes to have an Exit Interview either with the Head Teacher, Chair of Governors or a member of the HR Team, this may be indicated on the Exit Questionnaire form. The request will be picked up by the School Business Manager and forwarded to the appropriate manager person.
- 11.3 A review of all Exit questionnaires will be given to The Governing Body Resources committee annually

12.0 Continuing Staff Development/Continuous Professional Development

12.1 Continuing Staff Development (CSD) is the 'ongoing process of education and development that enables staff to maintain their competence and increase their proficiency and expertise.'

12.2 The school supports CSD to enable the staff to fully develop within their role and to achieve the highest standards possible.

12.3 CSD covers a wide range of education and development activities and can be undertaken on an individual or team basis, in or away from the workplace, and on a formal or more informal basis, e.g.

- formal courses/learning programmes;
- conferences and study days;
- workplace-based opportunities, e.g. mentorship, secondments, job-shadowing, projects, job rotations, Action Learning Sets;
- on-the-job learning, e.g. learning from colleagues, supervised / assessed practice, practice experience, feedback and appraisal;
- personal study, e.g. reading journal articles, undertaking self-reflection and self-assessment;
- experiences in other areas of life, e.g. volunteering or leadership role within a community group that can be applied to work roles.

12.4 CSD encompasses basic induction, literacy and numeracy skills, vocational training, pre- and post-registration education for professionally-registered staff, continuing personal and professional development, management and leadership development. It addresses skills, knowledge and personal effectiveness ('emotional intelligence'). *For further information please refer to the Continued Professional Development Policy.*

13.0 Monitoring

13.1 This policy is monitored and reviewed by the Resources committee of the Governing Body every two years.