

# Probationary Policy and Procedure



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**Authorisation (Responsible Owner)**

Name	Role	Approval Date
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**Approval (Accountable Owner)**

Name	Role	Approval Date
Angela Bull	Director of HR	

**Reviewers (Consulted)**

Name and/or Role	Approval Date
Directors of Education Headteachers JCNC	

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Name	Method
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## 1. INTRODUCTION

All new external appointments within the Unity Schools Partnership (“the Trust”) are subject to satisfactory completion of a 26-week probationary period.

This probationary and induction procedure sets out a clear framework for assessing an individual’s capability, reliability and suitability for the role they have been offered within the Trust and ensures that new staff are given the necessary training, support and guidance to carry out their role effectively, as soon as possible. It also provides new staff colleagues with the opportunity to assess whether their appointment meets their expectations.

It may be necessary to extend a probationary period to allow a further period in which capability, reliability and suitability for the role to be assessed. Any extension will be at the discretion of the line manager and the period of extension will be determined accordingly to individual circumstances, up to a maximum of 13 weeks).

Notice periods applicable during the probationary period are reduced to half term (teachers) and one week (support staff) by either party.

Occasionally it may be necessary to terminate an appointment during the probationary period. The induction procedure and review meetings allows for new employees to prove their suitability before any decision is made to dismiss either within, or at the end of, the probationary period.

## 2. AIMS OF THE PROCEDURE

This procedure and wider induction arrangements aim to:

- Provide the best possible environment for new employees to learn their job and to prove their suitability for permanent employment
- Provide new employees with the training, guidance and other support measures to enable them to orientate themselves and gain any additional skills / experience necessary for them to fulfil all the requirements of their new role and responsibilities.
- Provide new employees with information, guidance and work experience so that they are able to make an informed assessment of the Trust as an employer before confirming their acceptance of the employment contract and associated terms and conditions.
- Provide a framework within which employees' managers can judge the suitability of the employees, discuss any shortcomings and agree any action and reasonable additional support needed to remedy any concerns regarding capability, reliability or suitability
- Ensure that management actions are reasonable and employees have been given an adequate chance to improve, undergo appropriate training, etc.

To support these aims:

- All new employees must be made aware, during the selection process, that there is a probationary and induction period and that assessments will be made during this period of their suitability for continued employment
- All new employees should be properly inducted in their jobs, including their rights and responsibilities on matters such as health and safety, safeguarding children and equal opportunities. Their induction should include an introduction to the duties and objectives of the job, expectations for performance and clear information on school policies, procedures and rules relevant to their role/employment. It should also include an introduction to the ethos and values of the Trust and full familiarisation with informal routines, protocols and other working arrangements.
- Line managers or supervisors responsible for managing, co-ordinating and reviewing new employees' probationary periods will, as necessary, receive appropriate training for this and their wider supervisory role.

The following pages contain template forms and guidance.

This policy and procedure is non-contractual and may be updated from time to time following consultation through the Trust's JCNC arrangements.

**PREPARATION FOR PROBATIONARY REVIEWS EXAMPLE QUESTIONS**

- a) Have you been given induction training for your new job?
- b) Do you think you received the information and help necessary to settle into your new job?
- c) Do you understand the overall responsibilities of your job?
- d) Do you understand the specific tasks/responsibilities your job involves?
- e) Is the job what you expected?
- f) Do you know how the school/Trust is organised?
- g) Do you feel that you know enough about your team and the work of the Trust?
- h) Do you understand your teams' role within the school/Trust?
- i) What work have you undertaken to achieve the main tasks/objectives set since your appointment/last probationary review?
- j) What problems, if any, have you encountered?
- k) How do you consider these problems can be overcome (e.g. training)?
- l) What do you think your training needs are for the next 6 weeks?
- m) What support, if any, do you require from me to help you to achieve the objectives set for the probationary period?

## CONFIDENTIAL INTERIM REPORTS ON PROBATIONARY EMPLOYMENT

DETAILS OF THE EMPLOYEE AND POST		
NAME:	DATE STARTED:	
SCHOOL/ CENTRAL TEAM:	JOB TITLE:	
MANAGER NAME:		
	DATE DUE	DATE COMPLETED
FIRST REVIEW (8-10 WEEKS SERVICE)		
SECOND REVIEW (16-18 WEEKS SERVICE)		
FINAL REVIEW (BEFORE 26 WEEKS SERVICE)		

## Notes:

1. This form is to be completed by the line manager or supervisor of the employee under review
2. When completed, each report must be shown to and discussed with the employee. It is important that all points included in the reports are covered, not just those where improvement appears necessary
3. The completed form should be shared with the Headteacher or other relevant member of the senior management team/Trust postholders. Any matters requiring attention should be highlighted
4. A copy of any report will be supplied to the employee if he/she requests it
5. The probationary period is six calendar months (26 weeks). The following review arrangements are based on three interviews over this 26-week period. At the line manager's discretion, the probationary period may be extended. Where an extended probationary period is being considered (or transfer to the school's permanent establishment may not be recommended) advice should be sought from a HR Business Partner at an early stage
6. If the probationary service is satisfactory, the employee will be notified formally of his/her transfer to Trust's permanent establishment or longer-term temporary employment. If the probationary service is not satisfactory and the appointment is not to be confirmed, the reasons should be recorded in the third report, with reference made to any separate papers (e.g. letters or internal notes to the employee). The employee will be invited to a formal meeting (and advised of their right to be accompanied by a trade union representative or colleague), at which the proposal to end their employment will be further considered. Normal appeal rights against dismissal will apply
7. Matters of capability, reliability and general suitability for the role will normally be assessed in accordance with the various stages set down in this procedure. However, it may be appropriate to deal with any alleged misconduct under the school's disciplinary procedure rather than the probation procedure. In such cases the disciplinary timescales may be shortened to fit in with the probationary period
8. Employees and line managers/supervisors may find the questions at the end of this document helpful in their preparation for each review.

**FIRST INTERIM REPORT ON PROBATIONARY EMPLOYMENT**  
**(after 8 - 10 weeks' service)**

To be completed by line manager/supervisor following interview with the employee

<b>Work Performance</b> – please report below on performance by comparison with the competency requirements of the job and/or the job description/person specification	
Essential/Desirable requirements of Person Specification - some examples are included below	Level of performance in job
<ul style="list-style-type: none"> <li>a) Knowledge of area of work and specific tasks/responsibilities.</li> <li>b) Knowledge of basic conditions or procedures</li> <li>c) Working with people/pupils and building effective relationships</li> <li>d) Performance of job related tasks. (This might include, for example, lesson planning, teaching/delivery, monitoring/assessment and management of pupil behaviour)</li> <li>e) Ability to prioritise and meet deadlines</li> <li>f) Team working and communication</li> <li>g) Areas to be developed and carried forward for discussion at next review</li> <li>h) Other matters arising</li> </ul>	

**Personal Requirements** – please report below on general conduct, timekeeping, attendance, commitment, flexibility, ability to use own initiative appropriately and any other characteristics necessary for good performance

**Training and Development needs** – please identify and describe below how these can be met in the review period, including an action to be taken before next review

**Comments and signature by line manager/supervisor**

Signature:

Print name:

Date:

**Comments (if any) and signature by line manager/supervisor's line manager or member of Senior Management Team/Trust postholder**

Signature:

Print name:

Date:

**Comments (if any) and signature by employee**

Signature:

Print name:

Date:

## SECOND INTERIM REPORT ON PROBATIONARY EMPLOYMENT

(after 16 - 18 weeks' service)

To be completed by line manager/supervisor following interview with the employee

<b>Work Performance</b> – please report below on performance by comparison with the competency requirements of the job and/or the job description/person specification	
Essential/Desirable requirements of Person Specification - some examples are included below	Level of performance in job
<ul style="list-style-type: none"> <li>a) Matters brought forward from first review</li>   <li>b) Knowledge of area of work and specific tasks/responsibilities</li>   <li>c) Working with people/pupils and building effective relationships</li>   <li>d) Performance of job related tasks. (This might include, for example, lesson planning, teaching/delivery, monitoring/assessment and management of pupil behaviour)</li>   <li>e) Ability to prioritise and meet deadlines</li>   <li>f) Team working and communication</li>   <li>g) Areas to be developed and carried forward for discussion at next review</li>   <li>h) Other matters arising</li> </ul>	

**Personal Requirements** – please report below on general conduct, timekeeping, attendance, commitment, flexibility, ability to use own initiative appropriately and any other characteristics necessary for good performance

**Training and Development needs** – please identify and describe below how these can be met in the review period, including an action to be taken before next review

**Assessment** - at this stage, are you likely to recommend for transfer to permanent establishment at the end of the probationary period? Yes/No  
If no, please set out reasons below and identify actions/improvement required before final review. (Concerns regarding the likelihood of transfer to the school's permanent establishment should be discussed the school's HR advisor at an early stage.)

**Further Comments and signature by line manager/supervisor**

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_\_\_\_

**Comments (if any) and signature by line manager/supervisor's line manager or member of Senior Management Team/Trust postholder**

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_\_\_\_

**Comments (if any) and signature by employee**

Signature: \_\_\_\_\_ Print name: \_\_\_\_\_ Date: \_\_\_\_\_

**FINAL REPORT ON PROBATIONARY EMPLOYMENT**  
**(before 26 weeks' service)**

To be completed by line manager/supervisor following interview with the employee

<b>Work Performance</b> – please report below on performance by comparison with the competency requirements of the job and/or the job description/person specification	
Essential/Desirable requirements of Person Specification - some examples are included below	Level of performance in job
<ul style="list-style-type: none"> <li>a) Matters brought forward from second review</li> <li>b) Knowledge of area of work and specific tasks/responsibilities</li> <li>c) Working with people/pupils and building effective relationships</li> <li>d) Performance of job-related tasks. (This might include, for example, lesson planning, teaching/delivery, monitoring/assessment and management of pupil behaviour)</li> <li>e) Ability to prioritise and meet deadlines</li> <li>f) Team working and communication</li> <li>g) Areas to be developed and carried forward for inclusion in Performance and Development Review</li> <li>h) Other matters arising</li> </ul>	



FLOW CHART OF PROBATIONARY PROCESS

