

Work Experience & Volunteers Induction Handbook



Junior School

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1. INDUCTION FOR ALL WORK EXPERIENCE AND VOLUNTEERS

Welcome

Welcome to Chesswood Junior School. We hope you feel part of the team here very quickly. This handbook is designed to give you the key information you will require to settle you in to Chesswood in the coming days, weeks and months (depending on how long you are with us). This is the basic, essential knowledge that you need to know. The handbook is designed to be revisited whenever needed to refresh knowledge and understand how to gain further insight into specific areas. If there is anything within this handbook that you do not understand, it is your responsibility to seek clarification and develop understanding. This can be done through

- asking peers / line manager / leaders – we are more than happy to help

1.1.Introduction to Chesswood

Chesswood Junior School has 550+ pupils across Years 3 to 6, with a minimum of 4 classes per year group. There are 90+ staff working across the school. We support up to 50 Initial Teacher Training (ITT) Students per year from the University of Brighton and accept work experience students from local secondary schools, colleges and universities. We also have some long-term volunteers as well as people who volunteer on a short-term basis.

You should have read the School Brochure before attending to understand the full breadth of the Chesswood offer to children and parents: [School Brochure](#)

Further information can be found on our school website: www.chesswood.w-sussex.sch.uk

Key pages that will be useful to start with:

1.1.1.[Meet the staff](#)


1.1.2.[Term dates and diary](#)

1.1.3.[Timetables](#)



1.2. Staff Code of Conduct

You are all temporary staff and therefore need to abide by the same rules as paid staff throughout your placement with us.



Staff Code of Conduct

All staff and governors must proactively support the school vision throughout their time at Chesswood:

At Chesswood Junior School we will inspire our whole school community to enjoy their learning adventure and have fun along the way. We will ignite a passion for learning throughout the school community; securing excellence, empathy and equality in all that we do.

In order to achieve our vision and maintain a positive inclusive culture all members of our community **must agree and proactively seek to promote the following values** with children and adults alike – consistently and throughout their employment or voluntary service at Chesswood Junior School – they are of fundamental importance:

- **Safeguarding** – The welfare of children and young people is paramount – know, understand and apply core policy and practice consistently.
- **Acceptance and freedom** – allowing others to express thoughts, actions and feelings positively.
- **Honest, open and frequent communication** – listening, understanding, discussing and confronting.
- **Inclusion and equity** – Empowerment and involvement of members of the school community.
- **A compassionate community** – caring, empathy, collaboration and co-operation.
- **A positive reality** – solution focussed, expect success, 'looking on the bright side'
- **Personal responsibilities** – personal professionalism, assertiveness, commitment, confidentiality, responsibility and accountability.
- **Drive and determination** – Be pro-active; Maintain high expectations for yourself and others: Be an important part of ensuring Chesswood Junior School is exceptional.
- **A shared purpose** – vision, mission, aims and objectives; know and tangibly support them
- **Acknowledgement of others** – achievements, ideas and efforts of others
- **Team work** – shared trust, collaboration, respecting the agreed decision making process & finite professional time of others.

This list is not exhaustive, staff and volunteers should use it to guide wider actions in the 'spirit' of the code.

Dream Aspire Achieve 1



1.3. Chesswood Values



1.4. Safeguarding (The most important aspect of school life!)

Safeguarding underpins all aspects of life at Chesswood. A key part of induction will include safeguarding procedures at Chesswood. This is a core part of everyone's role in school – on work or volunteer placements, your mentor will be your first contact for raising safeguarding concerns, however, you can use our poster and flowchart to raise a concern ([see appendix 2.1 below](#)).

1.4.1. Single Central Record

All adults (including all work experience pupils or volunteers who are under 16) must be included in our Single Central Record, a log to show who has worked with children in this school. You should have completed the personnel form on our website before starting: [Personnel Information](#)



Group	Checks	Limits with children	Zones used	Emergency Area
Training & Work Placements (16+)	Only formal school/college placements or ex-Chesswood pupils will be accepted. ID Check DBS or Risk Assessment Personnel Information Reception sign in/out Temporary badge	Specific to training purpose - typically meaningful discussion restricted to designated children. Common pleasantries otherwise. 1to1 live risk assessment if checks completed. No first aid or medical intervention; alert school staff*	All zones except children's toilets - refer to member of staff. Typically year group zone or assigned area	Front Playground - visitor muster zone - if with specific children they exit with them and stay on front playground hand over to senior staff immediately
Work Experience (11-16)	ID Check Risk Assessment Personnel Information Reception sign in/out	Specific to training purpose - typically meaningful discussion restricted to designated children. Common pleasantries otherwise. 1to1 live risk assessment if checks completed. No first aid or medical intervention; alert school staff*	All zones except children's toilets - refer to member of staff. Typically year group zone or assigned area	If attached to specific class remain with class at emergency station. Otherwise front Playground - visitor muster zone - if with specific children they exit with them and stay on front playground hand over to senior staff immediately
Regular Volunteers (18+)	ID Check DBS Personnel Information Reception sign in/out	Specific to voluntary purpose - typically meaningful discussion restricted to designated children. Common pleasantries otherwise. 1to1 live risk assessment if checks completed. No first aid or medical intervention; alert school staff*	All zones except children's toilets - refer to member of staff. Typically year group zone or assigned area	If attached to specific class remain with class at emergency station. Otherwise front Playground - visitor muster zone - if with specific children they exit with them and stay on front playground hand over to senior staff immediately

ID Check and DBS saved in files: Y:\Management\Personnel\Associated Personnel Files\Volunteer Records

1.5. Signing in and out

You MUST sign in and out at reception every day to ensure your safety should an evacuation take place. You will receive a visitor badge and lanyard or temporary ID (see below). You must sign out each time you leave the school site, including lunchtimes.

1.5.1. Staff Lanyards and Badges

All staff are issued with a lanyard for their staff badge or temporary Kickstart badge. Student teachers and longer-term volunteers/placements are issued with a temporary badge and lanyard, while work experience students and volunteers will be issued with a visitor badge each time they visit. Please wear this at all times when you are on site. The purpose is mainly around safeguarding, with the additional aim of enabling staff to quickly identify you as a welcome visitor.



1.5.2. Code of Conduct

The main safeguarding aspect that work experience and volunteer placements will practice is their conduct in school.

In schools, the requirement for a Code of Conduct for staff became mandatory following the safeguarding guidance Keeping Children Safe in Education. All staff, ITT students, work experience and volunteer placements must read, understand and follow the [Code of Conduct](#), which you should have read before starting. The areas covered include the following:

Conduct outside work	Setting an example	Safeguarding children	Language	Online and mobile
Physical contact	Reasonable force	Power to search	Isolation & 1to1	Relationships
Confidentiality	Comments, views & opinions	Infatuations & crushes	Transport	Letters & gifts
Socialising	Alcohol & drugs	Use of images	Photography	Dress & appearance
IT acceptable use	Curriculum	Reporting of concerns	Whistleblowing	Outside school

1.5.3. General conduct around the school, including in the staffroom

All adults (including all work experience students and volunteers) who work at Chesswood should set examples of behaviour and conduct, which may be used as a model by other staff and by pupils.

- The staffroom is a space where visitors, children and external agencies pass through or meet regularly. Please ensure you keep the space and your belongings organised and tidy at all times.
- Whenever you are using the staffroom, please remain professional. As mentioned, a range of users could be present or within earshot of your personal conversations or see your behaviour.

1.6. The role of your mentor

Your mentor will typically be your class teacher or specified contact within a team (i.e. administration team). They will support you with your placement and needs, however, it is your job to communicate with them about any specific aspects that you need/want to achieve during your time with us (i.e. school or college tasks.)

The lead mentor who oversees all work experience and volunteering is Mr Chris Yelling, Assistant Head: cyelling@chesswood.w-sussex.sch.uk



1.7. Time keeping

You will stick to the hours agreed as part of your placement - you can liaise with your mentor if you would like to amend these times.

Work experience:

- Normal class based: Monday to Friday: 08:30 – 12:15 & 13:15 – 15:30
- P.E. Department: Monday to Friday: 09:30 – 12:15 & 13:15 – 4:30

1.8. Breaktimes and lunchtimes

Secondary school aged placements must remain on our school site at all times. Lunch should be taken in the staff room, or you can arrange with your mentor to eat with them if suitable.

College and university age placements can leave the school site at lunchtime: our most local shops include Tesco Express (BN14 8LB) – a 10-minute walk from Chesswood, or Morrisons (BN11 1JU) – just under a 10-minute walk from Chesswood. You may just wish to take a walk around Homefield Park. If leaving the site, you must sign out at reception and in again when you return.

If supporting with break duties, you must remain with your mentor (or another delegated member of staff) at all times - AT NO TIME should you be alone with school children.

1.9. Absence – work experience and volunteer placements

In case of absence while on placement, contact the **Chesswood Office (Tel: 01903 204141)** and leave a message, including

- Your name and the fact you are on work experience/ a volunteer
- The name of your **class teacher/mentor** so we can inform them as soon as possible.

1.10. First Aid and medical

The Medical Lead, Mrs Nicola Solterman, is the main contact for all staff, student and volunteer medical needs and should be informed of any personal needs that school ought to be aware of.

First aid boxes are found in each classroom and in key locations about the school. Where possible, first aid cases are dealt with by the teacher or TA in classrooms or by designated first aiders on each playground at playtimes. If incidents cannot be dealt with in class or on the playground, the medical room are called and the child attends there. All head bumps must go to the medical room and children should be accompanied by an adult or responsible child.



1.11. Dress code

It is our school policy that staff are dressed smartly, decently, safely and appropriately for the tasks they undertake. For example, the PE department dress differently from other teachers in school.

If you choose to wear a skirt, please ensure it is knee length or longer, with thick tights or leggings underneath; where they are shorter, they may become revealing when sitting. Ties are not required when wearing a shirt, although you may choose to wear one. Jeans, ripped trousers and cold shoulder-style tops are not promoted as appropriate attire. As a general suggestion, smart-casual is advised. Take guidance from your line manager, mentor and other members in your team: look at how they are dressed for their role.

1.12. Behaviour Management

Your mentor will deal with behaviour. If you are speaking with children, you will benefit from knowing our Bright Sparks code so that you can reinforce with children that you are aware of their behaviour expectations.

If you are interested in how we deal with behaviour in school there is more information available ([see appendix 2.2 below](#)).



1.12.1. Code of Conduct 'Bright Sparks'

Chesswood Bright-Sparks

Be the best we can be, at all times
Respect the rights of others and take our responsibilities seriously
Innovate – we are creative, ask questions, investigate new ideas
Go “the extra mile” in everything we do
Hold high expectations of ourselves and others
Turn up, turn up on time, turn up ready for action
Seize the opportunities we have and make the most of them
Persevere when challenged - think positively, find solutions, never give up!
Aspire to great things – ‘Dream Aspire Achieve,’ be extraordinary
Recognise our part in the community – school, local, national and international
Know we are part of the Chesswood team – we are willing to help and be helped
Show courtesy, care and kindness, all of the time

The Bright Sparks code of conduct is central to setting a culture of high expectations. It should be used proactively – displayed around school and referred to in highlighting positive behaviours. It should also be used to support reflection – ‘Have you been the best you can be?’, ‘Did you demonstrate courtesy, care and kindness?’.

- **Rewards – House Points (ask your mentor if you can give house points)**
 - Verbal praise (be liberal in praise – identify positive behaviours)
 - House Points - Award between 1 and 5 points; Gold Award = 10 points
 - Bright Spark of the Week certificate
 - Monthly Cups: Be The Best; Go The Extra Mile; and Courtesy Car and Kindness



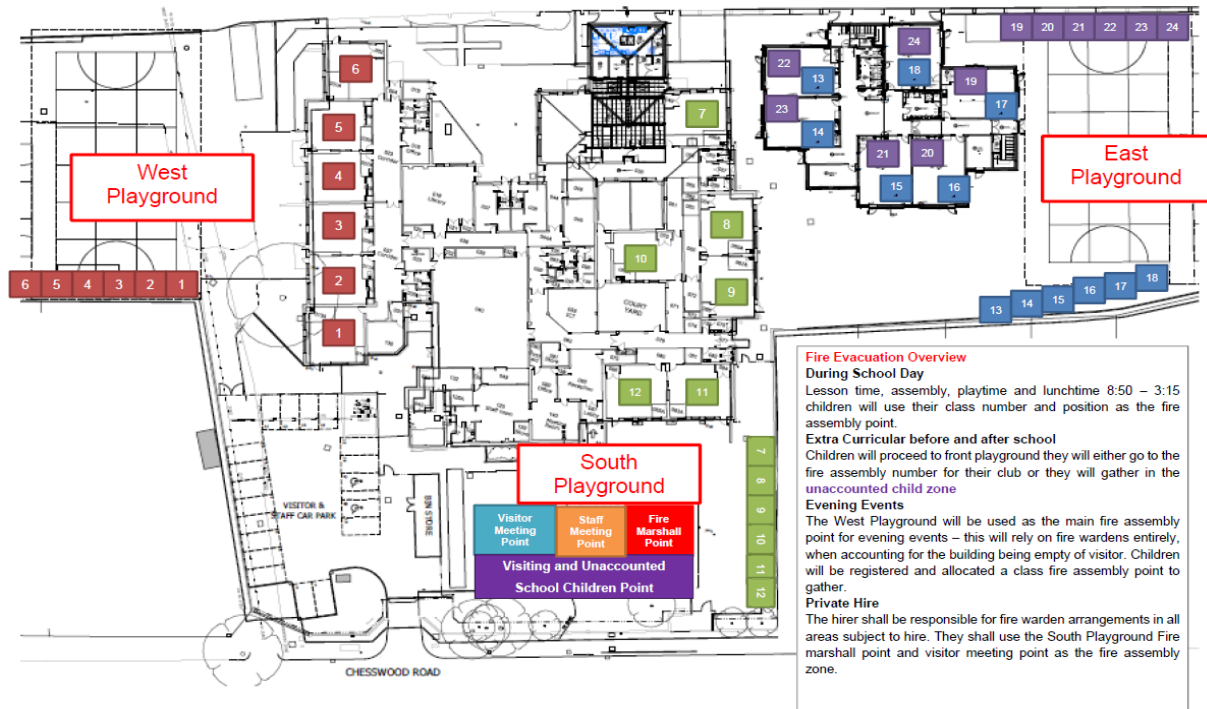
1.13. Evacuation procedures

1.13.1. Fire Procedures

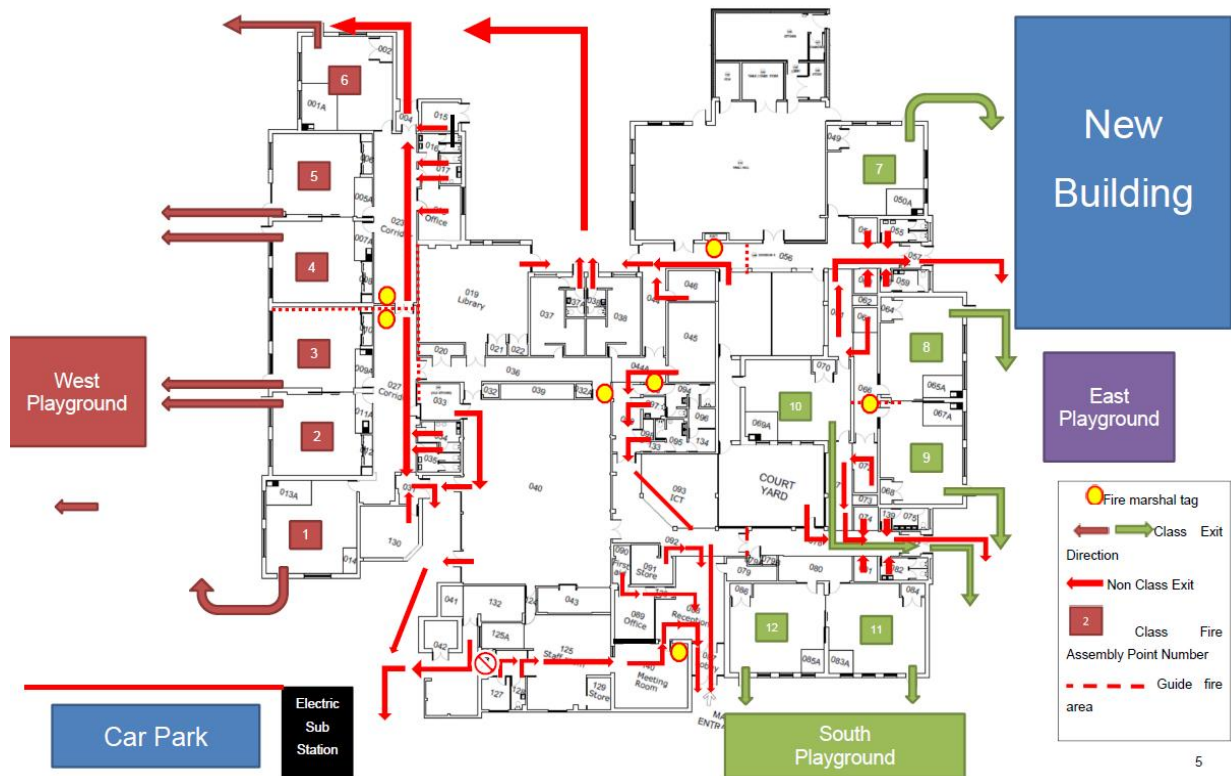
- Each class is allocated an evacuation number, located on the nearest playground to their classroom (see map below). If you are allocated to a class, please make a note of it on your induction day – each class number will be displayed in the classroom (see map below).
- The evacuation process is as follows:
 - A continuous bell will sound.
 - Children line up silently. Clarify the way in which your class have been trained to do this. Some line up in alphabetical order, others do this later.
 - The first child in the line will lead the class out to their designated number. A TA should lead the class out if available.
 - A designated child will collect the first aid box and register from within the classroom.
 - Complete a head count: where a child/children are missing, complete the register.
 - Confirm to the year leader that the class are all accounted for. Where a child is missing, inform the year leader, or most senior team member, immediately.
 - Continue to manage behaviour, ensuring children all face forwards silently.
- A summary of the above is included on the reverse of Student Teacher lanyards.
- The most senior member of staff in each area is responsible for collecting the fire marshal tags, checking the areas relevant to the tag (written on the back) and returning the key to the Fire Marshal on the South playground (see evacuation routes maps for locations of tags).
- Year Leaders affirm via radio to the Fire Marshal when their year group is fully accounted for.



Evacuation numbers



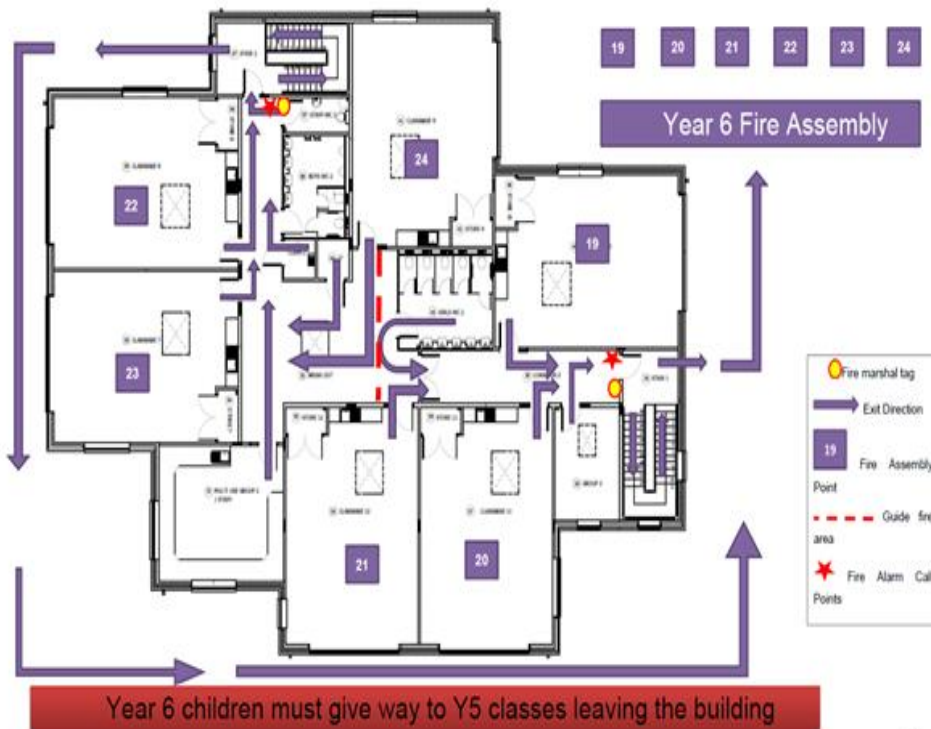
Evacuation routes



4. New Building Ground Floor Evacuation Routes



6. New Building First Floor Evacuation Routes



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1.13.2. Lockdown Procedures

If a partial or full lockdown is issued, please follow the instructions of your mentor.

1.14. Computer Access

You should not need individual access to the school network in order to fulfil your role. If you feel you do need access to work emails, for essential school information, and access to the staff section on our website or a key fob for access to photocopiers and the school entrance gates, please speak to your mentor, Ben Miller, IT Manager or Chris Yelling, Assistant Head.

1.15. Photography

You are not expected to use your own personal equipment to take images of pupils at or on behalf of the school. We have many iPads and cameras, which can be used for this purpose. Images must not be used in the public domain unless parental permission has been given. Details of this can be located with the class teacher and admin team.

1.16. Data confidentiality

All data is subject to the new GDPR rules, and all information discussed or overheard about staff, student teachers, volunteers and pupils is strictly confidential and should not be used outside of the school.

If you require evidence of working with our children, we have adapted our guidance according to the new GDPR rules:

- **Please only use a child's initials on any documentation you create**, including short-term lesson plans.
- **Any copies of our school documentation must have pupil photographs/names removed and replaced with initials only.**
- **Do not take home any documentation where a child can be identified (by photograph or name). These documents must be stored in a secure location within school.**
- At the end of your placement at Chesswood, please shred all documentation where a child or adult can be identified. This is following the new GDPR guidance.



1.17. Parking and access to the school site

Chesswood has a very large staff, with very few parking spaces available. We are therefore unable to provide all staff an onsite parking space; no student teacher parking spaces will be issued for placements. Parking immediately outside the main school entrance requires a permit, however, there is plenty of free, unrestricted parking to the North of the train line, which is very close to a footbridge, which brings you to the rear entrance of our school. Please see the map below for parking suggestions and further clarification:



1.18. School Dogs

We have school dogs to support pupils (and staff) who are finding life a bit tough that day! Different dogs are available each day of the week and can be used to help encourage children into school, to comfort sad children, as a distraction or as a reward for completing work or targets. In the building, they are always on the lead and when outside, a long lead may be used. The dogs are based in the Senior Leadership/Finance Office.

2. Appendix

2.1. Safeguarding

[Chesswood Junior School - Safeguarding and Child Protection](#)

2.2. Behaviour

[Chesswood Junior School - Behaviour Management Policy](#)

2.3. Developing Metacognition and Self-Regulation



I'm a Metacognitive Learner

I think about...

- Task**
 - Have I done this before?
 - What can I remember to help me?
 - How can I improve this time?
 - How should I approach this task?
- Strategy**
 - What strategies have I learnt?
 - Which is the best strategy?
- Myself**
 - What helps me focus?
 - What motivates me?
 - What helps me do well?

For every task, I must...

- Plan**
 - What am I being asked to do?
 - What resources will help me?
 - What have I learned before that will help me?
- Monitor**
 - How well am I doing?
 - Am I following my plan / checklist?
 - Have I used success criteria?
- Evaluate**
 - What went well?
 - What could I improve?
 - What do I need to remember from this?

BE A LEARNING HERO

Developing Metacognition and Self-Regulation

Questions, prompts and processes to support the development of self-regulated and metacognitive learners.

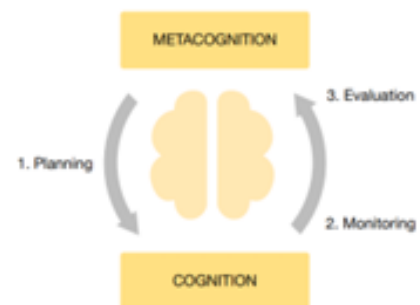
Developing Metacognitive Knowledge

Explore and develop pupils' knowledge of ...

Self	Task	Strategies
Am I motivated to stick at this challenging task? What would help me to do well? How do I keep focus? How do I approach learning successfully?	What are the most difficult aspects of this task? What resources can I use to help me? Have I done this task before? What can I remember?	What has the teacher told me in this lesson that can help me? What strategies have I used before? Are these strategies the right strategies? Are there other strategies?

The Metacognitive Cycle

Planning Stage Prompts & Questions	
What am I being asked to do? Which ways of working will I use? Are there any ways of working that I have used before that might be useful? What resources do I need?	Have I done this before and was it successful? What have I learned from lessons that will help me? Will any displays / resources in the classroom help me?
Monitoring Stage Prompts & Questions	
Is the way of working that I am using effective? Do I need to try something different? Am I doing well?	Am I meeting the success criteria? Am I following my checklist?
Evaluation Stage Prompts & Questions	
How well did I do? Did my chosen strategies work? Did the resources I chose help? What did not go well? What could I do differently next time?	What went well? What other types of problem can I use this way of working for? How could I improve? What do I need to remember next time I face this challenge?






Scaffolding



Self-scaffolding	Self-scaffolding is the highest level of pupil independence. TAs observe, giving pupils time for processing and thinking. Self-scaffolding can: plan a task; problem-solve as they go; and review how they approached a task.
Prompting	TAs provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge, but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique. E.g. 'What do you need to do first?'; 'What's your plan?'; 'You can do this!'
Clueing	Often pupils know the strategies or knowledge required to solve a problem, but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. Always start with a small clue.
Modelling	Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.
Correcting	Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim instead to model and encourage pupils to apply new skills or knowledge first.

Scaffolding in Practice

Visual	Verbal	Written
		
Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or what their work should look like.	Providing a verbal scaffold may involve reteaching a tricky concept to a group of pupils or using questioning to identify and address any misconceptions.	A written scaffold will typically be provided for a pupil to support them with an independent written task. It could be notes made on a whiteboard during class discussion; it could be the child's own previous work used to support their recall.
A task planner A list of the steps a pupil needs to take Model examples of work Images that support vocabulary learning Manipulatives and concrete apparatus	"Let's look at this together..." "What have you done before, that will help you with this task?" "Don't forget, your work needs to include..."	A word bank A writing frame Sentence starters Now and next board Success criteria