

# education and tuition services handbook.



Version: September 2023.



# introduction.

We are delighted to have you working with us – you are our most valuable asset and we will take care of you.

At Randstad we pride ourselves on working with the most talented and reliable professionals, who are motivated to make a difference to every assignment.

We have designed this handbook to support you; it sets out some clear guidelines and useful tips to help you get the most out of working with us.

We look forward to working with you and are here to support you, every step of the way.



Victoria Short  
CEO, Randstad UK & I



If you require any of this information in an alternative accessible format please contact a Randstad representative.



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# welcome to randstad.

## who we are.

Our knowledge and expertise in providing opportunities for teachers and support staff was independently recognised as early as 2002 when we were one of the first agencies to be awarded with the Department of Education's Quality Mark – an endorsement that today has been replaced by, and is known as, the REC Audited Education Accreditation.

Randstad works with Local Authorities and schools to provide teachers, teaching assistants, tutors and school office based staff. We provide support in a classroom setting or on a 121 basis for pupils and young people. We also provide support to children who are looked after, have special needs and disabilities (SEND).

Support is available nationwide both locally and outside of the local borough. We track what happens in all sessions, using our bespoke session tracking platform to ensure we are making the best use of funding.



# how the handbook can help you.

The purpose of this handbook is to provide Randstad temporary workers with useful information to be used as a primary resource, both before and during your assignment with us.

This handbook will help you to fulfill and understand your responsibilities whilst working for randstad.

We several different types of roles across our education and tuition business these roles include:

Teacher

TA

HLTA

Cover supervisor

School administration

Tutors



# how the handbook can help you.

## Tuition - how it works.

Randstad recruits a range of people to work with pupils who need extra support including Pupils Looked After (CLA). We work with teaching assistants, QTS teachers, mentors and others with 1-2-1 and or small group experience depending on the needs of the specific school, local authority and pupil.

All of the work we offer tutors is on an award basis. We cannot guarantee you will be engaged in work for the maximum number of hours awarded to a pupil as the work is provided on an "as and when" needed basis. Support can take place online or in person at either school, the pupils home setting or a public space such as a library. We will confirm the location of support with you once we confirm you are to support the pupil / young person. Any changes to the location must be discussed with your Randstad Account Specialist before to ensure this is approved.

At your first meeting with your allocated pupil, you should agree the best way of working together, this can be with the carer or designated teacher present.

## What is a tutor?

Tutors enhance lives. The support you give to a pupil is key to ensuring they receive the best education possible to help them onto the next step in their journey. Tutors are usually recommended to pupils in overcoming particular difficulties they have experienced as a result of their looked after status. This support is intended to go some way towards leveling the playing field for these pupils by filling curriculum gaps or areas of weakness. It is important to understand that the needs of each pupil are very different. Some pupils can have a very wide range of disabilities including sensory loss, physical, health and mental health difficulties as well as those with specific learning difficulties such as dyslexia and dyspraxia.



# how the handbook can help you.

## Guidelines for working as a tutor.

The role of the tutor is to facilitate the learning process of the pupil, allowing them to produce work consistent with their own abilities and ideas. It is very important to note that no activity undertaken by a tutor should ever compromise work standards. You should also remember that you are only engaged to support the pupil in their work. You should not give any other assistance, such as lifting, pushing wheelchairs or other similar activities or completing work for the pupil.

## Pupils and their support needs.

Early identification of specific individual needs is essential in order for there to be sufficient time to plan and organise support to be in place in time to be effective. The designated teacher / carer / social worker is usually the person who knows best what support is needed. All tutors must ensure they only provide the number of sessions allocated and do not exceed this. It is your responsibility to monitor this and if you are unsure, please contact Randstad for clarification. If you exceed the allocated hours, there is a risk you may not be paid for this as there will not be any funding in place.

# how the handbook can help you.

## Day-to-day assignments (Teachers, Ta's and classroom support roles)

These are great if you want to try different schools, different working environments and different job roles. And you only work the days you want to work. If you are studying part-time, have childcare responsibilities, can only work on a flexible basis or just want to try different things, then a day-to-day assignment can be perfect for you. Day-to-day assignments can arise due to planned absence (such as course cover), or unforeseen sickness. These assignments are awarded throughout the day but mainly early in the morning from 7am to 9.30am and in the afternoon from 2pm to 4pm for the following day. If you want to be 'top of mind' for day-to-day assignments then we always recommend that you call us between these hours. For work early in the morning you need to be up, ready and in a position to leave your property within 10 minutes of your assignment allocation.

Being organised and having your necessary documents (such as DBS, photo ID and sat nav) to hand is key. You'll need to get to the school as soon as possible and be sensitive to the needs of a busy, and possibly stressed, cover coordinator. Regardless of the type of assignment you're on, our candidates have a reputation for treating every assignment as if it is a permanent role, injecting a sense of purpose into the classroom and helping the school to the best of your ability. Since day-to-day assignments can lead to long-term work, it's an approach that will help build your reputation too.

## Long-term assignments (Teachers, Ta's and classroom support roles)

These assignments mean you are covering a long term absence (usually 6 weeks or more in duration). These tend to be full-time, five days a week, although part-time assignments are sometimes requested by schools.

Long-term assignments are best for candidates that want to feel part of a school community and who want to build up long-term working relationships with students and see the children develop. Continuity is very important on a long-term assignment as students will become used to a certain teacher or teaching assistant and their style. Disruptions in this continuity can cause students to feel anxious and could have a detrimental effect on their learning and development.

When taking a long-term position, please make sure you are fully aware of our expectations on your commitment to the role and that you are happy to meet these expectations. If you need to finish a long-term position early please ensure you give a minimum of one week's notice.

## Permanent positions (Teachers, Ta's and classroom support roles)

Permanent means you are taking on a permanent role where you will be paid by the school. You can gain a permanent job by working on a long-term assignment through us and being taken on permanently or by going for an interview arranged by us and being offered a permanent role.



# accepting your assignment.

**Every time you work for us you will receive an email confirming the assignment you accepted:**

FAO Jane Smith

Thank you for choosing to work with Randstad central delivery team and virtual schools. We know that you will be totally professional and inspire confidence to all stakeholders when you teach. We ask that you reinforce this confidence by having your DBS disclosure with you at all times.

**Your assignment details are as follows:**

**Position:** English Teacher

**Start Date:** XX

**Estimated End Date:** XX

**Hourly Rate:** XX

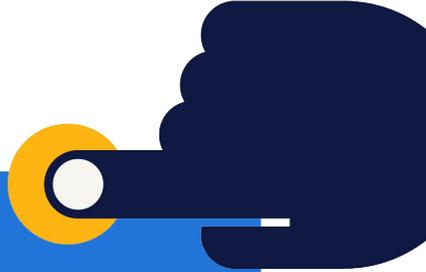
**Part Day Pay Rate:** XX

**Your carer contact details are:**

**Contact:** Donna Brown

**Location of support:** Derby Lane Manchester Greater Manchester M11 1LL

The hours to be worked and any health and safety risks associated with this assignment have been advised in your assignment briefing. If the nature of the assignment differs from information provided above and in your briefing, or if you have any queries, it is your responsibility to contact randstad immediately.



our work app  
(Sirenum)

This is only available for school based teaching, TA and school support roles.

Tired of waiting for your phone to ring to find out when your next shift will be? Had enough of searching your inbox to see what work you're pencilled in for the following week? Now you can receive, manage and accept shift work with a tap of your finger through our latest app.

Click [here](#) to find out more and download the app.



# preparing for your assignment.

We pride ourselves on really understanding the needs of all stakeholders. Your account specialist will support you in preparing for each assignment or interview that you attend.

Every time you work for us you MUST carry your original DBS disclosure and valid form of photographic identification (such as a driving license or passport) with you. On arrival you will be asked to show these documents. If you are unable to produce these documents you may be turned away without remuneration.

Please plan your journey in advance to ensure that you arrive for the time required. For session support please arrive 15 minutes before your shift is due to start. If you are running late please call your local branch to let them know and make your apologies when you do arrive.

## Making a good impression:

It is, of course, important to make a good impression from the moment you arrive at your assignment. If you're smart, professionally dressed with good personal hygiene, punctual, organised and keen to start work – you will impress immediately.

Just as many schools have strictly defined pupil uniform regulations, they also have accepted standards of staff dress.

The following items of clothing are inappropriate for working in schools:

Jeans	Over-the-knee boots/high heels/flip flops/trainers
T-shirts	Very short skirts
Sweatshirts/tracksuits	Elaborate jewellery
Low-necked tops/cropped tops	Tattoos on display
Shorts/low rise trousers	Dirty or paint splattered clothing

In some cases there are exceptions to the dress code as outlined below:

## SEN:

In some SEN environments the dress code may be different and more casual. If you are going to an SEN school for the first time it is a good idea to ask your account specialist what clothing is appropriate.

## Physical Education:

If you are teaching PE, tracksuits and trainers are essential. It's a good idea to carry a change of clothing just in case.



# your assignment.

## Tuition: What to expect on day 1?

On your first support session with a pupil/young person you will spend the bulk of the time getting to know them and begin to establish some rapport and common ground. This will be one of the most important sessions you will have with them and will likely dictate the tone of subsequent sessions, so don't underestimate the impact and importance of building this relationship.

In this session you will be able to establish the interests of the pupil/young person, and their intended aims for the future sessions. It is fine if they haven't given thought to this as you can relay your expectations and start to map out some ideal end goals to evaluate against at a later date.

You will find below some potential questions you may present to build an idea of their interests and use this to adapt plans and objectives to ensure they are relevant to them and create an impact as soon as possible. It is however only a guide, please feel free to ask further details, and let the young person talk as much as possible to reduce anxiety and give you more information.

Although not compulsory it is recommended that either in this session or the next you agree a 'code of conduct' with young person (and potentially parents/ carers), outlining your expectations and commitments as well as allowing them to make commitments.

Ensure at this stage that the pupil/young person's expectations are set by them and realistic:

- They may initially focus on a commitment to attend and/or complete a full session
- For some young people receiving tuition this in itself is a huge commitment

In order to make sure these targets are realistic and attainable it may be worth asking the parent/carer/ appropriate adult to have discussed these with the young person prior to the session commencing.

# your assignment.

## Introductions.

Keep these brief and establish credibility and share some information about yourself with the young person. Keep in mind that you will be one of multiple people that will be involved in their care/ education/lives; as such they may be anxious and defensive. Each pupil is an individual and so too will be their experiences, they may have had numerous professionals involved with them over their school life with varying degree of professional and personal impact.

It is likely that in some cases you may be met with skepticism, hostility and reservation from the pupil/ young person. This is normal and often born from anxiety; bear this in mind with your tone, expectations and delivery.

# your assignment.

## Prompts for conversations.

Try and keep to open questions which allow the young person to talk and expand their answers. These are questions starting with who, what, where, when, why and how? If they display an interest in something and you can build a connection, develop this further by asking more questions and showing your interest. Unless offered by the pupil/young person avoid questions related to their family.

Some initial ideas may include:

- **sports** – What sports do you play/like watching/ teams supported - why?
- **films** – What's their favourite? Why? What do they like about it?
- **music** – Who is their favourite band/artist? Have they ever seen a band/artist? What do they like about them?
- **clubs they may be in in school**- after school clubs, what have they done in the past?
- **things they do out of school** – interests out of school, what do they do with their friends?
- **career aspirations**- Who do they admire? Why? How did they get there? What do they know about them?
- **what do they enjoy at school** – subjects/activities, etc.
- **why do they want the extra support** – is it to boost grades or are they interested in a certain subject and keen to learn more? If so – how can you help them?
- **what's the long term goal?** When do they want to achieve that? How will they get there?

### How the young person learns:

- as a pupil, do they consider themselves a visual, kinaesthetic, auditory learner? (do they learn best by seeing, doing or listening?)
- what was the best lesson they had recently and why?
- if appropriate – what was the worst and why?
- who was their best teacher? Why, What did they like about them?
- how do they respond to praise? – When did they last feel successful in school or out of school and why, what happened?
- do they need keeping on task - are they easily distracted?
- what type of homework do they like to do? What do they really dislike?

### What they want to get out of the sessions:

- **career aspirations** – what do they want to do and why?
- do they know what you have been tasked to support – share with them?
- offer appropriate examples of past successes, do not share any personal details of other pupils/young people you have previously supported

# your assignment.

## Teacher: What to expect on day 1?

### **When you arrive you should:**

Sign the visitors' book or school computerised sign in on arrival and sign out when you leave the premises. Even if you are on a long-term placement you must still sign in and out every day. This is a health and safety requirement of every school to ensure that in the event of an emergency all persons can be accounted for. Should any dispute arise over days spent in school or arrival times, your signing in and out will also help confirm this information.

Many schools will have their own guide for supply teachers. Your consultant will be able to give you a great deal of information about the school and what to expect.

### **When you arrive at school you may also need to ask for the following:**

- School timetable
- Your lessons to cover
- A map of the school
- Any security codes, key fobs or passes you need to access 'staff only' areas
- Who to report to
- Registration/assembly procedure
- Behaviour policy and general rules of discipline for pupils
- Playground duties/lunchtime duties and routine
- Person responsible for health and safety/first aid emergency/fire drill/dinner money (if applicable)
- Any additional events happening within school (trips/important visitors/Ofsted inspections/seasonal events)
- Name of person should guidance on curriculum or disciplinary issues be required
- Your responsibilities for the day

# your assignment.

It's good to remember that thousands of supply staff are working in schools every day. The majority have a really positive experience and go home feeling completely fulfilled by the work they have undertaken. We hope that you feel proud of the progress that your pupils have made, whether they were with you for just one hour, a day, a week or a whole term.

A good day starts with you. Having the right attitude towards your pupils will be a key factor in making your day a success.

## **Experienced supply teachers and support staff would say:**

- ✓ Be early for your class - never arrive after your pupils.
- ✓ Get the class profile – speak with the HoD or cover manager to understand if there any special needs, disabilities or gifted students.
- ✓ Be prepared – you are the one with knowledge.
- ✓ Try and learn as many names as possible, build a rapport and try to develop positive relationships.
- ✓ Have a back up – students may complete the work early or there may even be no set work; what is plan B?
- ✓ Set the scene quickly – everyone is waiting to hear what you have to say.
- ✓ Make an impact – engage your pupils early and capture their attention.
- ✓ Be tolerant once, but let them know you've got no intention of letting it happen twice.
- ✓ Demonstrate that you know the rewards and sanctions policy.
- ✓ Bring a competitive element – students enjoy praise, competition and rewards whether that be stickers, prizes or simply verbal recognition.
- ✓ Be adventurous and interesting, with a sense of fun.
- ✓ Make every day count, for you, your pupils and the wider school community.
- ✓ Enjoy – a smile can lift the mood for you and the students!

# your responsibilities.

As a **tutor** you will be responsible for:

- Ensuring a safe learning environment
- Retaining control in the session
- Teaching the work set or appropriate work for the subject/year
- Ensuring that all pupils have an opportunity to learn
- Differentiating your work for different abilities/SEN
- Liaising with pupils stakeholders: teaching staff; social workers; parents and carers and working as part of a team
- Displaying good subject or curriculum knowledge
- Teaching thought-provoking and informative session
- Ensuring each session has clear objectives, and that the pupils understand the work
- Creating a relaxed and enjoyable atmosphere in the session
- Presenting work in a way that interests and motivates
- Encouraging pupils to raise their expectations of themselves
- Developing professional relationships with pupils and carers
- Delivering lessons with personality, incorporating your personal interests and talents as and where appropriate
- Dismissing pupils safely
- Ensuring any discipline issues are dealt with

# your responsibilities.

## Session commitments.

At the end of the session we would recommend (if possible and appropriate) discussing some commitments set out with all parties. These should be ideally 3 and no more than 5 each. We have included some ideas, but feel free to add any commitments you feel suitable and relevant to the information they have shared.

### Commitments from the tutor, for example:

- be there on time every week - if running late inform the appropriate adult (ASAP) cancellations will be 24 hours in advance
- have relevant, interesting and engaging work prepared for them every week
- provide consistent, informative and clear feedback on sessions and work completed in the sessions and as homework (where relevant)
- Never give a pupil/young person your mobile phone number. Similarly, do not ask for or accept the mobile number of a pupil/young person. There are no valid reasons why this should be necessary and to do so will create suspicion and place you in a vulnerable position

### Commitments from the young person, for example:

- attend all sessions committed on time; problems which might affect attendance should be shared with appropriate adults at least 24 hours before the session is booked
- complete homework as requested to deadlines provided
- be honest about how they are progressing and feeling about the work being delivered
- show the tutor respect by...

### Commitments from carers if appropriate, for example:

- communicate with tutor around any significant changes in circumstance prior to the tuition session taking place
- ensure there is always an appropriate adult on/in the premises throughout the full session unless agreed in advance by all parties otherwise
- provide an appropriate space where tuition can take place away from distractions from other people, pets and objects

# your responsibilities.

We recommend that you make a note of any commitments discussed during your first session with a pupil/young person or with any caregivers on the Randstad Community as part of your first session recording activity. If you have any concerns about how to do this, or what is best to make a note of, please contact your Randstad account specialist.

It is essential that our tutors fully commit to supporting the pupils that have been assigned to them. Regularly canceling or failing to attend booked sessions can potentially have a negative impact on a tuition program. Tutors should work closely with Randstad to maximise pupil attendance.

Canceled/missed sessions by the tutor. In the event that a tutor needs to cancel a booked session they must ensure that they arrange this by contacting their Randstad contact so that appropriate cover can be arranged and support continues for the pupil without interruption.



# your responsibilities.

As a **teacher** you will be responsible for:

- ✓ Ensuring a safe learning environment
- ✓ Retaining control in the classroom
- ✓ Teaching the work set or appropriate work for the subject/year
- ✓ Ensuring that all children have an opportunity to learn
- ✓ Differentiating your work for different abilities/SEN
- ✓ Liaising with teaching assistants and support staff and working as part of a team
- ✓ Displaying good subject or curriculum knowledge
- ✓ Teaching thought-provoking and informative lessons
- ✓ Ensuring each lesson has clear objectives, and that the children understand the work
- ✓ Creating a relaxed and enjoyable atmosphere in the classroom
- ✓ Presenting work in a way that interests and motivates
- ✓ Encouraging children to raise their expectations of themselves
- ✓ Developing professional relationships with students and staff
- ✓ Delivering lessons with personality, incorporating your personal interests and talents as and where appropriate
- ✓ Ensuring that completed work is marked
- ✓ Leaving a clear handover for the absent teacher in the form of a lesson review sheet
- ✓ Dismissing students safely at the end of the school day and leaving the classroom in a clean and tidy manner
- ✓ Ensuring any discipline issues are dealt with in line with the school's behaviour policy and reported accurately

# your responsibilities.

For long-term teaching assignments, you will be required to take on all the responsibilities of the absent permanent member of staff:

- Plan lessons
- Mark work regularly
- Monitor pupils' progress and keep records
- Complete reports
- Attend meetings, parents' evenings and in-service training days

The only difference between you and a permanent member of staff is that you are employed by Randstad. If you are working in any other role then please contact your consultant for your specific responsibilities.

If you are working as a teaching assistant you could be responsible for:

- Supporting a group of children within a class
- Supporting different children in one class
- Supporting the teacher by getting resources and by carrying out clerical tasks
- Ensuring a positive working environment by being enthusiastic and helpful
- Encouraging children to raise their expectations of themselves
- Ensuring children are safe in the playground
- Working with the teacher to provide effective intervention work with a specific group of children
- Developing professional relationships with students and staff
- Working with outside agencies to assess a child's progress
- Helping with personal care
- Being a positive role model
- Dismissing students safely at the end of the school day
- Leaving the classroom in a clean and tidy manner
- Supporting a particular child with SEN following their Individual Education Plan and/or Individual Behaviour Plan
- Ensuring any discipline issues are dealt with in line with the school's behaviour policy and reported accurately

# what does good tuition look like?

We pride ourselves in offering excellent tuition to all pupils, and want to support all tutors to be the best they can be. To help you understand what this means we have outlined what we believe good tuition looks like to support you on the webpage below. It also contains a matrix which provides descriptors of what we'd expect to see at each level for key areas of teaching and learning.

Click [here](#) to find out more.

## Quality Assurance (Tutors)

To ensure high quality tuition is provided, and pupils are making expected progress, Randstad has a rigorous Quality Assurance process that is designed to identify best practice, and support where needed to benefit all tutors and pupils. Randstad is dedicated to supporting all tutors in their professional development and this process helps to shape our programme of support and CPD. Please see the webpage link below for further information.

Click [here](#) for more details.

## Measuring & Reporting Impact (Tutors)

To measure the impact of tuition, assessments will be carried out on all pupils at the start and end of tuition. This will also help to identify areas for support. Please see the weblink below for more information on how to carry out these assessments. In addition, when completing a timesheet for each session, there will be space for tutors to note the level of pupil engagement during the session and if they are on track to meet their Learning Objectives.

Visit our [website](#) for more information.

# staying in touch.



Regular contact is essential when working with us, and there are a number of ways we can stay in touch.

## Telephone:

Telephone is the quickest and easiest way to contact your local consultant and it is also the best method to use to secure work with us. Your local branch is open from 7am to 6pm, Monday to Friday. Between 6pm and 9pm calls are taken by a consultant on out-of hours/on call duty and between 9pm and 7am we operate an answerphone service.

## Email:

Once we have agreed and secured work for you, you will receive an assignment confirmation email. We will also use email to send your payslip to you on the Friday following the week that you have worked.

Please do not use email to let us know that you cannot attend work, always phone instead. Not getting the message may cause confusion and affect classroom learning.

## Local branch:

Please feel free to pop in at any time to speak to a specialist consultant. If you wish to speak to your personal consultant we would advise that you call first to ensure they are available with sufficient time allocated to see you. Please see a [link](#) to our office locations and phone numbers.

## SMS text messaging:

Occasionally we may send you a text message about a specific role or opportunity. If you are interested and the role is relevant to you please call the local branch. These text messages are generated through our computer system, and you can reply but don't forget to put your name on the message when responding.

## Internet/social:

Our website [www.randstad.co.uk](http://www.randstad.co.uk) is a great way of finding out more about Randstad and the jobs that we have available. You can apply for vacancies across the UK, read interesting information, find useful links to other websites and sign up to our free job alerts service. Follow our social media pages for more news and events.

Twitter: [https://twitter.com/Randstad\\_Ed](https://twitter.com/Randstad_Ed)

Facebook: <https://www.facebook.com/RandstadEducation/>



# absence process including cancelled and missed sessions.

## Cancelled/missed sessions by the pupil/ school (Tuition only)

In the event that a stakeholder with responsibility for a pupil needs to cancel a booked session then they must do so by providing a minimum of 24 hours' notice, sending notice to [specialeducationalservices@randstad.co.uk](mailto:specialeducationalservices@randstad.co.uk)

Where a pupil is missing multiple sessions, tutors will identify any issues that may be negatively affecting attendance, advising Randstad. Randstad will closely monitor all sessions canceled/non attended sessions by the pupils and inform all stakeholders.

It is important that the tutor informs Randstad of pupils non-attendance straight away, and encourages them to give notice, wherever possible, with at least 24 hours notice.

## 1:1/individual sessions.

In the event that a stakeholder fails to provide 24 hour notice or the pupil does not turn up to the booked session at all then this is classed as a cancelled/missed session. In the event that a stakeholder cancels/misses a booked session then the tutor must log the timesheet and select the pupil attended as 'No', the tutor will then be prompted to select a reason for the missed session. The tutor will be paid for this session.

## 1:3/group sessions.

Where one or two pupils are absent from a group session, Randstad would instruct the session to go ahead. Where a stakeholder has indicated that the pupil will no longer take part in the tutoring, Randstad will identify if that pupil's slot can be taken by a new pupil even if they won't be able to receive the full allocated hours.

Where all of the pupils do not attend and fail to provide 24 hour notice or do not turn up to the booked session at all then this is classed as a cancelled/missed session.

In the event that a pupil cancels/misses a booked session then the tutor must log the timesheet and select the pupil attended as 'No', the tutor will then be prompted to select a reason for the missed session. The tutor will be paid for this session.

# absence process including cancelled and missed sessions.

## Absence procedure for staff based at a school

If you are ill or have to be absent from school for any reason, you will need to:

Inform your Randstad consultant no later than 7am on the first day of absence as a matter of urgency.

This allows us to make alternative arrangements so that we can minimise any inconvenience to the school - please call us and never the school.

We have a 24-hour on call service, so if you know in the middle of the night that you will be unable to go to school you can call and leave a message.

If you do call outside branch hours, please leave a message with your name, the school you were due to go to and the specific position to be covered (e.g. year 4 teacher) and the reason for your absence. We ask that you ring again before 8am to ensure we have received your message.

Due to the importance of continuity we ask that you are only absent for genuine emergencies or severe ill health. As with permanent members of staff, please ensure that non-urgent appointments are booked during the school holidays, on weekends or after school.

## Session monitoring.

Randstad will record all instances for each school where pupil absence has meant a session has been charged but not delivered, these will be communicated using templates provided if required.



# physical contact.

As a temporary tutor (who may not be familiar to pupils/young people) you may be susceptible to people misinterpreting your actions and/or pupils/young people making unfounded or mischievous allegations. Be aware of this potential and always follow this guidance which is offered to assist you.

*The general rule is to avoid contact wherever possible.* In that way your actions can never be misconstrued. However, there are situations where physical contact is necessary and there may be other situations where you cannot avoid physical contact.

Whilst the law allows reasonable force to be used in the cases of physical intervention, Randstad candidates should always operate within the policies and procedures for the individual school/local authority.

## Situations when physical contact might be appropriate:

Some physical contact may be necessary **e.g. to administer first aid**. When a need arises to administer first aid you must ensure you follow the school or settings policy or procedure. You must also ensure you are appropriately trained to administer first aid. If an incident arises and you are not appropriately trained immediately seek out an official first aider for support.

Young pupils and pupils with special educational needs may need staff to provide physical prompts and help. Equally, when young pupils are in distress it may be appropriate to offer comfort. In such situations these are judgment calls that have to be made at the time. However, you must be aware that for some pupils, touching may be particularly unwelcome for cultural or personal reasons. You must be sensitive to such situations. You should also ensure that you do not touch or hold a pupil in a way that might be considered indecent.

# physical contact.

## The Education and Inspections Act 2006:

The Act has given new statutory powers to members of staff in schools. This allows them to “use such force as is reasonable” to prevent a pupil from:

- Committing an offence
- Causing personal injury to others (or themselves) or damage to property
- Prejudicing the maintenance of good order and discipline at the school

## Intervention and the use of reasonable force:

Inevitably, there will be situations when it is necessary to intervene either to protect yourself, the pupil or others. There is no legal definition of ‘reasonable force’ but there are two relevant considerations to guide you:

1. Do the circumstances warrant it? If a pupil is only committing a minor misdemeanour or the situation could be resolved without the use of force, then force would not be warranted.
2. The degree of force has to be in proportion to the circumstances. The use of force has to be the minimum needed to achieve the desired result. In all circumstances you should not act in a way that might be expected to cause injury, for example:
  - Holding a pupil by the neck or collar
  - Slapping, punching or kicking a pupil
  - Twisting or forcing limbs against a joint
  - Tripping up a pupil
  - Holding or pulling a pupil by the hair or ear
  - Holding a pupil face down on the ground

# physical contact.

## The role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support and consequence processes. Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy. Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. Schools might wish to repeat elements of this induction for all pupils at suitable points in the academic year.

Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for pupils who are mid-phase arrivals.

## The role of parents

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy. Where appropriate, parents should be included in any pastoral 14 See part 2 of the Teachers' Standards which outlines the high standards of personal and professional conduct expected of teachers. 14 work following misbehaviour, including attending reviews of specific behaviour interventions in place.

# behaviour management.

## some simple rules to guide you:

1. Acquaint yourself with the school's behaviour management policy. If an incident is developing, make sure you know where to get help and take action without delay.
  2. Avoid situations where you are alone with a pupil, and keep doors open where this is unavoidable. All sessions should take place with a carer/parent in attendance.
  3. Have strategies ready to diffuse potential situations.
  4. In the event of an incident, summon assistance as soon as is practical. Don't leave pupils in danger.
  5. Ensure you report all such incidents to school staff and your account specialist at the Randstad Central delivery team
1. If you have inadvertent physical contact with a pupil, report it immediately (explaining the circumstances).
  2. If you have been injured in an incident, seek medical attention immediately and ensure that the incident is properly reported to the school and your consultant at Randstad Education, whilst it is fresh in your memory write a record of the incident. Give as much detail as you can (including the names of any witnesses).
  3. When you are in a school you are an ambassador for Randstad, so avoid any sort of behaviour that could be criticised or misinterpreted.
  4. Reflect on your day – what went well and what could you have done better? Teaching can be a challenging profession and no one is perfect – so try and talk through your day with a colleague, friend or Randstad account specialist and learn from situations to continue to develop your teaching style to be the best that you can possibly be.

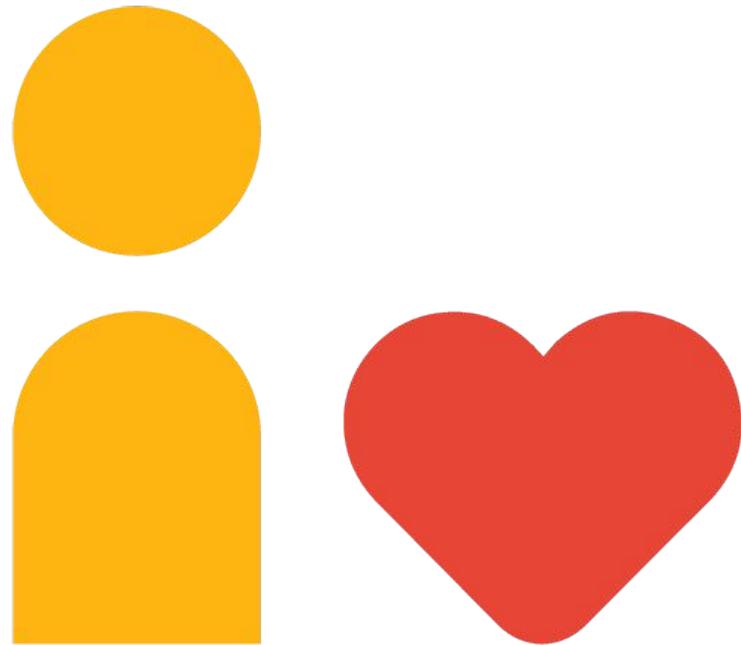
# behaviour management.

setting up your day for success.

The majority of support staff have a really positive experience and go home feeling completely fulfilled by the work they have undertaken. We hope that you feel proud of the progress that your pupils have made, whether they were with you for just one hour, a day, a week or a whole term.

A good day starts with you.

Having the right attitude towards your pupils will be a key factor in making your day a success.



# behaviour management.

Experienced supply teachers/ Tutors and support staff would say:

1. **Be early** - never arrive after your pupils.
2. **Be prepared** – you are the one with knowledge.
3. **Try and learn as many names as possible**, build a rapport and try to develop positive relationships
4. **Have a backup** – pupils may complete the work early or there may even be no set work; what is plan B?
5. **Set the scene quickly** – everyone is waiting to hear what you have to say.
6. **Make an impact** – engage your pupils early and capture their attention.
7. **Be tolerant once**, but let them know you've got no intention of letting it happen twice.
8. Use **positive reinforcement**.
9. Demonstrate that you know the rewards and sanctions policy.
10. **Bring a competitive element** – pupils enjoy praise, competition and rewards whether that be stickers, prizes or simply verbal recognition.
11. **Be adventurous and interesting**, with a sense of fun.
12. **Make every day count**, for you, your pupils and the wider community.
13. **Enjoy** – a smile can lift the mood for you and the pupils!

## Positive reinforcement

Positive reinforcement techniques, when done well and with the right balance, can be transformational for student behaviours and outcomes. Positive reinforcement techniques motivate students to do what they are capable of doing and when given frequently and consistently, they can have considerable impact. Positive reinforcement is often transformational and can have long-standing effects.

Positive reinforcement can:

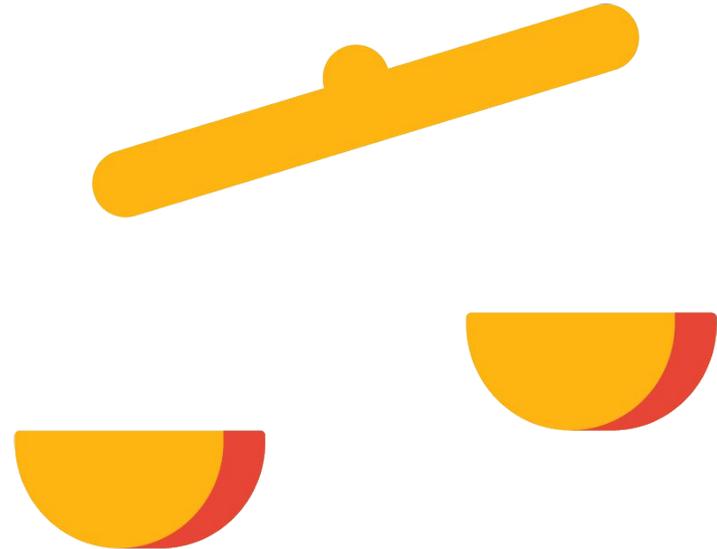
- Encourage repetition of good deeds committed by the student
- Make students aware of where their strengths lie – and help them to capitalise on them
- Help students to understand the dos and don'ts much more effectively than if listening to a teacher "lecture" them

# sexual offences act information.

## Sexual Offences Act 2003:

It is unlawful to engage in any sexual relationships with a pupil under the age of 18, even if you are not their teacher or you don't support them in any way.

Convicted offenders are likely to face imprisonment and will be required to sign the sex offenders register. All allegations of sexual offense will be fully investigated, reported to the police and referred to the TRA and Disclosure and Barring Service.



# spotting signs of child abuse.

## What are the signs of child abuse?

**The signs of child abuse aren't always obvious, and a child might not feel able to tell anyone what's happening to them.** Sometimes, children don't even realise that what's happening to them is abuse. There are different types of child abuse that a child is being abused may depend on the type. For example, the signs that a child is being neglected may be different from the signs that a child is being abused sexually.

### Common signs:

Some common signs that there may be something concerning happening in a child's life include:

- unexplained changes in behaviour or personality
- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which cover their body.

These signs don't necessarily mean that a child is being abused, there could be other things happening in their life which are affecting their behaviour – but we can help you to assess the situation.

You may also notice some concerning behaviour from adults who you know have children in their care, which makes you concerned for the child/children's safety and wellbeing.

For further information on spotting signs of abuse related to specific types of abuse please visit NSPCC web page by clicking [here](#).

If you have any concerns related to safeguarding or abuse please contact Randstad's safeguarding team via [safeguarding@randstad.co.uk](mailto:safeguarding@randstad.co.uk).

Please click [here](#) to access our high risk safeguarding process document.



# safeguarding.

**Safeguarding is everyone's responsibility.** It is about people and organisations working together to prevent and reduce both the risks and experience of abuse or neglect.

Randstad has a dedicated safeguarding team to support and investigate any concerns or allegations. Randstad has an appropriately trained designated Safeguard Lead who is responsible for engaging with multi agencies and carrying out appropriate referrals to bodies such as DBS and TRA.

## Your responsibility

As a randstad agency worker you must inform Randstad of any safeguarding concerns or allegations. Randstad takes any concern or allegation of this nature very seriously and will conduct a formal investigation with all parties to come to a concluded outcome.

If you have any concerns you must notify your Randstad consultant immediately. If you are based at a school and witness something that concerns you we would also recommend notifying the Designated Safeguard Lead at the school.

If Randstad receives a concern or allegation involving yourself then appropriate action will be taken in line with our safeguarding policy. You will be removed from your current assignment and will not be able to return until a full investigation has been concluded. This is a safeguarding measure we have put in place to protect all parties involved.

You will be expected to liaise with Randstad and support any ongoing investigation with statements and requested information. If you do not engage with Randstad then we will have no choice but to continue the investigation without your input. This may result in a referral being made to DBS or TRA.



# whistleblowing.

## What is whistleblowing?

When a worker reports certain types of wrongdoing that affects others, usually by something they have seen at a place of work, this is classed as whistleblowing.

Reporting on the following circumstances are covered by the whistleblowing law:

- a criminal offence, for example fraud
- someone's health and safety is in danger
- risk or actual damage to the environment
- a miscarriage of justice
- the company is breaking the law, for example does not have the right insurance
- you believe someone is covering up wrongdoing

**As a whistleblower you're protected by law.** You can raise your concern at any time about an incident that happened in the past, is happening now, or you believe will happen in the near future.

If you would prefer to report an incident anonymously, you can email [compliance@randstad.co.uk](mailto:compliance@randstad.co.uk) who can address the concerns on your behalf. Maintaining confidentiality is of fundamental importance to Randstad's whistleblowing policy.

A whistleblower who feels themselves to be subject to hostile action from colleagues should inform their Manager and Randstad representatives, who should if necessary take steps to alter the complainant's duties so as to protect them from the hostile action.

For further information our safeguarding policy can be found on our [website](#).



# Prevent duty - tackling extremism.

The duty in the Counter Terrorism and Security Act 2015 is “to have due regard to the need to prevent people from being drawn into terrorism.” Prevent – is the Government’s national counter terrorism strategy and aims to stop people being drawn in terrorism. It aims to reduce the risks of radicalisation and ensure people are given advice and support.

Extremism – is vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes extremism calls for the death of the armed forces, whether in the UK or overseas (Home Office 2015).

Radicalisation – refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Schools are at the heart of this effort. Teachers and school leaders play a vital role in shaping each member of their school community to be an active, engaged citizen. This can be challenging. We are confronted by groups trying deliberately to radicalise and recruit young people using the internet and social media. Young people have been induced to travel to Syria and Iraq, placing them in great danger and causing terrible distress to their families. In other cases, pupils have been taken to those places by parents, or young people may choose to stay in this country, but nonetheless be attracted by ISIL ideology.

The Prevent duty came into effect on 1 July and requires all schools to “have due regard to the need to prevent people from being drawn into terrorism”.

Schools should provide a safe environment in which pupils can discuss issues such as extremism and terrorism in an age-appropriate and balanced way – just as they do with other sensitive issues.

There are a wide range of topics that schools can consider when thinking about how to build young people’s resilience to radicalisation and these can be tailored to your local context and community. Issues such as stereotyping, propaganda, online safety, and freedom of speech are all relevant to the debate, and for some age groups and areas topics such as terrorism, religious fundamentalism and global issues will also be appropriate. Understanding the perspectives of others and actively debating these issues plays an important role in building the resilience to radicalisation, whether inspired by far right, Islamist or any other extremist ideology.

# Prevent duty - tackling extremism.

## Vulnerability to Radicalisation

All staff have a responsibility to take notice of patterns of behaviour that show whether a person is engaged in an ideology, is intent in causing harm or capable of committing violent acts. There are a number of behaviours and other indicators that may indicate a vulnerability to radicalisation and extremism.

Engagement factors are sometimes referred to as psychological hooks. These could include the needs of a person, their susceptibilities, their motivations and influences.

### Engagement factors can also include:

- Feelings of grievance or injustice
- Feeling under threat
- A need for identity, meaning or belonging
- A desire for status
- A desire for excitement or adventure
- A need to dominate and control others
- A desire for political or moral change
- Opportunistic involvement
- Family or friends' involvement in extremism
- Mental health issues
- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Their day-to-day behaviour becomes increasingly centered around an extremist ideology, group or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of material or symbols associated with an extremist cause (e.g., the swastika for far right groups)
- Attempts to recruit others to the group/cause/ideology
- Communications with others that suggest identification with a group/cause/ideology

# prevent duty - tackling extremism.

Intent factors are those that show a person is ready to use violence to promote their views or achieve their aims.

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- using insulting or derogatory names or labels for another group
- speaking about the imminence of harm from the other group and the importance of action now
- expressing attitudes that justify offending on behalf of the group, cause or ideology
- condoning or supporting violence or harm towards others; or plotting or conspiring with others

To have capability to cause harm requires skills, resources and networks to be successful.

- having a history of violence
- being criminally versatile and using criminal networks to support extremist goals
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction)
- having technical expertise that can be deployed (e.g., IT skills, knowledge of chemicals, military training or survival skills)

**The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved.** For this reason, any attempt to derive a 'profile' can be misleading. It must not be assumed that these characteristics and experiences will necessarily lead to individuals becoming terrorists, or that these indicators are the only source of information required to make an appropriate assessment about vulnerability.

# prevent duty - tackling extremism.

## Escalating an incident or concern

Prevent concerns and/or incidents should be reported using Randstad's high risk safeguarding reporting form (internally). For individuals external to randstad you can email any concerns directly to our Designated Safeguard Lead via [safeguarding@randstad.co.uk](mailto:safeguarding@randstad.co.uk)

Once the Designated Safeguarding Lead has been informed they will make a decision on whether the issue needs to be escalated to the local Police Prevent Officer. The designated safeguarding lead will then support the Channel process as seen fit by the local Channel panel. It should be noted that referral to the Channel process is not a criminal intervention.

## Resource

In addition to the advice the DfE has already published, there are a wide range of publicly accessible resources available to schools, including classroom materials for teachers. Some useful examples include:

**Hammersmith and Fulham Prevent resource pack:** [click here](#)

A series of lesson plans, covering digital awareness, stereotyping, conspiracy theories and extremism.

**Getting On Together:** [got.uk.net](http://got.uk.net)

This suite of curriculum materials are available online, for free and already used in many Welsh schools. The GOT curriculum covers 4 modules on the knowledge and understanding needed to counter the distortion of the non-violent message of the Islamic faith and 3 modules facilitating open debate and critical thinking on issues central to a healthy, democratic and integrated society.

**Respect:** [click here](#)

These free of charge series of 5 lesson plans cover topics on extremism, critical thinking, conflict resolution and online resilience.

## Choices:

An online resource that aims to equip teachers with the skills and knowledge to hold challenging conversations on extremism in the classroom, increase their understanding and awareness of extremism and develop critical thinking skills among their pupils.

Social media is frequently used to radicalise young people, and local authorities may also be able to support schools in identifying further resources and opportunities available locally.

If you would like more links to PREVENT training please speak to your local branch who may be able to help you.



# data protection.

## Sharing information:

During your supply assignment you may have access to highly personal and sensitive information relating to individuals. As a worker through Randstad we ask you to recognise that individuals have a right to privacy and dignity, and that this extends to our handling information about them in ways which cause as little intrusion as possible on those rights.

As such, we will only give you access to personal data where there is a legal right, in order for you to perform your duties in connection with the service you are there to deliver. We will only break the rule of confidentiality in very extreme circumstances, which justify our taking that action for the greater good of an individual or, exceptionally, others.

We would recommend that all workers make themselves familiar with the data protection laws.

## Data security:

Any data that is in your possession from Randstad must be stored securely and kept confidential where appropriate. The following points should be considered:

1. All information supplied to you on a client/ individual should be kept confidential and not discussed with anyone other than authorised individuals or relevant parties.
2. Written information supplied to you as part of your assignment should be kept confidential and in a secure location where it is not at risk of being viewed or stolen, and not left in view of the general public.
3. Where information is sent via electronic mail it is recommended that it is password protected.
4. Information or data gained through the task of providing education services during your assignment should remain confidential and only discussed with relevant or authorised individuals.
5. Supply staff should never pass information to any other individual other than for professional reasons.



## Good practice hints and tips:

When **printing** off confidential information do not leave on the printer, collect immediately.

If you send an **email**, take care to ensure that sensitive or personal information is not being disclosed. Shred all documents once they are no longer required for the booking.

If you are in possession of printed information, it should be kept in a secure place and not left on your desk or in your car.

# ICT usage and social media.

When utilising ICT equipment in homes etc, we advise that you follow some simple rules:

1. Try and organise access to the network with your own username and password. Try and avoid using another person's 'login'.
2. Do not use computers for personal use. It reflects badly on you and us if you are observed undertaking such activities.
3. If you are using the internet ensure that the sites you visit are always relevant and appropriate. If you inadvertently visit a site that has inappropriate material displayed, immediately close down the site and report to a senior member of staff.
4. Do not let pupils or other staff use your 'login' details and always 'log off' if your computer is going to be left unattended at any time.
5. If you suspect pupils/young people or carers have used a computer with your login credentials, report it.
6. If you have reason to send emails, ensure that the language you use is always appropriate. Check what you are writing to make sure that it could not be misconstrued.
5. Never enter into over-familiar correspondence with pupils/young people. Remember that you are in a position of trust. If you receive any email correspondence from a pupil that concerns you please report this immediately.
6. Never give a pupil/young person your mobile phone number. Similarly, do not ask for or accept the mobile number of a pupil/young person. There are no valid reasons why this should be necessary and to do so will create suspicion and place you in a vulnerable position.
7. Don't have your mobile phone in view during lessons and never try to take photographs or videos of pupils/young people on your phone. If, as part of the learning experience, you need to photograph or video pupils/young people, get clear permission from the carer beforehand.

The proliferation of social media has blurred the boundaries of communication with its informality of approach. However, it's worth remembering for both teachers and pupils, certain rules should be adhered to in the interests of safety, security and privacy.

# ICT usage and social media.

Our current social media policy, which we ask our workers to observe, includes:

1. You should not access your social media pages through any ICT equipment which does not belong to you.
2. Your social media use including status updates or photo uploads should not identify or refer to the or refer to the pupils, young people, stakeholders, local authorities, carers or agency that you are working with.
3. We would advise workers to refrain from engaging in, or commenting on topical news stories or discussions online that have a contentious nature within the education world – as it can result in complaints and concerns from parents, Headteachers and Governors. In many cases, once your comments are published, you will not be able to have them removed. We suggest that you take a common sense approach, refraining from making any comments that could be perceived to be prejudicial, discriminatory or defamatory.
4. We would also remind you that Facebook or other social media profile pictures can easily be accessed by pupils/young people; you should avoid using any photo which could be deemed inappropriate or suggestive. Monitor your privacy and security settings so that only friends can view your profile, otherwise pupils may be able to obtain your personal details.
5. Finally, do not allow pupils to 'friend' you on Facebook (or any other social media) or make such a request yourself – even if you are coming to the end of your assignment. This will only blur the boundaries between pupil and tutor and will certainly put your motives in question.
6. Do not share contact details with the pupil/young person.
7. Ensure all social media account are private and are blocked from being viewed / accessed by by students



# DBS update service.

In 2013 the Disclosure & Barring Service (DBS) released their much awaited update service.

Once a new DBS has been processed, applicants can choose to subscribe to the DBS Update Service for an additional £13.00 per year. To register with the Update Service you have to complete this within 30 days of your DBS certificate being issued. This allows applicants to take their Disclosure result from role to role within the same workforce, without having to carry out a new check every time. Applicants will give permission to their employer who can carry out a free instant check which will confirm if the applicant's certificate is current and up to date.

**Each new employer will just need your membership number and can check that there have been no changes to your original DBS.**

## What are the benefits to me?

In the first instance, you will not have to renew your DBS certificate periodically so this will save you money. More beneficially, you can be cleared to work almost immediately where there may have previously been delays pending your new DBS certificate. It will avoid the situation where you have to apply for multiple certificates for new roles.

## How do I join?

Once you have completed your DBS form, your consultant will give you your application number. You can then log on to the DBS website and join even before your certificate is issued. You also have the option to join the service up to 19 days after issue.

## Where do I go for information?

Please speak to your consultant or go to the DBS applicants guide



# payroll and tax matters.

## Payroll procedures.

Randstad uses an online payroll system. You input your timesheets onto the Randstad Community within 24 hours of the session taking place. You will get training on how to do this when you start your role.

- you will be paid weekly by end of Friday, for your timesheets that are approved by the end of Tuesday
- all payments are made by BACS
- payslips are emailed to your registered email address on or before the Friday, PAYE and NI are deducted as appropriate

***Any change in bank account details, address or contact details must be provided in writing to Randstad.***

## Tuition based roles

**All sessions must be recorded on the community within 24hrs of session taking place**

Please refer to your Community user guide for instructions on how to add a timesheet and the format you must follow. Timesheets that do not meet the set format will be rejected until they meet the required criteria.

It is vitally important that all sessions are added timely and accurately as this is how we monitor a pupil's support and how we process your payment. Timesheets that are added late can have a severe impact on the pupil/young person's education. Local Authorities have access to The Community and will regularly review session notes to review a pupil's progress and engagement. The information you provide in the sessions is used by schools and Local Authorities to plan the next stages of the pupil/young person's educational plans.

Payroll is processed weekly, so all timesheets must be added and approved each Tuesday by 17:30 in order to be paid those timesheets that Friday. Any issues when adding your timesheet must be raised with **specialeducationservices@randstad.co.uk**. We will aim to respond to all queries within 24 hours.



# payroll and tax matters.

## Payment of tax and national insurance:

When registering at your Randstad branch it is very important that you fill out a P46 (all P46s must be signed and dated for the current tax year, 6th April onwards) or provide a P45 from a previous employer as soon as you start work with us.

If you are paid PAYE, and have not provided us with a tax form, a BR (Basic Rate) tax code will be used, which means that you will pay tax at the basic rate on all of your earnings until the Inland Revenue provide us with a new tax code for you. Please note that should you have any other income, e.g. from work or a pension, this must be made known to your Randstad Education branch, as this will affect your tax code or allowance.

## Tax:

Should you need to contact the Inland Revenue our Tax Branch details are:

HM Inspector of Taxes  
PAYE Tax Ref: 951/R300  
East Hampshire & Wight Area,  
Lynx House,  
1 Northern Road,  
Cosham,  
Portsmouth P06 3XA

0845 300 0628



# Policies and procedures.

The policies below detail Randstad's policies and ethos. As a randstad agency worker, you are required to comply with these policies, and to act at all times in the spirit and intent of the policies.

## Data protection and confidentiality.

Data is at the heart of Randstad's business (relating to colleagues, candidates, clients and suppliers). It is the policy of Randstad UK to hold that data securely and process it in line with the law and the expectations of our stakeholders.

Randstad will process personal data in accordance with our obligations under the General Data Protection Regulation (GDPR) and in a way that meets the expectations of the individuals to whom it relate. For more information on GDPR please contact your pupil support specialist.

Inline with this, it is essential that you respect the confidentiality of the pupil to whom you are providing support. Never discuss anything you learn about them either from Randstad, or when providing services to the pupil. If you have any concerns about the pupil, please treat as sensitive information and speak to your Randstad representative who will be able to guide you.



# policies and procedures.

The policies below detail Randstad's policies and ethos. As a randstad agency worker, you are required to comply with these policies, and to act at all times in the spirit and intent of the policies.

## Equal opportunities.

Randstad is committed to providing and promoting equal opportunities in employment. We aim to treat everyone equally regardless of age, disability, gender reassignment, marital or civil partnership status, pregnancy or maternity, race, colour, nationality, ethnic or national origin or belief, sex or sexual orientation (protected characteristics).

For more information on the Equality Act 2010 you can visit the [Government Equalities Office Website](#)

We aim to provide equal opportunities and avoid discrimination in all aspects of employment and to ensure that the talent and skills of all individuals are maximised. Our approach applies to recruitment, terms and conditions of employment (including pay) appraisals, promotion, disciplinary and grievance procedures and training.

For discrimination to have taken place against people with protected characteristics an unlawful act must have also taken place, which is a prohibited conduct, such as direct discrimination, indirect discrimination, harassment or victimisation.

***If you have any concerns please contact your Randstad representative.***

## Implementing equality of opportunity.

Recruitment and employment decisions will be made on the basis of fair and objective criteria. Our selection procedures are reviewed from time to time to ensure that they are appropriate for achieving our objectives and are not discriminatory. The terms and conditions of employment, including remuneration, are decided without reference to discriminatory criteria.

All workers will be interviewed, assessed, and, in our operational arena submitted to clients, on the basis of their ability and merits, according to the requirements of the assignment.

The requirements workers who have or have had a disability will be reviewed to ensure that, wherever possible, reasonable adjustments are made to enable them to enter into or remain in assignments with us.



# policies and procedures.

## Monitoring.

The company collates data on diversity as part of our application and recruitment process. We then consider any data to develop appropriate action programmes to promote equality of opportunity.

All workers have a right to equality of opportunity and a duty to implement this policy. Breach of the equal opportunity policy is potentially a serious disciplinary matter. Anyone who believes that he or she may have been disadvantaged or experienced any type of discrimination should raise the matter through your Randstad Account Specialist.

## Health and safety at work policy.

As stated in the contract for services, it is essential that you make full use of the healthy & safety and fire safety procedures of the University you will be supporting in, and that you bear this policy in mind at all times whilst providing support and visiting different parts of the campus. Always follow the health and safety guidelines that you have been given by the University. Randstad is committed to the health, safety and welfare of all workers and to maintain best practices in these areas. It is the duty of Randstad and Randstad undertakes to ensure, so far as is reasonably practicable, the health, safety and welfare of its workers at work.

Randstad observes the Health and Safety at Work act 1974 and all relevant regulations and codes of practice made under it from time to time. Randstad takes into account any recommendations made by the Health and Safety Executive with regard to health and safety issues, and where appropriate, will liaise with the Health and Safety executive regarding specific health and safety issues which are of particular relevance to Randstad.

This commitment to health and safety is a management responsibility equivalent to that of any other management function. It will be the duty of Randstad's Directors and workers to ensure that the policy is upheld at all times and to provide the necessary funds and resources required.



# policies and procedures.

## Company conduct.

### Randstad will:

- request workers and institutions to co-operate with Randstad and with each other in order to promote safety and reduce hazards
- promote the co-operation of workers to ensure safe and healthy conditions and systems of work by discussion and effective joint consultation
- request that clients give details of specialist skills or qualifications required to carry out an assignment together with health and safety information
- pass to the worker all information provided by client on health and safety issues connected with the assignment
- require the worker to adhere to the client's health and safety policy at all times whilst on an assignment
- monitor and review the client's management of health and safety at work
- keep this policy under review and make any revisions it considers necessary from time to time. All such revisions will be brought to the attention of workers

## Worker conduct.

### You must:

- assess risks to your own health and safety to which you are exposed at work
- stop working immediately if you consider that your working environment is unsafe and immediately report the matter to Randstad
- take all reasonable steps (by observing safety rules which are applicable to you) to safeguard your health and safety and the health and safety of others (e.g. other workers, contractors, customers, workmen, etc.)
- co-operate with Randstad to ensure that the aims of this policy are achieved and any duty or requirement imposed on Randstad by or under any of the relevant statutory provisions is complied with
- Any failure by you to comply with any aspect of Randstad's health and safety procedures, rules or duties specifically assigned to you with regard to health and safety will be regarded by Randstad as misconduct which will be dealt with as potential misconduct.

***All issues/complaints raised to Randstad will be investigated thoroughly and, if necessary, formal procedures will be followed.***

# policies and procedures.

## Lone working.

The HSW Health and Safety at Work etc Act 1974, and The Management of Health and Safety at Work Regulations 1999 require employers to identify hazards associated with lone working, assess the risks involved, and put measures in place to avoid or control the risks.

In preparation for pupil support taking place in the home, a framework has been created to outline how the work placements will be controlled and managed and the procedures that will be put into place to control the risks associated with lone working.

The work placement involves a Randstad Appointed worker visiting a person's home to assist them with their educational studies. A lone worker is a person who is engaged in solo work activities, or activities where contact with colleagues will be irregular or infrequent.

For the Randstad Lone Working Policy and Risk Assessment please see the Randstad Website page:

[https://www.randstad.co.uk/employers/areas-of-expertise/pupil-support/working-with-randstad-pupil support/](https://www.randstad.co.uk/employers/areas-of-expertise/pupil-support/working-with-randstad-pupil-support/)

## Providing feedback.

Randstad welcomes feedback and encourages you to provide feedback as necessary, especially in relation to any processes or procedures that may be improved. Please feel free to contact your Randstad Account Specialist by phone or email to provide feedback.

Feedback surveys may also be conducted periodically; if you are invited to complete a feedback survey then we appreciate your time in doing so as this helps us to obtain valuable feedback in relation to our service that enables us to make improvements.



# CPD opportunities.

We take great pride in our selection procedures, ensuring that we select only candidates of the highest calibre.

However, this process only measures you at a single point in time. Things move quickly in education and all candidates have to keep pace with progress to ensure that their skills and knowledge are kept up to date. This is why continuous professional development (CPD) is important for all our candidates as it:

- Keeps you up to date with the latest techniques and thinking
- Prepares you for new challenges you will face with students
- Will make you more marketable – a candidate who pays attention to their CPD is likely to be in high demand

We are delighted that we are able to offer certain modules of CPD training for candidates, but it is important to remember that these should only be a part of your CPD activity. As well as providing certain opportunities for you we also encourage you to seek other learning opportunities too.

## Randstad central delivery team opportunities:

### Team-Teach training:

Team-Teach is a whole setting holistic approach to managing challenging behaviour. Team-Teach provides candidates with a range of verbal and non verbal de-escalation strategies as well as helping develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all.

Originally developed for SEN settings, the Team-Teach approach is relevant to any classroom that may experience challenging behaviour. Randstad Education has a team of qualified Team-Teach instructors nationwide and runs a comprehensive programme of Team-Teach training for candidates largely coinciding with school holidays. If you want to do a Team-Teach course (which takes between 1-2 days) please contact your local account specialist.

### Your e-learning portfolio:

When you have completed your registration with Randstad we will provide you with access to free e-learning, provided through our e-learning training partner.

There is an obligation for all adults working in schools to receive pupil safeguarding and training in relation to the prevent duty, therefore we have provided two modules to support your training in this area prior to your assignment.



# CPD opportunities.

## Local CPD opportunities.

Your local Randstad team may from time to time offer CPD sessions on topics that are relevant to you locally.

For example, this might include topics such as:

- Classroom management
- Becoming a cover supervisor
- Introduction to supply for NQTs
- An introduction to 1-2-1 tuition
- Introduction to primary teaching for secondary teachers
- Using whiteboards
- Invigilator training

You will be alerted by email or text message of such opportunities as they arise.

## Online CPD workshops.

Our series of CPD accredited virtual continuous professional development webinars will be run in a workshop style. We will run relevant topics and take feedback from tutors as to what CPD topics should be covered.

Our account specialists seek feedback on your performance on every assignment. On occasion (and particularly for longer-term assignments) we will arrange a three-way meeting with you, the carer and your account specialist.

Where this is not feasible we will ask the stakeholder to complete a Candidate Appraisal Form which assesses your performance more formally. We will share the outcome of this feedback with you so that you know what sort of impression you are making and whether there are any learning points that could be addressed through further training or development opportunities.

We will keep a record of such discussions and details of any training you have undertaken. So if you do some development directly with a school, please let us know.



# our commitment to you.

## When working with us, we are committed:

- To contact schools and local authorities to identify suitable opportunities
- To undertake all the necessary pupil safety checks
- If we require additional information or documents from you we will let you know what they are
- Once your file has been cleared we will let you know
- To let you know if your file does not meet our recruitment criteria
- To pay you what we say you will get paid
- To work hard to obtain feedback for you after every assignment
- To endeavour to find you suitable roles that you are qualified or experienced in and in the areas where you want to work
- To keep in touch with you about job opportunities
- To ask you about your CPD and offer you CPD where possible
- To keep you up to date with changes in the local recruitment market
- To offer you career advice
- To provide references for the dates you worked on assignment with us
- To understand your short-term and long-term plans and your career aspirations
- To assist any of your colleagues, friends or family members within the education field to access great opportunities – and reward you for recommending them to work with us



# randstad code of conduct.

The standards and behaviours outlined in this document are the standards, performance and behaviours expected of all Randstad staff. This is not intended as a complete and/or exhaustive list of Randstad's rules, regulations and standards.

When working for Randstad the following behaviours are expected:

- You should provide a safe learning environment for all children in your care
- You must act in line with the partner school's safeguarding policies and procedures at all times
- You must act in line with Randstad's safeguarding policy and follow the process for reporting an incident/concern where necessary
- You should be a role model in accountability and responsibility at all times
- You must use appropriate language at all times. Discriminatory language, offensive comments/language, derogatory comments/language and/or abusive language towards anyone is not acceptable
- You may not share any inappropriate content. This includes photos, images, videos and links. Inappropriate content is considered to be anything that may cause harm, stress, upset or offence to anyone and/or involves illegal activities
- You must wear appropriate clothing during work, and must not wear any clothing with offensive language or symbols. Additional information related to this can be found in your Randstad handbook
- You must not have physical contact with a child or young person
- You must not be under the influence of alcohol, drugs or other substances that may affect behaviour when working with young people (online or in person)
- You must abide by all Policies, Procedures and Codes of Practice laid down by the Company
- You must not discriminate on the grounds of age, race or ethnic origin, creed, colour, religion, political affiliation, disability or impairments, marital status, parenthood, sexual gender or sexual orientation. The values, customs and religious/spiritual beliefs of each client must be respected
- You must act with honesty, integrity and with respect for clients / schools property

# randstad code of conduct.

- You must not be involved in any action that may prejudice the service or damage the reputation of Randstad
- You must not discriminate on the grounds of age, race or ethnic origin, creed, colour, religion, political affiliation, disability or impairments, marital status, parenthood, sexual gender or sexual orientation. The values, customs and religious/spiritual beliefs of each client must be respected
- You should arrive for duties at the requested time, and carry out duties for the full time that has been allocated. If it is found that attendance was not for the fully allotted time the Company has the right to reduce pay accordingly
- You must not disclose any confidential information to any third party without written consent of the client or appointed advocate unless it is considered to be in the best interest of the child's health and well-being, or is required for compliance to the law. In these latter cases, matters must always be referred directly to Randstad management
- You are expected to act professionally at all times. This will apply not only to relationships with peer members and other colleagues within the Organisation, but also with other professionals with whom they may come into contact as part of their duties
- You must update Randstad of any changes in personal data immediately, including contact details
- You must help chase your referees if we are unable to obtain references for you
- You must catch up regularly with us so we can assist you with your next position
- You must fulfil the discussed job responsibilities to the best of your ability
- You must adhere to the ICT policies where you are working and the Randstad policies as notified to you from time to time
- You must give us feedback on our service and let us know how we can improve
- You must update us with your weekly and daily availability in advance
- You must complete timesheet information thoroughly
- You must work in an open and transparent way

# randstad code of conduct.

## Online tutors

In addition to the contents of this document, anyone assigned work for online tutoring must also:

- Ensure that whilst online your environment does not display any inappropriate images or documentation capable of being viewed by the pupil or parent/responsible adult
- Confirm the parent, guardian or responsible adult is in the vicinity of the tuition session
- Ensure that any conduct with the pupils is appropriate to their role as a tutor and confined to the relevant lesson session
- Do not send personal or unsolicited communications via any means to the student or parent/responsible adult
- Report any emergency, dispute or incident with a pupil or parent/responsible adult to Randstad in accordance with the Safeguarding and Child Protection Policy
- Report any inappropriate behaviour or illegal activity identified within a lesson session by the student or third party in accordance with the Randstad Safeguarding and Child Protection Policy
- Continue to be aware of signs a child may be at risk and report any such concerns appropriately
- Be aware that online tutoring sessions are recorded for the safety of all users

**Please ensure in addition to this code of conduct you also read:**

- Randstad Safeguarding policy - attached
- Randstad Online policy - attached

# resources.

## Resource list for tutoring.

Below is a list of resources that would be suitable for you to use to plan and facilitate your one to one sessions with your pupils. Some of the websites will need a subscription, but most are free and just need you to create an account in order to access the resources.

**PLEASE NOTE:** If you are using YouTube resources, please watch them first to ensure the content is age appropriate for the pupil you are working with.

## Past Papers for GCSE.

<https://www.aqa.org.uk/exams-administration/exams/find-past-papers-and-mark-schemes>  
<https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html>

## Maths and English - All year groups.

<https://classroomsecrets.co.uk/>  
<https://www.bbc.co.uk/bitesize>  
<https://uk.ixl.com/>  
<https://www.tes.com/teaching-resources>  
<https://www.skillsworkshop.org/>  
<https://www.twinkl.co.uk/>  
<https://www.khanacademy.org/>

## Maths - Secondary school.

<https://corbettmaths.com/>  
<https://www.mathsgenie.co.uk/gcse.html>

## Primary school.

<https://www.superteacherworksheets.com/>

## GCSE Science (as well as Maths and English).

<https://mathsmadeeasy.co.uk/revise/>

## Youtube.

BBC Teach - Range of topics  
<https://www.youtube.com/channel/UC4KN50fal7f45fx2DqG7ttg/videos>

Crash Course - Science, English Literature and History  
<https://www.youtube.com/user/crashcourse> Crash Course

Kids - Science for Primary age pupils  
<https://www.youtube.com/user/crashcoursekids/>



# We're here to help.

If you have any questions or would like any further information, please contact your local branch who will be able to assist you:

[randstad.co.uk/our-offices/](https://randstad.co.uk/our-offices/)

Thank you for choosing Randstad, we look forward to working with you.

