

INDUCTION POLICY



March 2017

Approved by the Full Governing Body 6 April 2017

Background

This policy outlines the programme that is used at Wheelers Lane Primary School to induct newly appointed staff (both teaching and non teaching) and governors. It gives a framework within which all staff and governors can work together to ensure a smooth induction for new staff.

The Induction Programme for newly appointed staff is the first part of the School's Staff Development Programme, which involves all staff – both teaching and non teaching.

Staff are our most expensive resource and form a large part of the investment of the school and therefore the induction programme is planned and budgeted for.

Philosophy

At Wheelers Lane Primary we feel it is important that all staff – both teaching and non teaching are inducted into the whole team and that induction should begin as soon as practicable after the appointment.

Our school encourages the philosophy of a 'whole school approach' to the life and work of the school. All members of the school community are valued and respected as individuals and as members of the whole school team. It is important that new staff are welcomed into the whole school team, helped to establish their role and position within that team. It is vital that new staff are given every assistance in settling into school quickly and happily and gain a knowledge and understanding of the philosophy and ethos of the school, the routines and practices that take place and the way in which the school operates.

Responsibilities - Who Supports Newly Appointed Staff?

The induction of all new staff, including support staff, is an important aspect of school life and is essential in maintaining and developing the school ethos. It is essential that all new staff know who is responsible for giving them support.

The Induction Programme for newly appointed staff operates under the direction of the Headteacher. The Headteacher acts as induction co-ordinator for newly appointed staff and will assign each new recruit an induction mentor. Induction is there to help, reassure, guide, counsel, inform and listen, and is responsible for monitoring the progress and professional development of newly appointed staff, guiding new staff through the school documentation, for whole school issues and for organising the appropriate support meetings.

The mentor of a newly appointed teacher such as NQT has an important role in the induction programme. This colleague acts as a 'friend', guide, supporter and adviser on a day-to-day basis, as well as sharing planning on a weekly and termly basis.

Mentors who are to work with a newly appointed teacher, discuss their role in the Induction Programme with the Deputy Headteacher or Headteacher before the new staff member starts work at the school.

The induction of a new Headteacher is the responsibility of the Chair of Governors, the Deputy Headteacher and the Leadership Team. The Headteacher and Deputy Headteacher induct those newly appointed teachers who become members of the Leadership Team.

Curriculum co-ordinators will give information, support and advice about the curriculum.

The year group leader of a teaching assistant plays a role in their Induction Programme. They are responsible for integrating new appointees into the year group team and familiarising them with year group/class routines and procedures.

The Inclusion Manager is responsible for integrating a new teaching assistant into the team, with one of the HLTAs offering support as a mentor.

All other staff in school are involved in the induction of any newly appointed staff. All staff assist in integrating a new colleague into the Whole School Team. They share experiences and ideas, help in practical ways and offer support. Newly appointed staff are encouraged to approach any member of staff with any queries they might have. The Headteacher adds the newly appointed staff to the INSET plans for the year and consults new staff regarding their INSET needs.

Financing the Induction Programme

The Headteacher and Governors recognise the necessity for allocation of funds from the school budget in order to finance the Induction Programme.

The school might need to budget for supply cover so that the Headteacher/key stage co-ordinator can spend time with new staff in the classroom and/or in discussion and seminar sessions.

The Headteacher will need to budget for newly appointed staff to attend relevant courses.

The Induction Programme

Aims of the Induction Programme

- To make all staff feel welcome and at ease in their new environment.
- To enable new staff to settle happily into school so that the quality of learning experienced by the children can be maintained and improved.
- To enable new staff to understand the philosophy and ethos of the school and to observe good practice so that it can be reflected in their own work.
- To enable new staff to make a full contribution, taking on all their responsibilities as soon as possible.
- To foster positive relationships between existing and newly appointed staff and to ensure there is a system of support in place.

Immediately after a successful interview, the Headteacher welcomes a new colleague to the school and answers any questions. At this stage, new staff members are made aware of certain documents which are stored in the Staff File.

New colleagues are shown around the school and their classroom is identified. New teachers, if possible, meet their key stage co-ordinator/mentor and other members of the year group team, such as TAs. A new TA should meet the year group teachers.

The Induction programme for each new member of staff is adapted to their role in school, copies of the induction checklist for each group of staff are included in the appendix.

Pre Commencement Visits

Ideally, a new colleague should visit the school several times before starting. This could be in term time or during a holiday. Newly appointed support staff do not need to visit as often as a new teacher. Teachers meet the year group team, if they have not already done so. If a colleague is appointed at the start of the new school year, it may be practical to use part of an INSET Day to continue the induction programme.

At this stage, the induction co-ordinator makes available and explains further documentation including: -

- National Curriculum Document;
- School Policies
- Child Protection Policy and Safeguarding Procedures:
- School record keeping systems;
- Timetables and rotas;
- Class lists and class records (teachers only).

New teachers meet the Headteacher and Leadership Group.

The Headteacher explains the school's staffing structure and introduces new colleagues to as many staff as possible. A second guided tour of the building helps identification of other classrooms, curriculum resource centres and stores etc.

It might be appropriate for newly appointed teachers to 'shadow' the class teacher of the children they will be teaching.

Initial Induction Meeting – Teaching Staff

The induction co-ordinator or NQT mentor meets new teacher(s) early in their first term to plan details of the induction programme for the school year. The roles of the induction co-ordinator and year group partner are identified. The induction co-ordinator can be approached informally at any time.

Regular new teaching staff support meetings, taking the form of discussions/seminars are agreed. These could be 'twilight' meetings or held during the school day, if cover can be organised.

Initial Induction Meeting – Non Teaching Staff

The Inclusion Manager meets non-teaching staff early in the term for discussions, when any questions will be answered. Each new member of staff will be allocated to a HLTA who will support the new TAs via training and in establishing daily routines. The HLTA can be approached informally at any time.

After this initial meeting, new non teaching staff join the regular meeting schedule for their team.

The agenda for the next meeting is agreed each time by all parties involved and might include recent policy documents or statements, concerns or queries about the children and the general life and work of the school in relation to non teaching staff.

Governors

Governors are an important part of the management structure of the school and need time to acquaint themselves with policies and other key documents. New Governors will be assigned an experienced Governor who will mentor them through their first year.

All new Governors will be given an induction pack.

Volunteers and Work Experience

All volunteers and students on work experience will be given an induction at an appropriate level for the role they are undertaking. This will be organised by the Deputy Head Teacher.

Exit Questionnaire

Any members of staff leaving the school will be asked to complete an exit questionnaire. They will also be given the option of having an exit interview with a member of the Leadership Team. Information from exit questionnaires and interviews will be used to improve policies and procedures in school and will be shared with Governors.

Review of the Policy

This policy is reviewed regularly and updated as necessary. Amendments are based on the experiences of recently appointed staff and the induction co-ordinator and take account of their comments at all stages.

Teacher Induction Programme

By the end of the first day		Date completed	Teacher initials	Mentor initials
1	Layout of the school			
2	Introduction to staff			
3	Know who induction mentor is			
4	Explain induction programme			
5	Health and safety procedures: - Safeguarding and Child Protection (CPOMs) - Prevent - Meet BSM - Fire procedure - First aid and accident reporting - Children's medical information			
6	Security			
7	Access to school network, email and sims			
8	Receive keys, ID badge and door codes			
9	Confirm timetable, rotas etc			
Arrange first week meeting time				

By the end of the first week		Date completed	Teacher initials	Mentor initials
1	Staff Communication process			
2	Special Needs information - Meet with SENCO			
3	Maths and English information - Meet with Maths Lead - Meet with English Lead			
4	Arrangements for planning and assessment			
5	Meeting and INSET schedule			
6	Policies: - School Improvement Plan - Behaviour - Non negotiables Location of other policies			
7	Procedures: - Staff handbook – including absence procedure - Code of conduct - Feedback - Resources - Staff helpline			
8	Timetable for non-contact time (where applicable)			
Arrange next week meeting time				

By the end of the first half term		Date completed	Teacher initials	Mentor initials
1	Meet with Assessment Lead			
2	Feedback on how you are doing			
3	Questions about policy/procedure			
4	School policies and procedures			
5	CPD needs			
6	Performance Management			
Arrange next meeting time				

By the end of the first term		Date completed	Teacher initials	Mentor initials
1	Meet with Science Lead			
2	Meet with any other relevant subject leaders			
3	Feedback on how you are doing			
4	Questions about policy/procedure			
5	School policies and procedures			
6	CPD needs			
7	Planning and timetabling for next term			
Arrange next meeting time				

By the end of the second term		Date completed	Teacher initials	Mentor initials
1	Feedback on how you are doing			
2	Questions about policy/procedure			
3	School policies and procedures			
4	CPD needs			
5	Planning and timetabling for next term			
Arrange next meeting time				

By the end of the first year		Date completed	Teacher initials	Mentor initials
1	Feedback on how you are doing			
2	Questions about policy/procedure			
3	Review of strengths and areas for development			
5	CPD needs			
6	Performance Management for next year			
General discussion				
Areas for further discussion/development				
Comments on induction process				
Any other issues				
Signed (inductee)			Date	
Signed (mentor)			Date	

Teaching Assistant Induction Programme

By the end of the first day		Date completed	Teacher initials	Mentor initials
1	Layout of the school			
2	Introduction to staff			
3	Know who induction mentor is			
4	Explain induction programme			
5	Health and safety procedures: <ul style="list-style-type: none"> - Safeguarding and Child Protection (CPOMs) - Prevent - Meet BSM - Fire procedure - First aid and accident reporting - Children's medical information 			
6	Security			
7	Access to school network, email and sims			
8	Receive keys, ID badge and door codes			
9	Confirm timetable, rotas etc			
Arrange first week meeting time				

By the end of the first week		Date completed	Teacher initials	Mentor initials
1	Staff Communication process			
2	Special Needs information <ul style="list-style-type: none"> - Meet with SENCO 			
3	Meeting and INSET schedule			
4	Policies: <ul style="list-style-type: none"> - School Improvement Plan - Behaviour - Non negotiables Location of other policies			
5	Procedures: <ul style="list-style-type: none"> - Staff handbook – including absence procedure - Code of conduct - Feedback - Resources - Staff helpline 			
Arrange next week meeting time				

By the end of the first half term		Date completed	Teacher initials	Mentor initials
1	Feedback on how you are doing			
2	Questions about policy/procedure			
3	School policies and procedures			
4	CPD needs			
5	Performance Management			
Arrange next meeting time				

By the end of the first term		Date completed	Teacher initials	Mentor initials
1	Feedback on how you are doing			
2	Questions about policy/procedure			
3	School policies and procedures			
4	CPD needs			
5	Planning and timetabling for next term			
Arrange next meeting time				

By the end of the second term		Date completed	Teacher initials	Mentor initials
1	Feedback on how you are doing			
2	Questions about policy/procedure			
3	School policies and procedures			
4	CPD needs			
5	Planning and timetabling for next term			
Arrange next meeting time				

By the end of the first year		Date completed	Teacher initials	Mentor initials
1	Feedback on how you are doing			
2	Questions about policy/procedure			
3	Review of strengths and areas for development			
5	CPD needs			
6	Performance Management for next year			
General discussion				
Areas for further discussion/development				
Comments on induction process				
Any other issues				
Signed (inductee)			Date	
Signed (mentor)			Date	

Support Staff Induction Programme

By the end of the first day		Date completed	Teacher initials	Mentor initials
1	Layout of the school			
2	Introduction to staff			
3	Know who induction mentor is			
4	Explain induction programme			
5	Health and safety procedures: <ul style="list-style-type: none"> - Safeguarding and Child Protection (CPOMs) - Prevent - Meet BSM - Fire procedure - First aid and accident reporting - Children's medical information 			
6	Security			
7	Access to school network, email and sims (where applicable)			
8	Receive keys, ID badge and door codes			
9	Confirm timetable, working hours etc.			
Arrange first week meeting time				

By the end of the first week		Date completed	Teacher initials	Mentor initials
1	Staff Communication process			
2	Meet with relevant manager(s)			
3	Meeting schedule			
4	Policies: <ul style="list-style-type: none"> - School Improvement Plan - Behaviour - Non negotiables Location of other policies			
5	Procedures: <ul style="list-style-type: none"> - Staff handbook – including absence procedure - Code of conduct - Resources - Staff helpline 			
Arrange next week meeting time				

By the end of the first half term		Date completed	Teacher initials	Mentor initials
1	Feedback on how you are doing			
2	Questions about policy/procedure			
3	School policies and procedures			
4	CPD needs			
5	Performance Management			
Arrange next meeting time				

By the end of the first term		Date completed	Teacher initials	Mentor initials
1	Feedback on how you are doing			
2	Questions about policy/procedure			
3	School policies and procedures			
4	CPD needs			
5	Planning and timetabling for next term			
Arrange next meeting time				

By the end of the second term		Date completed	Teacher initials	Mentor initials
1	Feedback on how you are doing			
2	Questions about policy/procedure			
3	School policies and procedures			
4	CPD needs			
5	Planning and timetabling for next term			
Arrange next meeting time				

By the end of the first year		Date completed	Teacher initials	Mentor initials
1	Feedback on how you are doing			
2	Questions about policy/procedure			
3	Review of strengths and areas for development			
5	CPD needs			
6	Performance Management for next year			
General discussion				
Areas for further discussion/development				
Comments on induction process				
Any other issues				
Signed (inductee)			Date	
Signed (mentor)			Date	

Volunteer Induction Programme

By the end of the first day		Date completed	Teacher initials	Link staff initials
1	Layout of the school			
2	Introduction to relevant staff			
3	Know who link staff member is			
4	Explain induction programme			
5	Health and safety procedures: <ul style="list-style-type: none"> - Safeguarding and Child Protection (CPOMs) - Prevent - Meet BSM - Fire procedure - First aid and accident reporting - Children's medical information 			
6	Security			
7	Confirm timetable, rotas etc			
Arrange first week meeting time				

By the end of the first week		Date completed	Teacher initials	Link staff initials
2	Special Needs information (where applicable)			
4	Policies: <ul style="list-style-type: none"> - Behaviour overview - Non negotiables Location of other policies			
5	Procedures: <ul style="list-style-type: none"> - Absence - Code of conduct 			
Arrange next week meeting time				

By the end of the first half term		Date completed	Teacher initials	Link staff initials
1	Feedback on how you are doing			
2	Questions about policy/procedure			
3	School policies and procedures			
Arrange next meeting time				

By the end of the first term		Date completed	Teacher initials	Link staff initials
1	Feedback on how you are doing			
2	Questions about policy/procedure			
3	School policies and procedures			
Arrange next meeting time				

By the end of the second term		Date completed	Teacher initials	Link staff initials
1	Feedback on how you are doing			
2	Questions about policy/procedure			
3	School policies and procedures			
Arrange next meeting time				

By the end of the first year		Date completed	Teacher initials	Link staff initials
1	Feedback on how you are doing			
2	Questions about policy/procedure			
3	Review of strengths and areas for development			
General discussion				
Areas for further discussion/development				
Comments on induction process				
Any other issues				
Signed (inductee)			Date	
Signed (mentor)			Date	