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Staff induction Policy

What is this policy for?

This policy sets out how we induct new staff or pupils into the school and what support will be provided to support them in their new roles.

The vision for Staff Induction

We believe staff who are well supported will be more confident in their roles and will help raise standards and improve the quality of education. Therefore all newly appointed staff, and those changing role, will receive a programme of structured support and guidance as appropriate to their role.

We want staff to

- Integrate successfully into the school;
- Gain experience and develop professional expertise;
- Fulfil their job description successfully;
- Have opportunities for observation and discussion of their work with senior staff to discuss any difficulties that may be experienced;
- Identify their potential for career development and take advantage of opportunities for CPD;
- Consolidate their performance;
- Have opportunities to join in and contribute to discussions on school policy.

When is Staff Induction carried out?

Induction occurs at the start of or just prior to the start of a contract.

How is Staff Induction carried out?

Teaching Staff

All new staff should be given appropriate induction advice, training and resources by a member of the leadership team or other relevant staff as determined by the leadership team. This should include:

- National Curriculum documents
- Staff Handbook,
- School Prospectus
- Policy documents and Strategic Development Plan.
- Schemes of work,
- Assessment advice, recording, reporting, resources and procedures,
- Class and set lists, health, safety and personal information
- Information on whole school resources.
- Timetables,
- SEND information, behaviour and inclusion procedures.
- Online training in safeguarding, Prevent, fire warden, GDPR.
- Training in First Aid

The Headteacher or leadership team member will ensure new staff are given a guided tour of the school, identifying locations of resources, procedures, staff and other relevant information.

All new staff will be allocated a mentor to provide advice and support on a daily basis or new role requirement.



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New staff have access to the Headteacher or Assistant Headteacher to discuss additional training needs and difficulties they may be experiencing, in addition to Performance Management procedures. An informal discussion at the end of the first month and then half termly during the first year with a staff colleague will be held to identify and resolve any concerns.

Supply Staff

Supply staff should:

- Be welcomed by the receptionist and a member of the leadership team
- Be informed of the Safeguarding, fire and health and safety procedures of the school.
- Be given relevant information on the class, curriculum and daily programme, timetable, regular procedures, and lesson plan by the class teacher (for planned absences) or member of the leadership team (for unplanned absences)
- Have access to head or assistant heads if difficulties arise.

NQTs

Induction for newly qualified teachers will be provided, following guidance from the DFE and the LA, taking account of the use of individual Career Entry Profiles.

Induction advice and resources will be provided as for all teaching staff by the induction tutor (assistant heads)

Each NQT's induction should

- Match particular development needs, identified during training;
- Provide appropriate development related to the teacher's strengths
- Identify targets to be achieved for the first year of teaching;
- Provide opportunities for the teacher and induction tutor to record agreed targets and an action plan for their achievement, linking the teacher's needs with the School Strategic Plan and targets.

All NQTs take part in an induction-training programme arranged by Backwell Teaching School. This programme may include planned programme of training for curriculum, classroom management and personal development; regular discussions with experienced teachers involved in the programme.

NQTs are allocated a mentor for day-to-day advice and support.

NQTs teach 80% of the normal teaching week.

NQTs take part in the normal monitoring procedures and are provided with feedback to support assessment and development of the new teacher's practice. Senior staff provides additional supportive observation and feedback. The Head and Assistant Headteacher are available to discuss any additional training needs and difficulties that may be experienced.

- Online training in safeguarding, Prevent, fire warden, GDPR.
- Training in First Aid

NQTs are not expected to take lead responsibility for a subject team in their first year, however they will be expected to support on two subject teams.

Non-teaching Staff

Philippians 4:13: I can do all this through Him who gives me strength
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LSAs/TAs

The SENDCO is responsible for the induction of LSAs. Class teachers, headteacher assistant Headteacher and experienced support staff would provide additional support.

Induction should include:

- Introduction to school staff
- The opportunity to work shadow the existing post holder or person undertaking a similar job where possible
- Information on the school with access to the Staff Handbook and policy information.
- Timetables and group lists for relevant classes
- Information concerning the child/children for which they are responsible if appropriate
- Information on resources including SEND resources.
- Information on assessment, record keeping, the marking policy, the behaviour policy.
- Training in the use of the photocopier, comb binder, laminator.
- Introduction to the computer system
- Health and Safety information
- Information on training opportunities
- Information on policy and practices Online training in safeguarding, Prevent, fire warden, GDPR.
- Training in First Aid
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All staff will take part in Performance Review procedures.

An informal discussion will be held with the SENDCO during the first month and thereafter termly in the first year to identify and provide relevant support.

There will be termly team meetings.

Administrative staff

The Administrator and Headteacher are responsible for the appropriate induction advice and training.

Induction information will include:

- Information on the school, including the school prospectus, the school aims,
- Policies, resources and procedures;
- Health, safety and security information;
- Training to implement Computing programmes and school administrative procedures
- Advice on treatment of confidential information, where appropriate, on children, staff and resources.
- Introduction to policies and practice.
- Online training in safeguarding, Prevent, fire warden, GDPR.

All staff will take part in Performance Review procedures.

An induction and review meeting should be held with the headteacher at the end of the first month and then termly during the first year to identify and provide relevant support.

Lunchtime Assistants

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A member of the SLT and the cook are responsible for the induction of lunchtime staff. A named mentor will be provided to give support with daily practice and training.

Induction should include:

- Relevant information and instruction on the school, aims and policies;
- Information of Health and Safety, First Aid, security and behaviour policies and procedures;
- Relevant information to help them carry out their roles effectively.
- Online training in safeguarding, Prevent, fire warden, GDPR, Food Hygiene.
- Training in First Aid.

Governors

Governors have a vital role to play in providing support, advice and guidelines for the school. To enable the fulfilment of this role all new governors should be given current relevant school information, policy documents and School Improvement Plan data.

The Chair of Governors is responsible for the induction of new governors. The named governor for governor training, with the help of the Clerk of Governors, should provide the following information and resources:

- Opportunities for a tour of the school meeting the staff
- School prospectus including staffing, OfSTED report and KS2 test information
- DFE Handbook and induction to the role of governor.
- The Academy and Schools Governor Handbook and Scheme of Delegation.
- Dates and times of whole governing body and committee meetings
- Access and information of previous governing body minutes, latest governing body report to parent and school newsletters
- Information and access to governor courses

New Children and their Parents

We aim to integrate new children happily and successfully into Hutton CE Primary's programme of work and opportunities.

The Foundation Stage teacher, in liaison with the Headteacher, is responsible for the arrangement for induction and will make contact with contributing play groups/nurseries in the Spring Term and arrange a plan of visits to meet staff and children during the spring and summer terms. A home visit will also be made in the September before they start school. (see Foundation policy for details)

The purpose of these visits is to:

- Provide opportunities to gain the children's confidence and trust in a known person.
- Access and identify information on individual child's and the cohort's progress,
- Identify strengths and weaknesses, and make arrangements to match individual needs for support, welfare and SEND provision.
- Provide relevant information to group children in class according to ability, behaviour, physical and emotional needs.
- Provide information on aspects of transfer.
- Manage induction visits to Hutton CE Primary for children and their parents.

Parents and Children joining during the school year.



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The Headteacher aided by the Leadership team are responsible for the induction of new children and their parents. The minimum programme will include:

- Meeting with the Headteacher or Assistant Headteacher to discuss child's needs and provide school information.
- Guided tour around the school with an opportunity to meet the designated class teacher and class.
- School prospectus, School Events Dates, Behaviour Code, Home School agreement uniform and PE requirements
- Opportunity for the child to spend some time in school with the class before joining full time if appropriate

The class teacher will be responsible for the day-to-day induction of the child providing:

- A named buddy to support the child in daily routines
- Equipment - a reading book, exercise books, pencil and bag storage
- Information on homework, PE games, play/lunch arrangements, newsletters
- Assessment in liaison with SENDCO to identify learning/emotional needs
- Pastoral support and parental contact

Parent Helpers

The Headteacher aided by the Assistant Headteacher are responsible for the induction of parent helpers. The minimum programme will include:

- Completion of the Disclosure and Barring Service (DBS) process
- Domestic arrangements
- Guided tour around the school with an opportunity to meet the designated class teacher and class.
- Training in the use of the photocopier, comb binder, laminator where appropriate
- Introduction to the computer system where appropriate
- Health and Safety information
- Parent helping in school policy.

How do we measure success in Induction?

Induction is successful if staff members/pupils settle quickly and easily into their roles, being clear of the expectations of them.

Monitoring and Evaluation

Senior Leadership team will monitor the induction of all staff. Feedback will be given to the Governing Body.

Policy written: May 2020

Policy review: 2020

Ratified by the Local Governing Body and signed by chair or vice-chair:

Jane Barry 15/06/2020

LGB Chair