

BARDSEY PRIMARY SCHOOL



Induction Policy

Ratified by Governors: December 2020

To be reviewed: December 2022

Bardsey Primary School

Staff Induction Policy

Introduction

This policy applies to all employees and also, as appropriate, to volunteers, trainees and governors who will all receive a tailored induction programme which will include appropriate information, training, observation and mentoring. Child Protection and Health and Safety will feature prominently in every induction programme.

Aims

Aims of the Induction Programme

- To make all staff feel welcome immediately, and at ease in their new environment
- To ensure the effectiveness and efficiency of all staff in their own role and within the whole school team.
- To foster positive relationships between existing and newly appointed staff and to give meaning to school documentation.
- To enable new staff to understand the philosophy and ethos of the school and observe good practice so that it can be reflected in their own practice.
- To ensure there is a system of support in place.
- To ensure that staff receive, through their induction, the required information, as identified in KCSIE and, where appropriate, the EYFS requirements

The induction process will:

- enable staff to contribute to the school's ethos, vision and values
- provide information and training on the school's policies and procedures
- provide child protection training
- enable staff to contribute to improving and developing the overall effectiveness of the school, raising pupil achievement and meeting the needs of pupils, parents, school staff and the wider community
- explain the school Code of Conduct to ensure that all staff, volunteers and governors new to the school understand what is expected of them at the school and gain support to achieve those expectations
- identify and address any specific training needs

The induction programme will include:

- an induction checklist of the policies, procedures and training to be covered
- details of help and support available, mentoring and shadowing if appropriate
- familiarisation of the working environment

Roles and Responsibilities

While the roles and responsibilities for induction are clearly outlined, it is the intention that a supportive ethos is generated where new staff are encouraged and supported by every colleague within the school.

The Headteacher

The Headteacher is responsible for the overall management and organisation of induction, including Newly Qualified Teacher induction across the whole school.

The Senior Management Team

- Ensure that induction takes place
- Have an induction programme arranged
- Are provided with the induction checklist
- Receive appropriate information as required in the checklist
- Are provided with an understanding of the structure of the school and reporting arrangements
- Know how to access relevant policies and procedures

The Governing Body

- Monitors the establishment and implementation of induction arrangements in the school
- Takes into account the school's responsibility to provide the necessary monitoring, support and assessment for NQTs when selecting new staff

The Mentors for NQTs

- are aware of and able to implement the induction requirements
- arrange an effective programme of internal and external training, guidance and support
- liaise and collaborate with all partners in the induction process
- monitor the NQT's progress towards satisfactory completion of induction, gathering evidence for fair and rigorous assessments
- inform the co-ordinator about the NQT's progress and contributes to the school's monitoring and evaluation of its induction provision
- discuss and review, with the NQT, their teaching and progress against their objectives and the induction standards

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269288/induction_for_newly_qualified_teachers.pdf

Induction programmes

School Induction Programme for experienced teaching staff

- All new staff are invited to visit the school before they take up post
- All new staff have access to the school's policies and the school's staff handbook and are expected to develop their understanding of them
- All new staff meet with the Headteacher within their first week in post

- An induction programme is provided for new staff and their attendance is expected. This includes training on Child Protection and Health and Safety procedures.
- All new staff are provided with an explanation of the school's performance management arrangements (see the school's Performance Management Policy)
- All new staff are expected to contribute to the spirit and life of the school to ensure a conducive environment for learning for all members of the school community
- New teachers meet the SENCo within the first half term to discuss the needs of particular pupils

School Induction Programme for support staff

- All new support staff have a line manager who will discuss their job description with them
- All new staff are invited to visit the school before they take up post
- An induction programme is provided for new staff and their attendance is expected. This includes training on Child Protection and Health and Safety procedures.
- Support staff have targets and review meetings in line with the support staff probation policy
- Following the successful completion of the probation period support staff will follow the school procedures relating to appraisal.

School Induction Programme for Newly Qualified Teachers

- The induction programme for staff new to teaching is designed to induct them into the profession and into the school
- The induction programme at school consists of support, monitoring and assessment elements and NQTs are expected to engage in the programme
- All new teachers are allocated an Induction Mentor
- All new teachers have access to the school's policies and the school's staff handbook and are expected to develop their understanding of them
- All new teachers meet with the Headteacher within their first week in post
- NQTs receive feedback on their strengths and their areas for development
- Induction mentors are responsible for the day-to-day management of their NQTs induction and meet with their NQT regularly. The induction mentor reviews progress, sets targets and identifies support strategies with the NQT
- All NQTs are observed teaching during their statutory induction period and this is undertaken by the Induction Mentor, a senior member of staff or an experienced teacher as appropriate
- All NQTs have 10% professional development time during their statutory induction period. This is in addition to the PPA time that other substantive teachers would expect in the school.
- Each NQT is expected to maintain a professional record of their induction and professional development
- The Induction Mentor and school maintains a documented record of the NQTs induction including plans, notes of meetings, records of monitoring and assessment activities including classroom observations and professional development activities undertaken

- NQTs who are not meeting the induction standards or making satisfactory progress towards them develop, with the Induction Mentor, a detailed action plan. The school will increase the support necessary to implement the plan within the available resources within the school.
- Following the successful completion of the induction period NQTs will participate in the school appraisal process.

Governors

All new Governors will be given appropriate induction advice by the Headteacher and Chair of Governors. New Governors will be encouraged to attend the LA Governor Induction and Training Programme.

Induction of Students in School

The Deputy Headteacher will work in liaison with the student's teacher tutor to ensure that a Health and Safety risk assessment is carried out prior to the placement. The DHT will explain Safeguarding procedures, correct use of equipment and issues relating to confidentiality. Students will be supported by the DHT and class teacher/TA during their placement at school.

Induction of New Children

New children joining our school will be met by their class teacher on their first day and shown around the classroom environment. The class teacher will allocate a 'buddy' to help and support the child to settle quickly into their new surroundings. The new child will be introduced to support staff (TAs) so that they can become familiar with the adults in school who care for them. The new child will be made aware of the routine and organisation of the school day and will have the opportunity to ask questions as they arise. The class teacher will speak to the child's parents/carers at the end of their first day to share how well the child has settled. It is also helpful for organisational information to be shared such as arrangements for drop off and collection, PE days, lunchtime clubs and upcoming class events that the child will be involved in.

School Induction Programme for Trainees

Trainees following the School Direct programmes spend up to 15 days in school before their training begins. This is for the purpose of Initial Needs Analysis as well as for providing the same opportunities offered to other new members of staff on initial visits. These trainees also have induction sessions. Other trainees follow the procedures set out by their universities. Please refer to the Trainee Handbooks for further details regarding trainees' induction.

M. Knight
November 2020