



Staff Induction Policy

Introduction

This policy applies to all employees in all sections of the School including the EYFS and also, as appropriate, to volunteers. New staff/volunteers will receive a tailored induction programme which will include appropriate information, training, observation and mentoring. Safeguarding and Child Protection will feature prominently in every induction programme. The first weeks and months are vital to the success of any appointment and the arrangements made for introducing a new employee or volunteer to the duties of the post and to the School as a whole, provide the foundation for successful and safe contribution to the school.

The Induction Programme is designed to help new employees and volunteers become familiar with the requirements of their position and learn about the School culture, ethos and working practices effectively and efficiently. The Induction Programme should be cross referenced with the NQT induction requirements and probationary periods for support staff as appropriate.

The Induction process will:

- provide information and training on the School's ethos, culture, policies and procedures;
- provide Child Protection training;
- help colleagues to be aware of how they can contribute to improving and developing the overall effectiveness of the School; raising achievement and meeting the needs of pupils and parents;
- contribute to a colleague's sense of job satisfaction and personal achievement;
- explain the School's Code of Conduct to ensure that all staff and volunteers new to the School understand what is expected of them and how to access support;
- identify and address any training needs.

The Induction Programme will include:

- an Induction Checklist of the policies, procedures and training to be covered;
- an induction timetable;
- details of help and support available;
- details of observations;
- information about working practices; entitlements; responsibilities;
- details of individuals with responsibility for induction.

See Induction Checklist.

Responsibilities

The Headmistress is responsible for co-ordinating the continuing professional development of all staff, including Induction.

The SENCO is responsible for the on-going Induction of all Learning Support Staff. Other specific responsibilities carried out by appropriate staff are detailed in the Induction Checklist.



It is also the responsibility of new members of staff to be committed to their own continuing professional development and any concerns or identification of an INSET need should be raised through the Induction process.

The Induction Schedule

Prior to Day One:

The new member of staff will already have received a job specification and will have had opportunities to ask questions about the School at interview. They will also have had a tour of the School and will have had an opportunity to learn about its organisation and ethos.

New staff are then invited to spend one or two days in school prior to taking up their appointment. This will enable them to see the working of the department; to further familiarise themselves with the School setting; assess resources; meet pupils and have essential meetings. These are usually with the Headmistress; SENCO; Administrative and other designated staff as specified in the Induction Checklist.

All new staff have a Safeguarding/Child Protection meeting with the Headmistress (who is also the DSL) prior to beginning employment. This will include consideration of the Staff Code of Conduct and guidance laid out in KCSIE and documentation identified in the School's Safeguarding Policies. It will also incorporate the Prevent Duty. The Headmistress will assess the new member of staff's previous training to ascertain whether further training in Safeguarding and Child Protection is required.

The Induction process and associated systems of support is fully explained to new members of staff and a time frame for Induction checks and monitoring is agreed.

Day One:

This is usually a training day which provides an opportunity for new staff to meet colleagues if they have not already done so.

Key School Policies will be issued to new members of staff together with a Staff Handbook which outlines School procedures. Time will be set aside when new members of staff have time to ask any questions which might have arisen in the course of the day.

First Term Induction

The Headmistress will ensure that the Induction of new staff continues throughout the first term. In addition to the induction information outlined in the Induction Checklist, there are regular Pastoral Team meetings held by the Headmistress so that new staff are given information about:

- The Management of Behaviour Policy and Pupil Code of Conduct
- The Rewards and Sanctions Policy
- Anti-Bullying Policy (Including Cyber-bullying)
- Referral of pupils for matters of a behavioural nature
- The House System
- Data Tracking



- Parents' Evenings
- Interim Assessment Grades
- The Tutor File and Role of the Form Tutor

The SENCO provides all staff including those new to the School with a detailed analysis of all pupils with special educational needs. She also discusses the use of LSAs as part of the Induction process in Staff Meetings. The SENCO will organise specific training for staff on SEN as need is identified.

End of Term One

At the end of the first term, the Headmistress will meet with newly appointed staff in order to assess progress and to agree any further training and induction needs. The Induction process will be reviewed with the new member of staff and any useful advice/ideas taken on board.

On-going Support through Terms Two and Three

New staff will be given on-going informal support and they will be supported in the classroom through the process of CPD including lesson observations. All staff have opportunities to discuss good practice and this is a standing item on staff meeting agendas. Further induction occurs as appropriate throughout the year in order to enable staff to meet calendared requirements such as report writing; invigilation of public examinations; inputting assessment data on the tracing system; participation in large whole school events such as Speech Day.

Monitoring Induction

The Induction Policy and procedures are reviewed annually by the Headmistress and SENCO in liaison with all staff. However should issues relating to Induction arise, the policy will be reviewed with immediate effect.

NQT Induction

Newly Qualified Teachers require a careful induction programme if the initial years are to be successful ones. All staff in school have a role to play in supporting the teacher new to the profession. The Headmistress, Senior Tutor, SENCO and subject teachers have a particular part in the process of ensuring that expertise and advice is available as necessary. This policy aims to clarify some of the roles and requirements necessary following the appointment of an NQT and is written in accordance with the guidelines laid down by DCSF 00364/2008
NQTs are registered with ISCTip and follow their Induction process (see ISCTip Induction handbook). The standards to be met by the end of Induction as set by the TDA are in the Appendix.

Prior to beginning work – staff induction day

A day should be agreed between the NQT and their induction tutor. During the day the new member of staff should be made aware of:

- Key personnel and their roles and responsibilities



- School layout – emergency exits, toilets, classrooms etc.
- Term dates, school times, meeting dates and times
- Signing in procedures, fire drill arrangements and other safety and security issues
- Emergency procedures
- Arrangements for first aid
- Accident and incident reporting
- Class list
- Special Needs information
- Pupils' medical information

There should be an opportunity to:

- Complete any additional paperwork relevant to employment
- Meet with staff
- Familiarise themselves with their new role and proposed timetable
- Check they have all necessary contact numbers

They should be given to read the staff handbook along with:

- The Health and Safety Policy
- Recent newsletters
- Curriculum Policy
- Appropriate risk assessments
- School Development Plan and relevant action plans

The NQT's entitlement

Each NQT should:

- Receive support and guidance from an induction tutor and subject mentor
- Be observed at least half-termly and be provided with follow up discussions
- Have a termly professional review of progress
- Be given the opportunity to observe experienced teachers
- Be provided with other professional development activities
- Attend ISCTip training days

The NQT is entitled to a reduced timetable. Arrangements must be made to enable 10% of the timetable (as well as 10% for PPA time) to be kept free. This means that the NQT teaches for no more than 90% of the time that another teacher would be expected to teach. This release time should be protected and allocated at appropriate intervals.

The Induction Tutor

The induction tutor is responsible for supporting the NQT through overseeing their induction programme, using modelling, coaching and instruction to enable a smooth induction to the school and enable early difficulties to be addressed successfully.



Following appointment and prior to the NQT starting, the induction programme for all new teachers should be followed. This outlines some of the key documentation which a new teacher should be introduced to in the early days and also incorporates a longer term plan of action and support. In addition to this the induction tutor will need to:

- Have an initial discussion with the NQT to decide priorities for induction following on from the Initial Teacher Training priorities
- Organise review discussions – every half term
- Collate information to inform the review discussions
- Produce a tailored support programme building on the NQT's Career Entry and Development Profile

Observations

During the induction period each NQT should be observed at least once every half term by the induction tutor and/ or subject mentor or Head as appropriate. The first observation should take place during the first four weeks. The observations should be followed by professional review discussions at which the NQT and induction tutor review progress against the NQT's objectives, revising the objectives and action plan if necessary.

Observations of experienced teachers

It is likely that the majority of observations will take place in school. However, opportunity should also be taken for NQTs to observe teaching in other local schools:

Other professional development activities

The NQT should be supported in following up any issues raised as part of the Career Entry and Development Profile. The individual programme might include:

- Strength and development priorities
- Visits to other schools (at least one every term) to follow up priorities and to observe exemplary practice
- Opportunities to discuss subject leadership with members of school staff
- Opportunities to observe experienced teachers within the school
- Attendance at ISCTip NQT training days.

Formal assessment meetings

There should be three formal assessment meetings, one at the end of each term. They should consist of the Headteacher and the NQT. At these meetings the following should be discussed:

- Written reports from at least two observations and two review meetings – the NQT's progress
- Assessment records of pupils for whom the NQT has been responsible
- Lesson plans, records and evaluations
- Involvement in extra curricular activities.



- The NQT's self assessment and record of professional development

The Awarding Body should be notified as soon as possible if it seems as though an NQT will have difficulty meeting the standards at the end of their induction period. The Governing body should also be kept informed as to the progress of NQTs.

Induction assessment forms and the final assessment

Following the first two formal assessment meetings a form should be completed to indicate whether or not the NQT is making satisfactory progress.

NQTs will be assessed at the end of the induction period against the induction standards. These include the requirement for NQTs to continue to meet the standards for the award of QTS consistently and with increased professional competence and to progress further in specific areas.

It is the responsibility of the Headteacher to formally notify ISCTip, using the final assessment form, as to whether the NQT has met the induction standards.

In the case of any complaint about the induction process the NQT should use the usual complaints procedure as outlined in the staff handbook.

Summary of what to expect

Before starting	Every half-term	Termly	At the end of induction period
Staff induction day, arrangements made for reduced timetable, initial meeting with induction tutor.	Observations and follow-up discussion with induction tutor (first observation to be within four weeks of starting), half-termly review of progress with the induction tutor.	Attendance at ISCTip training day. Termly assessment meetings with form completed and sent to LA (Headteacher and NQT).	Final assessment and recommendation made against the induction standards (to be completed by the Headteacher).

Monitoring

The Induction Policy is monitored by the Headmistress on an annual basis.

Authorised by

Mrs Corinne Jones
Headmistress
On behalf of the Proprietors

Dated

1st October 2017

Date of next review

1st October 2018