

Fiddlers Lane

Community Primary School

Induction Policy

This policy outlines Fiddlers Lane Community Primary School's procedures for the induction of teaching staff, support staff, volunteer staff and new children.

The policy will be implemented in accordance with agreed aims and other relevant policies including Performance Management, Health and Safety, Equalities, the School Improvement Plan, Safeguarding and Behaviour.

Dissemination

- The appointed mentor to ensure all contents of this policy are included during the induction of new staff.
- Where appropriate, staff must sign to say that they have read and understood the contents of this policy.
- All staff, volunteers and visitors must be made aware that the policy is kept on the school network and that paper copies are available on request.
- A copy may be available on the school website.



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Introduction

Fiddlers Lane Community Primary School is committed to safeguarding and promoting the welfare of children in its care. The induction programme is a vital process that is undertaken to support newly appointed staff, volunteers and students.

The induction of new staff, including support staff, is an important part of school life and essential in maintaining and developing the ethos of the school. The teaching staff are the school's most expensive resource and it is important that we invest time and effort to help each new staff member to settle in quickly and happily into school.

An effective induction programme for teachers and support staff is essential to maintain continuity of purpose and benefit from the additional expertise the new member of staff will bring.

The aims of this policy:

Our priority is to raise standards and improve the quality of education for all our pupils in a safe and welcoming environment. We believe staff who are well supported and confident in their roles will help achieve this more successfully. The Induction Policy and Induction Procedures aim to provide all newly appointed staff, and those changing role, with a programme of structured support and guidance appropriate to their role to enable them to:

- Integrate successfully in the school or new role
- Consolidate their performance
- Gain experience and develop professional expertise
- Fill 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
- Have opportunities to join in and contribute to discussions on school policy

Procedures

All new staff will be provided with a Staff Handbook which will include information on safeguarding, child protection, health and safety, e-safety, staff roles and responsibilities, first aid, SEN and the behaviour policy.

Teaching Staff

All new staff should be given appropriate induction advice, training and resources.

A member of the Senior Leadership Team will ensure new staff are given a guided tour of the school, identifying locations of resources, procedures, staff and other relevant information. All new teaching staff will be allocated a mentor to provide advice and support on a daily basis.

New staff will have access to the Assistant Head, the Deputy Head or the 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.

Newly Qualified Teachers (NQTs)

Induction for newly qualified teachers will be provided, following guidance from the DfE and the LA.

NQT 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 line manager to record agreed targets and action plan for their achievement, linking the teacher's needs with the School Improvement Plan and targets.

All NQTs take part in an induction-training programme arranged by the LA. This programme may include: opportunities to visit schools to observe good practice; a planned programme of training for the curriculum; classroom management and personal development; and regular discussions with experienced teachers involved in the programme.

NQTs are allocated a mentor for day-to-day advice and support. NQTs teach 90% 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 teacher's practice. Additional supportive observation and feedback is given by senior staff. The Head and Deputy Head are available to discuss any additional training needs and difficulties that may be experienced.

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.

Teaching Assistants

New teaching assistants will be given appropriate induction advice.

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.

All staff will take part in Performance Management procedures.

Administrative Staff

The Business Manager is responsible for the appropriate induction, advice and training for administrative staff.

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.

All staff will take part in Performance Management procedures. A review meeting should be held with the Business Manager termly during the first year to identify and provide relevant support.

Premises Staff

The Site Manager, in liaison with the Business Manager, is responsible for the induction of all cleaning staff.

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.

All staff will take part in Performance Management procedures.

Welfare Assistants

The Inclusion Manager is responsible for the induction of lunchtime staff. A named mentor will be provided to give support with daily practice and training.

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.

All staff will take part in Performance Management procedures.

Induction Programme

The induction programme should cover the following where appropriate:

The school

- Map or plan
- Environment
- Catchment area
- Organisation
- Basic routines, procedures and documents outlined in the Staff Handbook, (registration, marking policy, assessment, recording and reporting, duties, emergency procedures, Health and Safety, etc)

The Staff

- Staffing structures (staff handbook)
- Responsibilities (teaching and non teaching staff)

- Lines of communication (i.e. to whom does the newly qualified teacher turn to for help?)

Pastoral Organisation

- Discipline
- Rewards
- Sanctions
- General principles of pupil care and guidance
- Counselling
- Records of achievement
- Assemblies
- Safeguarding
- Child Protection Plans and Training

Resources

- Within school and locally
- Location/supplier
- Procedures for obtaining
- Ordering
- Stock control
- Strategies for use
- Photocopier/laminator

Classroom Management

- Organisation
- Display
- Strategies for creating differing teaching and reading environments (individual/small group/large group/whole class work)

Extra Curricular Activities

- Range
- Organisation
- Staff involvement

Extra Information

1. Open nights
2. Festival activities
3. Class visits
4. Class assemblies
5. Arts Week

Policies

(See checklist – appendix 1)

All discussions should be recorded and signed (see appendices)

Parents and Children Joining During the School Year

The Headteacher, the Deputy Headteacher, Inclusion Manager and SENCO, are responsible for the induction of new children and their parents.

The minimum programme will include:

- Meeting with the Headteacher or Senior Leader to discuss the 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
- Uniform and PE requirements
- School dinner/lunchtime arrangements
- Opportunity for the child to spend some time in school with the class before joining full time if appropriate
- Identify strengths and weaknesses, and make arrangements to match individual needs for support, welfare and SEN provision
- Provide relevant information to support the child(ren) in class appropriate to ability, behaviour, physical and emotional needs

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 store
- Information on homework, PE games, play/lunch arrangements, newsletters
- Assessment in liaison with SENCO to identify appropriate learning and emotional needs
- Pastoral support and parental contact

Volunteers

The Business Manager is responsible for the induction of parent helpers/volunteers. Please see policy for further information.

Monitoring and Review

This policy will be reviewed every 3 years, unless the need arises before this point.

Signed:

Date:

Review:

Appendix 1 – Policies and Documentation Checklist

- The following documentation is on the school network, and should be given to you before you start working in the school.
- The documents belong to the school and should be left behind when you leave.
- The documents are provided to support your teaching. Please read them as soon as possible, especially the Staff Handbook and Curriculum Policies.
- Please inform the office staff if you cannot locate a document.

	Document/Policy	Received	Read
1.	Staff Handbook		
2.	Health and Safety Policy		
3.	Planning File		
4.	Assessment, Recording and Reporting Policy		
5.	SEN Policy		
6.	Visits Policy		
7.	Behaviour and Discipline Policy		
8.	Literacy Framework		
9.	Numeracy Framework		
10.	Homework Policy		
11.	Child Protection Policy		
12.	Equal Opportunities Policy		
Curriculum Policies			
1.	English		
2.	Mathematics		
3.	Science		
4.	Information and Communication Technology		
5.	Religious Education		
6.	Technology and Design		
7.	History		
8.	Geography		
9.	Physical Education		
10.	Music		
11.	Art and Design		
12.	Handwriting		
13.	PSCHE and Citizenship		

Appendix 2 – Induction Procedures Check List

To help you settle in as quickly as possible you should have the following meetings or discussions with staff. Please keep a record for future reference.

Activity/Meeting/Discussion	Member(s) of staff	Issues for Discussion	Date Completed
Welcome/staff introductions and initial meeting with Headteacher on or before taking up post	HT		
Be allocated an induction tutor/initial meeting with induction tutor	HT	Share school policies e.g. AfL, Inclusion, Child Protection, Behaviour, Anti-bullying, Educational Visits	
Be given important diary dates/school calendar, meeting times etc	HT's PA		
Be given staff list/structure	HT's PA		
Be given a list of current policies and shown their location on the shared drive (school network)	HT's PA		
Be given details about registration procedures, timings for the day, playtime and lunchtime routines, protocol when ill, etc	DHT		
Be given a tour of the building and shown resource areas, noticeboards etc	School Business Manager		
Be shown photocopier, fax, telephone system, etc	School Business Manager		
Complete Health and Safety Induction	School Business Manager	Health & Safety Induction Checklist	
Be given a copy of the school prospectus, SIP and SEF	HT		
Be given a copy of the Employee Code of Conduct	HT's PA		
Consider immediate training needs and arrange training (e.g. systems)	DHT		
Initial meeting with head of department, e.g. key stage co-ordinator	Mentor	Planning schemes, timetables, behaviour policy, resources and curriculum files.	

Special Educational Needs	SENCO	To discuss pupils in class with special needs, IEPs etc.	
Assessment, recording and reporting	DHT	To discuss plans, record keeping, assessment, reports	
Homework	Mentor	Homework diaries, provision	
Initial meeting with staff in same phase	Mentor	To discuss plans, expectations, setting, standards, groupings	

Start Date: _____

Completion Date: _____

Signed: _____ (Staff Member)

Signed: _____ (Induction Tutor/Line Manager)

**Appendix 3 – Checklist for staff leaving
Fiddlers Lane Community Primary School**

Applicable for staff who are retiring, taking up another post, taking maternity leave or extended leave.

Action to be completed or item to be handed back to school	Signature of member of staff receiving the items	Date
Dates (leaving/returning) in writing		
Communicate diary commitments, dates, appointments		
Return school keys and fob		
Return IT equipment (laptop/s, camera, video camera, visualiser, iPad etc)		
Ensure planning is saved on shared drive		
Ensure class records are up to date and handed over		
Deactivate individual log in details/passwords		
Return all school property: books etc		
Leave future contact details (optional)		

I understand and agree that I will not access any school sites using known passwords.

I understand and agree to respect that information about the school, staff and pupils is confidential.

Signed (staff member): _____ Date: _____

Signed (line manager): _____ Date: _____