



LONG SUTTON COUNTY PRIMARY SCHOOL INDUCTION OF NEW STAFF POLICY

RATIONALE

We recognise that the induction of new staff is vital to the ethos of the school. We operate as a team offering support and encouragement to each other and this should start from a new member of staff's first introduction to us.

AIMS:

- To provide a supportive and welcoming ethos for new staff members
- Become motivated and effective employees of the school as quickly as possible
- Enable the colleague to contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meeting the needs of pupils, and the wider community
- To introduce new staff to the school and the school's working practices and resources, helping them to settle into their new environment
- To help all new staff understand the ethos of the school and the standards expected of them
- To provide the new staff with information pertinent to their role within the school so that they can become increasingly effective in their role

INDUCTION VISIT FOR ALL STAFF

It is expected that once appointed all staff should be encouraged to visit the school prior to formally beginning their post with us. During this meeting or on arrival at the school, the new member of staff should be issued with the following information:

- ❖ A copy of the staff handbook
- ❖ A copy of the school brochure
- ❖ A copy of the current School Development Plan
- ❖ A folder containing school policies particularly Child Protection and Behaviour Management
- ❖ The name of a nominated member of staff/mentor from whom guidance can be sought
- ❖ Contact telephone numbers of Head Teacher/Senior Management Team

The new member of staff will also be given any other relevant information they need at this time and legal training will be organised to ensure they are able to start their role – Child Protection Training, Food Handling Training which can be completed online.

In order to achieve our aims, we will offer:

- A member of staff who will act as a mentor and familiarise the individual regarding general school issues and procedures
- An initial interview at which the Headteacher, mentor and new member of staff meet to discuss the school prospectus, induction timetable and to answer any initial questions ie. a general introduction to the school.
- Observations of their role, with written and verbal feedback, to support professional development and performance management.
- A timetable of training throughout the year to develop key skills as planned with their mentor, maybe completed through performance management or performance appraisals.
- Regular meetings with their named line manager/mentor, in order to discuss issues

In reciprocation, we expect that new members of staff will:

- Maintain the school ethos in both professional and pastoral situations
- Play an active part in the daily life of the school and fulfill appropriate responsibilities
- Complete the stated requirements of the role in line with the job description
- Act upon the constructive comments of those who observe and advise about teaching and learning issues
- Take the initiative in seeking help and advice from their line-manager in any personal or professional matters causing concern
- Reflect upon their own practice and evaluate strengths and weaknesses, taking appropriate action to help develop effectively

ADDITIONAL ELEMENTS FOR NEWLY QUALIFIED TEACHERS

At Long Sutton we aim to offer all NQTs the opportunity to:

- Gain experience of working with children in the classroom and in the wider school environment
- Gain experience of the school as a working organisation
- Observe experienced teachers at work both within the school and in other areas of primary education
- Gain experience in working across a variety of situation, and of teaching individuals, groups and classes
- Develop skills and understanding in classroom management, and control to establish a sound learning environment
- Demonstrate the ability to work professionally with teachers, children and all other members of the school community
- Gain experience in planning, execution and the evaluation of lessons
- Develop sound and competent teaching strategies

In order to implement this we offer:

- A year long period of induction (as per statutory requirement)
- Provision of the agreed non-contact time (10%) in order to continue professional development
- A suitable workload with no co-ordinator requirements
- Formal lesson observations, carried out by the induction tutor/mentor, every half term and by the Headteacher (or a member of the Senior Leadership Team) every term
- Written and verbal feedback on any observations as quickly as possible
- Regular meetings with the induction tutor to discuss the progress of targets and set new ones
- Regular meetings with the induction tutor to discuss planning, assessment and general issues, at least once a fortnight.
- A timetable of training and observations for professional development
- A termly meeting with the Headteacher and the induction tutor to review progress

RELATIONSHIPS WITH OTHER STAFF

Good relationships with the staff with whom you work are essential. Some may not be used to having another adult in the room they are in so they too are learning. All staff are individuals and may approach their jobs in different ways. They will vary their approach to suit what they are doing and the pupils/staff with whom they are working. It is important that this is respected and that authority should not be undermined.

MENTOR/NOMINATED MEMBER OF STAFF

As each member of staff takes up the post they will be placed alongside another member of staff with whom they can seek support and advice. In addition they will be given opportunities to work with senior members of staff and the Head Teacher. All staff will be as supportive and welcoming as possible to their new colleague.

ROLE OF MENTOR/NOMINATED STAFF MEMBER

The role of the staff member working alongside the new teacher/support staff is a crucial one. As well as encouragement and support they will be able to provide day-to-day advice on the routines of the school, forward planning, resources etc. In the case of a new teacher we will endeavour to nominate a mentor who is teaching a class at the same stage or at a stage as close to the new teacher's stage as possible.

The role of the senior staff and Head Teacher is wider in remit. As well as providing support and encouragement, they also have a monitoring and evaluation role that is essential to the new staff's successful development within the school. Classroom visits are an essential feature of this role.

STAFF MEETINGS

The views of the new staff members are actively sought at staff meetings etc. and are encouraged to add to the positive debate within the school. In addition, staff can also meet with the Headteacher informally and formally to discuss concerns or ideas at any time convenient to both parties.

In addition to the above, in the course of their first school session there will be regular opportunities for teaching staff to meet with the Head Teacher/promoted staff to discuss issues of concern to new staff. These meetings will be informal in nature and supportive. They will address issues such as the *ethos of the school* (aims, values, policies, structures etc.), *the classroom* (management, organisation, behaviour, planning, record keeping), *communication with parents* (sharing plans, information for parents, meetings with parents etc.) all staff will have their job description before they begin their post.

CHECKLISTS

Attached as appendix 3 are checklists for induction of staff

MONITORING AND REVIEW

Monitoring and review of the induction policy will be carried out in accordance with procedures for quality Assurance and following audits of current practice by existing and new staff members.

Policy written – July 2013

Policy revised – April 2015

Policy revised – May 2017

Policy review – May 2019

Paul Singleton

Assistant Headteacher

Appendix 1

Guidance for teaching assistants

You are part of team whose aim is to enhance the learning of ALL pupils. Although you may be present in a class to support one or several pupils, you may assist other pupils whenever you have time.

- Support pupils in completing a task but don't complete task for them.
- Intervene only to avoid frustration.
- The task should be one at which the pupil can succeed, but not too easily, so that s/he can experience the satisfaction of having met a challenge.
- Whenever possible lead a pupil towards an understanding of a new aspect of learning by linking it to something with which s/he is familiar and confident.
- Guide pupils by questioning so that they may process the information and make the link for themselves.
- Be positive: praise freely and warmly whenever legitimate – for effort, for perseverance, for a near miss – but remember that false praise is condescending and will be seen through very quickly.
- Treat the pupils experiencing difficulties as you would any other pupil. Fairness and consistency are the keynotes.
- What you learn about the individual pupils in the course of your work is confidential. Don't talk about it except to those who need to know because of their work with the child.
- All the pupils you work with are individuals and have the needs of all children. Any disability comes second. Every pupil is an individual. How you work with each of them will depend as much upon their individual temperament as upon their particular support needs. Building a relationship with each pupil will demand sensitivity, tact and understanding.

Appendix 2

INDUCTION CHECKLIST

Name:

Job Title:

Date of Start:

First meeting with the Head Teacher's and mentor/Induction tutor

To be discussed/explained/covered during the induction process during the first four weeks of employment.	Date completed	HT's initials	Employee's initials
Tour and Layout of the school			
Introduction to staff			
Introduction to line manager			
Health and Safety issues: First Aid, Fire etc			
Child Protection/safer Recruitment procedures			
School rules			
School security			
General staff communications procedures			
School calendar			
Clarification of working hours			
Role in discipline/behaviour/anti bullying strategies			
Arrangements for planning and liaison with teachers			
Deployment timetable			
Staff Review & Development			
School Development Plan			
School Policies and implementation			

MEETING OF TEACHING ASSISTANT/CLASS TEACHER

To be discussed/explained/covered during the induction process during the first four weeks of employment.	Date completed	CT's initials	Employee's initials
Layout of the classroom			
Where equipment is kept			
Classroom rules and procedures			
Classroom routines			
Introduction to class			
Clarification of tasks and duties			
Which pupils have additional support needs			
Which pupils have medical or behavioural difficulties and how you respond			
Arrangements for planning, liaison etc			
Clarification of expected input at planning, liaison etc			
Role in giving encouragement and praise, maintaining discipline and supporting learning			
Gradual introduction to selected tasks and duties			
Introduction to wider range of tasks and duties			

MEETING OF ADMINSTRATIVE STAFF

To be discussed/explained/covered during the induction process during the first four weeks of employment.	Date completed	Mentor initials	Employee's initials
Tour and Layout of the school			
Introduction to staff			
Introduction to line manager			
Health and Safety issues: First Aid, Fire etc			
School rules			
School security			
General staff communications procedures			
School calendar			
Clarification of working hours			
Role in discipline/behaviour/anti bullying strategies			
Arrangements for planning and liaison with teachers			
Deployment timetable			
Staff Review & Development			
School Development Plan			
School Policies and implementation			
Safeguarding children and children protection			
Telephone manner and communication with parents/community			
School administrative systems and procedures			

MEETING OF CARETAKING/MIDDAY TEAM

To be discussed/explained/covered during the induction process during the first four weeks of employment.	Date completed	Mentor initials	Employee's initials
Tour and Layout of the school			
Introduction to staff			
Introduction to line manager			
Health and Safety issues: First Aid, Fire etc			
School rules			
School security			
General staff communications procedures			
School calendar			
Clarification of working hours			
Staff Review & Development			
School Development Plan			
School Policies and implementation			
Safeguarding children and children protection			
Caretaking systems and procedures			
Shadowing of colleague for one week			
Specific job related training such as manual handling, use of ladders, kitchen safety etc			
Specific job related training such as Behaviour management			

Further meetings will be maintained within the first six weeks at Long Sutton to discuss the items below:

INDUCTION TIMETABLE for TEACHERS

Date achieved:

1. Curriculum Map and planning
2. Teaching and Learning Policy
3. Assessment routines
4. School policies
5. School Improvement Plan
6. Meet with English Subject Leader to discuss planning, reading routines
7. Meet with Mathematics Subject Leader to discuss planning etc.
8. Meet with Science Subject Leader to discuss planning, resources etc.
9. Meet with ICT Subject Leader
10. Meet with SENCO to discuss pupils with SEN in classroom, procedures, intervention, resources and potential training required

INDUCTION TIMETABLE for TEACHING ASSISTANTS

Date achieved:

1. Curriculum Map and planning
2. Teaching and Learning Policy
3. Assessment routines
4. School policies
5. School Improvement Plan
6. Meet with English Subject Leader to discuss planning, reading routines
7. Meet with Mathematics Subject Leader to discuss planning etc.
8. Meeting with SENDCo
9. One day with to shadow another teaching assistant/mentor.

INDUCTION TIMETABLE FOR ADMINISTRATIVE STAFF

Date Achieved:

1. Integris
2. Registers
3. Texting service
4. Financial information
5. Further training required

INDUCTION TIMETABLE CARETAKING TEAM

Date achieved:

1. Positive play
2. Serving of food
3. Review of performance and identification of further training

INDUCTION TIMETABLE CARETAKING TEAM

Date achieved:

1. Review of performance and identification of further training

After 6 weeks, a meeting with the Headteacher to discuss progress, concerns, training needs etc. will be organised. At this time formal induction may come to a close but training and development is on-going throughout a member of staff's time at Long Sutton formally or informally.

