



Staff Induction Policy

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	Regional Director		Principal			Vice Principal	
	Head of Foundation Stage		Head of Primary			Head of Secondary	

A. Introduction

Induction is the effective introduction of a colleague to his or her role within the school.

This policy is intended for all teaching and non-teaching staff and, where applicable, volunteers. It is also for the use of employees returning after a period of absence, including maternity and paternity leave. All staff and new staff are invited to help shape the programme of support to ensure that it serves to meet the common and individual needs of the school's employees. The comments of new and existing staff are welcomed, to help shape future induction procedures.

It is the school's aim that staff enjoy their time at the school, find it stimulating and worthwhile, and feel that they are members of a successful and hardworking team. The school aims to enable staff to achieve a high standard of performance within the shortest possible time and to be familiar with the targets and objectives of the school development plan. The school's induction procedures are designed to help to make this happen. The school recognizes that pupils achieve most from a well-informed, highly motivated staff. New staff will be supported during their induction period, which will vary according to the role and experience of each member of staff.

B. Aim

The aim of this induction policy is to ensure that the induction programme covers all the required topics and enables new staff to assimilate information about the school and its working practices as quickly and easily as possible. The induction program should enable new staff to contribute to the maintenance of high standards of performance and support strongly the aims and ethos of the school.

Induction is the beginning of a process of ongoing professional development, to which the school is thoroughly committed. This includes to provision of support, training, appraisal, and opportunities for career development.

The specific aims of the school's induction of new staff are:

- To ensure an understanding of the school's aims and ethos and how they impact the implementation of school policy
- To provide the individual with relevant school information.
- To ensure effective implementation of school policies and procedures
- To ensure an understanding of safeguarding, both in terms of national requirements and also their implementation in the school
- To ensure implementation of the school's health and safety routines and requirements
- To identify the role the individual will play within the school.
- To learn more about the individual and his or her immediate long-term professional needs and aspirations.
- To explain what the school can and will do to help the individual make an effective contribution to the school.

C. Induction Responsibilities

It is the Headteacher and Deputy Head's overall responsibility to ensure each new member of staff receives his or her induction entitlement. Each new member of staff is assigned an induction mentor to help them accomplish the requirements of the job. Mentors will be chosen in relation to the nature of the appointment. All staff shares a corporate responsibility towards new members of staff to make them aware of day-to-day routines and procedures.

It is in everybody's interest that each member of staff is able to contribute towards the fulfillment of our school aims.

Mentoring is the support, advice, and guidance provided for colleagues to enable the development of their expertise in their new role in order to become a confident team member.

Allocation of mentors will generally be according to the following table:

- New staff member: Allocated a mentor
- NQT Induction: Mentor
- Experienced teacher: Teacher mentor
- Early Years Staff: Head of EYFS
- Teaching Assistant: SENCO
- Supervision Duties: Headteacher
- Parent helper/volunteer Teaching staff to whom allocated
- Deputy Headteacher Headteacher

D. Induction Pathway

The following describes what new staff can normally expect by way of induction. All new teaching and non-teaching staff will participate in the school's induction process. The level of support provided will be tailored to the new member of staff's role within the school and prior knowledge and experience and will be agreed upon during induction.

The milestones of induction include:

From an application for the post until immediately prior to starting: Responsibility: Human Resource Manager/ Line Manager

- Receipt of the job description and personal specification
- Receipt of details of the school's aims and ethos
- Gain an understanding of the post through interview activities
- Agreement of contract and salary
- Familiarisation time in school, where possible, for teaching staff, spending time in school with future class
- Handover from the previous postholder
- Meeting with a senior member of staff to discuss roles and duties.

- Informal opportunity to meet staff and pupils.
- Completion of pre-appointment documentation
- Undertaking and additional training requirements, which may include safeguarding first aid, and food handling
- Information on additional expectations, including attendance at parent consultation meetings, evening and weekend events, and functions, residential trips, etc.
- Information on school dress code for staff

E. Immediately prior to starting: Line Manager

- Formal meeting with appointed mentor and any other staff central to the new member of staff's responsibilities
- Receipt of induction documentation/handbook
- Receipt of the school's employment manual and staff code of conduct
- Receipt and discussion of key school policies and information, which must include those covering:
 - Safeguarding, (including e-safety, staff code of conduct, mobile phones and cameras, and use of reasonable force) which will include an explanation of the systems to support Safeguarding
 - Safeguarding summary leaflet
 - The Role and Identity of Middle and senior leaders
 - Curriculum, Teaching & Learning, and Assessment
 - Health and Safety policy and procedures
 - Fire prevention, fire safety, and fire evacuation procedures
 - First aid procedures and the procedures for the administration of medication
 - Behaviour and anti-bullying
 - Critical Incident
 - Educational Visits /Risk Assessment
- Duty, assembly, and other rotas
- Briefing, as required, on any pupils with particular SEND issues or medical and dietary requirements
- Information on general topics, including:
 - Member of staff's school email address, ID cards, and intranet log-in details

By the end of the first week:

- Further discussion to confirm understanding of school policies
- New member of staff signs to confirm having read and understood relevant school policies, always to include:
 - Safeguarding Policy and other policies associated with safeguarding
 - Health and safety policy

Following this initial period, there will be regular points of contact between the new member of staff and his or her mentor.

Check-In with Mentors: Term 1: Every second school week

Term 2 & 3: Every Month

Reflection and feedback on the introductory year: New Staff