

# Baston CE Primary School



## Induction Policy (Including Leavers Checklist)

## Contents

Background.....	3
Philosophy .....	3
Responsibilities - Who Supports Newly Appointed Staff? .....	3
Financing the Induction Programme .....	4
The Induction Programme.....	5
Aims of the Induction Programme.....	5
Pre Commencement Visits.....	5
Initial Induction Meeting – Teaching Staff .....	6
Induction Meetings – TAs .....	6
Key Stage Meetings – led by Key Stage Leaders .....	6
Meeting with the Headteacher .....	6
Induction Programme.....	7
The school .....	7
The staff.....	7
Pastoral Organisation .....	7
Resources.....	7
Classroom Management.....	7
Extra Curricular Activities .....	7
Other parts of the Induction Programme.....	7
Areas with which mentors may support/help newly appointed teachers: .....	8
Extra Information.....	8
Governors .....	8
Appendix 1 (Induction Resources for New Staff) .....	9
Appendix 2 (Induction of New Staff: Roles and Responsibilities).....	10
Appendix 3 (Policies and Documentation Checklist).....	10
Appendix 4 (Induction Procedures Check List) .....	12
Appendix 5 (Record of Extra Meetings) .....	14
Appendix 6 (Important contact telephone numbers) .....	14
Appendix 7 (Checklist for staff leaving Baston CE Primary School).....	15
Review of the Policy.....	16
Policy Register.....	17

## **Background**

This policy outlines the programme that is used at Baston Church of England Primary School to induct any newly appointed staff (both teaching and non teaching) and governors. It gives a framework within which all staff and governors can work together to ensure a smooth induction for new staff.

Staff are our most valued resource and form a large part of the investment of the school and therefore the induction programme is planned and budgeted for in the School Development Plan.

## **Philosophy**

At Baston Church of England Primary School we feel it is important that *all* staff – both teaching and non-teaching - are inducted into the whole team and that induction should begin as soon as practicable after the appointment.

Baston CE Primary School encourages the philosophy of a 'whole school approach' to the life and work of the school. All members of the school community are valued and respected as individuals and as members of the whole school team. It is important that new staff are welcomed into the whole school team and helped to establish their role and position within it. It is vital that new staff are given every assistance in settling into school quickly and happily and that they gain a knowledge and understanding of the philosophy and ethos of the school, the routines and practices that take place and the way in which the school operates.

## **Responsibilities - Who Supports Newly Appointed Staff?**

The induction of all new staff, including support staff, is an important aspect of school life and is essential in maintaining and developing the school ethos. It is essential that all new staff know who is responsible for giving them support.

At Baston Church of England Primary School the Induction Programme for newly appointed staff operates under the direction of the Headteacher and Deputy Headteacher. The Headteacher or Deputy Headteacher acts as induction co-ordinator for newly appointed staff. Induction is there to help, reassure, guide, counsel, inform and listen, and is responsible for monitoring the progress and professional development of newly appointed staff, guiding new staff through the school documentation, for whole school issues and for organising the appropriate support meetings.

The key stage leader or mentor of a newly appointed teacher such as an NQT has an important role in the induction programme. This colleague becomes a 'buddy', guide, supporter and adviser on a day-to-day basis, as planning is shared on a weekly and termly basis. A teacher who is appointed to take on a teaching role other than that of a class teacher, for example a Booster Class, would have one particular teacher colleague to act as their supporter. In this instance, the person would take on a similar role to that of a key stage leader/mentor as outlined above.

Key stage leaders or mentors who are to work with a newly appointed teacher, discuss their role in the Induction Programme with the Headteacher before the new staff member starts work at the school.

The induction of a new Headteacher is the responsibility of the Chair of Governors, the Deputy Headteacher and the Leadership Team. The Headteacher and Deputy Headteacher induct those newly appointed teachers who become members of the Leadership Team.

Phase Leaders will give information, support and advice about the curriculum.

The class teacher of a newly appointed teaching assistant plays a role in their Induction Programme. They are responsible for familiarising them with routines and procedures.

The Deputy Headteacher and HLTA is responsible for integrating a new teaching assistant into the team, offering support as a mentor during the weekly TA meetings.

All other staff in school are involved in the induction of any newly appointed staff. All staff assist in integrating a new colleague into the Whole School Team. They share experiences and ideas, help in practical ways and offer support. Newly appointed staff are encouraged to approach any member of staff with any queries they might have. The Headteacher adds the newly appointed staff to the INSET plans for the year and consults new staff regarding their INSET needs.

### **Financing the Induction Programme**

The Headteacher and Governors at Baston Church of England Primary School recognise the necessity for allocation of funds from the school budget in order to finance the Induction Programme.

The school might need to budget for supply cover so that the Headteacher/Deputy Headteacher/Phase leader can spend time with new staff in the classroom and/or in discussion sessions.

The Headteacher will need to budget for newly appointed staff to attend relevant courses.

Money for extra class/curriculum resources and for photocopying documents in the induction pack will be required.

## **The Induction Programme**

### **Aims of the Induction Programme**

- To make all staff feel welcome and at ease in their new environment.
- To enable new staff to settle happily into school so that the quality of learning experienced by the children can be maintained and improved.
- To enable new staff to understand the philosophy and ethos of the school and to observe good practice so that it can be reflected in their own work.
- To enable new staff to make a full contribution, taking on all their responsibilities as soon as possible.
- To foster positive relationships between existing and newly appointed staff and to ensure there is a system of support in place.

Immediately after a successful interview, the Headteacher welcomes a new colleague to the school and answers any questions. The new member of staff is then contacted in writing and at this stage, new staff members are made aware of certain documents (they may be directed to the school's website to view these documents or given a paper copy if requested)

These include:

- School Prospectus
- Staff Handbook
- Key Policies

As the new post is started new colleagues are shown around the school and their classroom is identified. New teachers, if possible, meet their Phase Leader/ Key Stage Leader/mentor and other members of team, such as TAs.

### **Pre-Commencement Visits**

Ideally, a new colleague should visit the school several times before starting. This could be in term time or during a holiday. Newly appointed TAs do not need to visit as often as a new teacher. Teachers new to the school are invited to attend on 'transition day' where they experience a morning or full day teaching the class. There is an opportunity to meet the parents of the children they are to begin teaching at an informal 'meet and greet' session after school – usually held on the same day.

At this stage, the induction co-ordinator (headteacher/deputy headteacher) makes available and explains further documentation which may include :-

- National Curriculum Document
- School Policies
- Safeguarding Policy, Safeguarding Procedures and linked documents including KCSIE.
- School record keeping systems
- Code of Conduct
- Post-relevant information where necessary e.g. lone working arrangements etc
- Timetables and rotas
- Diary dates for the school year
- Class lists and class records

A full list of possible items in an induction pack for new staff is in Appendix 1.

New teachers meet the Headteacher and Leadership Team.

The Headteacher explains the school's staffing structure and introduces new colleagues to as many staff as possible. A second guided tour of the building helps identification of other classrooms, curriculum resource centres and stores etc.

It might be appropriate for newly appointed teachers to 'shadow' the class teacher of the children they will be teaching and opportunities for doing so will be made available.

### **Initial Induction Meeting – Teaching Staff**

The induction co-ordinator (headteacher/deputy headteacher) or NQT mentor meets new teacher(s) early in their first term to plan details of the induction programme for the school year. Regular new teaching staff support meetings, taking the form of discussion are agreed. These could be 'twilight' meetings or held during the school day, if cover can be organised.

### **Induction Meetings – TAs**

New non-teaching members of staff join the regular TA meetings, which are held weekly with the headteacher/deputy headteacher. The meetings often include recent policy documents or statements, concerns or queries about the children and the general life and work of the school.

### **Key Stage Meetings – Led by Phase/Key Stage Leaders**

Weekly Key Stage meetings help to integrate newly appointed staff into 'phase teams'. Colleagues at such meetings can assist greatly by answering any questions about the day-to-day work of the school.

### **Meeting with the Headteacher**

Newly appointed staff will meet the Headteacher to discuss their job description.

## **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, feedback and 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

### **Pastoral Organisation**

- Rewards
- Behaviour systems
- General principles of pupil care and guidance
- Collective Worship
- Child Protection Plans and Training

### **Resources**

- Within school
- Location/supplier
- Procedures for obtaining
- Ordering
- Stock control

### **Classroom Management**

- Organisation
- Display – including non-negotiables
- Strategies for organising/grouping pupils

### **Extra Curricular Activities**

- Music lessons
- Forest School
- Clubs
- Organisation
- Staff involvement

### **Other parts of the Induction Programme**

The induction programme incorporates the five 'professional' days for full time staff. Part time staff will be asked to attend training equivalent to contracted hours.

All staff attend weekly meetings. Non teaching staff attend where appropriate, especially those meetings pertaining to Pupil Progress.

The SENDCO might discuss the special needs provision within the school with new teachers, their role as a class teacher; assessing, and providing for children with special needs and the way in which the Code of Practice operates at Baston CE Primary School.

Assigned mentors/'buddies' will meet new teachers to discuss teacher assessment, record keeping, reporting to parents etc.

The above elements of the induction programme are tailored individually for newly appointed teachers, depending on any previous experience and expertise.

**Areas with which mentors/'buddies' may support/help newly appointed teachers:**

- Day to day organisation
- Class and school routines
- Classroom timetables
- Discipline procedures, including rewards and sanctions
- Short term plans
- Initial and long term plans
- Use of exercise books
- Marking, feedback and presentation
- Record keeping – teacher assessment, class lists, reading records and other records
- Home reading books
- Handwriting style
- Homework provision
- Use of the photocopier

**Extra Information**

1. Open days
2. Parents' evenings
3. Class trips
4. Love to Learn Mornings
5. Special weeks – Sports Week etc

**Governors**

Governors are an important part of the management structure of the school and need time to acquaint themselves with policies and other key documents. New Governors will be assigned an experienced Governor who will mentor them through their first year.

All new Governors will be given an induction pack. Please refer to Governors Induction Policy for particulars. There is also a staff liaison governor whom the headteacher can name.



## **Appendix 1 (Induction Resources for New Staff)**

- Safeguarding Policy and Procedures including linked documentation e.g. KCSIE.
- School Development Plan
- Behaviour Policy
- Blank timetable sheet
- Class list
- Email address and log on for laptop etc
- Newly assigned laptop and AUP
- Code of Practice for Special Needs (electronic link)
- Planning Formats
- Curriculum Guidance for the Foundation Stage (Early Years Teachers only)
- Health and Safety Policy
- INSET notes (where applicable)
- National curriculum document
- Curriculum framework List of all policies (electronic links)
- Pupil records
- School prospectus
- Code of Conduct
- SEN register
- Staff structure/list
- Staff meeting dates
- Supporting pupils with medical needs
- Timetables
- Educational Visits Policy

## Appendix 2 (Induction of New Staff: Roles and Responsibilities)

Staff responsible for their induction on arrival	School Role	Directly responsible for the induction of the following staff
Governors	Headteacher	Deputy Headteacher All teaching staff Clerical staff
Headteacher Teachers	Deputy Headteacher	All staff (general support)
Headteacher, Deputy Headteacher	Phase Leaders Key Stage Leaders	Teaching and support staff
Headteacher Deputy Headteacher NQT Mentors	NQTs	NQTs
Headteacher	Administrator	All staff
Administrator	Senior Midday Supervisor	New Supervisory Staff

## Appendix 3 (Policies and Documentation Checklist)

- The following documentation will be given to you and talked through with 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/role in school. Please read them as soon as possible..
- Please inform the office staff if there is a document missing.

<b>Document/Policy</b>	<b>Received</b>	<b>Read</b>
Safeguarding Policy & KCSIE		
2/ Health and Safety Policy		
3/ School Prospectus		
4/ Assessment Policy		
5/ SEND Policy and School Offer		
6/ Educational Visits Policy		
7/ Behaviour Policy		
8/ Homework Policy		
9/ Teaching and Learning Policy		
12/ E-Safety Policy and AUP		
13/ Staff Code of Conduct		
<b>Other Policies</b>		

## Appendix 4 (Induction Procedures Check List)

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

<b>Activity/Meeting/Discussion</b>	<b>Member(s) of staff</b>	<b>Issues for Discussion</b>	<b>Date Completed</b>
Welcome/staff introductions and initial meeting with Headteacher on or before taking up post	HT/DHT		
Be allocated an Induction tutor /Initial meeting with Induction tutor	HT/DHT	Share school policies	
Be given important diary dates/school calendar, meeting times etc.	HT/DHT		
Be given staff list/structure	HT/DHT		
Be given a list of current policies and shown their location on shared drive (school network)	HT/DHT		
Be given details about registration procedures, timings for the day, playtime and lunchtime routines, protocol when ill etc.	HT/DHT		
Be given a tour of the building and shown resource areas, noticeboards etc.	Admin/TA		
Be shown photocopier, telephone system etc.	Admin		
Complete Health and Safety Induction	HT/DHT	Health & Safety Induction Checklist	
Be given a copy of the school prospectus, SDP and SEF	HT/DHT		
Be given a copy of the Employee Code of Conduct	HT/DHT		
Consider immediate training needs and arrange training (e.g. systems)	HT/DHT/ Admin		
Complete declaration of business interests form (if applicable)	Admin		
Complete Workstation Assessment (if applicable)	Admin		

<b>Meetings with staff</b>			
Initial meeting with Key Stage Leader	Key Stage Leader	Planning schemes, timetables, behaviour policy, resources and curriculum files.	
Special Educational Needs	SENDCo	To discuss pupils in class with special needs, IEP's etc	
Assessment recording and reporting	Key Stage Leader	To discuss plans, record keeping, assessment, reports	
Homework	Key Stage Leader	Homework diaries, provision	
Initial meeting with staff in same key stage	Key Stage Leader	To discuss plans, expectations, setting, standards, groupings.	

**Start Date:** \_\_\_\_\_

**Completion Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ **(Staff Member)**

**Signed:** \_\_\_\_\_ **(Induction Tutor/Line Manager)**

**Appendix 5 (Record of Extra Meetings)**

<b>Date</b>	<b>Member of Staff</b>	<b>Meeting/Issues for Discussion</b>

**Appendix 6 (Important contact telephone numbers)**

School:                    01778 560430

## Appendix 7 (Checklist for staff leaving Baston CE Primary School)

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

<b>Action to be completed or item to be handed back to school</b>	<b>Signature of member of staff receiving the items</b>	<b>Date</b>
Dates (leaving/returning) in writing		
Communicate diary commitments, dates, appointments		
Return school keys and fobs		
Return identification badge		
Return IT equipment (laptop/s, camera, video camera, visualiser 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 (see below for a list of items, but is not intended to be exhaustive)		
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: \_\_\_\_\_

## **Review of the Policy**

This policy is reviewed regularly and updated as necessary. Amendments are based on the experiences of recently appointed staff and the induction co-ordinator and take account of their comments at all stages and if necessary, modifies it during the school year.

**Date reviewed:** February 2018  
**Reviewed by:** R Mills



