



New Staff Induction Policy

Approved by: Headteacher & SLT

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Next review: July 2025

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 meets not only the government's guidelines but also serves to meet 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 recognises 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.

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 programme 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 the 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 on 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

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 share 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 fulfilment of our school aims.

Mentoring is the support, advice and guidance provided for colleagues to enable the development 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 Mentor
ECT (Early Career Teacher)	ECT Mentor
Experienced Teacher	Assistant Headteacher – Teaching & Learning
Early Years Staff	EYFS Leader
Teaching Assistant	Assistant Headteacher – Teaching & Learning
Catering Staff	Kitchen Manager
Lunch Time Supervisor	Business Manager
Parent helper/ Volunteer	Teaching staff to whom allocated
Senior Leader – Assistant Headteacher/ Deputy Headteacher	Headteacher
Site Manager	Business Manager
Office Staff	Business Manager
Domestic Staff	Business Manager

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 during induction.

The milestones of induction include the following.

From application for the post until immediately prior to starting:

- Receipt of job description and person specification
- Receipt of details of 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 previous post holder
- Meeting with a senior member of staff to discuss role 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

Immediately prior to starting:

- 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, use of reasonable force) which will include an explanation of the systems to support Safeguarding

- Safeguarding summary leaflet
- The role and identity of the DSL, and Deputies
- Part 1 and Annex A (at least) of Keeping Children Safe in Education 2020
- Curriculum, Teaching & Learning and Assessment
- Health and Safety
- Fire prevention, fire safety and fire evacuation procedures
- First aid procedures and the procedures for the administration of medication
- Whistleblowing
- Equality policy
- Behaviour and anti-bullying
- Critical Incident
- Educational Visits
- Risk assessment
- Policy and procedures relating to Children Missing Education (found within the safeguarding policy)

- Duty, assembly and other rotas

- School security procedures

- 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 and intranet log-in details
- Door codes and security information
- Staff toilets and provision for storing personal belongings
- Protective clothing and personal equipment, where the role requires this
- Car parking and on-site vehicle movement

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
- Part 1 and Annex A of Keeping Children Safe in Education 2020
- Health and safety policy

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

This policy should be used in line with the Staff Induction Checklist.

See Appendix 1

Induction checklist for new staff

When?	Task	Completed
Prior to the employee's first day	Identify who will be responsible for induction, including assigning mentors and/or 'buddies'	<input type="checkbox"/>
	Set up employee's Email and Log in account	<input type="checkbox"/>
	Ensure first week of induction is scheduled and planned, and relevant members of staff are notified, e.g. notify your designated safeguarding lead (DSL) about carrying out safeguarding training	<input type="checkbox"/>
First day	Introduce colleagues and pupils / place of contact people	<input type="checkbox"/>
	Take employee on a tour of the school	<input type="checkbox"/>
	Outline the health and safety procedures: fire drill procedures and meeting points, invacuation, the process for signing in and out of school, recording children's injuries, safeguarding procedures	<input type="checkbox"/>
	Remind employee of: The school timetable, including timings of staff meetings, assemblies and registration Expectations around staff conduct, e.g. use of mobiles, social media and dress code Expectations in the classroom (roles and responsibilities, displays, working with the children) Conditions of employment, and absence and disciplinary procedures	<input type="checkbox"/>
	Help employee to become familiarised with ICT account and reprographics, e.g. photocopier	<input type="checkbox"/>
	Explain the school's behaviour and rewards system	<input type="checkbox"/>
First week	Ensure employee meets DSL and has safeguarding training, including PREVENT and FGM/ they are shown the recording forms	<input type="checkbox"/>
	Show employee where the resources are (including Ipads / Laptops and how they obtain the keys for these, curriculum resource cupboards, PE cupboard)	<input type="checkbox"/>

	For employees who will be planning, show them the planning formats and expectations	<input type="checkbox"/>
	Explain the school assemblies, dinnertime procedures	<input type="checkbox"/>
	Ensure employee meets with mentor at the end of the first week to: Review progress Identify training and development needs	<input type="checkbox"/>
	Arrange additional training for the employee based on the review of the first week	
First month to 6 months	Arrange follow-up session between employee and DSL	<input type="checkbox"/>
	Ensure regular 1-2-1 meetings are held between employee and: Line manager	<input type="checkbox"/>
	Evaluate the success of the employee's induction programme, and use findings to inform future practice	<input type="checkbox"/>