



## **Staff Induction Policy**

(To be read in conjunction with our policies on The Induction of NQTs, Continuing Professional Development (CPD) and Performance Management.)

### **1 Introduction**

- 1.1 In line with our school's ethos and aims statement, we seek to ensure that all our children have the opportunity to achieve to their highest potential. We have a learning culture of continuous improvement. Our primary purpose is learning - for both children and adults. Through the continuous professional development of all our staff, we support ongoing school improvement and maximise the impact of our practice on children's learning. Induction for new staff is the beginning of their continuing professional development in our school. It begins before an employee joins our school and continues throughout their first year and beyond.
- 1.2 We want all staff at Yohden Primary, regardless of role, to feel that they are full members of our staff team and that they are able to fully contribute to the life of our school. We want them to share our aims and values and experience a rich sense of belonging to our school community. A high level of well-being and job satisfaction among our staff will make them effective in their respective roles. A thorough induction programme is a crucial part of their entitlement which will help to secure these outcomes. It increases the effectiveness of all staff and governors both as individuals and as team members, by ensuring they understand the policies and expectations of our school. The induction process will ensure mutual benefit for both the individual and for our school.
- 1.3 For all staff covered in Sections 4 – 7 of this policy, the following areas of school policy and practice will be of primary importance, immediately upon taking up their posts at Yohden Primary:
- safeguarding and child protection;
  - health, safety and welfare;
  - emergency planning.

All new staff will be given these policies on arrival and asked to familiarise themselves with them as a priority.

### **2 Aims and objectives**

- 2.1 Through our staff induction process we aim to:
- improve and develop the overall effectiveness of the school, raising pupil achievement, and meeting the needs of all pupils, parents/ carers and the wider community;
  - ensure job satisfaction, personal and emotional well-being and individual and team effort;
  - ensure that all staff new to the school understand what is expected of them at the school and gain support to meet those expectations;
  - ensure that members of staff new to a career in education have the best possible start and are professionally supported in their jobs;
  - ensure that all staff are valued and recognised as the school's most important asset;
  - be consistent with our school's aims, values and ethos;
  - allocate sufficient resources to support the induction process.

### **3 Roles and responsibilities**

- 3.1 The headteacher has overall responsibility for ensuring the effective induction of new staff. Where the headteacher is not the direct line manager of the member of staff, he/she will delegate responsibility for the induction of an individual member of staff to their line manager. The teacher with responsibility for continuous professional development (CPD) will be expected to ensure, in consultation with the respective line manager, that the ongoing training needs of the new member of staff can be addressed through the schools CPD programme.
- 3.2 In the case of newly qualified teachers (NQTs), the teacher's induction tutor will oversee their professional development and professional entitlements in their first year of teaching.

### **4 Newly Qualified Teachers (NQTs) (Please see NQT Induction Policy)**

- 4.1 The induction programme for NQTs in our school consists of support, monitoring and assessment, and follows the national requirements and Local Authority (LA) arrangements for supporting NQTs.
- 4.2 All NQTs are allocated an induction tutor, who will be a member of the school's senior leadership team. They may also be offered a mentor from among the school's teaching staff.
- 4.3 All new teachers are encouraged to visit the school before they take up their post. They are met and welcomed on their first day by their line manager (usually the headteacher), induction tutor and/or mentor.
- 4.4 All new teachers are provided with copies of school policies and the school's staff handbook and be expected to develop their understanding of the school's values, ethos and practices.
- 4.5 The induction tutor is responsible for the day to day management of the NQT's induction and will meet with them regularly. The induction programme will include meeting with staff with key areas of responsibility, in order to understand those areas of school practice, and attending any specific induction training sessions arranged for them, for example, in relation to child protection and safeguarding, in line with the induction of all new staff. The induction tutor reviews progress, set targets, and identifies support strategies with the NQT, who will always be given feedback on their strengths and areas for development. NQTs use the Career Entry and Development profile as a basis of planning the initial stages of their induction. Each NQT develops, with their induction tutor, their own induction and support plan.
- 4.6 Each NQT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio. The induction tutor maintains a record of the NQTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken.
- 4.7 All newly qualified teachers are observed teaching during their statutory induction period and this is undertaken by the induction tutor, a senior member of staff or another experienced teacher as appropriate (see the NQT induction programme for details).
- 4.8 Three formal assessments will be undertaken during the NQT induction period. These will be documented on forms that are sent to the LA and must be signed by the NQT, induction tutor and headteacher.

- 4.9 Each NQT has 10% professional development time during their statutory induction period. This is in addition to the PPA (planning, preparation and assessment) time allocated to all teachers in the school. An NQT has a planned programme to ensure 10% professional development is used to the maximum effect. It may include learning alongside other teachers, visiting other local schools or attending training.
- 4.10 If an NQT is not meeting the induction standards or making satisfactory progress towards them, a detailed support and action plan will be drawn up by the induction tutor and the school. The school will increase the support necessary to implement the action plan, with additional reasonable resource allocation, as available. If appropriate, the LA will be involved, to ensure the action plan can be implemented.

## **5 Induction for new staff other than NQTs**

- 5.1 All new staff will be invited to visit the school before they take up post. Line management arrangements will be clearly explained to them. On their first day, they will be met and welcomed by their line manager, usually together with the headteacher, if he/she is not their line manager.
- 5.2 All new staff will be provided with copies of school policies and the school's staff handbook and be expected to develop their understanding of the school's values, ethos and practices. All new staff will be expected to contribute to the life of the school community and to play their part in ensuring a positive learning environment for all, both children and adults.
- 5.3 An induction programme will be provided for new staff, in which they will be expected to fully participate. This will involve meeting with staff with key areas of responsibility, in order to understand those areas of school practice, and attending any specific induction training sessions arranged for them, for example, in relation to child protection and safeguarding.
- 5.4 All new staff will participate in the school's performance management arrangements (see the school's Performance Management Policy).

## **6 Induction of Learning Support Assistants new to the role**

- 6.1 All new support staff will be invited to the school prior to taking up the post. They will have a line manager who will discuss their job description with them and explain their responsibilities. On their first day, they will be met and welcomed by their line manager, usually together with the headteacher.
- 6.2 An induction programme will be designed for each new member of the support staff. This will include training in child protection and safeguarding. New support staff will have the opportunity to attend any induction training provided by the LA, and to attend any networking meetings with staff in similar roles in other local schools, in order to gain additional support.
- 6.3 All new staff participate in the school's appraisal arrangements.

## **7 Induction of new headteachers**

- 7.1 The governing body will encourage and expect a new headteacher to engage fully in the LA's Induction programme for new headteachers.
- 7.2 In the case of headteachers taking up their first headship, the governing body will encourage them to take up their entitlement to a professional partner, an accredited serving headteacher in another school, who fulfils the role of mentor to the new headteacher. The governing body will expect and encourage a new headteacher to take the time required to meet with their professional partner, or other headteacher mentor, in order to access professional advice and support for their new leadership role.

## **8 Induction of new governors**

- 8.1 All new governors at our school will be expected to visit the school, upon becoming a governor. They will be given a guided tour of the school by the headteacher or another member of the senior leadership team, and be expected to familiarise themselves with the school and its key policies.
- 8.2 Those new to school governance will be expected to attend training for governors organised by the LA.

## **9 Monitoring and review**

- 9.1 The governing body is responsible for reviewing the effectiveness of this Staff Induction Policy and will receive reports from the headteacher on its implementation. The headteacher has operational responsibility for staff induction and will monitor arrangements for new staff throughout the year.
- 9.2 This policy will be reviewed by the personnel committee of the governing body every three years or sooner if necessary.

**Signed:**

**Date: 1.5.14**