



Part of the Tibberton CE Primary School and
St Lawrence CE Primary School Federation

Induction Policy

Revised: Spring Term 2021

Consultation with staff and Governors

and adoption of policy: Spring Term 2021

Review date: Summer Term 2023

This document outlines the purpose, nature and management of staff induction at Tibberton CE & St Lawrence Primary School Federation.

Aims

The staff induction policy is designed to:

- Provide a flexible but systematic framework in which roles and responsibilities are clearly defined
- Familiarise staff with the values and aims of Tibberton CE and St Lawrence CE Primary School Federation.
- Integrate new staff into the team as quickly and smoothly as possible

All staff will be welcomed and receive basic induction on the first day of appointment, followed by formal induction training. The process will be tailored to meet the needs of individual members of staff.

Induction begins before an appointment is made and continues over the following weeks. Induction will be part of the management process merging with the performance management scheme, development and training activities and personal review meetings. Induction is the starting point for personal review meetings and personal development plans.

For teaching staff special attention must be paid to:

- Safeguarding Policy; and policies for Health and Safety, Equal Opportunities, Behaviour,
- First Aid, Anti-Bullying, Whistle Blowing
- Standards of teaching and learning
- School ethos and pastoral system
- Management and organisation
- SEN issues
- Performance management and CPD requirements

For non-teaching staff attention must be paid to:

- Safeguarding Policy; and policies for Health and Safety, Equal Opportunities, Behaviour,
- First Aid, Anti-Bullying and Whistle Blowing
- Health and Safety issues • Behaviour policies
- Relevant SEN issues • School ethos and pastoral system • Performance management and CPD requirements
- Specific tasks relevant to individual job descriptions The staff handbook will form the basis for all induction programmes. Equal opportunities in induction arrangements will apply, irrespective of hours or status and will be entirely consistent with the school's equal opportunities policy.

Implementation

The Induction Programme comprises many parts:

- Pre-employment information sent to applicants and successful candidates. First day induction to:
- Meet individual needs
- Help staff settle in quickly
- Receive a warm welcome from colleagues
- Receive essential information about the job and Health and Safety through the staff handbook and school based procedures. Follow on support will be arranged by the mentor or at the request of the new member of staff if any immediate training / support needs are identified.

Staff Induction Checklist

On the first day of appointment all new employees will be given a warm welcome by colleagues and will receive immediate information about the job and all relevant health and safety issues through the Staff Handbook and other school-based procedures. The appointed mentor will discuss the following areas with the new employee and they will sign and date as received / instructed:

- Job description
- Hours of work
- School Session times
- INSET requirements
- Safeguarding policy
- Staff handbook
- School vision and ethos
- Health and safety issues and policy
- First aid and fire procedures
- Telephone / photocopying issues
- Resources and materials
- Computer / data security
- Data protection act
- Familiarisation with work area and facilities
- Tour of the school and grounds
- Sickness absence procedures
- Equal opportunities policy
- No Smoking policy
- Role and structure of the governing body (Inc. names of governors)
- Copy of school brochure
- Before school / break / lunchtime / home time routines
- Any other areas of identified need During the first month, the following areas will be discussed between the mentor and the new appointee. Again, to sign and date received / instructed. This section is not relevant for administrative / caretaking staff or midday supervisors.
- Career Entry Profile
- School prospectus – confirm read

- Current school improvement plan
- Latest OFSTED report
- Curriculum structure and objectives
- Individual pupil targets • Formal target setting
- Assessment procedures • Reporting to parents
- SEN policy procedures (SENCO)
- Classroom / staff management
- Classroom observations / work & planning sampling
- Monitoring and evaluation cycle
- Plan of the school year
- Behaviour management
- Homework policy
- Staff welfare
- Conduct and expectations of staff
- Links with parents and the community
- Meet with the governing body
- Any other areas of identified need by the end of the first half term the following areas will have been discussed between the appointed mentor and NQT's / teachers / learning support assistants and their assigned mentor and they will sign and date as received / instructed.
- LA induction provision (for NQTs)
- Agreed timetable reviews • Progress / success / difficulties review
- Resource needs
- CPD needs
- Awareness of all school policies
- Performance management targets (or NQT induction profile)
- Any other areas of identified need by the Federated schools will follow Telford & Wrekin Council guidelines.