

Colmers Farm Primary School's

New Staff Induction Policy



[Rights Respecting Schools' Article/s](#)

A3: The best interests of the child must be a top priority in all things that affect children.

A19: Children should be protected from all forms of violence, abuse, neglect and bad treatment by their parents and anybody else who looks after them.

D28: Every child has a right to an education. Discipline in schools must respect children's dignity and their rights.

Colmers Farm Primary School Induction Policy

Philosophy

At Colmers Farm 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 a job offer has been made and continue as soon as it is practicable after the appointment.

Colmers Farm believes in the Unicef Rights Respecting philosophy to the life and work of the school –we all have responsibilities and we all have rights. 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 that team. It is vital that new staff are given every assistance in settling into school quickly and happily and gain 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. Safeguarding Children and Child Protection will feature prominently within the induction programme.

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 vital that all new staff know who is responsible for giving them support and guidance.

Induction is there to help, reassure, guide, counsel, inform and listen. It 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.

1. The mentor of a newly appointed teacher such as NQT has an important role in the induction programme. This colleague acts as a 'friend', guide, supporter, and adviser on a day-to-day basis, as well as sharing planning on a weekly and termly basis.
2. Key stage managers or mentors, who are to work with a newly appointed teacher, discuss their role in the Induction Programme with the Deputy Headteacher or Headteacher before the new staff member starts work at the school.
3. The Lead DSL is responsible for organising safeguarding training.
4. Middle Leaders/Subject Leaders will give information, support and advice about the curriculum.
5. The year group teacher/s of a newly appointed teaching assistant play a role in their Induction Programme. They are responsible for integrating new

appointees into the year group team and familiarising them with year group/class routines, procedures and curriculum.

6. The SENCO is responsible for integrating a new teaching assistant into the team, offering support as a mentor and during any TA meetings.
7. 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 Induction Programme

Aims of the Induction Programme:

- To make all staff feel welcome and at ease in their new environment;
- Help new staff understand and invest into the school's culture and objectives;
- 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;
- To observe good practice so that it can be reflected in their own work;
- To enable new staff to make a full contribution to the wider school, 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;
- Support in improving staff retention.

Policy Written by – D.Williams

Review Date – As required

TEACHING STAFF INDUCTION CHECKLIST

Name of person supervising the induction:

This person is responsible for making sure an effective and timely induction takes place, although this does not mean to say they are the person who will do all the induction.

Date of induction start:

Member of staff:

Pre-Induction

Item to be covered	Who?	Tick when done
Pre visit if possible: <ul style="list-style-type: none"> • New colleagues are shown around the school and their classroom is identified; • New teachers, if possible, meet their mentor and other members of the year group team, such as TAs and year ; • A handover meeting should be arranged with their classes' previous teacher; • A new TA should meet the year group teachers. 		
The Headteacher explains the school's staffing structure: <ul style="list-style-type: none"> • Introduces new colleagues to as many staff as possible; • If appropriate, enable the newly appointed teachers to 'shadow' the class teacher of the children they will be teaching. 		
New staff should be made aware of certain documents/policies and directed to the school's website or given paper copies (if requested). These include: <ul style="list-style-type: none"> • Staff handbook; • Routines and guidance handbook; • Term Dates (including INSET Days); • Computer and One Drive log-in and email address; • Classroom environment checklist given; • Keeping Children Safe in Education (Part 1 and annex A). 		
Go through new employee's terms and conditions of employment: <ul style="list-style-type: none"> • Details of any probationary period; • Pension information; • Job performance; • Discipline; • Absence, including because of illness and sick pay; • Complaints against staff, such as bullying and harassment; 		

<ul style="list-style-type: none"> Professional growth model; Say where these details and more can be found. 		
<p>Ensure first week of induction is scheduled and planned, and relevant members of staff are notified:</p> <ul style="list-style-type: none"> DSL to carry out safeguarding training; Subject leads; SENCO. 		

TEACHING STAFF INDUCTION

A. By the End of the First Working Day		Date completed	Who?	Teacher's initials
1.	Layout of the school			
2.	Introduction to staff			
3.	<p>Outline health and safety procedures:</p> <ul style="list-style-type: none"> Child Protection including Keeping Children Safe in Education; Person responsible for H/S; Fire drill procedures, exits and meeting points; The process of signing in and out of school; Recording incidents; First Aid and Accident reporting; MIS system, including taking the register; Children's medical information. 			
4.	<p>At this stage, the induction co-ordinator/mentor makes available and explains further documentation including: -</p> <ul style="list-style-type: none"> School Policies; Child Protection Policy and Safeguarding Procedures; School planning, assessment and record keeping systems; Timetables and rotas; Current school development plan; Academic calendar (includes dates of all major events in the school year); Class lists and class records; Staff handbook. 			
5.	Explain school's behaviour and rewards system.			
6.	Discuss relationships with parents, diaries, homework and confidentiality (including GDPR).			
7.	Arrange end of first week meeting time			

B. By End of First Week		Date completed	Who	Teacher's initials
1.	Staff communication process, briefing/staff meetings .			
2.	Ensure employee meets DSL and has safeguarding training (including use of MyConcern).			
3.	Ensure employee's line manager outlines the school's performance management system and begins to determine objectives.			
4.	Ensure employee attends induction training sessions with relevant members of staff, e.g. the SENCO and office manager.			
5.	Special Needs information/procedures including a meeting with the SENCO.			
6.	Meeting with subject leads: <ul style="list-style-type: none"> • maths lead; • English lead; • science lead; • curriculum lead. 			
7.	Arrangements for planning and liaison with other teachers and discussion around how best to manage tasks during release time.			
8.	Resources <ul style="list-style-type: none"> • Within school and locally; • Location/supplier; • Procedures for obtaining resources/stock; • Ordering and personal spends; • Stock control; • Strategies for use. 			
9.	Classroom Management <ul style="list-style-type: none"> • Organisation; • Display; • Non-negotiables; • Strategies for creating differing teaching and reading environments; • Check class timetable; • Discussion of classroom environment checklist. 			
10.	Discussion of implementation of school policies <ul style="list-style-type: none"> • Behaviour policy/sanctions/rewards; • Marking policy; 			

	<ul style="list-style-type: none"> • Child protection. 			
11.	Staff agreements signed, laptop/pecuniary interests			
12.	<p>Ensure employee meets with mentor at the end of the first week to:</p> <ul style="list-style-type: none"> • Review progress; • Identify training and development needs; • Check key documentation has been accessed and is being implemented; • Check key systems have been set up in classroom, including reward systems, visual timetable etc; • Check a sample of marking in class books; • Complete learning environment checklist. 			
13.	Arrange next meeting date			

	C. By End of First Month	Date completed	Who ?	Teacher's initials
1.	<p>Review with the line manager how the new starter is settling in and performing. This is also an opportunity to:</p> <ul style="list-style-type: none"> • Discuss any details of any probationary period; • Pinpoint any development needs; • Set timescales for achieving tasks; • Adjust work targets if required; • Identify any experience, coaching or training needs. 			
2.	<ul style="list-style-type: none"> • Complete learning environment checklist with inductee; • Check any book monitoring. 			
3.	<ul style="list-style-type: none"> • Ensure new teacher/TA is aware of the main points of the school development plan. 			
4.	Ensure regular 1-2-1 meetings are held between employee and mentor/Line manager.			
5.	Arrange next meeting date			

D. By End of First Half Term		Date completed	Who?	Teacher's initials
1.	Feedback on how inductee is doing - Discussion with line manager.			
3.	Check familiarity with the main points of School Development Plan.			
4.	Staff Training and Development – inductee needs?			
5.	Discussion of implementation of school policies.			
6.	Completed CEOP training if not currently up to date.			
7.	Professional Growth self-assessment and focus set (if applicable).			
8.	Meeting with assessment coordinator: Assessment timetable; • Policies and procedures; • Use of data.			
9.	Arrange next meeting date.			

E. By End of First Term		Date completed	Who?	Teacher's initials
1.	Feedback on how the inductee is doing.			
2.	Discussion of implementation of school policies; Outstanding Curriculum policies.			
3.	Professional Growth informal review.			
4.	Staff Training and Development – inductee needs?			
5.	Arrange next meeting date.			

F. By End of Second Term		Date completed	Who	Teacher's initials
1.	Feedback on how inductee is doing from 1-1 with Headteacher.			
2.	Professional Growth informal review (if applicable).			
3.	Arrange next meeting date.			

G. By End of Third Term		Date completed	Who	Teacher's initials
1.	Yearly review with Headteacher and aspirations discussed.			
2.	Professional Growth final review (if applicable).			
3.	Arrange next meeting date.			

Please return an update copy of this to the headteacher after each meeting.