



TIMU ACADEMY TRUST

Policy Document for: Induction

Approved: April 2017

Due for Review: April 2020

Introduction

This policy is to include procedures for:

- Teaching staff (including supply staff)
- Non-teaching staff (including administration, Teaching Assistants and caretaking)
- New children (Year R and those joining later)
- Directors, Governors and volunteers

It will enable staff to integrate into the school to work effectively as an individual and as part of a team.

It will provide job satisfaction and the quality of learning for all pupils and enable new staff to feel confident in asking for help and support.

Essentially the process will build confidence and expertise in the classroom and in other areas of responsibility.

Aims

It is our priority to raise standards and improve the quality of education for all our pupils. We believe staff who are well supported and confident in their roles will help achieve this more successfully.

These induction procedures aim to provide all newly appointed staff and those changing role with a programme of structured support and guidance as appropriate to their role to enable them to:

- Integrate successfully into the school;
- Consolidate their performance;
- Gain experience and develop professional expertise;
- Fulfil their job description successfully;
- Have opportunities for observation and discussion of their work with senior staff to discuss any difficulties that may be experienced;
- Identify their potential for career development and take advantage of opportunities for CPD;
- Have opportunities to join in and contribute to discussions on school policy.

Procedures

Supply Staff

Supply staff should:

- Be welcomed by the School Principal or Deputy Principal;
- Receive, on first visit, a copy of the Staff Handbook;
- Be given relevant information on the class, curriculum and daily programme and advice on procedures by the Teaching and Learning Advisor or a colleague in the Year Team if appropriate.
- Be contacted by the Class Teacher and provided with a timetable and lesson plan if the Class Teacher's absence is planned in advance;
- Have access to School Principal, Deputy Principal or Teaching and Learning Advisor if difficulties arise.

Teaching Staff

All new staff will follow an induction process which is carefully managed by the HR manager, the induction co-ordinator and their line manager. This could include:

- National Curriculum documents;
- Staff Handbook;
- Safeguarding;
- Policy documents, including School Plan;
- Year group schemes of work;
- Assessment advice, recording, reporting, resources and procedures;
- Class and set lists, health, safety and personal information;
- Information on whole school and year group resources, including ICT;
- Timetables;
- SEN and Pupil Premium information;
- Fire and other health and safety procedures.

The Principal/ Deputy Principal will ensure new staff are given a guided tour of the school, identifying locations of resources, procedures, staff and other relevant information.

All new staff will be allocated a mentor to provide advice and support on a daily basis or new role requirement.

New staff have access to the Deputy Principal or their Teaching and Learning Advisor to discuss additional training needs and difficulties they may be experiencing, in addition to Appraisal procedures. An informal discussion at the end of the first month and then half termly during the first year with a staff colleague will be held to identify and resolve any concerns.

NQTs

Induction for newly qualified teachers will be provided as part of the Trust's NQT programme. Induction advice and resources will be provided as for all teaching staff.

Each NQT's induction should:

- Match particular development needs, identified during training;
- Provide appropriate development related to the teacher's strengths;
- Identify targets to be achieved for the first year of teaching;
- Provide opportunities for the teacher and line manager to record agreed targets and an action plan for their achievement, linking the teacher's needs with the School Improvement Plan and targets.

NQTs are allocated a mentor, usually in their key stage group, for day-to-day advice and support.

NQTs teach 90% of the normal teaching week.

NQTs take part in the normal monitoring procedures and are provided with feedback to support assessment and development of their practice. Additional supportive observation and feedback is provided by senior staff. The Principal and Deputy Principal are available to discuss any additional training needs and difficulties that may be experienced.

TAs

The Inclusion manager, HR Manager and designated TA are responsible for the induction of TAs offering advice and training.

The class teacher, Principal / Deputy Principal and HR manager provide additional support.

Induction should include:

- Introduction to school staff;
- The opportunity to work shadow the existing post holder or person undertaking a similar job where possible;
- Safeguarding;
- Information on the school with access to the Staff Handbook and policy information;
- Timetables and group lists for relevant classes;
- Information concerning the child/children for which they are responsible if appropriate;
- Information on resources including SEN resource;
- Information on assessment, record keeping, the marking policy, the behaviour policy;
- Training in the use of the photocopier, laminator, IT equipment;
- Introduction to the computer system;
- Fire and other health and safety procedures.
- Information on training opportunities;
- Opportunity to comment on policy and practices;

There will be termly team meetings.

Administrative Staff

The Trust Business Manager and HR Manager are responsible for the appropriate induction advice and training.

Induction information should include:

- information on the school, including the staff handbook;
- policies, resources and procedures;
- health, safety and security information;
- training to implement ICT programmes and school administrative procedures;
- access to confidential information, where appropriate, on children, staff and resources;
- opportunity to comment on policy and practice;
- Fire Safety procedures with the Site Manager.

Cleaning/Caretaking

The cleaner in charge, in liaison with the Site Manager, is responsible for the induction of all cleaning staff. Induction should include relevant information on the school:

- The school brochure, staff handbook, access to aims and policies, including Health and Safety and Security issues;
- Relevant information to help them carry out their job description effectively, such as COSHH and risk assessments;
- Opportunities to comment on policy and practice;
- Fire safety procedures with the Site Manager;
- Safeguarding

Midday Meals Supervisors

The HR Manager and the Senior Midday Meals Supervisor are responsible for the induction of lunchtime staff.

Induction should include:

- Relevant information on the school, aims and policies and staff handbook;
- Information of Health and Safety, First Aid, security and behaviour policies and procedures;
- Relevant information to help them carry out their roles effectively;
- Fire Safety procedures with the Site Manager.

Governors, Directors and Members

Governors, Directors and Members have a vital role to play in providing support, advice and guidelines for the school. To enable the fulfilment of this role all new governors should be given current relevant school information, policy documents and School Improvement Plan.

The Chair of Directors is responsible for the induction of new governors. The following information and resources should be provided, in conjunction with the help of the Clerk:

- Opportunities for a tour of the school meeting staff;
- Introduction to school website and associated documents;
- Log-in and guide to Governors' KLZ area;
- School and trust plan;
- Dates and times of whole governing body and sub committee meetings;
- Access and information of previous meeting minutes;
- Information and access to appropriate training.

New Children

We aim to integrate new children happily and successfully into the schools' programme of work and opportunities.

The Teaching and Learning Advisors are responsible for arrangement for induction in liaison with the School Principal, Inclusion manager and relevant staff at nursery or previous schools. The EYFS Leader will make contact with contributing nursery schools in the Spring Term. Meetings will be arranged with all children and parents before they start school.

The purpose of these meetings is to:

- Provide opportunities to gain the children's confident knowledge and trust in a known person;
- Access and identify information on individual child's and the cohort's progress;
- Identify strengths and weaknesses, and make arrangements to match individual needs for support, welfare and SEN provision;
- Provide relevant information to group children in class according to ability, behaviour, physical and emotional needs;
- Provide information on aspects of transfer;
- Manage induction visits to both schools for children and their parents.

Parents and Children Joining During the School Year

The School Principal aided by the Office Manager are responsible for the induction of new children and their parents. The minimum programme will include:

- Meeting with the School Principal or Deputy Principal to discuss child's needs and provide school information;
- Guided tour around the school with an opportunity to meet the designated class teacher and class;
- School policies and procedures, behaviour expectations, lunch arrangements etc;
- Opportunity for the child to spend some time in school with the class before joining full time if appropriate.

The class teacher will be responsible for the day-to-day induction of the child providing:

- A named buddy to support the child in daily routines;
- Equipment – a reading book, exercise books, pencil and bag storage;
- Information on homework, PE games, play/lunch arrangements;
- Assessment in liaison with SENCO to identify appropriate learning and emotional needs;
- Pastoral support and parent contact.

Parent Helpers

The School Principal, aided by the Deputy Principal and HR Manager are responsible for the induction of parent helpers. The minimum programme will include:

- Completion of the DBS process;
- Completion of Volunteer Confidentiality Agreement;
- Domestic arrangements/availability of staff room for refreshments;
- Guided tour around the school with an opportunity to meet the designated class teacher and class;
- Introduction to school polices and procedures;
- Training in the use of the photocopier, laminator (where necessary);
- Fire and other Health and Safety information.

Guidelines prior to Staff Appointments

Applicants are provided with all essential details and the opportunity to visit the school. Relevant information is given to all new staff. All new staff will meet with key personnel in the school.

Role Transition

At some stage during a career it may be possible or necessary for an individual to adopt a new role or change roles.

This may take the guise of subject responsibility or management responsibility. Whatever the need an induction into the new role would be deemed as necessary

Discussions will involve:

- The new role and its meaning;
- The job description changes;
- A training needs analysis;
- Details on how the transition would take place – timing/links with the present manager (including shadowing)/links with outside agencies (if necessary).