Millfields Community School

Induction Policy

*This policy outlines the programme that is used at Millfields Community School to induct any newly appointed staff (both teaching and non-teaching) and governors. It gives a framework within which all staff and governors can work together to ensure a smooth induction for new staff.

The Induction Programme for newly appointed staff is the first part of the School's Staff Development Programme, which involves *all* staff – both teaching and non-teaching.

Staff are our most expensive resource and form a large part of the investment of the school and therefore the induction programme is planned for in the School Development Plan.

Philosophy

At Millfields 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 is practicable after the appointment.

Millfields 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 a 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.

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

At Millfields the Induction Programme for newly appointed staff operates at various management levels across the school. Induction is there to help, reassure, guide, counsel, inform and listen, and 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 key stage leader or 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 induction of a new Headteacher is the responsibility of the Chair of Governors, the Deputy Headteacher and the Leadership Team. The Headteacher and Deputy Headteacher induct those newly appointed teachers who become members of the Leadership Team.

4. Middle Leaders/Subject Leaders will give information, support and advice about the curriculum.

5. The year group teacher of a newly appointed nursery nurse or teaching assistant plays 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 and procedures.

6. The Inclusion Manager is responsible for integrating a new teaching assistant into the team, offering support as a mentor and during the weekly 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.

Financing the Induction Programme

The Headteacher and Governors at Millfields Community School recognise the necessity for allocation of funds from the school budget in order to finance the Induction Programme.

The school might need to budget for supply cover so that the relevant member of staff can spend time with new staff in the classroom and/or in discussion and CPD sessions.

The Headteacher will need to budget for newly appointed staff to attend relevant courses.

Money for extra class/curriculum resources and for photocopying documents in the induction pack will be required.

The Induction Programme

Aims of the Induction Programme
- To make all staff feel welcome and at ease in their new environment.
- 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 and to observe good practice so that it can be reflected in their own work.
- To enable new staff to make a full contribution, 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.

Immediately after a successful interview, the Headteacher welcomes a new colleague to the school and answers any questions. At this stage, new staff members are made aware of certain documents (they made be directed to the schools website or Intranet to view these documents or given a paper copy if requested) These include:

- Staff Handbook
- Term Dates (including INSET Days)
- Intranet log-in and email address

New colleagues are shown around the school and their classroom is <u>identified.</u> New teachers, if possible, meet their key stage co-ordinator/mentor and other members of the year group team, such as nursery nurses or TAs.
A new nursery nurse/TA should meet the year group teachers.

Pre Commencement Visits

Ideally, a new colleague should visit the school several times before starting. This could be in term time or during a holiday. Newly appointed nursery nurses and TAs do not need to visit as often as a new teacher. Teachers meet the year group team, if they have not already done so. If a colleague is appointed at the start of the new school year, it might be practible to use part of an INSET Day to continue the induction programme.

At this stage, the induction co-ordinator/menotr makes available and explains further documentation including:-

- School Policies
- Child Protection Policy and Safeguarding Procedures:
- School planning, assessment and record keeping systems;
- Timetables and rotas;
- Monitoring and Evaluation Overview/ Planner (includes dates of all major events in the school year);
- Class lists and class records

A full list of possible items in an induction pack for new staff is in Appendix 1. Some items may not be appropriate for non teaching staff.

The Headteacher explains the school's staffing structure and introduces new colleagues to as many staff as possible. A second guided tour of the building helps identification of other classrooms, curriculum resource centres and stores etc.

It might be appropriate for newly appointed teachers to 'shadow' the class teacher of the children they will be teaching.

Initial Induction Meeting – Teaching Staff
The induction co-ordinator/mentor or NQT mentor meets new teacher(s) early in their first term to plan details of the induction programme for the school year. The roles of the induction co-ordinator/mentor and year group partner are identified. The mentor can be approached informally at any time.

Regular new teaching staff support meetings, taking the form of discussions/meetings are agreed. These could be 'twilight' meetings or held during the school day, if cover can be organised.

Initial Induction Meeting – Non Teaching Staff
The mentor meets non-teaching staff early in the term for discussions, when any questions will be answered. Each new member of staff will be allocated to a supervisor who will support the new TAs via training and in establishing daily routines. The supervisor can be approached informally at any time.

After this initial meeting, new non-teaching staff join the regular non teaching staff support meetings, which is held with the SENCO/Inclusion Manager.

The agenda for the next meeting is agreed each time by all parties involved and might include recent policy documents or statements, concerns or queries about the children and the general life and work of the school in relation to non teaching staff.

Year Group and Key Stage Meetings
Regular year group and key stage meetings help to integrate newly appointed staff into various teams. Colleagues at such meetings can assist greatly by answering any questions about the day-to-day work of the school.

Meeting with the Headteacher
Newly appointed staff meet the Headteacher to discuss their job description.

Induction Programme
The induction programme should cover the following where appropriate:

The school
- Map or plan
- Environment
- Catchment area
- Organisation –lessons, lunchtime, playtime, before and after school
- Basic routines, procedures and documents outlined in the Staff Handbook, (registration, marking policy, assessment, recording and reporting, duties, emergency procedures, Health and Safety, etc)

The staff
- Staffing structures (staff handbook)
- Responsibilities (teaching and non teaching staff)
- Lines of communication (i.e. to whom does the newly qualified teacher turn to help?)

Pastoral Organisation
- Behaviour and Anti-bullying Policy
- Rewards and sanctions
- General principles of pupil care and guidance
- Counselling
- Assemblies
- Child Protection and safeguarding arrangements

Resources
- Within school and locally
- Location/supplier
- Procedures for obtaining resources/stock
- Ordering
- Stock control
- Strategies for use

Classroom Management
- Organisation
- Display
- Non-negotiables
- Strategies for creating differing teaching and reading environments (individual/small group/large group/whole class work)

Extra Curricular Activities
- Range
- Organisation
- Staff involvement

Other parts of the Induction Programme
- All teaching staff attend regular staff and curriculum meetings and INSET days. Non-teaching staff attend where appropriate or have their own CPD offer.
- Curriculum teams should meet new teachers to discuss curriculum policies and schemes of work.
- The Inclusion Manager might discuss the special needs provision within the school with new teachers, their role as a class teacher is assessing, and providing for, children with special needs and the way in which the Code of Practice operates at Millfields.

Areas with which mentors may support/help newly appointed teachers:
- Day to day organisation
- Class and school routines
- Classroom timetables
- Positive Behaviour Management Policy, including awards and sanctions
- Short term plans
- Initial and long term plans
- Year group use of exercise books
- Marking and presentation for the school/year group
- Record keeping – teacher assessment grids, class lists, reading records and other records
- Guided Reading/Supported Reading
- Home reading books
- Handwriting style
- Use of the photocopier

Extra Information
1. Parents' Evenings
2. Evening and weekend events
3. Class visits/trips
4. Class assemblies
5. Theme Weeks

Governors

Governors are an important part of the management structure of the school and need time to acquaint themselves with policies and other key documents. New Governors will be assigned an experienced Governor who will mentor them through their first year.

All new Governors will be given an induction pack. Appendix 4a contains an induction checklist for new Governors.

Appendix 2 (Induction of New Staff: Roles and Responsibilities)

Staff responsible for their induction on arrival	School Role	Directly responsible for the induction of the following staff
Governors	Headteacher	Deputy Headteacher All teaching staff Clerical staff
Headteacher Teachers	Deputy Headteacher	All staff (general support)
Headteacher, Deputy Headteacher and Assistant Headteacher	TLR Managers	Teaching and support staff in the department
Headteacher Deputy Headteacher NQT Mentors	NQTs	NQTs
School Administrative Office	School Administrator	Clerical Staff All staff (Admin Support)
Inclusion Manager	Teaching Assistants	New Teaching Assistants
Senior Midday Supervisor	SMSA	New Supervisory Staff

Appendix 3 (Policies and Documentation Checklist)

- The following documentation is on the school Intranet and you should be signposted to it a soon as possible
  -The documents are provided to support your teaching.
  -Please read them as soon as possible, especially the Staff Handbook and Curriculum Polices.

Document/Policy	Received	Read
1/ Staff Handbook		
2/ Health and Safety Policy		
5/ SEN Policy		
6/ Trips and Outings Policy		
7/ Positive Behaviour Management Policy		
8/ Literacy Framework and Policies		
9/ Maths Framework and Policies		
10/ Homework Policy		
11/ Child Protection Policy		
12/ Equal Opportunities Policy		
Curriculum Policies		
1/ English		
2/ Mathematics		
3/ Science		
4/ Computing		
5/ Religious Education		
6/ Design and Technology		
7/ History		
8/ Geography		
9/ Physical Education		
10/ Music		
11/ Art and Design		
12/ Handwriting		
13/ PSCHE and Citizenship		
14/ Spanish		

Appendix 4 (Induction Procedures Check List)

To help you settle in as quickly as possible you should have the following meetings or discussion with staff. Please keep a record for future reference.

Activity/Meeting/Discussion	Member(s) of staff	Issues for Discussion	Date Completed
Welcome/staff introductions and initial meeting with Headteacher on or before taking up post	HT		
Be allocated an Induction tutor /Initial meeting with Induction tutor	HT	Share school policies e.g. AfL, Inclusion, Child Protection, Behaviour, Anti-bullying, Educational Visits	
Be given important diary dates/school calendar, meeting times etc.	HT		
Be given staff list/structure	HT		
Be given a list of current policies and shown their location on shared drive	HT		
Be given details about registration procedures, timings for the day, playtime and lunchtime routines, protocol when ill etc.	HT		
Be given a tour of the building and shown resource areas, noticeboards etc.	Admin/TA		
Be shown photocopier, fax, telephone system etc.	Admin		
Complete Health and Safety Induction	School-keeper	Health & Safety Induction Checklist	
Be given a copy of the school prospectus, SDP and SEF	HT		
Be given a copy of the Code of Conduct	Admin		
Consider immediate training needs and arrange training (e.g. systems)	HT		
Complete declaration of business interests form (if applicable)	Bursar		
Complete Workstation Assessment (if applicable)	Bursar		

Meetings with staff			
Initial meeting with lead staff, e.g. key stage co-ordinator/year group leader	Mentor	Planning schemes, timetables, behaviour policy, resources and curriculum files.	
Safeguarding and Child Protection	Inclusion Manager		
Special Educational Needs	Inclusion Manager	To discuss pupils in class with special needs, IEP's etc	
Assessment recording and reporting	Mentor	To discuss plans, record keeping, assessment, reports	
Homework	Mentor	Homework diaries, provision	
Initial meeting with staff in same phase	Mentor	To discuss plans, expectations, setting, standards, groupings.	

Start Date: _____

Completion Date: _____

Signed: _____ **(Staff Member)**

Signed: _____ **(Induction Tutor/Line Manager)**

Appendix 4a (Induction Checklist for new Governors)

After an appointment a new Governor should:	By Whom	Required/ not	Completed
Be invited to visit the school to have a tour of the school and meet members of staff	HT		
Be given information about the role of Governors generally and how our Governing Body works specifically – details of sub committees etc.	CHAIR		
Be given a copy of the last minutes and Head teachers Report of the last full Governors meeting	HT		
Be introduced to key school documents such as SDP, Raise Online by specific training	CHAIR		
Be signposted to a copy of the Legal Guide to Governors	CHAIR		
Be given the names and details of all other Governors	CHAIR		
Be invited to visit the school again, either to attend an assembly, to have a school dinner or to observe in classrooms etc.	HT/CHAIR		
Be made aware of training available and be encouraged to attend induction training run by LA as soon as possible	HT		
Ensure HLT Governors section has details of new Governor	HT/CHAIR		
Be given a copy of the School Development Plan and School Profile	HT		
Complete and send off a DBS disclosure form	HT		
Be asked to complete a a declaration of business interests form	HT		
Be given a copy of the Governors Code of Conduct	HT		
Be signposted to a copy of the Finance Policy and procedures	HT		
Be given Governor log-in details to the website	HT		
Be given a list of current relevant policy documents	HT		
Be given a copy of the last OFSTED inspection report	HT		
Be given the dates and times of annual GB meetings	HT		
Be given a copy of the SDP	HT		

Signed: _____   Date: _____

Appendix 5 (Record of Extra Meetings)

Date	Member of Staff	Meeting/Issues for Discussion

Appendix 7 (Checklist for staff leaving Millfields Community School)

Action to be completed or item to be handed back to school	Signature of member of staff receiving the items	Date
Dates (leaving/returning) in writing		
Communicate diary commitments, dates, appointments		
Return school keys and fobs		
Return identification badge		
Return IT equipment (laptop/s, camera, video camera, visualiser)		
Ensure planning is saved on Shared drive		
Ensure class records are up to date and handed over		
Deactivate individual log in details/passwords		
Return all school property: books etc (see below for a list of items, this list includes some specific resources e.g. Read Write Inc. but is not intended to be exhaustive)		
Leave future contact details (optional)		

I understand and agree that I will not access any school sites using known passwords.

I understand and agree to respect that information about the school, staff and pupils is confidential.

Signed (staff member): _____   Date: _____

Signed (line manager): _____   Date: _____

Review of the Policy

This policy is reviewed regularly and updated as necessary. Amendments are based on the experiences of recently appointed staff and the induction co-ordinator and take account of their comments at all stages and if necessary, modifies it during the school year.

Date written: June 2014

Review date: annually