

Richmond Hill Primary Academy



Induction of New Staff including Newly Qualified Teachers

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The Induction Policy for all New Staff including Newly Qualified teachers

Induction is an essential part of all efficient organisations. Richmond Hill Primary Academy recognises that good induction leads to improved staff satisfaction and well-being, as well as greater efficiency and performance. Induction enables new staff to feel secure and settled, and gives existing staff an opportunity to communicate the vision of the school, thus ensuring the smooth transition of values and expectations, whilst maintaining team-work and a sense of togetherness.

Induction processes are essential for all staff new to the schools, at whatever level they may be joining the organisation. This policy covers all new staff, from the Principal, through to teaching staff, support staff, admin staff and trainees (**PGCE, SCITT, ITT and Schools Direct**).

The induction processes will vary according to the job role. This policy sets out the expectations and protocols for all new staff joining. Staff that transfer from one school to another within the Trust would not be expected to take part in formal induction; rather they will have an informal induction process that helps them quickly become accustomed to the differing routines of a new work environment.

Aims of the Induction Programme

- Make all new staff feel part of the school team, understanding the ethos, philosophy and routines of the school
- Explain the school's Safer Code of Conduct to ensure that all staff, volunteers and governors new to the school understand what is expected of them at the school and gain support to achieve those expectations
- Provide Child Protection and Safeguarding Training via Gooseberry Planet online training and Information – including outlining responsibilities
- Provide information and training on key school Policies and Procedures, particularly those in which immediate actions might need to be taken such as Fire and Lockdown Evacuation.
- Enable the colleague to contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meeting the needs of pupils, parents and the wider community
- Contribute to the colleague's sense of job satisfaction and personal achievement
- Identify and address any specific training needs

This policy also applies to volunteers and governors who will all receive a tailored induction programme which will include the necessary information, training, observation, and mentoring for the role in question.

At Richmond Hill Primary Academy the Induction Programme for newly appointed staff operates under the direction of Senior Leadership Team, individual schools will identify each member with this responsibility during the initial meeting. Induction processes are there to help, guide and inform. Line managers or mentors of NQTs and trainees are responsible for monitoring the progress and professional development of newly appointed staff, guiding them through the school documentation, ensuring knowledge of whole school issues and for organising the appropriate support meetings.

Training on Safeguarding Children and Child Protection will occur in every induction programme.

The Induction Programme will be cross-referenced with the Early Career Framework NQT Induction requirements and probationary periods for support staff, as appropriate. Induction is an organic on-going and evolving process that realistically takes weeks and months. The ethos of the school is that learning is a shared responsibility and there is an expectation that new members joining the team will be proactive in asking for information and help.

Initial Induction Meeting – Teaching Staff

The designated member of staff who is responsible for Induction of new teachers, will meet with them on the visit day to commence induction. This will continue once employment has commenced. Induction should be completed and signed off within the first **four** weeks of full employment.

As part of the initial induction NQTs will be introduced to the Early Career Framework training designed to support NQTs to thrive. The ECF is a structured two-year support package that includes:

- Flexible online training
- Mentor training for a middle leader at your school
- One-to-one careers coaching
- Free Chartered College of Teaching membership
- Expert teacher trainers and resources
- NQTs will be support by a trained middle leader mentor
- All trust NQTs will be encourage to join an Trust NQT network

Initial Induction Meeting – Non Teaching Staff

Head of School meets non-teaching staff on their first day of employment, when any questions will be answered. Each new member of staff will be allocated to a more experienced member of support staff, who will informally support and provide information about timetabling, routines and other day to day operational matters.

The Induction Programme should cover the following where appropriate:

The school

- Map or plan
- Environment
- Student profile (Pupil Premium children, ethnicity, those on Education Health Care Plans Special Educational needs)
- Organisation
- Basic routines, procedures and documents outlined in the Staff Handbook, (registration, marking policy, assessment, recording and reporting, duties, emergency procedures, Health and Safety)

The staff

- Staffing structures (Staff Handbook)
- Responsibilities (teaching and non-teaching staff)
- Lines of communication (i.e. to whom does the newly qualified teacher or any other teacher or member of staff, turn to for help?)

Pastoral Organisation

- Behaviour Policy, including use of rewards and sanctions
- General principles of pupil care and guidance
- Assemblies
- Safeguarding and Child Protection Plans and Training

Other parts of the Induction Programme

All teaching staff attend regular staff and curriculum meetings. Non-teaching staff attend where appropriate.

All staff will be allocated an informal mentor or “buddy” with whom they will meet once every half term for the first year. New members of staff joining the Senior Leadership Teams (SLT), will meet with the Head of School, class teachers will meet with SLT and support staff with a Higher Level Teaching Assistant.

Team or Phase Leaders should, if at all practicable, meet new teachers before their job commences to discuss Curriculum Policies and Schemes of Work. They will also cover teacher assessment, record keeping and reporting to parents as appropriate throughout the year.

The SENCo responsible for Inclusion will discuss the Special Needs provision within the school with new teachers.

The Head of School responsible for Wider Learning (if applicable), will discuss the ethos of the school, outlining extra-curricular activities, cross-curricular events and special days such as those arranged to charity such as Red Nose and Comic Relief.

The Head of School responsible for Teaching and Learning, will discuss curriculum organisation across the school, expectations in relation to classroom and public display, and assessment systems.

The above elements of the induction programme are tailored individually for newly appointed teachers, depending on their previous experience and expertise.

Areas with which Team Leaders may support/help newly appointed teachers:

- Day to day organisation
- Class and school routines
- Classroom timetables
- Behaviour policy and routines, 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 – Scholar Pack
- Use of the photocopier
- Trips and visits
- Curriculum teams and wider-learning days/weeks
- Art exhibitions

Trustees/Governors

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

All new T/Gs will be given an Induction Pack. An induction checklist for new T/Gs is included.

Appendix I

Induction Resources for New Staff

Many of the policies will be available on the relevant school's website and all new staff and governors will be directed there in the first instance.

- Child Protection Policy and Safeguarding Procedures
- Inclusion and Special Needs Policy
- School Development Plan
- Behaviour and Anti Bullying Policy
- Critical Incident Policy
- Lockdown Policy
- Educational Visits Policy
- Health and Safety Policy and Fire Evacuation Procedures
- Supporting Children with Medical Needs
- Code of Practice for Special Needs
- Use of Mobile Phones

- Class list
- Curriculum Documents Format
- Curriculum Teams
- Holiday dates
- Library information
- Medical/SEN register for class
- Pupil records (scholar pack)
- Registration procedures
- Staff meeting dates
- Timetables
- Year group curriculum overview

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

School Role	Staff responsible for their induction on arrival	Management 'Line'
Governors	Principal /Head of School/Vice-Chair of Governors	n/a
Principal	Trust CEO Heads of School	Board of Trustees
Head of School	Principal	Principal
Assistant Head	Head of School	Head of School
Team or Phase Leader	Head of School	Head of School
Teacher	Assistant Head	Team Leader
NQT	Assistant Head	Mentor Team Leader
Teaching Support Staff	Assistant Head Inclusion	Team Leader Assistant Head Inclusion
Outside Agencies such as Sports Coaches	Assistant Head	Assistant Head
Peripatetic Music Staff	Music Curriculum Leader	Music Curriculum Leader
School Business Manager/Support Officer	Principal Head of School	Principal Head of School
Office Manager or Senior Admin	School Business Manager/Support Officer	School Business Manager/Support Officer
Office Assistants	Office Manager or Senior Admin	Office Manager or Senior Admin
Breakfast and After School Care and midday meal supervisors	School Business Manager/Support Officer	School Business Manager/Support Officer

Appendix 3 PLEASE USE THIS CHECKLIST TO GUIDE INDUCTION TASKS

Induction Element	Completed	Notes
Meet inductor for introduction and tour of the school		
Introduced to team members and individual working environment		
Check DBS and identity		
Child protection and safeguarding training		
Confidentiality and information sharing protocols		
Given staff handbook, list of current staff and class list		
Use of personal mobiles, dress code and code of conduct		
Emergency, security and fire procedures communicated		
Health and safety aspects relating to individual's work environment and the whole school		
School behaviour and rewards systems explained and understood		
Met with staff responsible for leading on Teaching and learning re: curriculum and assessment		
Met with staff member for Inclusion re: special needs provision		
Immediate training needs identified		
Directed to curriculum policies and Introduce to staff drive/network/Teams		
Essential policy documents read: <ul style="list-style-type: none"> • Safeguarding Policy (including Prevent Action Plan) • Inclusion Policy • Behaviour and Anti-bullying Policy • Whistle-blowing Policy 		
Health and Safety Policy <ul style="list-style-type: none"> • Supporting Pupils at School with Medical Conditions 		

Appendix 4 (Induction Checklist for new Governors)

After an appointment a new Governor should:	By Whom	Completed	Notes
Be invited to visit the school to have a tour of the school and meet members of staff and shown the school website	Head of School (HOS)		
Be given information about the role of Governors generally and how our Governing Body works specifically – details of sub committees etc.	CHAIR of Governors (Chair)		
Be given a copy of the last minutes and Head of School's Report of the last full Governors meeting	HOS		
Be introduced to key school documents such as School Development Plan and School Evaluation, by specific training	CHAIR		
Be given a copy of the Governors Code of Conduct	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 lunch and to see learning in action	HOS/CHAIR		
Be made aware of training available and be encouraged to attend induction training run by LA as soon as possible	HOS		
Ensure Governors section has details of new Governor on school website	HOS/CHAIR		
Complete and send off a DBS disclosure form	HOS		
Be asked to complete a a declaration of Business Interests form	HOS		
Be given the dates of the next sub committee times and termly meetings	HOS		
Made aware of key documents such as Financial Procedures and where to access statutory policies	HOS		

The professional development package

The professional development package includes:

- funded 5% time off timetable in the second year of teaching, in addition to the existing 10% in the first year
- a range of high-quality, freely available curricula and training materials underpinned by the Early Career Framework
- funded training for NQTs and mentors of NQTs
- funded time for mentors to support NQTs

The professional development package for NQTs is underpinned by the Early Career Framework. The Early Career Framework was designed with an expert advisory group to support NQT professional development. It sets out what during the first 2 years of their careers NQTs will be entitled to learn about and learn how to embed this knowledge and these skills into their teaching practice

The Early Career Framework includes sections on:

- behaviour management
- pedagogy
- curriculum
- assessment
- professional behaviours

Appendix 5: Please use the following table to guide NQTs training to work in conjunction with the

Early Career Framework

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/773705/Early-Career_Framework.pdf

NQT Development Focus	Implemented	Achieved	Notes
10% Dedicated NQT off timetable in the first year			
Funded 5% time off timetable in the second year of teaching			
Trained mentor of NQTs			
Funded time for mentors to support NQTs			
Introduction to MAT NQT network			
High Quality Continuous Professional Development opportunities in:			
Behaviour Management			
Professional Behaviours			
Pedagogy			
Curriculum			
Assessment			