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St George's CE Primary School

Induction of New Staff Policy including NQT/RQT Policy

Adopted by the Governing Body on: 31st March 2018

Signed (Chair of Governors):

Date of Next Review 31st March 2018
(not more than 12 months from the publication date)

This document is available via the school website or from the school office on request.

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INDUCTION OF NEW STAFF POLICY

RATIONALE

We recognise that the induction of new staff is vital to the ethos of the school, to the securing of the continued pursuit of excellence and to the safeguarding of all staff and children. We operate as a team offering support and encouragement to each other and this should start from a new member of staff's first introduction to us.

AIMS:

- To introduce new staff to the school and the school's working practices
- To familiarise the new staff with the physical layout and resources within the school
- To provide the new staff with information pertinent to their role within the school – including safeguarding information.
- To provide a supportive and welcoming ethos for new staff members

INDUCTION VISIT

Ideally, once appointed any member of staff should be encouraged to visit the school prior to taking up appointment with us. During this meeting or on arrival at the school, the new member of staff should be issued with the following information:

- ❖ Finalise DBS issues including completion of the Single Central record and debarring by association form. If the new member of staff is not in a position to finalise the SCR procedure then the induction visit should be postponed until such times as completion can be completed – which must be before the first full day of work.
- ❖ A copy of the staff handbook
- ❖ Information about how to locate the policies and use the website effectively
- ❖ A copy of the current school development plan
- ❖ A folder containing school pertinent policies. These should include:
 - ❖ Child Protection policy
 - ❖ Keeping Children Safe in Education 2016
 - ❖ Disclosure and referral forms
 - ❖ Location of child protection documentation
 - ❖ Anti-bullying policy
 - ❖ Safeguarding information
 - ❖ Behaviour policy
 - ❖ SEND policy
 - ❖ Mathematical Calculations Policy
- ❖ A staff list
- ❖ Health And safety pack
- ❖ A copy of teachers' conditions of service/job description or guidelines/job description for support staff
- ❖ The name of a nominated member of staff/mentor from whom guidance can be sought
- ❖ Contact telephone numbers of Head Teacher/Senior Leadership Team

The new member of staff should also be given any other relevant information they need at this time

MENTOR/NOMINATED MEMBER OF STAFF

As each member of staff takes up the post they will be placed alongside another member of staff with whom they can seek support and advice.

In addition they will be given opportunities to work with other teaching staff members and the Senior Leadership Team. All mentoring staff are asked to be as supportive and welcoming as possible to their new colleague.

ROLE OF MENTOR/NOMINATED STAFF MEMBER

The role of the staff member working alongside the new teacher/support staff is a crucial one. As well as encouragement and support they will be able to provide day-to-day advice on the routines of the school, forward planning, resources etc. In the case of a new teacher we will endeavour to nominate a mentor who is a member of the school's SLT.

The role of the Head Teacher is wider in remit. As well as providing support and encouragement, they also have a monitoring and evaluation role that is essential to the new staff's successful development within the school. Classroom visits are an essential feature of this role. Should staff become promoted internally the HT will initially mentor the promoted teacher.

STAFF MEETINGS

The views of the new staff members are actively sought at staff meetings etc. and they are encouraged to add to the positive debate within the school.

TEACHING STAFF

In addition to the above, in the course of their first school session there will be regular opportunities for teaching staff to meet with SLT to discuss issues of concern to new staff. These meetings will be informal in nature and supportive. They will address issues such as the *ethos of the school* (aims, values, policies, structures etc.), *the classroom* (management, organisation, behaviour, planning, record keeping), *communication with parents* (sharing plans, information for parents, meetings with parents etc.) They will also be issued with a clear job description.

SUPPORT STAFF

Support for all TA's will be issued with guidelines on their roles and responsibilities and aspects of support within the school and a specific job description. Support staff have half termly meetings with a member of the SLT.

CHECKLISTS

Attached as appendix 1 are checklists for induction of Support Staff and Teaching.

Document Links

All staff should have access to the following information and documentation:

- '**Guidance for Safer Working Practice**' (Safer Recruitment Consortium, October 2015)
<http://www.rrecruitment.com/wp-content/uploads/2016/04/Guidance-for-Safer-Working-Practice-October-2015.pdf>

- '**Professional Standards for Teaching Assistants**' (Unison, NAHT et al, June 2016)
<http://www.naht.org.uk/welcome/news-and-media/key-topics/staff-management/professional-standards-for-teaching-assistants-published/>

-**Behaviour and Discipline in Schools** (DfE, January 2016)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

SUPPLY STAFF, STUDENTS (Teaching and Other) AND VOLUNTEERS

It is important that induction is carried out for all supply staff, students and volunteers working on site. The lead is the mentor as follows.

Students – Class teacher
Supply Staff – Headteacher
Volunteers – assistant headteacher

INDUCTION VISIT

Supply Staff/Students

- ❖ Will meet with HT and/or Student mentor and verification of DBS will take place and details added to SCR..

During this meeting or on arrival at the school, the new member of staff should be issued with the following information:

- ❖ A copy of the visitors' handbook
- ❖ A folder containing school pertinent policies. These should include:
 - ❖ Child Protection policy
 - ❖ Anti bullying policy
 - ❖ Behaviour policy
 - ❖ SEN policy
 - ❖ Safeguarding information
 - ❖ Health and Safety Policy
 - ❖ A copy of Keeping Children Safe in Education 2016
- ❖ A staff list
- ❖ The name of a nominated member of staff/mentor from whom guidance can be sought
- ❖ Contact telephone numbers of Head Teacher/Senior Leadership Team.

They should also be given any other relevant information they need at this time.

The pack should be returned to the school office on completion of their time in school/placement.

Volunteers (who have regular contact with children in school)

Ideally, the volunteer should be encouraged to visit the school prior to taking up the voluntary position. During this meeting, the volunteer should be issued with the following information:

- ❖ Finalise DBS issues including completion of the Single Central record. If volunteer is not in a position to finalise the SCR procedure then the induction visit should be postponed until such times as completion can be completed – which must be before the first full day of work.

During this meeting or on arrival at the school, the volunteer should be issued with the following information:

- ❖ A copy of the visitors' handbook
- ❖ A folder containing school pertinent policies. These should include:
 - ❖ Child Protection policy

- ❖ Anti bullying policy
- ❖ Behaviour policy
- ❖ SEN policy
- ❖ Safeguarding information
- ❖ Health and Safety Policy
- ❖ A copy of Keeping Children Safe in Education 2016
- ❖ A staff list
- ❖ The name of a nominated member of staff/mentor from whom guidance can be sought
- ❖ Contact telephone numbers of Head Teacher/Senior Leadership Team.

They should also be given any other relevant information they need at this time.

The pack should be returned to the school office on completion of their time in school/placement.

Supply Staff/Students

- ❖ Will meet with HT and/or Student mentor and verification of DBS will take place.

During this meeting or on arrival at the school, they should be issued with the following information:

- ❖ A copy of the visitors' handbook
- ❖ A folder containing school pertinent policies. These should include:
 - ❖ Child Protection Policy
 - ❖ Anti Bullying Policy
 - ❖ Behaviour Policy
 - ❖ Safeguarding Information
 - ❖ SEN Policy
- ❖ A staff list
- ❖ The name of a nominated member of staff/mentor from whom guidance can be sought
- ❖ Contact telephone numbers of Head Teacher/Senior Leadership Team.

They should also be given any other relevant information they need at this time.

The pack should be returned to the school office on completion of their time in school/placement.

NQT/RQT Induction Policy

I want the best for you, and the best for the school, so let me begin this policy by being very clear. You will receive a 2nd year of mentoring, and coaching, after the formal completion of your NQT year. I do not believe that after 12 months the mentoring and coaching of teachers members is complete. There are so many more skills to learn in your 2nd year; developing your teaching, managing your workload, developing subject leadership skills, learning how to mentor others to name but a few. The policy is similar to that of driving – once the red L plates are no longer needed, best practise is to use Green plates that say – “I’ve passed my test, but I’m still shaky, and perfecting my skills...” and that is what the 2nd year of mentoring is all about.

Don’t mistake this 2nd year mentoring. It is not an extension of the formal NQT year, more an extension of the support, and coaching. NQT’s will be assessed as normal against the NQT standards at the end of the first year, and then, assuming successful completion of the NQT year will receive a 2nd year of, perhaps more informal mentoring, during the RQT year.

Effective induction is the critical foundation for continuous learning by supporting the effective performance and continuing professional development of all staff and governors new to the school. Induction is a process which starts before a person joins the school and continues through the first year at the school and more crucially for longevity of impact continues through the 2nd year of teaching as well. Induction is a process which aims to increase the effectiveness of all staff and governors both as individuals and as team members, by ensuring they understand the policies and expectations of the school and by supporting highly effective performance. This policy applies to teaching staff. The induction process will ensure mutual benefit for every individual new to our school.

A key message that I try to get across at St George’s is that the purpose of lesson observations is not to judge, but to develop, and obtain evidence for effective coaching. The focus for a discussion post lesson observation should be to:

Correct any misconceptions

Provide a platform for the observer to share their experience with the observee. It’s simple really. We’ve been doing the job a while now, it would be very strange if we couldn’t share our experience with you.

Induction Procedures

After appointment, but before taking up post we will...

- 1. Provide a minimum of 3 days preliminary visits, expenses paid, to meet staff, discuss timetables, classes, and to work with some pupils.**
- 2. Allow NQT to discuss their areas of development and targets**
- 3. Provide induction booklet**
- 4. Arrange points of contact should the NQT need to contact someone prior to taking up contact.**
- 5. Complete the systems on the induction policy.**

2 Year NQT/RQT Induction Checklist

Year 1. The NQT year	Year 2. The RQT year
Your mentor will be one of the AHT's. You will follow a structured induction programme. Weekly meetings will take place with the Mentor and NQT.	Your mentor will be the HT, or a different AHT or Jenny Leap for subject leadership.
The programme will follow the guidance set out by the LA and diocese.	
During the year you will:	
Be exempt from the appraisal system, as your performance will be managed through the NQT standards system	Be part of the school's appraisal system, as you will have passed your NQT year.
Be coached by your mentor, and other experienced teachers. They will gather evidence of how to coach you through conversation, lesson observation, and formal NQT meetings.	
Have 1 afternoon per week release time with your mentor, in addition to a statutory PPA session. Your PPA will not be ' <i>taken off you</i> ' if you go on a NQT course.	Teach a full timetable – with an afternoon PPA per week.
Work through the teaching (NQT) standards together with your mentor	Receive coaching sessions from the HT on how to rationalise your planning workload, fine tune your planning, improve your organisation skills
Receive termly training sessions from the Lancashire Consultants	Continue to receive support, and coaching from the Lancashire consultants
Have opportunities to observe other teaching both within the school, and across the alliance	
Meet regularly with subject leaders to understand what resources we have in school.	Meet with Jenny Leap, who co-ordinates RQT subject leadership. She will develop your role in subject leadership, and the tasks of a subject leader. She will meet with you once a term to discuss subject leadership
	Be allocated a subject to lead, and attend the LA's 'new to xxx subject leadership'

Our 2 year induction process will:

- contribute to improving and developing the overall effectiveness of our school, raising pupil achievement, and meet the needs of all pupils, parents and the wider school community;
- contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective team work at our school;
- ensure all teachers new to the profession have the best start in their careers and are supported in developing highly effective practice;
- ensure all staff new to our school understand what is expected of them and gain the support to achieve those expectations;
- build co-operation between all staff in our school; and
- ensure that all staff are valued and recognised as the school's most important asset.

Appendix 1

SUPPORT STAFF- INDUCTION CHECKLIST (Carried out by SLT)

Name:

Job Title:

Date of Start:

Head Teacher's Checklist

	To be discussed/explained/covered during the induction process during the first four weeks of employment.	Date completed	HT's initials	Employee's initials
	Has the SCR been completed – with all checks finalised and recorded and policy for Child protection induction given out? (found in policies folder)			
1	Layout of the school			
2	Introduction to staff			
3	Introduction to line manager			
4	Safeguarding issues: Child protection details, Health and Safety, First Aid, Fire. Risk Assessments etc			
5	School rules and Ethos			
6	Safeguarding information and daily routines			
7	General staff communications procedures (eg in school/ not to communicate with parents without a teacher)			
8	School calendar and website			
9	Clarification of working hours			
10	Role in discipline/behaviour/anti bullying strategies			
11	Arrangements for planning and liaison with teachers			
12	Deployment timetable			
13	Staff Review & Development			
14	School Improvement Plan			

Teaching Staff – Induction Checklist

Name:

Job Title:

Date of Start:

Head Teacher's Checklist

	To be discussed/explained/covered during the induction process during the first four weeks of employment.	Date completed	HT's initials	Employee's initials
	Has the SCR been completed – with all checks finalised and recorded and policy for Child protection induction given out? (found in policies folder) have they read and signed for Keeping Children Safe in Education 2016			
1	Layout of the school			
2	Introduction to staff			
3	Introduction to line manager			
4	Safeguarding issues: Child protection details, Health and Safety, First Aid, Fire safety, Risk Assessments. etc			
5	Teaching and Learning strategies			
6	School rules and Ethos			
7	School security			
8	General staff communications procedures			
9	School calendar and website			
10	Clarification of working hours/CPD time			
11	Role in discipline/behaviour/anti bullying strategies			
12	Arrangements for planning and liaison with teachers			
13	Staff Development and Review			
14	School Improvement Plan			
15	School Policies and implementation			

Health & Safety Induction Checklist

The following checklist is intended to assist managers in providing a full induction to any new members of staff. It incorporates a number of checks in relation to local procedures and Health & Safety arrangements.

Name of Employee/Agency Worker:	
Start Date:	Tel Ext:
Room / Location:	Network User Name:
Team:	Badge No:
Group / Unit:	Line Manager:

Step One – pre-employment	Y / N/ NA	Date
<ul style="list-style-type: none"> • Personnel form R.I.F.1 completed and used as a starting point to review the risk assessments relating to the new appointee's tasks. 	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<ul style="list-style-type: none"> • Arrange any medical screening / health surveillance if required (as identified in R.I.F.1) 	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<ul style="list-style-type: none"> • Order any personal protective equipment required e.g. hard hat 	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<ul style="list-style-type: none"> • Allocate work colleague as a 'Buddy' Name of Buddy:	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<ul style="list-style-type: none"> • Other Comments: 		

Step Two – on first day of employment	Y / N / NA	Date
• Introduction to Line Manager and Buddy	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
• Provide employee with local induction pack (if applicable)	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
• Introduction to other team members together with a general overview of the new starter duties	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
• Provision of a guided tour to include:		
– Introduction to other teams and work colleagues together with a brief description of their duties	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
– Toilets	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
– Noticeboards	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
– Tea / coffee / drinking water facilities	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
– Use of sharps bins	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
– Canteen (if applicable) or food warming facilities	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
– Car parking arrangements / registration	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
– Traffic / pedestrian management on site	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
– Fire arrangements: exits / call points / alarm sound / visual warnings / summoning fire brigade / muster points / re-entry into building	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
– First Aid arrangements: supplies / dealing with an emergency / summoning first aid assistance / procedure for calling ambulance	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
– Bomb / suspicious package arrangements: alarm sound / evacuation	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
– Introduction to staff with key health and safety responsibilities:		
▪ first aider	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
▪ fire warden	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
▪ person trained to change water bottles	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
▪ risk assessment / workplace inspection	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
▪ union representative	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
▪ ladder training (e learning)	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
▪ H & S induction (e learning)	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
▪ Display screen equipment (e learning & self assessment)	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

<ul style="list-style-type: none"> • Provision of a guided tour (cont): <ul style="list-style-type: none"> ▪ Manual handling (e learning) ▪ Other e learning in line with job – HT to assess what is relevant. • Explain how health and safety is controlled within the team including: <ul style="list-style-type: none"> – Risk assessments relevant to the activities of the new employee e.g. booking in/out procedures or use of panic alarms. Include giving staff a portal account, and showing them where the H & S site is. – Access to local shared drive / Mysys – Link to Health and Safety Team’s web site and induction information 	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Step Three – by the end of the first two weeks	Y / N/ NA	Date
<ul style="list-style-type: none"> • Agree and issue a Personal Development Plan, including any H&S related training requirements • Arrange DSE Assessment • Explanation of visitor procedures • Explanation of incident/accident reporting procedures • Location of MFDs / shredder / guillotine / fax / step ladders, and any other relevant work equipment, and training on their use 	Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Yes No NA <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Other Comments:		

Induction checklist completed on:	
Employee: (signature)	Date:
Line Manager: (signature)	Date: