Induction of New Staff Policy

Approved by:	Full Governing Board	Date: September 2023
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Next review due by:	August 2024	

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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
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 the case of _____ the named on boarder is _____

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/ONBOARDING 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.

The role of the Headteacher 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.
All staff should have access to the following information and documentation:

- 'Guidance for Safer Working Practice' (Safer Recruitment Consortium)
https://www.saferrecruitmentconsortium.org/_files/ugd/f576a8_0d079cbe69ea458e9e99fe46 2e447084.pd

- **'Professional Standards for Teaching Assistants** (Unison, NAHT et al)
https://neu.org.uk/sites/default/files/2023-06/TA%20Standards_only.pdf

-**Behaviour and Discipline in Schools** (DfE, September 2022)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_d ata/file/1101597/Behaviour_in_schools_guidance_sept_22.pd

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 2023*
- *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 2023
➢ 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.

<u>**ECT Induction Policy**</u>

1. Aims

The school aims to:
> Run an ECT induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF)

> Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers

> Make sure all staff understand their role in the ECT induction programme

2. Scope

This policy applies all ECTs who have started, but not completed, their induction period.

3. Legislation and statutory guidance

This policy is based on:
- The Department for Education's (DfE's) statutory guidance <u>Induction for early career teachers (England)</u> from 1 September 2021

- The <u>Early Career Framework reforms</u>

- <u>The Education (Induction Arrangements for School Teachers) (England) Regulations 2012</u>

- <u>Early career teacher induction: COVID-19 absence exemption</u>

The 'relevant standards' referred to below are the <u>Teachers' Standards</u>.

4. The ECT induction programme

The induction programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF.
Prior to the ECT serving their induction, the headteacher and appropriate body must agree that the post is suitable.
For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period.
The programme is quality assured by Embrace Teaching School Hub, and the Teach First Programme, our 'appropriate body'.

4.1 Posts for induction
Each ECT will:
> Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period

> Have an appointed induction tutor, who will have qualified teacher status (QTS)

- Have an appointed induction mentor, who will have QTS

- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range

- Regularly teach the same class or classes

- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts

- Not be given additional non-teaching responsibilities without appropriate preparation and support

- Not have unreasonable demands made upon them

- Not normally teach outside the age range and/or subjects they have been employed to teach

- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

4.2 Support for ECTs
We support ECTs with:
- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments

- Their designated induction mentor, who will provide regular structured mentoring sessions and targeted feedback

- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback

- Regular professional reviews of their progress, to take place termly (except in terms where formal assessment is held), at which their induction tutor will review objectives and revise them in relation to the relevant standards and their current needs and strengths

- Chances to observe experienced teachers, either within the school or at another school with effective practice

4.3 Assessments of ECT performance
Formal assessment meetings will take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by either the headteacher or the ECT's induction tutor.

These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the ECT and the appropriate body.

After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The headteacher will also recommend to the appropriate body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will add their own comments, and the formal assessment report will be signed by the headteacher, induction tutor and the ECT.

A copy of the formal assessment report will then be sent to the appropriate body. The final assessment report will be sent within 10 working days of the meeting, for the appropriate body to make the final decision on whether the ECT has passed their induction period.

In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the induction tutor or headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

4.4 At-risk procedures
If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:
> Areas in which improvement is needed are identified

> Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards

> An effective support programme is put in place to help the ECT improve their performance

The progress review record or formal assessment report will be shared with the appropriate body, alongside the support plan, for it to review.
If there are concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the induction tutor or headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

5. Roles and responsibilities

5.1 Role of the ECT
The ECT will:
> Provide evidence that they have QTS and are eligible to start induction

> Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review

> Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction

> Provide evidence of their progress against the relevant standards

> Participate fully in the monitoring and development programme

> Participate in scheduled classroom observations, progress reviews and formal assessment meetings

> Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period (noting that absences due to coronavirus before 1 September 2022– in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their ECT induction)

> Keep copies of all assessment reports

When the ECT has any concerns, they will:

❯ Raise these with their induction tutor as soon as they can

❯ Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their induction tutor or within the school

5.2 Role of the headteacher

The headteacher will:

❯ Check that the ECT has been awarded QTS and whether they need to serve an induction period

❯ Agree, in advance of the ECT starting, who will act as the appropriate body

❯ Notify the appropriate body when an ECT is taking up a post and undertaking induction

❯ Make sure the ECT's post is suitable according to statutory guidance (see section 4.1 above)

❯ Make sure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively

❯ Make sure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively

❯ Make sure an appropriate ECF-based induction programme is in place

❯ Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching

❯ Make sure that formal assessments are carried out and reports completed and sent to the appropriate body

❯ Maintain and keep accurate records of employment that will count towards the induction period (noting that absences due to coronavirus before 1 September 2022– in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their ECT induction)

❯ Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way

❯ Make the governing board aware of the support arrangements in place for the ECT

❯ Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory

❯ Participate in the appropriate body's quality assurance procedures of the induction programmes

❯ Keep all relevant documentation, evidence and forms on file for 6 years

5.3 Role of the induction tutor

The induction tutor will:

❯ Provide guidance and effective support to the ECT (with the appropriate body where necessary)

❯ Carry out regular progress reviews throughout the induction period

❯ Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate

- Carry out progress reviews in terms where a formal assessment doesn't occur
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, headteacher and appropriate body
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Make sure that the ECT's teaching is observed and feedback is provided
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work
- Notify the appropriate body after each progress review as to whether the ECT is making satisfactory progress

5.4 Role of the induction mentor
The induction mentor will:
- Regularly meet with the ECT for structured mentor sessions to provide targeted feedback
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties

5.5 Role of the governing board
The governing board will:
- Make sure the school complies with statutory guidance on ECT induction
- Be satisfied that the school has the capacity to support the ECT
- Make sure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the ECT as part of the school's grievance procedures
- If it has any concerns or questions, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the ECT on a termly basis

MONITORING AND REVIEW
Monitoring and review of the induction policy will be carried out in accordance with procedures for quality Assurance and following audits of current practice by existing and new staff members.

Appendix 1 - Checklists
SUPPORT STAFF- INDUCTION CHECKLIST (Carried out by SLT)

Name:

Job Title:

Date of Start:

Headteacher'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 (e.g. 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			
15	Professional standard for TAs 2023			

Teaching Staff – Induction Checklist

Name:

Job Title:

Date of Start:

Headteacher'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 2023			
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
• 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 ☐ ☐ ☐	
• Arrange any medical screening / health surveillance if required (as identified in R.I.F.1)	Yes No NA ☐ ☐ ☐	
• Order any personal protective equipment required e.g. hard hat	Yes No NA ☐ ☐ ☐	
• Allocate work colleague as a 'Buddy' Name of Buddy:	Yes No NA ☐ ☐ ☐	
• Other Comments:		

Step Two – on first day of employment		
• Introduction to Line Manager and Buddy	Yes No NA ☐ ☐ ☐	
• Provide employee with local induction pack (if applicable)	Yes No NA ☐ ☐ ☐	
• Introduction to other team members together with a general overview of the new starter duties	Yes No NA ☐ ☐ ☐	
• Provision of a guided tour to include:		

	Y / N/ NA	Date
– Introduction to other teams and work colleagues together with a brief description of their duties – Toilets – Noticeboards	Yes ☐ No ☐ NA ☐ Yes ☐ No ☐ NA ☐ Yes ☐ No ☐ NA ☐	

	Y / N/ NA	Date

• Provision of a guided tour (cont):
 	
   – Tea / coffee / drinking water facilities
 	
   – Use of sharps bins
 	
   – Canteen (if applicable) or food warming facilities
 	
   – Car parking arrangements / registration
 	
   – Traffic / pedestrian management on site
 	
   – Fire arrangements: exits / call points / alarm sound / visual warnings / summoning fire brigade / muster points / re-entry into building
 	
   – First Aid arrangements: supplies / dealing with an emergency / summoning first aid assistance / procedure for calling ambulance
 	
   – Bomb / suspicious package arrangements: alarm sound / evacuation
 	
   – Introduction to staff with key health and safety responsibilities:
      ▪ first aider
      ▪ fire warden
      ▪ person trained to change water bottles
      ▪ risk assessment / workplace inspection
      ▪ union representative
      ▪ ladder training (e learning)
      ▪ H & S induction (e learning)
      ▪ Display screen equipment (e learning & self assessment)
      ▪ Manual handling (e learning)
      ▪ Other e learning in line with job – HT to assess what is relevant.
	Yes ☐ No ☐ NA ☐
	
	Yes ☐ No ☐ NA ☐
	
	Yes ☐ No ☐ NA ☐
	
	Yes ☐ No ☐ NA ☐
	
	Yes ☐ No ☐ NA ☐
	
	Yes ☐ No ☐ NA ☐
	
	Yes ☐ No ☐ NA ☐
	
	Yes ☐ No ☐ NA ☐	

	Yes No NA	
	☐ ☐ ☐	
	Yes No NA ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐	

• Explain how health and safety is controlled within the team including:
 	
    – 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
	☐ ☐ ☐	

	Yes No NA ☐ ☐ ☐	
	Yes No NA ☐ ☐ ☐	
Step Three – by the end of the first two weeks	**Y / N/ NA**	**Date**
• Agree and issue a Personal Development Plan, including any H&S related training requirements	Yes No NA ☐ ☐ ☐	

• Arrange DSE Assessment	Yes No NA ☐ ☐ ☐
• Explanation of visitor procedures	Yes No NA ☐ ☐ ☐
• Explanation of incident/accident reporting procedures	Yes No NA ☐ ☐ ☐
• Location of MFDs / shredder / guillotine / fax / step ladders, and any other relevant work equipment, and training on their use	Yes No NA ☐ ☐ ☐
Other Comments:	

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