

# Netherleigh and Rossefield School

## Staff Induction Policy

April 2017

### Introduction

The Purpose of this policy is to ensure that every staff member has the opportunity to assimilate sufficient information and advice to enable him/her to become an effective team member as quickly as possible, as well as maintaining the safety of pupils and the quality of education provided.

### Aims

- To provide a suitable welcome for each new staff member
- To familiarise the new staff member with the policies and procedures of the school
- To provide appropriate support to enable the new staff member to pursue his/her job effectively.

### Responsibilities

The Headmaster will take overall responsibility for :

- The implementation of the induction process
- The organisation of an appropriate mentor for the new member of staff
- Provision of the school's Staff Handbook at the earliest possible time after appointment
- Provision of an outline of the school's current development priorities

The mentor will take responsibility for:

- Meeting regularly with the new member of staff with a focus for each meeting, agreed between participants
- Providing informal support and acting as a source of advice
- Referring the new staff member to the appropriate support from others
- Liaising with the Headmaster on a regular basis

In addition, should the new member of staff take on a Subject Leadership role, the Headmaster will take responsibility for:

- Ensuring the new member of staff is aware of how the subject priorities connect with the school's current needs and priorities

### Procedures (Teachers)

1. All teachers appointed to the school will be invited to spend a day in school as an orientation day. This will include a tour of the school and time in classrooms. The staff handbook will be given out on this day. Time will be set aside to meet the mentor.
2. On starting work a new up to date copy of the job description will be provided by the Headmaster and signed.
3. A performance management initial/planning meeting will be scheduled, where appropriate.
4. Meetings will be established by the mentor with specific items to be discussed (see list below).
5. The induction period shall last two terms.

### Procedures (Support Staff)

1. All new support staff will be invited to 'shadow' an established member of staff for a short, specified period.
2. The relevant line manager will supervise induction for TAs. The Headmaster will appoint an appropriate person for other support staff.
3. The induction period shall last one term.

### Monitoring and Evaluating

The Headmaster, the mentor and new staff member will formally evaluate the induction process at the end of each term there is a colleague undergoing induction. The results will be used to inform and refine the process and practice for future candidates.

### Policy Development:

This policy will be reviewed annually and will be amended in light of experience.

#### Areas to be addressed during the Induction Period of teachers

Ethos of the school and how to support it  
Safeguarding Policy and Procedures  
Fire Risk Prevention and Fire Evacuation Procedures  
Major Incident Policy and lockdown procedures  
Use of Behaviour Policy and reward systems  
Health and Safety Policy/Procedures  
First Aid systems  
Policy file  
What is going well?  
What extra support do you need?  
Teacher Planning  
Teacher Assessment  
Protocol for working with TAs  
Subject Leadership (if applicable)  
Curriculum Framework

Special Educational Needs  
Planning educational visits  
School Development Plan  
Identification of any future training needs  
Resources- where are they stored, what is available, etc.  
Office protocol  
Finance and ordering of materials

Areas to be addressed during the Induction Period of support staff

Ethos of the school and how to support it  
Safeguarding Policy and Procedures  
Fire Risk Prevention and Fire Evacuation Procedures  
Major Incident Policy and lockdown procedures  
Use of Behaviour Policy and reward systems  
Health and Safety Policy/Procedures  
First Aid systems  
Marking and feedback policy  
Policy file  
Sources of support during a lesson  
What is going well?  
What extra support do you need?  
Protocol for working with Teachers  
How to support children with additional needs  
Special Educational Needs  
School Development Plan  
Identification of any future training needs  
Resources- where are they stored, what is available, etc.