

# Ladywood Primary School



## Induction Policy (Including Leavers Checklist) March 2023

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## **Background**

This policy outlines the programme that is used at Ladywood Primary 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.

## **Philosophy**

At Ladywood Primary 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 practicable after the appointment.

Ladywood Primary encourages the philosophy of a 'whole school approach' to the life and work of the school. 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.

At Ladywood Primary School the induction programme for newly appointed staff operates under the direction of the Headteacher. Induction is there to help, reassure, counsel, inform and guide new staff through the school documentation, whole school issues and for organising appropriate support.

The line manager or mentor of a newly appointed teacher such as ECTs 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. A teacher who is appointed to take on a teaching role other than that of a class teacher, for example a Booster Class, would have one particular teacher colleague to act as their supporter. This person would take on a similar role to that of the key stage co-ordinator.

Line managers or mentors who are to work with a newly appointed teacher, discuss their role in the induction programme with the Headteacher before the new staff member starts work at the school.

The induction of a new Headteacher is the responsibility of the Chair of Governors and the Leadership Team. The Headteacher and Assistant Head/s induct those newly appointed teachers who become members of the Leadership Team.

Curriculum leads will give information, support and advice about the curriculum.

The year group teacher of a newly appointed nursery nurse or teaching assistant (HLTA or KATA) plays a key 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.

The Inclusion Manager is also responsible for integrating a new teaching assistant into the team, offering support as a mentor and during regular TA meetings.

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 Ladywood Primary 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 Headteacher/line manager can spend time with new staff in the classroom and/or in discussion and seminar sessions.

The Headteacher may also 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 may also be a consideration.

## **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 may be made aware of certain school documents (they may be directed to the school's website to view these, or given a paper copy) These include:

- School Brochure
- Staff Handbook
- Holiday list (including INSET Days)

New colleagues are shown around the school and their work area/classroom. New teachers, if possible, meet their mentor and other members of the year group team, such as nursery nurses or TA's. New support staff should meet the year group teachers and other members of the year group team if possible.

### **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 TA's do not need to visit as often as a new teacher. Teachers meet children and 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 practicable to use part of an INSET Day to continue the induction programme.

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

- National Curriculum documentation;
- School policies
- Child Protection policies and safeguarding procedures;
- School record keeping systems;
- Timetables and rotas;
- Term Planner (this includes the dates of all major events in the school year);
- Class lists and class records (teachers only).

The Headteacher will cover the job description of the new postholder, the school's staffing structure and will introduce new colleagues to as many staff as possible. A guided tour of the building helps identification of other classrooms, curriculum resource centres and stores etc.

### **Initial Induction Meeting – Teaching Staff**

The Headteacher and/or ECT mentor meets new teacher(s) early in their first term to plan details of the induction programme for the school year.

Regular support meetings, taking the form of discussions or more formal seminars 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 INCO meets non-teaching classroom support staff early in the term, when any questions will be answered. Each new member of staff is allocated to a year group. Year group staff, together with the INCO, will support new TAs with training and to establish daily routines.

After this initial meeting, new non-teaching staff join the regular non-teaching staff support meetings.

## **Induction Programme**

The induction programme should cover the following where appropriate:

### **The school**

- Map or plan
- Environment
- Catchment area
- Organisation
- 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

### **Pastoral Organisation**

- Discipline
- Rewards
- Sanctions
- General principles of pupil care and guidance
- Records of achievement
- Assemblies
- Child Protection Plans and Training

### **Resources**

- Procedures for obtaining
- Ordering
- Stock control
- Strategies for use

### **Classroom Management**

- Organisation
- Display
- Strategies for creating differing teaching environments

### **Extra Curricular Activities**

- Range
- Organisation
- Staff involvement

### **Other parts of the Induction Programme**

The induction programme incorporates the five 'professional' days for teaching staff and NNEBs. Non-teaching staff will be asked to attend two of these days. Pro Rata for part-time staff.

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

Curriculum leads should meet new teachers to discuss curriculum policies and schemes of work.

The SENCOs will 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 Ladywood Primary School.

The assigned mentors will meet new teachers to discuss teacher assessment, record keeping, reporting to parents etc.

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

The Business Manager will arrange and carry out a separate Health & Safety Induction meeting to cover:

- Fire/Evacuation procedures
- Accident reporting
- Asbestos management
- GDPR/Acceptable use policies
- Occupational risk assessment



## **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 and will be invited to an induction meeting with the Chair of Governors or an experienced member of the Governing Body.

Governor specific induction (through BMBC) and safeguarding training will be arranged as soon as possible.

The school's IT support expert (Trust-IT) will also be asked to meet with new governors to outline/share the school's IT security arrangements with new governors so that they have an understanding of the protective measures in place and to ensure that they are able to access their school email account securely.

GDPR Induction information provided by the school's data protection officer (DPO) will also be shared.

## Appendix 1 (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 a mentor/initial meeting with mentor	HT	Share school policies e.g. Inclusion, Child Protection, Behaviour, Anti-bullying, Educational Visits, Planning schemes, timetables, behaviour policy, resources and curriculum files.	
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 (school network)	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	Business Manager	Health & Safety Induction Checklist	
Be given a copy of the school prospectus, SDP and SEF	HT		
Be given a copy of the Employee Code of Conduct	Business Manager		
Consider immediate training needs and arrange training (e.g. systems)	HT		
Complete declaration of business interests form (if applicable)	Business Manager		
Sign inventory declaration for	Business		

any items allocated e.g. laptop (if applicable)	Manager		
Complete Workstation Assessment (if applicable)	Business Manager		

<b>Meetings with staff</b>			
Special Educational Needs	SENCOs	To discuss pupils in class with additional needs	
Assessment recording and reporting	Mentor	To discuss plans, record keeping, assessment, reports	
Homework	Mentor	Homework provision	
Initial meeting with year group staff	Mentor	To discuss plans, expectations, setting, standards, groupings.	

**Start Date:** \_\_\_\_\_

**Completion Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ (Staff Member)

**Signed:** \_\_\_\_\_ (Induction Mentor/Line Manager)

## Appendix 2 (Induction Checklist for new Governors)

After an appointment a new Governor should:	By Whom	Required/ not	Completed
<b>Induction meeting</b>	CHAIR		
Be invited to visit the school to have a tour of the school and meet members of staff			
Be given information about the role of Governors generally and how our Governing Body works specifically - details of meetings etc.			
Be given a copy of the last minutes and Headteachers report of the last full Governors meeting			
Be introduced to key school documents such as SDP, Raise Online by specific training			
Be given a copy of the Legal Guide to Governors			
Be given the names and details of all other Governors			
Be made aware of training available. Safeguarding and Induction training run by LA to be arranged as soon as possible	HT		
GDPR, IT security info shared - arrange update with school engineer and shared DPO induction training information	HT/ BUSINESS MANAGER		
Ensure Governors section has details of new Governor	HT/CHAIR		
Complete and submit DBS disclosure form	HT/ BUSINESS MANAGER		
Be asked to complete a declaration of business interests form	HT		
Be given a copy of the Code of Conduct	HT		
Be given a copy of the last OFSTED inspection report	HT		
Be given the dates of the next monthly/termly meetings	HT		

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

### Appendix 3 (Checklist for staff leaving Ladywood Primary School)

Applicable for staff who are leaving Ladywood Primary for any reason e.g. resignation, retirement, taking up another post.

Action to be completed or item to be handed back to school	Signature of member of staff receiving the items	Date
Leaving date in writing		
Communicate diary commitments, dates, appointments		
Return school keys and fobs		
Return identification badge		
Return IT equipment (laptop/s, ipad, camera etc.)		
Ensure class records are up to date and handed over		
Deactivate individual log in details/passwords		
Return all other school property: PPE, 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 bi-annually, or more frequently if required. 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 reviewed:** **March 2023**

**Reviewed by:** **C Hodgson**