

## **Introduction**

The Induction Programme for Newly Appointed Staff is the initial part of the school's 'Staff Development Programme' which involves *all* staff, both teaching and support staff.

As a school we feel it is important that *all* staff are inducted into the whole school team. Such induction must begin as soon as possible after staff have been appointed and no later than a month after the commencement of duties.

It is vital that new staff are given every assistance in settling into school quickly and happily and are helped to gain a knowledge and understanding of the school's vision, values and aims:

**ADAPTABLE - To be adaptable in a changing world**

**SELF BELIEF – To have self belief**

**PERSEVERANCE - To persevere and show resilience**

**INCLUSIVE - To accept and value similarities and differences in ourselves and others**

**RESPECT – To respect views, opinions and belongings of ourselves and others**

**ENQUIRING - To foster a zest for discovery and learning**

so that they become familiar with the whole school community and its ethos, routines and practices.

### **Aims:**

- To make all staff feel welcome and at ease in their new environment
- To foster positive relationships between existing and newly appointed staff
- To share the school's vision, values and aims and enable new staff to understand the school's ethos and pedagogy
- To ensure knowledge and understanding of relevant school documentation, including the School Improvement Plan
- To ensure the health, safety and welfare of all pupils through developing an awareness of safeguarding procedures, including Child Protection and the 'Every Child Matters' agenda
- To promote pupil progress and raise pupil achievement by ensuring that new staff understand the needs of pupils, parents and the wider community
- To ensure the effectiveness and efficiency of all staff in their own role and within the whole school team to achieve value for money
- To enable new staff to observe good practice so that it can be reflected in their own practice

- To ensure there is a system of support in place

### **Guidance**

An experienced member of staff will be appointed as a mentor who will listen to needs and provide information, help, reassurance, guidance and general support. S/he will be responsible for guiding a new member of staff through the school documentation, for explaining whole school policies and procedures and for organising the appropriate support meetings. The mentor will also, along with the Headteacher, be responsible for monitoring the progress and professional development of newly appointed staff.

All other staff in school also have a role to play in induction of any newly appointed staff. They all assist in integrating a new colleague into the whole school staff team. They will share experiences and ideas, help in practical ways and offer appropriate support. Newly appointed staff are encouraged to approach any member of staff with any question or queries they may have.

Certain documents are given to the new members of staff. These include:

- Induction Booklet
- School Prospectus
- School Improvement Plan
- Relevant Policies
- Term dates (including INSET Days)
- Timetables and rotas
- Staff names and telephone numbers

The mentor will meet the new teacher(s) early in the term in order to give details of the Induction Programme for the school year. NQT's will follow the Local Authority's induction programme.

New teaching assistants will join the regular weekly TA Meeting which is held with the Headteacher.

New School Meals Supervisors will join the termly SMSA meeting which is held regularly with the Deputy Headteacher.

The induction of Administration Staff and Caretaker is carried out by the School Business Manager. The Administrative staff also have an additional booklet 'Administration Responsibilities and Procedures' outlining office procedures, and the Caretaker has a site plan and the Health and Safety Main Calendar and contractors contacts.

All newly appointed staff will meet the Headteacher or line manager to plan, monitor and review their performance as part of the initial probationary period and then as part of the school's Appraisal Cycle. Their job description will also be discussed.

The Induction Programme also includes the five INSET days for teaching staff, some of which support staff may be asked to attend.

All teaching and most support staff attend regular staff meetings. These meetings form a useful part of the Induction Programme and provide on-going professional and personal development for all staff. These support the appraisal process and, in the case of teachers, provide evidence towards meeting the Teacher's Standards 2012.

The SEND Coordinator may meet new teachers to discuss the Special Needs provision within the school, their role as a class teacher in assessing and providing for children with special needs and the way in which the Code of Practice operates at Alexander Hosea Primary School. An appropriate member of the Senior Leadership Team will meet to discuss teaching methods and standards.

New teachers may wish to 'shadow' their Year Group colleague/s or another class teacher to observe practice, such as cross-curricular learning, pupil initiated learning, use of entry levels, personalisation / differentiation, assessment strategies etc. Discussions about the learning environment and classroom organisation and management may also be helpful.

## Conclusion

Through this policy, we hope to promote inclusion, job satisfaction, personal achievement and professional development by valuing previous experience and building upon and integrating this into the life of our school.

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