



Induction Policy for New Members of Staff

1) Policy Summary

The aim of induction is to help the new employee to feel welcome and at ease and adjust as quickly as possible to their new working environment, in order to achieve maximum working efficiency in the shortest possible time. Induction is likely to be a process that takes place over a number of weeks and not just on the first day of employment. A probation period is the formal period of time in which an employee, with the support of school management, is able to objectively consider whether the role they have undertaken is a suitable match with their skills and abilities.

An induction is the initiation provided by the school to a new employee, governor or volunteer to ensure they have all the information they require to carry out their role effectively. Schools need to have a clear process for taking staff, governors and volunteers through their induction and to advise those with responsibility for carrying out the induction process, what information they should be including.

An appropriate member of staff should be appointed well before the starting date to plan the induction programme and supervise the new employee or support a new governor or volunteer. Staff should be taken through a formal probation period. Teachers would ordinarily have undertaken a formal induction process as part of their NQT year.

Volunteers and governors will also require an effective induction. Like all staff they need to be given an appropriate induction so they know what to do in an emergency or if there is a safeguarding issue. They will also require, like all staff, clear guidance on what steps to take to avoid putting themselves in a situation when malicious allegations could be made against them.

2) Introduction

At Alfreton Nursery School we believe that it is important that all staff are inducted into the whole school team. We believe and encourage the philosophy of a 'whole school approach' to the life and work of the school. All members of staff are respected, valued and welcomed into the whole school team and helped to establish their role within our team. New staff will be given every assistance to settle into the school quickly and happily and all staff will help new staff members in gaining the knowledge and understanding of our philosophy and the routines and practices of our school.

This guidance applies to all employees and also, as appropriate, to volunteers, agency staff and governors who will all receive a tailored induction programme which will include appropriate information, training, observation, and mentoring. Safeguarding Children and Child Protection will feature prominently in every induction programme.

The first weeks and months are vital to the success of any appointment. The arrangements made for introducing a new employee, volunteer or governor to the duties of the post, and to the school as a whole, provide the foundation for a successful and safe contribution to the school. The Induction Programme is designed to help new employees, volunteers and

governors become familiar with the requirements of their position and learn about the school culture, ethos and working practices effectively and efficiently so that they become knowledgeable and confident as quickly as possible. The Induction Programme should be cross-referenced to the NQT Induction requirements and probationary periods for staff, as appropriate.

The induction process will:

- Make all staff feel welcome and at ease in their new environment.
- Provide information and training on the school's policies and procedures and 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.
- Provide Safeguarding and Child Protection training and assess its effectiveness.
- Enable the new employee/governor to contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meeting the needs of pupils, parents and the wider community.
- To foster positive relationships between existing and newly appointed staff and provide a system of support.
- Contribute to the new employee's sense of job satisfaction, personal achievement and efficiency.
- Explain the school's Code of Conduct to ensure that all staff, volunteers and governors new to the school understand what is expected of them at the school and gain support to achieve those expectations.
- Identify and address any specific training needs.
- Consider undertaking any risk assessments required for new employees when necessary or make considerations of any reasonable adjustments that need to be implemented.

The induction programme will include:

- A Newly Appointed Teaching/Non-Teaching induction checklist of school policies/staffing forms for new starters (if relevant ie a paid post) (see Appendix A)
- An induction timetable including training to be covered
- Details of help and support available
- Details of work shadowing, if appropriate
- A diary of induction/probation meetings
- Details of other relevant individuals with responsibility for induction eg the designated mentor or supervisor

3) Management and Organisation of Induction

Responsibility for Induction

The Head Teacher is responsible for the overall management and organisation of induction of staff, governors and volunteers. The School Business Manager is responsible for the induction of any new administrative staff.

Newly Appointed Teachers

The teaching partners of a newly appointed teacher have an important role in the induction programme. These colleagues will act as a guide, supporter and advisor as to the day-to-day running, procedures and routines of the school and will be the first point of call with any queries.

The NQT teaching partners will monitor that the newly appointed staff member has all the information and resources that they need and will identify with the staff member if they require any training. Regular meetings should allow opportunities for the newly appointed staff member to gain information, support or advice from their colleagues.

Support meetings with the Head Teacher will be organised as required.

Newly Qualified Teachers (NQTs)

We aim to provide a supportive atmosphere in which an NQT may reach their full potential and become a highly skilled member of the teaching profession. In addition to the above support, NQTs will also have an NQT mentor who will support them through their induction period in the school. During their induction period the NQT must demonstrate that they have continued to meet the standards of Qualified Teacher Status (QTS), and meet all the induction standards.

NQTs have an individualised programme of support during their induction year from a designated induction tutor. This includes observation of the new teacher's teaching (within the first four weeks and then once a half term), watching more experienced teachers in different settings, and a professional review of progress at least every half term.

An NQT can expect to receive:

- a reduction of 10% of their teaching timetable in relation to other teachers in the school. This reduced timetable will enable them to target their development needs; for example, observe more experienced teachers in the classroom.
- a schedule for formal assessment meetings;
- an induction tutor and a named contact at the Appropriate Body.
- entitlements to pay during sickness absences, contacts for other absences, eg maternity leave, arrangements for salary payments; provisions for pensions and any other entitlements.
- school health and safety and equal opportunity policies;
- other relevant school policies including arrangements for cover, child protection etc;
- the nature of the contract of employment, a list of duties and management arrangements.

The headteacher will make the final decision as to whether the NQT has passed their induction period using agreed information from the NQT mentor.

Newly Appointed Teaching Assistants

The Special Needs Coordinator (SENCO) and the class teacher will play a key supporting role in the induction of a newly appointed Teaching Assistant (TA). They are responsible for integrating them into the school team and familiarising them with school's routines and procedures.

The newly appointed TA will also be provided with a TA partner. This colleague will act as an additional guide, supporter and advisor as to the day-to-day running, procedures and routines of the school.

All Newly Appointed Staff

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

Recruitment of New Staff

Following a successful interview a date will be arranged to meet with the Headteacher who will welcome the new colleague to the school and answer any questions. At this stage certain documents are given to the new member of staff. These include:

- School Prospectus
- Induction Policy for New Members of Staff
- New starter checklist & attached documents

The new colleague will be invited to look round the school again and their work area/s will be identified. Their colleagues/mentors will be introduced. The Headteacher will then arrange some suitable dates when the new colleague is able to visit the school and begin the Induction programme.

Pre-Term Visits

If possible the new colleague will visit the school on a number of occasions before the new term starts. Newly appointed TAs will not need to visit the school as frequently as a new teacher.

At this stage the Head Teacher will explain and provide further documentation including:

- National Curriculum Document
- Key Policies
- Timetables and Rotas
- Planning File and Proformas
- Pupil lists – highlighting disadvantaged or vulnerable pupils

Areas in which Partners/ Supporters can help Newly Appointed teachers

- ✓ Initial and long term planning
- ✓ Short-term plans
- ✓ Day-to-day organisation
- ✓ School routines
- ✓ Use of resources & equipment
- ✓ Record Keeping
- ✓ Behaviour Policy & safety rules
- ✓ Timetables
- ✓ Use of photocopier and digital equipment, laminating resources
- ✓ Ordering resources
- ✓ TA timetables
- ✓ School Improvement Plan
- ✓ School events/ Annual reports
- ✓ Annual trip
- ✓ School Website
- ✓ SEN procedures
- ✓ Wireless internet, server

The person responsible for induction should

- Make arrangements to ensure that a new member of staff, volunteer or governor is welcomed.
- Ensure that immediate needs are identified before taking up the position where possible.
- Provide, if appropriate, a tour of the school and information about facilities, answering questions and giving practical advice.
- Introduce key personnel.
- Ensure that an Induction Programme is provided, delivered and evaluated.

4) The Induction Programme

The person responsible for induction should ensure that an Induction Programme is provided personally or another person with delegated responsibility, which will include:

- A statement of training needs, in particular Child Protection and Health and Safety
- A training timetable
- Fire and Emergency Procedures
- Accident and Violence at Work reporting processes
- A checklist of the policies and procedures to be understood (see New Starters Check List)
- Details of help and support available
- A diary of meetings
- Details of other relevant individuals with responsibility for induction eg the designated mentor or supervisor

- Term dates and CPD calendar
- Induction programmes should be tailored to specific individuals. Areas that should be considered for each category of staff are set out below. These are not intended to be exhaustive and careful consideration should be given in relation to each post and the experience of the post holder.

Supply Teachers and Agency Staff

All new supply teachers and agency staff should be given appropriate induction advice, training and resources. This should include:

- Safeguarding Children and Child Protection
- Health and Safety (including Risk Assessments)
- Accident and Violence at work reporting procedures including how and to whom
- Fire and emergency procedures
- First Aid
- Code of Conduct
- Staff Suitability
- Behaviour management policy
- Relevant information on curriculum, schedules and timetables
- Details of Pupils in their care, especially any specific care needs
- Pupil Premium information

Teaching Staff including Teaching assistants

All new staff should be given appropriate induction advice, training and resources. This should include:

- Safeguarding Children and Child Protection
- Copy of Job Description
- Health and Safety (including Risk Assessments)
- Fire and emergency procedures
- Accident and Violence at work reporting procedures including how and to who
- First Aid
- Code of Conduct
- Staff Suitability
- National Curriculum documents
- School Prospectus
- Policy documents, including School Improvement/Development plan
- Assessment advice, recording, reporting, resources and procedures
- Information on whole school and year group resources, including ICT
- Timetables
- SEN information
- EAL information
- Pupil Premium information
- Details of Pupils especially any specific care needs

Administrative Staff

All new staff should be given appropriate induction advice, training and resources by the Head Teacher/School Business Manager. This should include

- Safeguarding Children and Child Protection
- Copy of Job Description
- Accident and Violence at work reporting procedures including how and to whom
- Health and Safety (including Risk Assessments)
- Fire and emergency procedures
- First Aid
- Code of Conduct
- School administrative systems and procedures
- Specific job related training

Mid-day Supervisors

All new staff should be given appropriate induction advice, training and resources by the Head Teacher. This should include

- Safeguarding Children and Child Protection
- Copy of Job Description
- Accident and Violence at work reporting procedures including how and to whom
- Health and Safety (including Risk Assessments)
- Fire and emergency procedures
- First aid
- Code of Conduct
- Specific job related training such as Behaviour Management

Governors

All new Governors should be given appropriate induction advice, training and resources by the Head Teacher (see also Governor Induction Pack)

- Safeguarding Children and Child Protection
- Health and Safety (including Risk Assessments)
- Fire and emergency procedures
- First Aid
- Code of Conduct
- Current relevant school information, policy documents and School Improvement Plan data.
- School brochure including staffing, Ofsted and school performance data
- DfE information on the role of Governor
- Governing Body Policy documents.
- Dates and times of whole Governing body and Sub-committee meetings
- Access and information of previous Governing body minutes,

- Latest governing body report to parent and school newsletters.
- Information and access to Governor training courses.

Volunteers

All new volunteers should be given appropriate induction advice, training and resources by the Head Teacher. This should include:

- Safeguarding Children and Child Protection
- Accident and Violence at work reporting procedures including how and to whom
- Health and Safety (including Risk Assessments)
- Fire and emergency procedures
- First Aid
- Code of Conduct

Appendix A

Newly Appointed Non-Teaching Staff – Check List

The School Office will provide you with the following items – please tick below to confirm you have received them (nb the top 3 forms need to be completed and returned to the School Office asap):-

- Bank Mandate
- Occupational Health Medical Questionnaire
- Code of Conduct
- Staff Suitability Declaration Form

Policies & Documentation

- Health and Safety
- Safeguarding and Child Protection
- Behaviour
- Teaching & Learning
- Part 1 – Keeping Children Safe in Education
- School Staff IT Acceptable Use
- Working Together to Safeguard Children
- What to do if you're worried a child is being abused

All school policies are available to view on the school website. Please look through these and read the ones which are relevant to your post in school. You will be made aware of any updates and revisions as they are agreed.

Please sign below to confirm you have read all the policies listed above and return this form to the School Office. Thank you

Signed: _____ Name: _____ Date: _____

Newly Appointed Teaching Staff – Check List

The School Office will provide you with the following items – please tick below to confirm you have received them (nb the top 3 forms need to be completed and returned to the School Office asap):-

- Appointment Form (Part B)
- Occupational Health Medical Questionnaire
- Code of Conduct
- Staff Suitability Declaration Form

Policies & Documentation

- Health and Safety
- Safeguarding and Child Protection
- Behaviour
- Teaching & Learning
- Part 1 – Keeping Children Safe in Education
- School Staff IT Acceptable Use
- Working Together to Safeguard Children
- What to do if you're worried a child is being abused
- Intimate & Personal Care Policy

All school policies are available to view on the school website. Please look through these and read the ones which are relevant to your post in school. You will be made aware of any updates and revisions as they are agreed.

Please sign below to confirm you have read all the policies listed above and return this form to the School Office. Thank you

Signed: _____ Name: _____ Date: _____

Appendix 2

General Induction Checklist

(This should be adapted to the requirements of the specific post and postholder)

Name _____ Start Date _____

Name of Senior Colleague/Mentor _____

Induction Element	Tick on completion	Notes
Day One		
Meet Head Teacher		
Introduction to Senior Colleague/Mentor		
Tour work area & introduction to work colleagues and work area		
Location of facilities – toilets etc		
Health and Safety responsibilities		
Hours of work		
Arrangements for breaks and lunch		
Telephone System & arrangements for personal calls		
ICT and Resources familiarisation		
Health and Safety aspects relating to individual’s work environment		
Codes, passwords for doors and computers.		

<p>During First Week</p> <ul style="list-style-type: none"> • Planned meetings with key staff • Personal programme and planned introduction to duties of post • Meet with Head Teacher at the end of the first week, review progress and agree training and development needs • Identify development needs and agree means of meeting • IT phone systems and procedures office etiquette • Security of personal items • Reiteration of Health and Safety responsibilities 		
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<p>End of First Month</p> <p>Meet with Head Teacher and review progress. Agree action plan to deal with outstanding items</p> <p>End of Three Months</p> <p>Meet with Head Teacher to determine whether Induction Programme is complete or if there are still outstanding items Agree an action plan to deal with any outstanding items If Induction Programme is complete, discuss possible courses of action in relation to future development of the job role.</p>		
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Policies and Procedures	Tick on Completion	Notes
<p>Health and Safety. This will include: Provision of or reference to the location of the school policy Information and training in relation to the employee's responsibilities. Ensure these responsibilities are reiterated throughout first 3 months of employment.</p>		
<p>Fire and emergency procedures: This will include:</p> <ul style="list-style-type: none"> • Location of school/building Fire Safety Manual • Fire Action and other fire notices, • Location of fire fighting equipment. • Means of raising the alarm including the position of fire alarm points (ie break glass units) • Fire evacuation procedure and means of escape • Fire assembly points • Times of fire alarm sounder tests, and any other relevant information • Further training may be necessary depending upon the responsibilities of the post holder 		
<p>First Aid - This will include:</p> <ul style="list-style-type: none"> • Location of first aid provisions • Names of First-Aiders 		

<ul style="list-style-type: none"> • Means of obtaining first aid assistance • Any other relevant information. • Further training may be necessary depending upon the responsibilities of the post holder 		
Policy and procedures relating to Safeguarding Children and Child Protection		
Policy and procedures relating to Behaviour Management		
Policy and procedures relating to Sickness absence		
Policy and procedures relating to Special Leave of absence		
Policy and procedures relating to Appraisal/Performance Management including dates on appraisals and continuing professional development meetings		

Appendix 3 - Induction Feedback Form

We would appreciate it you would spend a few minutes giving us some feedback relating to the induction programme the school has undertaken with you since you began your employment. Please return within 3 working days to School Business Manager.

Employee Name: _____ Start date: _____

Position: _____

How would you rate the induction process overall?

Excellent

Good

Fair

Poor

Questions	Comments	
1. Were you personally introduced to your new colleagues, managers and relevant people during your induction?	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
2. Has the induction process helped you understand your job, responsibilities, work standards?	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
3. Did you find the checklist useful? Please provide any suggested amendments.	<input type="checkbox"/> Yes	
	<input type="checkbox"/> No	
4. Which parts of the induction process were most useful?		
5. Which parts of the induction process did you find least useful?		
6. Comment on any part of the process that provided you with too much or too little information.		
7. How could the induction process be improved?		

Signature: _____ Date: _____