

## Induction of New Staff Policy

Written and ratified September 2018

Next review September 2019

### Introduction

Dussindale Primary School believes that it is important that, once a new member of staff has been appointed, they follow an induction procedure. Consequently, all teaching, support and temporary staff receive an induction training programme appropriate to the post being filled.

The staff responsible for Continuous Professional Development (CPD) are responsible for the co-ordination of this programme for all categories of staff and they also have responsibility for the induction of newly qualified teachers. The programme will run for the first two terms of the person's appointment. On completion of this period a check-list will be signed and dated by the co-ordinator and the new member of staff.

All teaching staff will be offered a one day induction programme before taking up the appointment.

Support staff will be offered an induction programme applicable to their specific role.

### Teaching Staff

All staff should be briefed by their manager, as soon as possible after their appointment, on issues relating to their appointment. This briefing should include detailed information relating to curriculum departmental policies, resources and procedures that relate to their team.

All staff should also have meetings with relevant senior staff. This will be, generally, organised on an annual basis and will take place prior to the commencement of the autumn term. The programme should include:

- Briefing by the Headteacher;
- Induction on key curriculum policies (Behaviour, Learning and Teaching, Homework, Assessments);
- Induction on key HR and H&S policies (Code of Conduct, Safeguarding and Child Protection, Health and Safety, Fire Policy, Attendance Policy, Equal Opportunities and Dignity at Work, ICT Acceptable Use, Social Media Policy etc.);
- The safeguarding response to children who go missing from education;
- The identity and role of the DSL and any deputies;
- SEN;
- Professional Status;

- ❑ Roles and responsibilities;
- ❑ A guide through the Staff Handbook;
- ❑ Learning Resource Centre;
- ❑ Line management procedures;
- ❑ Communication sources (e.g. email, meetings, shared server, notice boards etc., school calendar);
- ❑ Pastoral system.

During the course of the year an induction programme should be organised that includes:

- ❑ Performance Management;
- ❑ Reports, report writing and Parents' Evenings;
- ❑ Educational visits organisation;
- ❑ The role of governors;
- ❑ Professional development programme;
- ❑ Target setting, monitoring and evaluation.

### Newly Qualified Teachers

Before an NQT takes up an appointment, the following will be made available:

- ❑ The opportunity to visit the Dussindale Primary School to meet Headteacher and other colleagues;
- ❑ Dussindale Primary Schools website, all policies and procedures;
- ❑ The teaching timetable;
- ❑ Curricular documentation and text books relating to teaching subjects;
- ❑ Information about whole school equipment and resources available
- ❑ Explanation of Dussindales School Improvement Development Plan.

A mentor will be allocated who is responsible for planning and facilitating the Induction programme.

During the course of the first year Dussindale Primary School will aim to provide:

- ❑ Formalised observation schedule of experienced colleagues in the classroom;
- ❑ Observation of agreed lessons by a member of the Senior Leadership Team;
- ❑ Effective written and informal feedback following the observation;
- ❑ Visits to other academies/schools;
- ❑ Opportunities to meet and have discussion with other NQTs and other recently qualified colleagues;
- ❑ Opportunities for discussion on particular topics;
- ❑ A reduced commitment to provide cover for absent colleagues;
- ❑ The opportunity to attend INSET provided for NQTs.



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## Reports on progress

NQTs are made aware of the criteria used for monitoring progress, in line with the Induction Standards defined by the DfE.

## The role of the mentor for NQTs

The mentor for NQTs is an experienced member of staff supported by the Senior Leadership Team. The mentor will:

- ❑ Work in partnership with the NQT and use "The Career Entry Profile", where appropriate, to identify targets, competencies and support for each term in the NQT's first year;
- ❑ Negotiate an action plan for the second year;
- ❑ Meet formally as regularly as possible to discuss lesson observations, professional development and matters arising from the working week;
- ❑ Meet informally when required to offer support and guidance.

## Support Staff

All staff should be briefed by their line manager, as soon as possible after their appointment, on issues relating to their appointment. This briefing should include detailed information relating to departmental policies, resources and procedures that relate to the specific role.

All staff should also be introduced to relevant senior staff.

The induction programme should include:

- ❑ Briefing by the line manager;
- ❑ Induction to key policies
- ❑ Child Protection and Safeguarding;
  - The safeguarding response to children who go missing from education;
  - The identity and role of the DSL and any deputies;
- ❑ Roles and responsibilities;
- ❑ Staff Handbook;
- ❑ Line management procedures;
- ❑ Communication sources (e.g. email, meetings, shared server, notice boards etc., school calendar);
- ❑ CPD opportunities/performance management process.

This policy should be read in line with all other school policies.



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