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Lanesend Primary School

Induction Policy School Staff Policy

Signed: Date:
(Headteacher)

Signed: Date:
(Chair of Governors)

Review Date: September 2020 (Every 2 Years)

Reviewed By: Headteacher, School Development Manager
and Family Support and Safeguarding Lead

Lanesend Primary Induction Policy

At Lanesend Primary, it is important that *all* staff and volunteers are inducted into our team and that induction should begin as soon as practicable after the appointment or after an agreement of a volunteer placement.

Lanesend 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 and volunteers are welcomed into the whole school team, helped to establish their role and position within that team. It is vital that new staff and volunteers 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. This includes the Safeguarding of children and themselves and ensuring that they are fully briefed in Health and Safety regulations.

Responsibilities

The induction of all new staff and volunteers is an important aspect of school life and is essential in maintaining and developing the school ethos. It is essential that all new staff and volunteers know who is responsible for giving them support.

At Lanesend Primary School the Induction Programme for newly appointed staff and volunteers is the responsibility of the Headteacher. The induction process is then completed by appropriate members of staff who are responsible for certain aspects of the induction. Induction is there to help, reassure, guide, counsel, inform and listen, and is responsible for monitoring the progress and professional development of newly appointed staff, guiding new staff and volunteers through the school documentation, for whole school issues and for organising the appropriate support meetings.

The mentor of a newly appointed teacher such as NQT 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 files and other relevant paper work. Mentors who are to work with a newly appointed teacher, discuss their role in the Induction Programme with the Deputy Headteacher or 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, the Deputy Headteacher and the Progression Team. The Headteacher and Deputy Headteacher induct those newly appointed teachers who become members of the Progression Team.

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

The class teacher of a newly appointed Learning Support Assistant or volunteers in their classroom play a 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 Officer is responsible for integrating a new Learning Support Assistant into the team, offering support as a mentor and during LSA 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 given a buddy, but are also encouraged to approach any member of staff with any queries they might have.

A member of the Inclusion Team will have responsibility for volunteer mentors and ensure that they are happy and secure in their role within the school.

All staff and volunteers will have an induction with the School Development Manager regarding HR, Health and Safety, School Conduct and procedures around school. The Family Support and Safeguarding Lead will complete an induction regarding all aspects of Safeguarding, Child Protection and Medicines.

Aims of the Induction Programme

- To make all staff and volunteers feel welcome and at ease in their new environment.
- To enable new staff and volunteers to settle happily into school so that the quality of learning experienced by the children can be maintained and improved.
- To enable new staff and volunteers 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 and volunteers 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 volunteers to ensure there is a system of support in place.

After a successful interview, the Headteacher welcomes a new staff member to the school and answers any questions. Appointments are then made with the School Development Manager and the Family Support and Safeguarding Lead. At these appointments, new staff members are made aware of certain documents (they may be directed to the schools website to view these documents or given a paper copy if requested) These include:

- Code of Conduct (if staff)
- Staff Handbook or Volunteer Handbook
- Holiday list (including INSET Days)

- Safeguarding induction pack

New colleagues are shown around the school and their classroom is identified. New teachers, if possible, meet their Phase Lead and other members of the year group team, such as LSA's.

Pre Commencement Visits

Ideally, a new member of staff should visit the school several times before starting. This could be in term time or during a holiday. Members of staff meet the team that they will be working with, if they have not already done so. If a member of staff is appointed at the start of the new school year, it might be possible to use part of an INSET Day to continue the induction programme.

At this stage, the following documents will be available:

- National Curriculum Document;
- School Policies
- Child Protection Policy 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
- Dates for the diary
- Assessment cycle

It may be appropriate for a newly appointed member of staff or volunteer to 'shadow' a member of staff in the role they are going to undertake.

Initial Induction Meeting – Teaching Staff

The Headteacher or NQT mentor meets new teacher(s) early in their first term to plan details of the induction programme for the school year. The roles of the NQT mentor and year group partner are identified. The Headteacher can be approached informally at any time.

All staff are encouraged to attend regular meetings including twilights and any training opportunities.

Initial Induction Meeting – Non Teaching Staff

Non Teaching staff will meet with the Headteacher and Team Leader for discussions, when any questions will be answered. Each new member of staff will be allocated a buddy or mentor who will support the new member of staff via training or shadowing to establish daily routines. The Headteacher can be approached informally at any time.

Initial Induction Meeting – Volunteers

An initial meeting will be made with the Headteacher or School Development Manager to discuss the needs of the volunteer, who will then arrange for further induction meetings and a member of staff who will support them whilst in the school.

Induction Programme

The induction programme should cover the following where appropriate:

The school

- Tour
- 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 (i.e. to whom does the newly qualified teacher turn to help?)

Pastoral Organisation

- Rewards
- General principles of pupil care and guidance
- Counselling
- Record Keeping
- Assemblies
- Safeguarding and child protection procedures and training

Resources

- Within school and locally
- Location/supplier
- Procedures for obtaining
- Ordering
- Stock control
- Strategies for use

Classroom Management

- Organisation
- Display
- Strategies for creating differing teaching and reading environments (individual/small group/large group/whole class work)

Extra Curricular Activities

- Range
- Organisation
- Staff involvement

All induction forms are available from the Induction Policy Appendices file or the School Business Manager and Family and Safeguarding Lead.

Other parts of the Induction Programme

The induction programme incorporates the five 'professional' days for teaching staff. Non-teaching staff will be asked to attend these days, where appropriate.

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

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

The Inclusion Team and Family Team will discuss the additional needs provision within the school with new teachers, their role as a class teacher is assessing, and providing for, children with additional needs and the way in which the Code of Practice operates at Lanesend Primary School, also families that are requiring additional support or under social care.

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.

Areas with which mentors may support/help newly appointed teachers:

- Day to day organisation
- Class and school routines
- Classroom timetables
- Discipline procedures, including awards and sanctions
- Short term plans
- Initial and long term plans
- Year group use of files
- Marking and presentation for the school/year group
- Record keeping – teacher assessment grids, class lists, reading records and other records
- Reading scheme
- Home reading books
- Handwriting style
- Use of the photocopier

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. If required, new Governors will be assigned an experienced Governor who will mentor them through their first year. There is a Governor checklist alongside the induction process.