



# South Gosforth First School

*'Roots to grow and wings to fly'*

## South Gosforth First School Induction Policy

	<b>Staff</b> <ul style="list-style-type: none"><li>• READ IT</li><li>• CHANCE FOR FEEDBACK</li></ul>	<b>FGB/Sub committee</b> <ul style="list-style-type: none"><li>• APPROVED</li></ul>	<b>Accessible</b> <ul style="list-style-type: none"><li>• WEBSITE LINK</li><li>• SAVED</li></ul>
<b>Review Date:</b>	February 2023	February 2023	February 2023
<b>Next Review Due:</b>	February 2024		

**Member of staff with responsibility:**

- Mr Adams (Head Teacher)
- Miss Rachael Blackburn (Deputy Head Teacher)
- Mrs Catherine Burnett (EYFS Leader)
- Mrs Amanda Logan (KS1 Leader)
- Miss Kate Rutherford (KS2 Leader and SENCO)

**Summary of main points and actions:**

- **CHECKLIST FOR NEW MEMBERS OF STAFF, VISITORS AND VOLUNTEERS REGARDING POLICIES AND PROCEDURES IN SCHOOL.**

## **Staff Induction Policy**

This policy outlines South Gosforth First School's procedures for induction of teaching staff, students, support staff, volunteer staff and new children.

The policy will be implemented in accordance with agreed aims and other relevant policies including continuing professional development (CPD), performance management, health and safety, equalities, school improvement plan, safeguarding and behaviour.

### **Dissemination:**

- Head teacher / Deputy Head teacher to ensure all contents of this policy are included during induction of all new staff.
- Where appropriate, staff must sign to say that they have read and understand the contents of this policy.
- All staff, volunteers and visitors must be made aware that the policy is kept on the school network and that paper copies are available on request.
- A copy is available on the school website.

### **Aim:**

South Gosforth First School is committed to safeguarding and promoting the welfare of the children in its care. The induction programme is a vital process that is undertaken to support newly appointed staff, volunteers and students.

The induction of new staff, including support staff, is an important part of school life and essential in maintaining and developing the ethos of the school. The teaching staff are the schools most valuable resource and it is important that we invest time and effort to help each new staff member to settle in quickly and happily into school.

An effective induction programme for teachers and support staff is essential to maintain continuity of both purpose and care, and benefit from the additional expertise the new member of staff will bring.

Our priority is to raise standards and improve the quality of education for all our pupils in a safe and welcoming environment. We believe staff who are well supported and confident in their roles will help achieve this more successfully. The induction policy and the induction procedures aim to provide all newly appointed staff, and those changing role, with a programme of structured support and guidance appropriate to their role to enable them to:

- Integrate successfully into the school or new role;
- Consolidate their performance
- Gain experience and develop professional expertise

- Fulfil their job description successfully
- Have opportunities for observation and discussion of their work with senior staff to discuss any difficulties that may be experienced
- Identify their potential for career development and take advantage of opportunities for CPD
- Have opportunities to join in and contribute to discussions on school policy.

### **Procedures:**

All new staff will be provided with a staff induction programme which will include information on Safeguarding, Child Protection, Health and Safety, e-safety, the staff handbook, staff roles and responsibilities, first aid (including the Administration of Medicines Policy), SEN and the Behaviour Policy.

### **Supply staff:**

Supply staff should be welcomed by a member of the administration team. Their photographic identity will be verified and they will be issued with the appropriate visitor badge. They will receive, on the first visit, a handout 'information for supply teachers' which will detail the school day and expectations. The handout will also include information on procedures for safeguarding, and health and safety.

They will be advised that they can call on other teaching staff in the Key Stage if there are any difficulties.

Also included will be a handover sheet which the supply teacher should complete and leave in the classroom for the class teacher's return. The supply teacher will be advised if there is to be a fire alarm test and will be asked to make themselves familiar with the escape route in the classroom they will be working in. They will also be shown the staffroom.

### **Teaching Staff**

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

- Staff handbook and Code of Conduct
- ECT information if required
- School prospectus
- Access to policy documents
- Access to year group planning and resources
- Assessment advice, recording, reporting, resources and procedures
- Class list
- Child protection and Safeguarding Policy
- Behaviour and exclusions policy
- Health and safety including fire safety

- Timetables
- PPA arrangements
- SEND information
- Roles and responsibilities of all staff
- Educational visits policy

A member of the senior leadership team will ensure new staff are given a guided tour of the school, identifying locations of resources, procedures, staff and other relevant information.

All new teaching staff will be allocated a mentor to provide advice and support on a daily basis.

New staff will have access to the Leadership Team or the Head teacher to discuss additional training needs and difficulties they may be experiencing, in addition to performance management procedures.

An informal discussion at the end of the first month and then half termly during the first year with a staff colleague will be held to identify and resolve any concerns.

### **Early Career Teachers (ECTs)**

Induction for newly qualified teachers will be provided, following guidance from the DfE and the LA taking account of proposals to use individual career entry profiles. Induction advice and resources will be provided as for all teaching staff.

#### ECT's induction should:

- Match particular development needs, identified during training
- Provide appropriate development related to the teacher's strengths
- Identify targets to be achieved for the first year of teaching
- Provide opportunities for the teacher and line manager to record agreed targets and an action plan for their achievement, linking the teacher's needs with the school strategic plan and targets.

ECTs are allocated a mentor for day-to-day advice and support. They take part in the normal monitoring procedures and are provided with feedback to support assessment and development of the new teacher's practice. Additional supportive observation and feedback is provided by senior staff. The head and deputy head are available to discuss any additional training needs and difficulties that may be experienced. ECTs may represent their year team in curriculum support and other working groups and may provide information for their year team from the consultant. They are not expected to take lead responsibility for a curriculum area in their year team. ECTs will have a 10% reduction in their timetable in their first year and a 5% reduction in their second year.

## **Teaching Assistants**

Induction information should include:

- Staff roles and responsibilities
- The opportunity to work shadow the existing post holder or person undertaking a similar job where possible
- Information on the school with access to the staff handbook and policy information.
- Timetables and group lists for relevant classes
- Information concerning the child/children for whom they are responsible if appropriate
- Information on resources including SEND resources
- Information on assessment, record keeping
- Behaviour policy
- Safeguarding policy
- Training in the use of the photocopier, laminator.
- Introduction to the computer system and e-safety
- Health and safety
- Fire safety
- Information on training opportunities
- Access to all policies
- Opportunity to comment on policy and practices.

All staff will take part in performance management procedures.

## **Student Teachers**

School staff will liaise with University colleagues where appropriate. The minimum programme will include:

- Staff handbook
- School prospectus
- Access to policy documents
- Year group schemes of work
- Assessment advice, recording, reporting, resources and procedures
- Class list
- Safeguarding
- Behaviour policy and exclusions policy
- Health and safety including fire safety
- Information on whole school and year group resources, including ICT
- E-safety
- Timetables
- SEN information
- Roles and responsibilities of all staff

- Educational visits policy

### **Administrative Staff**

The School Business Manager (SBM) is responsible for the appropriate induction advice and training for administrative staff. Induction information should include:

- Information on the school, including the school prospectus
- The school aims
- Access to policies, resources and procedures
- Health, safety and security information
- E-safety
- Staff handbook
- Training to implement IT programmes and school administrative procedures
- Access (including log in) to confidential information, where appropriate, on children, staff and resources
- Opportunity to comment on policy and practice
- Safeguarding policy and procedures

All staff will take part in performance review procedures. A review meeting should be held with the business manager termly during the first year to identify and provide relevant support.

### **Premises Staff**

Currently school buys into a Service Level Agreement with Facility Services (the LA). Cleaning and School Meals staffs are line-managed by the team at Facility Services and they are responsible for the induction of all staff but the Head teacher supports and liaises with the team on a daily basis.

Induction should include:

- Relevant information on the school
- The school prospectus and access to aims and policies
- Health and safety and security issues
- The staff handbook
- Relevant information to help them carry out their job description effectively including guidance on safe use of chemicals and cleaning products and equipment
- Opportunities to comment on policy and practice
- Safeguarding policy and procedures

The Facility Services team will manage performance review procedures.

## **Lunchtime Assistants**

The Head teacher is responsible for the induction of lunchtime staff. A named mentor will be provided to give support with daily practice and training. Induction should include:

- Relevant information on the school, aims and policies
- Information of health and safety
- The staff handbook
- First aid, security and behaviour policies and procedures
- Safeguarding policy and procedures
- Relevant information to help them carry out their roles effectively

All staff will take part in performance review procedures.

## **Governors**

Governors have a vital role to play in providing support, advice and guidelines for the school. To enable the fulfilment of this role all new governors will be given a key documents file along with an induction pack. This information is in addition to the new governor. Induction information/guidance provided by governor services at the LA. The chair of governors is responsible for the induction of new governors.

The local induction should include:

- Opportunities for a tour of the school meeting staff
- School prospectus including staff roles and responsibilities
- Ofsted, test and EYFS information
- School and governing body policy documents
- Governing body and committees' roles and responsibilities
- Dates and times of whole governing body committee meetings
- Access to and information in previous governing body minutes
- Latest governing body report to parents and school newsletters
- Information on and access to governor courses including gel

All new governors should be provided with support on information current policies and practice. The governors' training officer should arrange to discuss the success of the induction arrangements at least twice during the first year to improve the quality and relevance of the induction arrangements.

## **New Children**

We aim to integrate new children happily and successfully into South Gosforth First School. The class teacher is responsible for arrangement for induction in liaison with the

Head teacher and SENCo, and will make contact with new pupils prior to their first attendance, where possible, and arrange a plan of visits for staff and children to meet during the spring and summer terms.

The purpose of this contact is to:

- Provide opportunities to gain the children's confident knowledge and trust in a known person
- Access and identify information on individual the child's and the cohort's progress
- Identify strengths and weaknesses, and make arrangements to match individual needs for support, welfare and SEN provision
- Provide relevant information to support the child(ren) in class appropriate to ability, behaviour, physical and emotional needs
- Provide information on aspects of transfer
- Manage induction visits to South Gosforth First School for children and their parents

### **Parents and children joining during the school year**

The Head teacher, Deputy Head teacher or Leadership Team are responsible for the induction of new children and their parents.

The minimum programme will include:

- Meeting with the Head teacher or Deputy Head teacher to discuss the child's needs and provide school information
- Guided tour around the school with an opportunity to meet the designated class teacher and class
- School prospectus
- School events dates
- Behaviour code
- Home school agreement
- Uniform and PE requirements
- School dinner/lunchtime arrangements
- Opportunity for the child to spend some time in school with the class before joining full time if appropriate

The class teacher will be responsible for the day-to-day induction of the child providing:

- A named buddy to support the child in daily routines
- Equipment – a reading book, exercise books, pencil and bag storage
- Information on homework, PE games, play/lunch arrangements, newsletters
- Assessment in liaison with SENCo to identify appropriate learning and emotional needs, pastoral support and parental contact



## **Volunteers**

The Headteacher, SLT or School Business Manager is responsible for the induction of parent helpers/volunteers. The minimum programme will include:

- Completion of the DBS process
- Guided tour of the school with an opportunity to meet the class teacher and class
- Staff handbook - the working day
- Training in the use of the photocopier, laminator where appropriate
- Clear guidance on reading practice where appropriate
- Safeguarding policy and procedure
- Child protection guidance
- Health and Safety Policy/guidance
- Fire safety guidance

## **Monitoring arrangements**

This policy will be reviewed annually by the governing body of South Gosforth First School.

**Date Agreed: February 2023**

**Date for Review: February 2024**