

Induction Policy

LISS JUNIOR SCHOOL INDUCTION POLICY

Introduction

This policy to include procedures for:
teaching staff (including supply staff)
non teaching staff (including administration, caretaking and catering)
new children (year 3 and those joining later)
parents
governors
parent helpers

The policy will be implemented in accordance with agreed aims and other relevant policies including Continuing Professional Development (CPD), Performance Management, Health and Safety and Equal Opportunities.

AIMS FOR LISS JUNIOR STAFF

Our priority is to raise standards and improve the quality of education for all our pupils. We believe staff who are well supported and confident in their roles will help achieve this more successfully.

These induction procedures aim to provide all newly appointed staff and those changing role with a programme of structured support and guidance as appropriate to their role to enable them to:

- integrate successfully into the school;
- 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

Supply Staff

Supply staff should:

- be welcomed by the head or a deputy head;
- receive, on the first visit, a handout 'Information for Supply Teachers' which forms part

of the Staff Handbook;

- be given relevant information on the class, curriculum and daily programme and advice on procedures by the year leader or a colleague in the Year Team if appropriate.
- be contacted by the class teacher and provided with a timetable and lesson plan if the class teacher's absence is planned in advance;
- have access to head and deputy head if difficulties arise.

Teaching Staff

All new staff should be given appropriate induction advice, training and resources by their line manager and year leader. This should include:

- National Curriculum documents
- Staff Handbook,
- School Brochure
- Policy documents, including School Aims and Strategic Plan
- Year group schemes of work,
- Assessment advice, recording, reporting, resources and procedures,
- Class and set lists, health, safety and personal information
- Information on whole school and year group resources, including ICT
- Timetables,
- SEN information.

The head/deputies will ensure new staff are given a guided tour of the school, identifying locations of resources, procedures, staff and other relevant information.

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

New staff have access to head deputies or their line manager 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.

NQT's

Induction for newly qualified teachers will be provided, following guidance from the DfEE and the LEA, taking account of proposals to use individual Career Entry Profiles.

Induction advice and resources will be provided as for all teaching staff.

Each NQT'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.

All NQTs take part in a five-day induction-training programme arranged by the County. This programme may include: opportunities to visit schools to observe good practice; a planned programme of training for curriculum, classroom management and personal development; regular discussions with experienced teachers involved in the programme.

NQTs are allocated a mentor, usually in their year group, for day-to-day advice and support.

NQTs teach 90% of the normal teaching day.

NQTs 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 are available to discuss any additional training needs and difficulties that may be experienced.

NQTs 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.

Non-teaching Staff

LSAs

The Deputy Headteacher is responsible for the induction of LSAs. Advice and training is provided by an LSA (grade 3) nominated buddy. SENCO, classteacher, Headteacher and deputy Headteacher provide additional support.

Induction should include:

- Introduction to school staff
- 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 which they are responsible if appropriate
- Information on resources including SEN resources.
- information on assessment, record keeping, the marking policy, the behaviour policy.
- Training in the use of the photocopier, comb binder, laminator.
- Introduction to the computer system
- Health and Safety information
- Information on training opportunities
- Opportunity to comment on policy and practices.
- Introduction to the structure of the literacy and numeracy hours

All staff will take part in Performance Review procedures.

An informal discussion will be held with the induction deputy headteacher during the

first month and thereafter termly in the first year to identify and provide relevant support.

There will be monthly team meetings.

Administrative Staff

The Administrative Officer and headteacher are responsible for the appropriate induction advice and training. All new staff will be provided with a named mentor to give support with daily practice and procedures.

Induction information should include:

- information on the school, including the school brochure, the school aims,
- policies, resources and procedures;
- health, safety and security information;
- training to implement ICT programmes and school administrative procedures
- access to confidential information, where appropriate, on children, staff and resources.
- opportunity to comment on policy and practice.

All staff will take part in Performance Review procedures.

An induction and review meeting should be held with the headteacher at the end of the first month and then termly during the first year to identify and provide relevant support.

Cleaning/Caretaking/Kitchen Staff

The caretaker, in liaison with the Headteacher, is responsible for the induction of all cleaning staff The school cook is responsible for the induction of kitchen staff

Induction should include relevant information on the school,

- The school brochure, access to aims and policies, including Health and Safety and Security issues;
- Relevant information to help them carry out their job description effectively.
- Opportunities to comment on policy and practice.

All staff will take part in Performance Review procedures.

Lunchtime Assistants

The Headteacher and the Senior Lunchtime Supervising Assistant are 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, First Aid, security and behaviour policies 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 should be given current relevant school information, policy documents and School Improvement Plan data.

The Chair of Governors is responsible for the induction of new governors. Then named governors for governor training with the help of the Clerk of Governors should provide the following information and resources:

- Opportunities for a tour of the school meeting staff
- School brochure including staffing, Ofsted and KS2 test information
- DfES information handbook on the role of governor
- School and Governing Body Policy document including Articles and Instruments of governors.
- 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 courses.

All new governors should be provided with a governor mentor to support with 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 Liss Junior's programme of work and opportunities.

The Lower Junior Coordinator is responsible for arrangement for induction in liaison with the Headteacher, SENCO and relevant staff at infant schools. The Lower Junior Coordinator will make contact with contributing infant schools in the Spring Term and arrange a plan of visits to meet staff and children during the spring and summer terms.

The purpose of these visits is to:

- provide opportunities to gain the children's confident knowledge and trust in a known person.
- Access and identify information on individual 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 group children in class according to ability, behaviour, physical and emotional needs.
- Provide information on aspects of transfer.
- Manage induction visits to Liss Junior for children and their parents.

Parents And Children Joining During The School Year

The Headteacher aided by the Deputy Headteacher are responsible for the induction of new children and their parents. The minimum programme will include:

- Meeting with the Headteacher or Deputy Headteacher to discuss child's needs and provide school information
- Guided tour around the school with an opportunity to meet the designated classteacher and class.
- School brochure, School Events Dates, Behaviour Code, Home School agreement uniform and PE requirements
- Opportunity for the child to spend some time in school with the class before joining full time if appropriate

The classteacher 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

Parent Helpers

The Headteacher aided by the Deputy Headteacher are responsible for the induction of parents helpers. The minimum programme will include:

- Completion of the CRB process
- Domestic arrangements
- Guided tour around the school with an opportunity to meet the designated classteacher and class.
- Training in the use of the photocopier, comb binder, laminator.
- Introduction to the computer system
- Health and Safety information