Induction of New Staff Policy



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| --- | --- | --- | --- |
| **Approved by:** |  | LAB | **Date:**  |
|  |  |  |  |
| **Last reviewed on:** |  | December 2020 |
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Contents

[Rationale 2](#_Toc22721795)

[Aim 2](#_Toc22721796)

[Induction Visit 3](#_Toc22721797)

[Mentor/Nominated member of staff 3](#_Toc22721798)

[Role of mentor/nominated member of staff 3](#_Toc22721799)

[Support staff 3](#_Toc22721800)

[Checklists 4](#_Toc22721801)

**Holy Trinity CE Primary Academy**

**Vision Statement 2019**

At Holy Trinity CE Primary Academy our distinctive Christian values are at the heart of all we do. Our children develop independent curiosity, acquire a life-long appetite for learning and become well-rounded individuals who achieve their full potential, both personally and academically.

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.”

 Jeremiah 29:11

We will record all information on the checks carried out in the school’s single central record (SCR). Copies of these checks, where appropriate, will be held in individuals’ personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

# Rationale

We recognise that induction of new staff is vital to the ethos and efficiency of the school. We operate as a team offering support and encouragement to each other and this should start from a new member of staff’s first induction to us.

# Aim

The aim of induction is to help new staff become fully effective as soon as possible in their new post. At Holy Trinity Primary Academy, we aim to do this by appointing a nominated member of staff/mentor from whom guidance can be sought. The will be responsible for:

* Introducing new staff to the school and the school’s working practices;
* Familiarising the new staff with the physical layout and resources within the school;
* Providing new staff with information pertinent to their role within school;
* Providing a supportive and welcoming ethos for new staff members.

# Induction Visit

Once appointed the new member of staff will be encouraged to visit the school prior to taking up appointment with us. During this meeting the new member of staff will be issued with an induction pack which includes the following information:

* Staff handbook
* School prospectus
* Access to relevant school policies
* Current school development plan
* Annual calendar for school improvement
* Diary dates
* Whistle Blowing Policy
* Confidentiality

# Mentor/Nominated member of staff

As each member of staff takes up the post they will be supported by a mentor/nominated colleague from whom they can seek advice and guidance. All mentor staff will be as supportive and welcoming as possible to their new colleague.

# Role of mentor/nominated member of staff

The role of the staff member working alongside the new teacher/support staff is a crucial one. As well as encouragement and support they will provide day-to-day advice on the routines of the school, forward planning, resources etc.

# Support staff

Teaching Assistants (TA’s) will receive guidance from the Class Teachers with whom they will work and additionally from the SENCO in the case of support for pupils with specific educational needs. Any relevant aspects of their job description will be discussed.

# Checklists

Attached are checklists for induction of teaching staff and TA’s as appropriate.



**Teaching Staff Induction Checklist**

Name of person supervising the induction: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This will normally be the Headteacher, who is responsible for making sure an effective and timely induction takes place, although this does not mean to say that they are the person who will actually do all of the induction.

Member of staff: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pre-induction

|  |  |  |
| --- | --- | --- |
| Item to be covered | Who | Tick when completed |
| Arrange pre visit if possible |  |  |
| Appoint mentor |  |  |
| Agree who will be covering which aspect of induction |  |  |
| Prepare induction pack |  |  |
| Prepare job description |  |  |



|  |  |  |  |
| --- | --- | --- | --- |
| **By end of first day** | Date completed | Who | Teachers initials |
| Layout of the school |  |  |  |
| Introduction to staff |  |  |  |
| Introduction to mentor |  |  |  |
| Explain checklist document/induction procedures |  |  |  |
| Health and safety issues/procedures* Safeguarding/child protection
* Person responsible for H&S
* Fire procedure
* First aid and accident reporting
* Child’s medical info
 |  |  |  |
| Explain the school’s Positive Behaviour Policy |  |  |  |
| Confirmation of rotas/worship assemblies/daily routines |  |  |  |
| Set up employees computer login/email/ScholarPack access/door access |  |  |  |
| **Arrange first week meeting time** |

|  |  |  |  |
| --- | --- | --- | --- |
| **By end of first week** | Date completed | Who | Teachers initials |
| Ensure the employee attends induction training sessions with relevant members of staff, e.g. the SENCO/DSL |  |  |  |
| Discussion of implementation of school policies, e.g.* Marking
* Teaching and learning
 |  |  |  |
| Outline school’s performance management system |  |  |  |
| Arrange meeting date |
| **First six months** | Date completed | Who | Teachers initials |
| Arrange additional training based on the review of the first week and performance management |  |  |  |
| Arrange a follow up with DSL |  |  |  |
| Ensure regular 1-2-1 meetings are held between employee and:* Mentor
* Line manager
 |  |  |  |
| Evaluate the success of the employee’s induction programme |  |  |  |



Teaching Assistant Induction

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Job Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Starter Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Headteacher/SMT Checklist**

To be explained/discussed/covered during the induction process.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Date completed | Who | TA initials |
| Introduction to staff |  |  |  |
| Person responsible for induction |  |  |  |
| Explain/checklist/induction procedures |  |  |  |
| Health and safety issues/procedures* Safeguarding/child protection
* Person responsible for H&S
* Fire procedure
* First aid and accident reporting
* Child’s medical info
 |  |  |  |
| School security, key codes for areas |  |  |  |
| General staff communication procedures |  |  |  |
| School calendar – highlighting key dates/times |  |  |  |
| Role in discipline/behaviour/anti-bullying strategies |  |  |  |
| Deployment timetable (if appropriate) |  |  |  |
| Staff performance management |  |  |  |
| School Improvement Plan |  |  |  |

**Class Teacher’s/SENCO induction checklist to be worked through with new TA**

To be explained/discussed/covered during the induction process.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Date completed | Who | TA initials |
| Layout of class/equipment etc. |  |  |  |
| Classroom rules and procedures |  |  |  |
| Classroom routines |  |  |  |
| Introduction to class/SEN pupils |  |  |  |
| Clarification of role, tasks and duties |  |  |  |
| Which pupils have additional support needs |  |  |  |
| Which pupils have medical or behavioural difficulties and how to respond  |  |  |  |
| Arrangements for planning, liaison etc. |  |  |  |