

# ROTHWELL VICTORIA PRIMARY LEARNING PARTNERSHIP

## Induction Policy September 2013

### Every Child Matters

Enjoy and  
Achieve

Make a  
Positive  
Contribution



Be Safe

Be Healthy

Achieve  
Economic  
Wellbeing

Rothwell Victoria Infant School



CARE SHARE  
HELP SMILE

Signed \_\_\_\_\_

Date \_\_\_\_\_



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## **Scope of the Policy**

This policy outlines the programme, which will be used by the Rothwell Victoria Primary Learning Partnership (RVPLP) to induct any newly appointed staff - both teaching and non-teaching - from January 2013 onwards.

After consultation with Governors and with members of staff it has been possible to draw up an Induction Programme which the staff feel best meets the needs of newly appointed staff and the school.

The Induction Programme for Newly Appointed Staff is the initial part of the school's Staff Development Programme, which involves *all* staff, both teaching and non-teaching.

## **Related Policies and Documents**

Safeguarding and Child Protection, Health & Safety, Whistle Blowing, Social Media Policy, School Prospectus, Staff Handbook & Staff Expectations

## **School Philosophy and Rationale**

The Governors and Staff team believe that new staff are entitled to an induction programme that warmly welcomes them and gives them the information to enable them to quickly feel confident, fully informed and secure in their new role. As a school we feel it is important that *all* staff, both teaching and non-teaching, are inducted into the whole school team. Such induction must begin as soon as possible after staff have been appointed.

Within the (RVPLP) we encourage 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 as well as members of the Whole School Team. It is important that new staff are welcomed into the school team, helped to establish their role and position within that team and enabled to grow and develop as individuals as well as team members. It is vital that new staff are given every assistance in settling into school quickly and happily and are helped to 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 whole school 'works'.

## **Who Supports Newly Appointed Staff?**

Within the RVPLP, the Induction Programme for Newly Appointed Staff operates under the direction of the Executive Head and Deputy Head Teacher who appoint an Induction Mentor for each new member of staff. The Induction Mentor is there to help, reassure, guide, counsel, inform and listen and is responsible for monitoring the induction of the newly appointed team member during the induction period. The Mentor is responsible for guiding new staff through the school documentation, for whole school issues and for organising any appropriate support from other staff members.

The Year Leader for each year team will advise and/or supervise the work of any member of staff joining their team. Curriculum Leaders will give information, support and advice about their curriculum area concerned.

All other staff in school also have a role to play in induction of any newly appointed staff. They all assist in integrating a new colleague into the school. They are willing to share experiences and ideas, help in practical ways and offer support. Newly appointed staff are encouraged to approach any member of staff with any question or queries they may have.

## **Others in a Supporting Role**

The Chair or a member of the Governing Body (G.B.) will welcome the new member of staff into the team and introduce them to other G.B. members.

## **Financing the Induction Programme**

The Executive Headteacher and governors of the RVPLP recognise that the appointment of new staff could necessitate the inclusion of money in the school budget in order to finance the Induction Programme.

The school may need to budget for supply cover for the Induction Mentor, or Deputy Head Teacher to spend time with the new staff, both in the classroom and/or in discussion and seminar sessions.

There will be a consideration of need to budget for newly appointed staff attending relevant courses when setting the overall school budget.

## The Induction Programme

### Aims of the Induction Programme

- To make all staff feel welcome immediately and at ease in their new environment.
- To ensure the effectiveness and efficiency of all staff in their own role and within the whole school team.
- To foster positive relationships between existing and newly appointed staff and to give meaning to school documentation.
- To enable new staff 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 ensure there is a system of support in place.

### At the Time of Interview

Immediately following a successful interview the Executive Headteacher or Deputy Headteacher will appoint a member of staff to act as Induction Mentor. This person will be available to welcome the new colleague to the school and answer any questions. At this stage the new member of staff will be given a Welcome Pack including:

- Staff Expectations Document
- School Prospectus
- Child Protection Policy
- Health & Safety Policy
- Whistle Blowing Policy
- Social Media Policy
- Staff Handbook
- Behaviour and Anti Bullying Policy

- Holiday list (including INSET Days)

The new colleague will be invited to look around the school if they have not already done so, and their classroom will be identified. In the case of a new teacher they will, if possible, meet other members of the team such as Teaching Assistants. In the case of a new Teaching Assistant, they will, if possible, meet the teachers. The Induction Mentor will arrange some suitable dates when the new colleague is able to visit the school and begin the Induction Programme before the start of the new school term/year.

### **Pre-term Visits**

If possible the new colleague, where appropriate, will visit the school on a number of occasions before the new term starts. This may be in term time or in holiday time depending on what is practical. If the new colleague is appointed at the start of the school year there may be an opportunity to use part of an INSET Day to continue the Induction Programme.

There should be an opportunity for the new teacher to meet with the Executive Head Teacher, Deputy Headteacher and Senior Leadership Team and Governors.

The Induction Mentor will explain the staffing structure in the school and introduce the new colleague to as many staff as possible. A further guided tour of the building will identify other classrooms, curriculum cupboards and stores etc. Points of general organisation will be discussed.

### **Induction**

The Induction Mentor will welcome the new staff member on the first day of employment. He/she will direct the new colleague to the staffroom/classroom/office/teaching area as appropriate and ensure that all immediate needs are identified and met (lunch arrangements, toilets, fire exits, stationary etc.). The mentor will arrange to liaise with the new team member at the end of the first day to answer any questions that may have arisen, and provide an opportunity to share any concerns. At this meeting the mentor and new team member will negotiate and plan a series of New Staff Support meetings. The regularity, timescale and format of these meetings will be appropriate to the individual, their role in the school, their experience, personal requirements and confidence.

## **Other Aspects of the Induction Programme**

The Induction Programme also includes the five INSET days for teaching staff, some of which non-teaching staff may be invited to attend.

All teaching staff attend regular staff and curriculum meetings. Non-teaching staff are welcome to attend staff meetings whenever possible. These meetings form a useful part of the Induction Programme for all staff.

The Deputy Headteacher may meet new teachers to discuss the provision within the school, their role as a class teacher in assessing and providing for children with special needs and the way in which the Code of Practice operates at the school.

New teachers may wish to 'shadow' another class teacher to observe matters, such as classroom organisation and management, differentiated curriculum, assessment strategies etc. These will also be discussed at the weekly year team planning meetings and informally each day.

The above elements of the Induction Programme will be tailored to meet the needs of individual newly appointed teachers depending on their previous experience and expertise.

The Support Staff, especially Learning Supports, depending upon experience, may find it useful to 'shadow' other LSAs as to how their role best supports pupils within the RVPLP

## **Induction of Newly Qualified Teachers**

### ***Rationale***

Newly qualified teachers bring a fresh outlook and new ideas into the school. Supporting NQTs allows experienced members of staff to critically evaluate their own teaching. We aim to provide a supportive atmosphere in which an NQT may reach their full potential and become a highly skilled member of the teaching profession.

### ***Aims***

- To provide a bridge from initial teacher training to effective professional practice
- To enable the NQT to make an effective contribution to the classes they teach, to the school as a whole and to the teaching profession generally.
- To create a climate which enables the NQT to take responsibility for their professional development.
- To build on the information provided in the NQT's Career Entry Profile, helping them identify objectives.
- To establish an individualised induction programme which is specific to the needs of the new teacher and our school context.
- To help the NQT to build upon the knowledge, skills and understanding developed in initial teacher training and to work towards successful completion of the statutory induction period.

### ***Objectives***

- Whole-school understanding of roles and responsibilities for induction
- An induction programme which builds on the Career Entry Profile and plans and revises professional development opportunities based on evidence of the NQT's progress
- Effective support from an induction mentor
- Productive and worthwhile monitoring and feedback
- Systematic review of the induction process through regular planned meetings
- Sufficient focus on the quality of the NQT's teaching and its effect on pupils' learning
- An induction programme which is viewed as a learning process by all participants
- Explicit management arrangements to support effective induction

### ***Broad Guidelines for the Induction***

- Upon entry to the school the NQT will be assigned a named Induction mentor who will oversee the whole induction process including assessment.
- The NQT will be given all planning material and resources including long term plans, and school policies and have the tracking and assessment system explained.

- The NQT will be given guidance and support by their mentor during regular support sessions arranged not less than once a week initially and thereafter as required.
- The NQT will be observed by the mentor at least once per half term over the induction period to assess and support skill development.
- Assessment sheets will be filled in at the end of each term and sent to the LA
- At the end of the year the induction mentor will make recommendations to the Head Teacher as to whether the induction period was successfully completed and report this on the relevant form to the LA.
- The NQT will receive 10% non-contact time to be spent on an induction programme drawn up by the induction mentor according to the specific needs specified in the Career Entry Profile, including observations of key members of staff and some observations by key members of staff. This will be in addition to PPA time of 10% for a full time member of staff.
- In all cases the first point of contact for the NQT will be the induction mentor who is there to support the NQT in all aspects of starting a career in teaching.

### **Induction of New Pupils**

When a new pupil enters the school during the school year they will be given a 'buddy' from the class who will 'befriend' that person. They will acquaint the new pupil with all members of that class. They will also show them around the school and inform them of the role of all the adults who work in the school. They will make them aware of the geographical context of the building and the location of resources.

The new pupil will be made aware of the procedures within the school and the day-to-day management structure and organisation. Should the pupil have any concerns, they should ask their 'buddy' who will inform other adults in an attempt to resolve the problem.

### **Review of the Policy**

This policy is regularly reviewed and updated where necessary. Such updating will be based on the experiences of recently appointed staff and the Induction Mentors and will take account of their comments and ideas. The Deputy Head Teacher will be continuously evaluating the Induction

Programme at all stages and may modify it if necessary during the school year.

### **Additional Support for Newly Appointed Teachers**

- Initial and long-term planning
- Short-term plans
- Day-to-day organisation
- Class and school routines
- Use of books and resources
- Marking and presentation
- Record keeping - teacher assessment, class lists, reading records, other records
- Reading Scheme
- Home reading diary
- Behaviour policy
- Classroom timetables
- Library project loans
- Handwriting style
- Use of the photocopier and other equipment, such as visualisers, digital camera and laminating machine
- Ordering resources
- Working with your LSA
- Use of P.E. equipment in the hall

### **Suggested Discussion Points for New Staff Meetings**

This is not an exhaustive list; it is a checklist for the mentor who will choose appropriate topics each week depending on the role and individual needs of the new staff member.

- Aims and ethos of the school
- Behaviour management
- Year planner for each month/term
- Teacher planning documents
- School Development Plan
- Health and Safety requirements

- Identification of future training needs
- Professional Development Record
- Role of the subject leader
- Resources
- Working with TAs
- Child protection with Designated Person
- Open nights and Parent Interviews
- Christmas events (Autumn term)
- Sports day (Summer term)
- Keeping pupil records
- Registers
- Written reports to parents (Summer term)
- Class out-of-school trips
- Assemblies
- Use of photocopier and ICT resources
- Response policy - how to mark work
- PE Equipment in hall (with subject leader)
- Assessment (with assessment leader)
- Special Educational Needs (with SENCOs)
- Staff Expectations
- Policies/statements
- Schemes of work with curriculum teams

**Staff Induction Record Form**

Name:

Job Title:

Mentor:

Items discussed	Comments	Date/initials

*To be completed and signed by the new staff member and the Deputy Headteacher at the end of each meeting.*

Date ratified by Governors ..... Signed (Chair) .....

Responsible for Review ..... Date of Review .....