



The Federation of Boskenwyn & Germoe Schools



INDUCTION POLICY

Induction is a process by which new members of staff are welcomed to The Federation of Boskenwyn & Germoe Schools. They will be welcomed and supported so they become familiar with routines and the school ethos.

Aim

The aim of this policy is to ensure that staff are fully integrated and fully operative members of staff.

Objectives

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

- Integrate successfully into the school community and work effectively individually and as part of a small team
- Be aware of the school's philosophy, aims and objectives.
- Develop knowledge and the skills to provide job satisfaction, motivation and quality learning experiences for all the pupils.
- Provide the opportunities for new staff to be informed of new procedures and educational developments.
- Enable new teachers to recognise issues pertinent to them and be able to share experiences and ideas.
- Enable new staff to be confident in asking for and receiving help.
- To build confidence and expertise in the classroom and in other areas of responsibility. Identify their personal needs for career development and take advantages of opportunities for continuing their professional development.

Mentoring

Mentoring will be carried out by the Deputy head/classteacher, NQT/ECT mentoring by J Nicholas or another nominated member of staff.

All members of staff will be proactive in ensuring the new staff member feels comfortable with their role within the school and is confident and able to carry out their duties.

Induction Programme

A clear and manageable programme will be put in place in line with performance management. Expectations will be clearly set out and will be in line with the role of the new member of staff during induction time with CPD teacher. A list of policies to read and sign will be circulated via email, these must be read within the first term to ensure all policies and procedures are familiar.

Organisation

The resources needed will depend on the post, but the information needed will be relevant and current. Aspects of the post will also vary, but will include time working within the setting alongside staff, children or independently.

Benefits of staff induction for the new member of staff:

- Avoiding information overload for the new staff member
- Ensuring vital information is shared

- Providing a focus
- Providing a sense of progress as responsibilities increase
- Assisting integration into the team
- Providing time to reflect, question and clarify
- New staff members become integrated members of staff more quickly
- Existing staff are clear about their roles with regard to new staff
- Staff conduct policy

Benefits of staff induction for the school:

- The staff and governors are reassured that the new member of staff is deemed competent to undertake their duties
- It assists in developing a shared culture
- It gives clarity of understanding to the schools' mission statement and goals
- It places each staff member's role in perspective across the whole team
- It ensures all staff are treated equally
- It identifies processes by which staff develop an understanding of their role and their responsibilities
- It clarifies priorities

Benefits of staff induction for the children:

- They have a confident and competent team or carers, working together in a consistent manner and in such a way that their health, safety, welfare, education and care needs are met

Procedures:

Teaching Staff

All new teaching staff should be given the appropriate induction training and resources by the head teacher. This should include:

- National Curriculum Documents
- Staff Hand Book
- Long and medium term planning
- Assessment advice, recording reporting, resources and procedures
- Class lists
- Time tables
- SEN information
- Child protection training and guidance

And in addition for NQT/ECTs:

Induction for newly qualified teachers or Early Careers Teachers will be provided following guidance from the DfE and the LA. This will take into account the individual Career Entry Profile.

Each NQT/ECTs induction should

- Match particular development needs to those that have been identified during training.
- Provide appropriate development related to the teachers personal strengths.
- Identify targets to be achieved during their first year of teaching.
- All NQT/ECTs should have the opportunity to attend specific courses or induction courses run by the county for NQT/ECTs. This may include opportunities to visit other schools to observe good practice and also to have regular discussions with experienced teachers.
- NQT/ECTs will be allocated a mentor for day to day advice and support.
- NQT/ECTs will take part in the normal monitoring procedures of the school and will be provided with feedback to support assessment and their individual development.

Supply staff should:

- Be welcomed by the head or another teacher
- Be given the relevant information on the class, curriculum and time-table and any other relevant information.

- Be given lesson plans (if the teacher's absence has been planned in advance)
- Have access to the head teacher or teacher in charge if difficulties arise.

Non-teaching staff Induction should include:

- Introduction to all members staff
- Information on the school with access to the Staff Handbook and relevant policy information

Students on work placement Induction will include:

- Information relating to Health and Safety issues
- Information relating to Child protection procedures
- Having a mentor who is their first contact

All teaching staff will take part in Performance Management reviews.

Monitoring

The head teacher will monitor the effectiveness of this policy on a regular basis and will then report to the governing body. If necessary, recommendations for improvements will be made.

Review

The governing body should review this policy every two years. However, the policy may be reviewed earlier than this if the government introduce new regulations or if the governors receive recommendations on how the policy might be improved.

Approved by governors September 2021

Review date September 2022

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P Blackburn, Executive Head Teacher

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Dr R Monhemius, Chair of Governors