

THOMAS GRAY PRIMARY SCHOOL

INDUCTION POLICY

Signed: A.P. Taylor
Chair of Governors

Date: 1/12/16

Signed: [Signature]
Headteacher

Date: 1/12/16

Date to be reviewed: Autumn 2019.

Induction Procedure for a New Member of Staff at Thomas Gray

Due to the fact that the responsibilities within education are so wide-ranging, we aim to make sure that new staff quickly become part of our established team and feel welcomed into our school. To ensure that this happens, we have an induction system that makes sure that new members of staff have all the information and support that they may require to have a successful induction.

Induction Procedures

- A welcome telephone call from the Head Teacher, Rachael Rimmer.
- Confirmation of your successful appointment to the school and the opportunity for you to visit the school to meet staff and pupils.
- The offer of a mentor, to ensure support and a smooth transition into the school working environment.
- Introductory information about the school in the form of school prospectus.
- Member of the office staff will complete an initial induction.

Thomas Gray Primary School

INDUCTION CHECKLIST

The aim of the Induction Checklist is to ensure all staff receive all necessary information about their job and conditions of service to assist them in settling in.

The induction Checklist comprises of two sections:

SECTION 1 Safeguarding and Key Policies Induction List (Please return to the office by the end of day 1)

SECTION 2 General Information (To be returned to the office staff no later than 2 weeks Following commencement)

The Induction Checklist must be completed for the following groups of staff:

1. All employees new to the Authority (teaching and non-teaching, permanent or temporary).
2. Work Experience Placements.
3. Agency Staff.
4. Employees returning to work after a prolonged absence, e.g. maternity Leave. Long term sickness absence can also benefit from a re-introduction to the workplace.

CHILD PROTECTION OFFICER/PROCEDURE

Mrs R Rimmer and Miss E Thomson are the designated teachers for child protection. If a child makes a disclosure, report this immediately to the class teacher and/or Mrs R Rimmer or Miss E Thomson. Please read the child protection policy for further information.

I can confirm that I have been issued with the documents indicated above and that the person responsible has highlighted the key points. I have also been informed that if I have any further queries I should raise these with the Head Teacher/Teacher Mentor, who has also signed this checklist.

Signed: (Employee) Date:
Name: (please print)

Signed: (Line Manager) Date:
Name: (please print)

THIS CHECKLIST SHOULD BE SIGNED AND RETURNED TO THE SCHOOL OFFICE/LINE MANAGER IMMEDIATELY FOLLOWING COMPLETION.

INDUCTION CHECKLIST

SECTION 2

GENERAL INDUCTION

This section is divided into two parts: Part A to be completed on the first day and Part to be completed within the first 2 weeks. Both parts are to be retained by the Manager/Supervisor until completed and then returned by the end of Week 2. The inductee and Head Teacher must initial the checklist on completion of each item. The checklist is not exhaustive. It is intended as a minimum requirement. It can therefore be added to as appropriate. The induction period will probably continue beyond the period stated in the checklist and this should be determined by the Head Teacher/Key Stage Leader and member of staff.

Name of Employee:

Post Title:

Date of Commencement:

Location/Department:

SECTION 2

PART A

GENERAL INDUCTION

At the end of your first week a member of the administration team and yourself should ensure that you have covered /been informed of the following. You should ensure you are fully aware and understand the policies and procedures before you sign this. Please initial as appropriate.

	Please initial as appropriate	
	You	Office Staff
Hours of work		
Office/school hours		
Introduction to the staff in your department		
Introduction to the staff in school		
You have presented all documentation to the Office Manager (Manger: Please ensure <u>all</u> documentation requested by the LA has been returned		
Pension Scheme details (issued with appointment letter for contracted staff)		
Your salary details/pay day/allowance and payslip explained		
Car Parking arrangements		
Issue of ID badge/arrangements made for production		
Sickness reporting procedure/notifying officer identified		
Financial regulations and procedures – if involved in cash handling from commencement of employment (covered on checklist B if not)		

INDUCTION

PART B

TO BE COMPLETED WITHIN THE FIRST TWO WEEKS

	Please initial as appropriate	
	You	Line Manager
Meeting with the Head Teacher/Head of Department/Line Manager (as applicable)		
Standard expected with area of work		
Introduction to all principal work contacts		
Duties of your post explained		
Representation on the Governing Body		
Structure of Senior Management		
<u>KEY POLICES – Available in staff room</u>		
Curriculum policies		
ICT Guide including Internet and email policy		
Whole School Behaviour policy including Child Protection.		
Sickness Absence Procedures		
Leave of Absence Procedures		
Procedures for School Visits		
Child Protection and Safeguarding		
Appraisal		
Equality Policy		
Behaviour Policy		
Prevent Training Online – https://www.foundationonline.org.uk/ (Please complete Training and hand certificate into the office)		

If there is any further information you would like about the school and how it works, please ask your Head Teacher/Key Stage Manager.

I am satisfied that all points covered in the Induction Checklist have been satisfactorily explained and that I understand the key policies and procedures of the School.

Signed: (Employee) Date:

Employee Name (Block Capitals):

Signed: (Head Teacher) Date:

Head Teacher's Name (Block Capitals):

HEAD TEACHER/KEY STAGE LEADERS MUST RETURN THE COMPLETED CHECKLIST TO _____ WITHIN TWO WEEKS OF EMPLOYEE'S COMMENCEMENT.

NQT INDUCTION **(Children and Young People's Services)**

THE INDUCTION PROCESS

A teacher must have Qualified Teacher Status (QTS) and be registered with the GTC before their statutory induction programme.

Effective induction builds on the knowledge, skills and achievements that Newly Qualified Teachers (NQTs) gain during their initial training. It is also a foundation for career-long professional development and provides the opportunity for experienced teachers to share their expertise.

Statutory induction arrangements for newly qualified teachers were introduced in 1999. All NQTs complete an induction period of three terms, beginning when they first take up a post that last for a term or more. Details of the arrangements can be found in DfES Guidance 0458/2003 (The induction Period for Newly Qualified Teachers) which sets out the Secretary of State's guidance on induction, to which those involved in the arrangements "must have regard". It is available on the DfES website: (www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/induction/)

The arrangements combine two elements:

- An individualised programme of mentoring and support.
- An assessment of the NQT's performance

Induction will build on:

- The standards for the award of QTS.
- The strengths and areas for development set out in the Career Entry and Development Profile (CEDP)

NQTs will be assessed at the end of the induction period against a set of Induction Standards. NQTs must show that they have met the Induction Standards in order to have full registration with the General Teaching Council for England and to be able to continue teaching in a maintained school or non-maintained special school.

The process of induction requires the school to appoint an appropriate Induction tutor to mentor the NQT. Key steps in the induction process are:

- Setting short, medium and long term objectives based on the CEDP and Induction Standards and individual needs.
- Half-termly observations and follow up discussions.
- Review meetings each half term, following observation and formative assessment.
- Summative termly assessment meetings, the focus moving from QTS Standards at the start of the year to the Induction Standards as the year progresses.
- Recording progress and sending reports to the appropriate body (Local Authority).

The NQT should receive an induction package comprising:

- A job description that makes no unreasonable demands.
- A reduced timetable of 90% of normal average teaching duties (10% non-contact time and 10% PPA time.)
- An individual programme of monitoring, support and assessment.
- Meetings with a school Induction Tutor and half termly reviews of progress.
- At least one observation of teaching each half term with oral and written feedback.
- An assessment meeting and report at the end of each term.
- Objectives and areas for development identified in the Career Entry Development Profile (CEDP) to help the NQT to meet the Induction Standards.
- Opportunity to observe experienced teachers.
- Appropriate training/advice from outside the school.
- Participation in school working groups.
- Discussion with the school SENCO.

Induction Procedure for a New Member of The Governing Body at Thomas Gray

As in any governing body, new people will regularly be joining the team as new appointments and elections are made. Due to the fact that responsibilities of the governing body are so wide-ranging, we want to make sure that new members quickly become part of our established team. To help this happen, we have an induction system that makes sure new recruits have all the information and support they need to do their job properly from the beginning.

Induction Procedures

- A welcome telephone call from Pam Taylor, Chair of Governors, giving information about the time and date of the next meeting and the contact point for further information.
- A written invitation to meet Mrs Rimmer, Head Teacher, and to visit the school during the working day to meet the staff and pupils.
- The offer of a mentor. An experienced member of the governing body who would help the new governor in the early stages.

Mentors:

- An introduction of the new governor at the first formal meeting and support from the Chair to help a new governor participate in the business of the meeting.
- Introductory information about the school and the workings of the governing body. (See checklist).

New governors are actively encouraged to play as full a part as they are able in the work of our governing body.

Information for new governors – checklist

- The names and contact details of the other members of the governing body.
- The contact details of the clerk to the governing body.
- School prospectus.
- A calendar of meeting dates for the coming year.
- The minutes of your last three governing body meetings.
- The membership of committees and working parties.
- A copy of 'A Guide to the Law for School Governors'.
- The instrument of government for your school.
- The latest versions of your school improvement plans.
- Your most recent Ofsted report and action plan (if relevant)
- Information on where to access school policies.
- Details of training opportunities available to governors.
- Contact details of local and national governor support organisations.