

The Edge Schools' Federation



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Background

This policy outlines the programme that is used at The Edge Schools' Federation to induct any newly appointed staff (both teaching and non teaching) and governors. It gives a framework within which all staff and governors can work together to ensure a smooth induction for new staff.

The Induction Programme for newly appointed staff is the first part of the School's Staff Development Programme, which involves all staff - both teaching and non teaching.

Staff are our most expensive resource and form a large part of the investment of the school and therefore the induction programme is planned and budgeted for in the School Development/Improvement Plan.

Philosophy

Across the Federation we feel it is important that all staff - both teaching and non teaching are inducted into the whole team and that induction should begin as soon as practicable after the appointment.

The Edge Schools' Federation encourages 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 and as members of the whole school team. It is important that new staff are welcomed into the whole school team, helped to establish their role and position within that team. It is vital that new staff are given every assistance in settling into school quickly and happily and 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 school operates.

Responsibilities - Who Supports Newly Appointed Staff?

The induction of all new staff, including support staff, is an important aspect of school life and is essential in maintaining and developing the school ethos. It is essential that all new staff know who is responsible for giving them support.

At The Edge Schools' Federation the Induction Programme for newly appointed staff operates under the direction of the Headteacher. The Headteacher acts as induction co-ordinator for newly appointed staff as well as being the Staff Development Co-ordinator. Induction is there to help, reassure, guide, counsel, inform and listen, and is responsible for monitoring the progress and professional development of newly appointed staff, guiding new staff through the school documentation, for whole school issues and for organising the appropriate support meetings.

The mentor of a newly appointed teacher such as NQT has an important role in the induction programme. This colleague acts as a 'friend', guide, supporter and adviser on a day-to-day basis, as well as sharing planning on a weekly and termly basis. A teacher who is appointed to take on a teaching role other than that of a class teacher, for example a Booster Class, would have one particular teacher colleague to act as their supporter. This person would take on a similar role to that of the mentor.

Mentors who are to work with a newly appointed teacher, discuss their role in the Induction Programme with the Headteacher before the new staff member starts work at the school.

The induction of a new Headteacher is the responsibility of the Chair of Governors.

Curriculum co-ordinators will give information, support and advice about the curriculum.

All other staff in school are involved in the induction of any newly appointed staff. All staff assist in integrating a new colleague into the Whole School Team. They share experiences and ideas, help in practical ways and offer support. Newly appointed staff are encouraged to approach any member of staff with any queries they might have. The Headteacher adds the newly appointed staff to the INSET plans for the year and consults new staff regarding their INSET needs through the performance appraisal process.

Financing the Induction Programme

The Headteacher and Governors of The Edge Schools' Federation recognise the necessity for allocation of funds from the school budget in order to finance the Induction Programme.

The school might need to budget for supply cover so that the Headteacher/mentor can spend time with new staff in the classroom and/or in discussion sessions.

The Headteacher will need to budget for newly appointed staff to attend relevant courses.

Money for extra class/curriculum resources and for photocopying documents in the induction pack will be required.

The Induction Programme

Aims of the Induction Programme

- To make all staff feel welcome and at ease in their new environment.
- To enable new staff to settle happily into school so that the quality of learning experienced by the children can be maintained and improved.
- 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 enable new staff to make a full contribution, taking on all their responsibilities as soon as possible.
- To foster positive relationships between existing and newly appointed staff and to ensure there is a system of support in place.

Immediately after a successful interview, the Headteacher welcomes a new colleague to the school and answers any questions. At this stage, new staff members are made aware of certain documents (they may be directed to the school's website to view these documents or given a paper copy if requested). These include:

- School Prospectus
- Staff Handbook
- Holiday list (including INSET Days)

New colleagues are shown around the school and their classroom is identified. New teachers, if possible, meet their mentor and other members of the team, such as TA's.

Pre Commencement Visits

Ideally, a new colleague should visit the school several times before starting. This could be in term time or during a holiday. Newly appointed TA's do not need to visit as often as a new teacher. If a colleague is appointed at the start of the new school year, it might be practicable to use part of an INSET Day to continue the induction programme.

At this stage, the induction co-ordinator makes available and explains further documentation including:-

- National Curriculum Document;
- School Policies
- Child Protection Policy and Safeguarding Procedures;
- School record keeping systems;
- Timetables and rotas;
- Term Planner (this includes the dates of all major events in the school year);
- Class lists and class records (teachers only).

A full list of possible items in an induction pack for new staff is in Appendix 1. Some items may not be appropriate for non-teaching staff.

New teachers meet the Headteacher.

The Headteacher explains the school's staffing structure and introduces new colleagues to as many staff as possible. A second guided tour of the building helps identification of curriculum resource and stores etc.

Initial Induction Meeting – Teaching Staff

The induction co-ordinator or NQT mentor meets new teacher early in their first term to plan details of the induction programme for the school year. The roles of the induction co-ordinator and year group partner are identified. The induction co-ordinator can be approached informally at any time.

Regular new teaching staff support meetings, taking the form of discussions are agreed. These could be 'twilight' meetings or held during the school day, if cover can be organised.

Initial Induction Meeting – Non Teaching Staff

The HT meets non teaching staff early in the term for discussions, when any questions will be answered. Each new member of staff will be allocated to a TA mentor who will support the new TA's via training and in establishing daily routines. The TA Mentor can be approached informally at any time.

The agenda for the next meeting is agreed each time by all parties involved and might include recent policy documents or statements, concerns or queries about the children and the general life and work of the school in relation to non teaching staff.

Meeting with the Headteacher

Newly appointed staff meet the Headteacher to discuss their job description.

Induction Programme

The induction programme should cover the following where appropriate:

The school

- Map or plan
- Environment
- Catchment area
- Organisation
- Basic routines, procedures and documents outlined in the Staff Handbook, (registration, marking policy, assessment, recording and reporting, duties, emergency procedures, Health and Safety, etc)

The staff

- Staffing structures (staff handbook)
- Responsibilities (teaching and non teaching staff)
- Lines of communication (i.e. to whom does the newly qualified teacher turn to help?)

Pastoral Organisation

- Discipline
- Rewards
- Sanctions
- General principles of pupil care and guidance
- Counselling
- Records of achievement
- Assemblies
- Child Protection Plans and Training

Resources

- Within school and locally
- Location/supplier
- Procedures for obtaining
- Ordering
- Stock control
- Strategies for use

Classroom Management

- Organisation
- Display
- Strategies for creating differing teaching and reading environments (individual/small group/large group/whole class work)

Extra Curricular Activities

- Range
- Organisation
- Staff involvement

Other parts of the Induction Programme

The induction programme incorporates the five 'professional' days for teaching staff. Non teaching staff will be asked to attend two of these days.

All teaching staff attend regular staff and curriculum meetings. Non teaching staff attend where appropriate.

Curriculum leaders should meet new teachers to discuss curriculum policies and schemes of work.

The SENDCo might discuss the special needs provision within the school with new teachers, their role as a class teacher is assessing, and providing for, children with special needs and the way in which the Code of Practice operates across The Edge Schools' Federation.

The assigned mentors will meet new teachers to discuss teacher assessment, record keeping, reporting to parents etc.

The above elements of the induction programme are tailored individually for newly appointed teachers, depending on their previous experience and expertise.

Areas with which mentors may support/help newly appointed teachers:

- Day to day organisation
- Class and school routines
- Classroom timetables
- Discipline procedures, including awards and sanctions
- Short term plans
- Initial and long term plans
- Year group use of exercise books
- Marking and presentation for the school/year group
- Record keeping - teacher assessment grids, class lists, reading records and other records
- Reading scheme
- Home reading books
- Handwriting style
- Use of the photocopier

Extra Information

1. Open nights
2. Festival activities
3. Class visits
4. Class assemblies
5. Health and Fitness Week

Governors

Governors are an important part of the management structure of the school and need time to acquaint themselves with policies and other key documents. New Governors will be assigned an experienced Governor who will mentor them through their first year.

All new Governors will be given an induction pack. Appendix 4a contains an induction checklist for new Governors.

Appendix 1 (Induction Resources for New Staff)

- Child Protection Policy and Safeguarding Procedures
- School Development Plan
- Behaviour and Anti Bullying Policy
- Blank timetable sheet
- Class list
- Code of Practice for Special Needs
- Curriculum Documents Format
- Curriculum Guidance for the Foundation Stage (Early Years Teachers only)
- Directed time
- Health and Safety Policy
- Holiday list
- INSET notes
- Library information
- Literacy framework
- Medical register
- National curriculum handbook
- Numeracy framework
- Planning master sheets
- Policies file (including list of all policies and statements)
- Pupil records
- Reading scheme
- Registration procedures
- School Prospectus
- School rules/Code of Conduct
- SEN register
- Staff handbook
- Staff structure/list
- Staff meeting dates
- Timetables
- Educational Visits Policy

Appendix 2 (Induction of New Staff: Roles and Responsibilities)

Staff responsible for their induction on arrival	School Role	Directly responsible for the induction of the following staff
Governors	Headteacher	All staff
Headteacher NQT Mentors	Teachers/NQT's	Teachers/NQT's
SENDCo	Teaching Assistants	New Teaching Assistants
Head Teacher	Lunchtime Supervisor	New Supervisory Staff

Name:

Appendix 3 (Policies and Documentation Checklist)

- The following documentation is in your classroom and should be given to you before you start working in the school.
- The documents belong to the school and should be left behind when you leave.
- The documents are provided to support your teaching. Please read them as soon as possible, especially the Staff Handbook and Curriculum Policies.
- Please inform the office if there is a document missing.

Document/Policy	Received	Read
1/ Staff Handbook		
2/ Health and Safety Policy		
3/ Planning File		
4/ Assessment, Recording and Reporting Policy		
5/ SEN Policy		
6/ Ed Visits Policy		
7/ Behaviour and Discipline Policy		
8/ Homework Policy		
9/ Child Protection Policy		
10/ Safeguarding Policy		
11/ Equal Opportunities Policy		
Curriculum Policies		
1/ English		
2/ Mathematics		
3/ Science		
4/ Information and Communication Technology		
5/ Religious Education		
6/ Technology and Design		
7/ History		
8/ Geography		
9/ Physical Education		
10/ Music		
11/ Art and Design		
12/ Handwriting		
13/ PSHE and Citizenship		

Appendix 4 (Induction Procedures Check List)

To help you settle in as quickly as possible you should have the following meetings or discussion with staff. Please keep a record for future reference.

Activity/Meeting/Discussion	Member(s) of staff	Issues for Discussion	Date Completed
Welcome/staff introductions and initial meeting with Headteacher on or before taking up post	HT		
Be allocated an Induction tutor / Initial meeting with Induction tutor	HT	Share school policies e.g. AfL, Inclusion, Child Protection, Behaviour, Anti-bullying, Educational Visits, Children Missing Education	
Be given important diary dates/ school calendar, meeting times etc.	HT		
Be given staff list/structure	HT		
Be given a list of current policies and shown their location on shared drive (school network)	HT		
Be given details about registration procedures, timings for the day, playtime and lunchtime routines, protocol when ill etc.	HT		
Be given a tour of the building and shown resource areas, noticeboards etc.	Admin/TA		
Be shown photocopier, fax, telephone system etc.	Admin		
Complete Health and Safety Induction	HT		
Be given a copy of the school prospectus, SDP and SEF	HT		
Be given a copy of the Employee Code of Conduct	Admin		
Consider immediate training needs and arrange training (e.g. systems)	HT		

Meetings with staff			
Initial meeting with head of Department, e.g. key stage co-ordinator	Mentor	Planning schemes, timetables, behaviour policy, resources and curriculum files.	
Special Educational Needs	SENDCO	To discuss pupils in class with special needs, IEP's etc	
Assessment recording and reporting	Mentor	To discuss plans, record keeping, assessment, reports	
Homework	Mentor	Homework diaries, provision	
Initial meeting with staff in same phase	Mentor	To discuss plans, expectations, setting, standards, groupings.	

Start Date: _____

Completion Date: _____

Signed: _____ **(Staff Member)**

Signed: _____ **(Line Manager)**

Appendix 4a (Induction Checklist for new Governors)

After an appointment a new Governor should:	By Whom	Required/ not	Completed
Be invited to visit the school to have a tour of the school and meet members of staff	HT		
Be given information about the role of Governors generally and how our Governing Body works specifically - details of sub committees etc.	CHAIR		
Be given a copy of the last minutes and Headteachers report of the last full Governors meeting	HT		
Be introduced to key school documents such as SDP, Raise Online by specific training	CHAIR		
Be given a copy of the Legal Guide to Governors	CHAIR		
Be given the names and details of all other Governors	CHAIR		
Be invited to visit the school again, either to attend an assembly, to have a school dinner or to work in classrooms etc.	HT/CHAIR		
Be made aware of training available and be encouraged to attend induction training run by LA as soon as possible	HT		
Ensure Governors section has details of new Governor	HT/CHAIR		
Be given a copy of the School Development Plan and School Profile	HT		
Complete and send off a CRB disclosure form	HT		
Be asked to complete a a declaration of business interests form	HT		
Be given a copy of the Code of Conduct	HT		
Be given a copy of the Finance Policy	HT		
Be given a copy of the Barnsley Scheme for Financing Schools	HT		
Be given a list of current policy documents	HT		
Be given a copy of the last OFSTED inspection report	HT		
Be given the dates of the next sub committee times and termly meetings	HT		
Be given a copy of the school prospectus	HT		
Be given a copy of the SDP	HT		

Signed: _____

Date: _____

Appendix 6 (Important contact telephone numbers)

School: 01694 771359

Headteacher: 07730681289

Mentor:

Appendix 7 (Checklist for staff leaving The Edge Schools' Federation)

Applicable for staff who are retiring, taking up another post, taking maternity leave or extended leave.

Action to be completed or item to be handed back to school	Signature of member of staff receiving the items	Date
Dates (leaving/returning) in writing		
Communicate diary commitments, dates, appointments		
Return school keys and fobs		
Return identification badge		
Return IT equipment (laptop/s, camera, video camera, visualiser)		
Ensure planning is saved on Shared drive		
Ensure class records are up to date and handed over		
Deactivate individual log in details/passwords		
Return all school property: books etc (see below for a list of items, this list includes some specific resources e.g. Read Write Inc. but is not intended to be exhaustive)		
Leave future contact details (optional)		

	Date	Signed
Classroom keys		
Class camera		
Class Flip video camera		
Laptop/iPad		
Class visualiser		
Class author books		
Optional SAT's papers		
APP Writing File		
APP Reading File		
APP S&L File		
APP Science File		
APP Maths File		
Curriculum/Topic Files		
Framework Maths - Mental Maths book		

I understand and agree that I will not access any school sites using known passwords.

I understand and agree to respect that information about the school, staff and pupils is confidential.

Signed (staff member): _____ Date: _____

Signed (line manager): _____ Date: _____

Resources/equipment to be left in classrooms

Review of the Policy

This policy is reviewed regularly and updated as necessary. Amendments are based on the experiences of recently appointed staff and the induction co-ordinator and take account of their comments at all stages and if necessary, modifies it during the school year.