

Spalding Special Schools Federation Induction Policy

Induction

This policy includes procedure for:

- Teaching staff (including supply staff).
- Non teaching staff (including administration, caretaking and catering).
- Governors.

The policy will be implemented in accordance with agreed aims and other relevant policies including Continuing Professional Development (CDP).

Aims

Our priority is to raise standards and improve the quality of education for all our pupils. We believe staff who are well supported and confident in their roles will help achieve this more successfully.

Procedures

Supply Staff

Supply staff should:

- Be welcomed by the Head, Deputy or Assistant Head.
- Receive a handout 'Information for New Staff'.
- Be given relevant information on the class, curriculum and daily programme and advice on procedures by the Head of Key Stage or colleague in the Year Team.
- Be provided with a timetable and lesson plan if the class teacher's absence is planned in advance.
- Have access to the Senior Management Team if difficulties arise.

Teaching Staff

All new staff should be given appropriate induction advice, training and resources. This should include:

- National Curriculum documents.
- Information handout.
- School Brochure.
- Policy documents, including school Aims and SDP.
- Year group schemes of work.
- Assessment advice, recoding, reporting, resources and procedures.
- Class lists, health and safety and personal information.
- Information of whole school and year group resources, including ICT.
- Timetables.
- SEN information.
- Behaviour Management Plans (where applicable).

The Head/Deputy will ensure new staff are given a guided tour of the school, identifying locations of resources, procedures, staff and other relevant information.

All new staff will be allocated a mentor to provide advice and support on a daily basis or new role requirements.

A series of three meetings will be held with all new members of staff by their direct line manager. The meetings should take place on day one, after two weeks and finally after three months. The Induction Checklists should be used as a framework/agenda for each of the meetings held.

Newly Qualified Teachers

For Newly Qualified Teachers the schools provide a programme of support, monitoring and assessment. The timetable for this programme is provided at a whole school level and at an individual NQT level.

Each Newly Qualified Teacher is provided with an Induction Tutor who will either be a named senior, experienced and competent member of staff.

The Induction Tutor is responsible for the day to day management of the induction of Newly Qualified Teachers.

Induction tutors will be supported in their role by:

- Being provided with information from the LEA, TTA and school, relevant to the induction process
- Being offered training provided by the LEA on the Role of the Induction Tutor
- Having meetings with the member of staff responsible for the overall induction programme in the school
- Having their role as an induction tutor as part of their performance management process
- Through the monitoring and feedback of the induction provision in the school undertaken by the member of staff responsible for the overall induction programme
- Asking for feedback from the school and from the LEA on the quality of their work

School Induction Programme for Newly Qualified Teachers

The induction programme for staff new to teaching is designed to induct them into the profession and into school.

At the schools all new teachers are expected to undertake their professional responsibility in striving to meet high standards.

The induction programme at the schools consists of support; monitoring and assessment elements and NQTs are expected to engage in the programme.

All new teachers are allocated an Induction Tutor.

Within the resources available in the school new teachers are offered a mentor when possible.

All new teachers are invited to visit the school before they take up post.

All new teachers are met on their first day by their mentor / line manager.

All new teachers are provided with copies of school policies and the school's staff handbook and be expected to develop their understanding of them.

NQTs will receive feedback on their strengths and areas of development.

Induction Tutors are responsible for the day-to-day management of their NQT's induction and will meet with their NQT regularly. The Induction Tutor reviews progress, set targets and identifies support strategies with the NQT.

All newly qualified teachers are observed teaching during their statutory induction period and this is undertaken by the Induction Tutor, a senior member of staff or an experienced teacher as appropriate (see the NQT induction programme for details).

Three formal assessments will be undertaken during the NQT induction period. The NQT, Induction Tutor and Head Teacher will document these on forms that are sent to the LEA and must be signed.

Each NQT has 10% professional development time during their statutory induction period. This is in addition to the teaching and professional development time that other substantive teachers would expect in the school.

Each NQT has a planned programme to ensure 10% professional development is used to the maximum effect.

NQTs use the Career Entry and Development profile as a basis of planning the initial stages of their induction.

Each NQT develops with their Induction Tutor their own induction and support plan.

The Induction Tutor and school maintains a documented record of the NQTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments and professional development activities undertaken.

Newly Qualified Teachers who are not meeting the induction standards or making satisfactory progress towards them will develop with the Induction Tutor a detailed action plan. The school will increase the support necessary to implement the action plan within the available resources within the school. As appropriate the LEA will be involved to ensure the action plan can be implemented.

Teaching Assistants

The Deputy and Assistant Head are responsible for the induction of TA's. Advice and training is supported by a nominated HLTA and the class teacher. The SMT will provide additional support.

Induction should include:

- Induction to new staff.
- The opportunity to liaise/observe with a person undertaking a similar job where possible.
- Information on the school with access to policies.
- Timetables and class lists.
- Information concerning the child/children for which they are responsible.
- Information on resources.
- Information on assessment and recording.
- Training in the use of the photocopier.
- Introduction to the computer system.
- Health and Safety information.
- Training opportunities and Performance Management.
- Opportunity to comment on policy and practices.
- Introduction to Literacy and Numeracy.

A series of three meetings will be held with all new members of staff by their direct line manager. The meetings should take place on day one, after two weeks and finally after three months. The Induction Checklists should be used as a framework/agenda for each of the meetings held.

There will be weekly staff meetings for all staff.

Administrative Staff

The School Business Manager is responsible for the appropriate induction advice and training. All new staff will be provided with a named mentor to give support with daily practice and procedures.

Induction information should include:

- Information on the school, including the school brochure, the school aims, relevant policies, resources and procedures.
- Health, safety and security information.
- Training to implement ICT programmes and school administrative procedures.
- Access to confidential information, where appropriate, on children, staff and resources.
- Opportunity to comment on policy and practice.

All staff will take part in Performance Management procedures.

A series of three meetings will be held with all new members of staff by their direct line manager. The meetings should take place on day one, after two weeks and finally after three months. The Induction Checklists should be used as a framework/agenda for each of the meetings held.

Cleaning/Caretaking/Kitchen Staff

The caretaker, in liaison with the Headteacher, is responsible of all cleaning staff. The school cook is responsible for the induction of kitchen staff.

Induction should include relevant information on the school.

- The school brochure, access to aims and relevant policies, including Health and Safety and security issues.
- Relevant information to help them carry out their job description effectively.
- Opportunities to comment on policy and practice.

A series of three meetings will be held with all new members of staff by their direct line manager. The meetings should take place on day one, after two weeks and finally after three months. The Induction Checklists should be used as a framework/agenda for each of the meetings held.

All staff will take part in Performance Management Procedures.

Governors

Governors have a vital role to play in providing support, advice and guidelines for the school. To enable the fulfilment of this role all new governors should be given current relevant school information, policy documents and SIP.

The Chair of Governors is responsible for the induction of new governors. A named governor for training, with the help of the Clerk to Governors should provide the following information and resources:

- Opportunities for a tour of the school meeting staff.
- School brochure including staffing, Ofsted Report, SATs and external accreditation results.
- DfEs information handbook on the role of the governor.
- School and Governing Body Policy documents including Articles and Instruments of Governors.
- Dates and times of whole governing body and sub committee meetings.
- Access and information of previous governing body minutes, latest governing body report to parents and school newsletters.
- Information and access to governor courses.

All new governors should be provided with a governor mentor to support with information, current policies and practice. The Chair should arrange to discuss the induction arrangements at least twice during the first year to improve the quality and relevance of the induction arrangements.

This Induction Policy was adopted by the Governing Body and reviewed in March 2015.