



### Introduction

This policy applies to all employees and also, as appropriate, to volunteers, agency staff and governors who will all receive a tailored induction programme which will include information, training, observation, and mentoring (as appropriate).

#### Safeguarding Children and Child Protection will feature prominently in every induction programme.

The first weeks and months are vital to the success of any appointment. The arrangements made for introducing a new employee, volunteer or governor to the duties of the post, and to the school as a whole, provide the foundation for the successful and safe contribution to the school.

The Induction Programme is designed to help new employees, volunteers and governors become familiar with the requirements of their position and learn about the school values, ethos, priorities, aims and working practices effectively and efficiently so that they become knowledgeable and confident as quickly as possible.

Induction is an organic on-going and evolving process that may realistically take weeks or months. The ethos of the school is that learning is a shared responsibility and there is an expectation that new members joining the Eversley will be proactive in asking for information and help – however big or small.

The Induction process will:

- Provide information and training on the school's policies and procedures;
- Provide Safeguarding and Child Protection information - including outlining responsibilities;
- Enable the colleague to contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meeting the needs of pupils, parents and the wider community;
- Contribute to the colleague's sense of job satisfaction and personal achievement;
- Explain the school's Safer Code of Conduct to ensure that all staff, volunteers and governors new to the school understand what is expected of them at the school and gain support to achieve those expectations;
- Identify and address any specific training needs;
- Include a meeting with the Headteacher or senior member of staff;
- Signpost essential policies on the website and ensure that these have been read and understood;
- Provide copies of essential documents relating to role;
- Explain help and support available;
- Provide details of work shadowing and assigning of a mentor if appropriate;
- Provide details of other relevant individuals with responsibility for induction e.g. the IT technician to offer logins etc, the designated mentor or supervisor.

### Management and Organisation of Induction

#### Responsibility for Induction

The Deputy Headteacher is responsible for the overall management and organisation of the induction of new teachers, NQTs, teaching assistants, trainees, Governors, playleaders and volunteers to the school. The School Business Manager is responsible for the overall management and Induction of office staff, welfare staff, librarian, site staff, supply teachers and agency staff. The SENCO is responsible for the overall management and organisation of induction of new learning support assistants. The Assistant Headteachers are responsible for the overall management and organisation of the induction of work experience students.

The person responsible for induction should:

- Make arrangements to ensure that a new member of staff, volunteer or governor is welcomed;
- Ensure that immediate needs are identified (before taking up the position where possible);
- Provide, if appropriate, a tour of the school and information about facilities, answering questions and giving practical advice;
- Introduce key personnel and assign a mentor if appropriate;
- Ensure that an Induction Programme is provided, delivered and evaluated.

## The Induction Programme

The person responsible for induction should ensure that an Induction Programme is provided personally, or by the line manager or mentor, or another person with delegated responsibility, which will include:

- Safeguarding and Child Protection information
- Health and Safety procedures
- A checklist of the policies and procedures to be understood
- Details of help and support available
- Details of other relevant individuals with responsibility for induction e.g. the designated mentor or supervisor
- Induction programmes should be tailored to specific individuals. Areas which should be considered for each category of staff are set out below. These are not intended to be exhaustive and careful consideration should be given in relation to each post and the experience of the post holder.

### Teaching Staff including Teaching assistants

All new staff including ECTs will be given appropriate induction advice, training and resources by the deputy head teacher and the assistant Headteachers. This begins with a two-day induction programme in the summer term where new members of staff are due to commence employment in the autumn term. This includes:

- a welcome from the Headteacher;
- learning about the Eversley Values, Vision and Understandings;
- the Teaching School - Connect;
- safeguarding children and child protection policy;
- health and safety;
- fire and emergency procedures;
- first aid;
- Safer Code of Conduct;
- curriculum documents;
- CPD and leave requests;
- Staff Handbook;
- school website;
- policy documents: Behaviour, Marking and Presentation, The Learning Environment;
- assessment advice, recording, reporting, resources and procedures;
- timetables;
- assigning the new member of staff, a Mentor; ideally the Phase Leader who will hold a fortnightly meeting throughout the year to support the induction process.

As part of the two-day induction training the Induction Co-ordinator will arrange for some time in school for the new staff to have the opportunity to:

- meet other members of staff;
- take a tour of the school;
- meet their year group colleagues;
- look at methods of planning;
- meet their class;
- look at their classroom;
- receive diary dates;
- ask any questions.

Prior to the first term, a new teacher has the opportunity of coming into school, during the holidays if necessary, in order to plan, prepare the classroom etc.

### **ECTs**

The Induction Tutor for ECTs is the Deputy Headteacher who:

- is aware of and able to implement the induction requirements;
- co-ordinates an effective programme of internal and external training, guidance and support;
- liaises and collaborates with all partners in the induction process;
- monitors the ECTs progress towards satisfactory completion of induction, gathering evidence for fair and rigorous assessments;
- informs the Headteacher about the ECT's progress and contributes to the school's monitoring and evaluation of its induction provision;
- ensures the ECT knows and understands the roles and responsibilities of all those involved in their induction;
- appoints a mentor who conducts at least two observations a term, discusses and reviews, with the ECT, their teaching and progress against their objectives and the induction standards;
- ensures that the designated mentor holds a fortnightly meeting with the ECT;
- ensures they are given a 90% timetable;
- arranges an individualised training programme for the 10% release.

### **ECTs**

- make their Career Entry Profile available and use this to set objectives;
- familiarise themselves with the induction standards and contribute to the monitoring of their own progress and to the collection of evidence;
- participate fully in the induction process;
- raise concerns about the content and delivery of their induction programme.

### **The First Term**

During the first term, the Induction Co-ordinator ensures that new members of staff have settled in well and that there are no problems. If appropriate, the Induction Co-ordinator may observe some lessons and give written or oral feedback, or arrange for another member of staff to do so. TAs, with the agreement of the Headteacher, will have the opportunity to attend a 5-day DFE Induction Training course.

### **Volunteers**

All new volunteers should be given appropriate induction advice, training and resources by the Deputy Headteacher. This should include:

- Safeguarding children and child protection
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- Volunteer policy
- Timetables

### **Playleaders**

All new staff should be given appropriate induction advice, training and resources by the Deputy Headteacher and the Lead Playleader. This should include:

- Safeguarding children and child protection
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- Playleader policy
- Staff Handbook
- Specific job-related training such as behaviour management, timetables

### **Work Experience Students**

All the students should be given appropriate induction advice, training and resources by the Assistant Headteachers.

This should include:

- Safeguarding children and child protection
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- Work experience policy
- Staff Handbook
- Specific job-related training such as Behaviour Management, timetables

### **Supply Teachers and Agency Staff**

All new supply teachers and agency staff should be given appropriate induction advice, training and resources by the school business manager. This should include:

- Safeguarding children and child protection
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- Behaviour Management policy
- Relevant information from the Staff Handbook
- Relevant information on class context, curriculum, schedules and timetables (provided by class teacher)

### **Administrative Staff**

All new staff should be given appropriate induction advice, training and resources by the School Business Manager. This should include:

- Safeguarding children and children protection
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- CPD and Leave Requests
- Staff Handbook
- School administrative systems and procedures
- Specific job-related training such as finance, for recruitment selection administration etc.
- Cleaning/Caretaking/Kitchen Staff

### **Governors**

All new Governors should be given appropriate induction advice, training and resources by the Deputy Headteacher. This may include:

- Safeguarding children and child protection
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- Current relevant school information, policy documents and School Improvement Plan
- School brochure including staffing, Ofsted and school performance data

New Governors should be encouraged to attend the LA Governor Induction and Training Programme.

### **Continuing Support**

During the first year and beyond, teachers and TAs are offered the following opportunities:

- attendance at courses organised by the LA eg. Induction for ECTs and those new to the London Borough of Enfield;
- school-based INSET on a range of curriculum areas and school issues;
- visits to other schools;
- working alongside other teachers - peer coaching, planning, teaching, observing;
- discussions with the Headteacher and senior management both informally and at the annual Professional Development /Performance Management Interview about progress, successes and areas for development.