



# Longwood Primary School

## Newly Appointed Staff Induction Policy

### Background to the Policy

This policy outlines the programme that is used at Longwood Primary School to induct any newly appointed staff, both teaching and non-teaching, from September 2011 onwards. It gives a framework within which all staff and Governors can work together to ensure a smooth induction for new staff.

This Induction Policy has been formulated as a result of the experience gained from inducting new staff and from information and advice gathered from INSET Courses on Staff Development and Management attended by the Headteacher.

After consultation with the Headteacher and other members of staff, it has been possible to draw up an Induction Programme that the staff feel best meets the needs of newly appointed staff and the school. The programme contains many elements that have been successful in the past and others that recently appointed staff to Longwood Primary School felt would be useful additions.

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 Improvement Plan.

### Philosophy of the Policy

At Longwood, we feel it is important that all staff – both teaching and non-teaching, should be inducted into the whole school team. Such induction will begin as soon as practicable after the appointment.

Longwood 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, enabling them to grow and develop as individuals as well as team members. It is vital that new staff are given every assistance in settling into the 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.



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## 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 Longwood Primary School the Induction Programme for Newly Appointed Staff operates under the direction of the Phase Leader, who consults regularly with the Headteacher. The Phase Leader acts as Induction Mentor for newly appointed staff as well as being the Joint Staff Development Co-ordinator. The Induction Mentor is there to help, reassure, guide, and counsel, inform and listen, and is responsible, with the Headteacher, for monitoring the progress and professional development of newly appointed staff. The Induction Mentor is responsible for guiding new staff through the school documentation, for whole-school issues and for organising the appropriate Support Meetings.

The Phase Leader or Mentor of a newly appointed teacher 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 additional to that of a class teacher, for example a Special Needs Teacher, who have one particular teacher colleague to act as their Mentor.

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

The induction of a new Headteacher is the responsibility of the Chair of Governors, the District Officer and the Senior Learning Team. The Headteacher induct those newly appointed teachers who become members of the Senior Learning Team.

Newly appointed staff who have specific curriculum responsibilities points have part of their Induction Programme “matched” to their job description. This involves the Headteacher and other members of the Senior Learning Team.

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

The HLTA, Assistant SENCo and Phase Leaders of a newly appointed Teaching Assistant play a role in their Induction Programme. They are responsible for integrating new appointees into the Year Group Team and familiarising them with year group / class routines and procedures.

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 Professional



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Development Co-ordinator adds the newly appointed staff to the INSET Plans for the year and consults new staff regarding their INSET needs.

### **Others in a Supporting Role**

The school's Headteacher meets the newly appointed staff at some time in their first term in school. Representatives of the School Union or Association might establish contact with a new teacher, in order to create or continue links with a professional body.

### **Financing the Induction Programme**

The Headteacher and Governors of Longwood Primary School recognise the necessity for the 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 Phase Leader or Mentor can spend time with new staff in the classroom and/or in discussion and seminar sessions.

The Professional Development Co-ordinator 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 ensure School Team prospers.
- To foster positive relationships between existing and newly appointed staff and to ensure there is a system of support in place.

#### **At the Time of Interview**

The Induction Mentor or Mentor is usually part of the Selection Panel for the appointment of new staff and, as such, is involved in short-listing and interviewing.



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Immediately after a successful interview, the Induction Mentor welcomes a new colleague to the school and answers any questions. At this stage, certain documents are given to the new member of staff. These may include:

- School Prospectus
- Staff Handbook
- Holiday List (including INSET Days)
- Staff Telephone Numbers

New colleagues are shown around the school and their classroom identified. New teachers, if possible meet their Phase Leader and other members of the Team. The Induction Mentor arranges suitable dates before the start of the new school term/year for the new colleague to return to the school and begin the Induction Programme.

### **Pre-commencement Visits**

Ideally, a new colleague should visit the school several times before the new term/year starts. This could be in term time or during the holiday. Teachers meet the Year Group Team, if they have not already done so. If a new colleague is appointed at the start of a new school year, it might be practicable to use part of an INSET Day to continue the Induction Programme.

At this stage, the Induction Mentor gives out and explains further documentation including:

- Curriculum Documents
- Website and network access information to allow access to the planning and policies.
- School Record Keeping System (teachers only)
- Timetables and Rotas
- Diary Dates
- Class Lists and Class Records (teachers only)
- Resource Lists and resources for the teacher and for the classroom.

New teachers meet the Headteacher and the Senior Learning Team. The Induction Mentor 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 other classrooms, Curriculum resource centres, stores, etc.

Points of general organisation are discussed. There are opportunities for new colleagues to spend some time discussing any points or queries with the Induction Mentor and other staff.

It might be appropriate for newly appointed teachers to "shadow" the class teacher of the children they will be teaching next term/year.



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## **Initial Induction Meeting – Teaching Staff**

The Induction Mentor meets new teacher(s) early in their first term to plan details of the Induction Programme for the school year. The roles of the Induction Mentor and Mentor are identified. The Induction Mentor and Mentor can be approached informally at any time.

## **Initial Induction Meeting – Non-Teaching Staff**

The Induction Mentor meets new non-teaching staff early in the term for discussions, when any questions will be answered. The Induction Mentor explains that he/she can be approached informally at any time.

After this initial meeting, new non-teaching staff join the regular termly Non-teaching Staff Support Meeting, which is held with the Headteacher.

The agenda for the next meeting is agreed each time by all the 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.

## **New Student Teachers**

The whole system of having a student teacher in school is laid down by the university they come from. The school adopts this and works with the student. A Student and an NQT Induction Supplement is available to go along with the Staff Handbook.

## **New Teaching Staff Support Meetings**

Newly appointed teachers and the Mentor decide the day and time of the confidential Support Meetings. An agenda is distributed in advance and minutes taken by the Induction Mentor or Mentor. The agenda for the next meeting is agreed at the end of a meeting.

The agenda usually includes any Matters Arising from the minutes of the previous meeting, Current Issues and Any Other Business. The main purpose of each meeting is decided in advance. This could be to look at a particular document or school policy, to consider a section of the Staff Handbook or to meet a Curriculum Team. Some meetings are used to consider the documents and records, which all teachers are obliged to complete at certain times of the school year.

At the start of every term, some time is spent of a detailed review of the Year Planner for the term, so that events can be planned.

## **Year Group Meetings**

Weekly Year Group meetings are held after school. These will also help to integrate newly appointed staff as colleagues at such meetings can assist greatly by answering any questions about the day-to-day work of the school.



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## Meetings with the Headteacher

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

## Other Parts of the Induction Programme

The Induction Programme incorporates the five “Professional” days for teaching staff. Non-teaching staff might be asked to attend some of these days.

All teaching staff attend regular staff Inset meetings. Non-teaching attend Staff meetings whenever possible. They also have regular team meetings specific to their own team. These gatherings are a useful part of the Induction Programme for all staff.

The SENCo will meet with new teachers to discuss the Special Needs provision within the school, their role as a class teacher in assessing, and providing for, children with special educational needs and the way in which the Code of Practice operates at Longwood Primary School.

New teachers could “shadow” another class teacher, to observe matters, such as classroom organisation and management, differentiated Curriculum, assessment strategies, etc.

The Assessment Co-ordinator might 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.

## 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 Mentor/Mentor and take account of their comments and ideas. The Induction Mentor evaluates the Induction Programme continuously at all stages and, if necessary, modifies it during the school year.

Areas with which the new staff member might need help:

- 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



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- Record keeping – Teacher Assessment Grids, Class Lists, Reading Records, other records
- Reading Scheme
- Home Reading Books
- House Points
- Handwriting style
- Use of the photocopier and other specified equipment
- SEN
- Medical Procedures
- Equal Ops
- Policies Procedures

This policy should be read in conjunction with the Acts of Parliament;

Human Rights Act

Equal Opportunities

Disability Discrimination Act