



INDUCTION POLICY

POLICY NAME	INDUCTION POLICY						
APPROVAL AUTHORITY	PRINCIPAL	ADOPTED	APRIL 2023	REVIEWED	JANUARY 2024	NEXT REVIEW	JANUARY 2025
RESPONSIBLE EXCECUTIVE	ADMINISTRATION	REVISED	”	”	”	”	”
RESPONSIBLE OFFICE	ADMINISTRATION	AVAILABLE	In the Library , Website				

INTRODUCTION

An induction policy is a structured approach designed to integrate new employees into an organization effectively. For educational institutions, particularly those aiming to improve their standards and achieve excellence, a well-crafted induction policy ensures that new staff members understand the school's culture, values, expectations, and operational procedures. This policy is vital for fostering a sense of belonging, reducing turnover, and enhancing overall performance.

This policy outlines the program that is used at Ideal English School 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 Program for newly appointed staff is the first part of the School’s Staff Development Program, 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 program is planned for in the School Development Plan.

Importance of Induction in Education

Alignment with Organizational Goals:

New staff members must understand the school's mission, vision, and values to align their efforts with the institution's goals. This alignment is crucial for achieving consistency in educational delivery and maintaining a unified approach toward student development.

Understanding Roles and Responsibilities:

Clearly defined roles and responsibilities help new employees understand their job requirements and how they fit into the broader organizational structure. This understanding reduces ambiguity and enhances job satisfaction.

Cultural Integration:

Familiarizing new staff with the school's culture, including traditions, norms, and unwritten rules, helps them adapt more quickly and feel more comfortable in their new environment. This cultural integration is essential for building a cohesive and collaborative workforce.

Professional Development:

Induction programs provide an opportunity to introduce new employees to professional development resources and opportunities. Ongoing training and support are critical for continuous improvement and staying updated with the latest educational practices.

Improved Performance:

A well-structured induction program equips new staff with the knowledge and skills needed to perform their duties effectively. This preparation leads to improved teaching quality, better student outcomes, and overall school performance.

Reduction in Turnover:

Effective induction processes reduce the likelihood of new staff leaving the organization prematurely. By providing the necessary support and fostering a positive work environment, schools can retain talent and reduce recruitment costs.

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 and guidance.

At Ideal English School the Induction Program for newly appointed staff operates at various management levels across the school. 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 organizing the appropriate support meetings.

1. The key stage leader or mentor of a newly appointed teacher such as NQT has an important role in the induction program. 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.
2. Key stage managers or mentors, who are to work with a newly appointed teacher, discuss their role in the Induction Program with the Deputy Headteacher or Headteacher before the new staff member starts work at the school.
3. The induction of a new Headteacher is the responsibility of the Chair of Governors, the Deputy Head teacher, and the Leadership Team. The Headteacher and Deputy Headteacher induct those newly appointed teachers who become members of the Leadership Team.
4. Middle Leaders/Subject Leaders will give information, support, and advice about the curriculum.
5. The year group teacher of a newly appointed nursery nurse or teaching assistant plays a role in their Induction Program. They are responsible for integrating new appointees into the year group team and familiarizing them with year group/class routines and procedures.
6. The Inclusion Manager is responsible for integrating a new teaching assistant into the team, offering support as a mentor and during the weekly TA meetings.

7. All other staff in the 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 Induction Program

Aims of the Induction Program

- 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 Head teacher 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 or Intranet to view these documents or given a paper copy if requested) These include:

- Staff Handbook
- Term Dates (including INSET Days)
- Intranet log-in and email address

New colleagues are shown around the school and their classroom is identified. New teachers, if possible, meet their key stage coordinator/mentor and other members of the year group team, such as nursery nurses or TA's. A new nursery nurse/TA should meet the year group teachers.

Initial Induction Meeting –

Teaching Staff The induction coordinator/mentor or NQT mentor meets new teacher(s) early in their first term to plan details of the induction program for the school year. The roles of the induction coordinator/mentor and year group partner are identified. The mentor can be approached informally at any time.

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

Initial Induction Meeting –

Non-Teaching Staff The mentor meets non-teaching staff early in the term for discussions, when any questions will be answered. Each new member of staff will be allocated a supervisor who will support the new TAs via training and in establishing daily routines. The supervisor can be approached informally at any time.

After this initial meeting, new non-teaching staff join the regular non-teaching staff support meetings, which is held with the SENCO/Inclusion Manager.

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.

Year Group and Key Stage Meetings Regular year group and key stage meetings help to integrate newly appointed staff into various teams. Colleagues at such meetings can assist greatly by answering any questions about the day-to-day work of the school.

Meeting with the Head teacher Newly appointed staff meet the Headteacher to discuss their job description.

Induction Program The induction program should cover the following where appropriate:

The school

- Map or plan
- Environment
- Catchment area
- Organization –lessons, lunchtime, playtime, before and after school
- 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?)

Guidance on what new staff need to know.

You have put a great deal of time and resource into recruiting your new starter, you now have a critical role in delivering an effective induction to make sure they settle in quickly, understand the job and what is expected of them.

Effective induction can lay important foundations for a productive relationship and is critical to retention and high standards of performance.

All new staff, including volunteers, supply staff, students and contractors should be inducted to the school and their role. The induction should be tailored to the individual and their role but should always include their responsibilities for safeguarding and protecting children, and the standards of conduct and behavior expected of them.

Newly Qualified Teachers (NQTs) will be on the formal NQT Induction Year but should also be given a wider induction to the whole school.

The induction program is a first important stage in the employee's personal development plan.

Developing an induction program

An induction program should be planned and include:

- A tour of the school and an introduction to the school facilities
- Introduction to colleagues
- Health and safety protocols and requirements
- Employee self-service or other pay information
- The school's Code of Conduct– making clear the expected standards of conduct and behavior
- The job description
- The school's policies and procedures, including safeguarding, acceptable use of ICT, requirements for reporting absence.
- Terms and conditions of employment, for example, claiming expenses, requesting time off.
- Specific job training

Prepare a timetable of induction activities to cover the new employee's first weeks and months. Include a named member of staff who will be responsible for each activity. Share the timetable and plan with the new starter and anyone else involved. Allow the new starter to contribute to the plan.

Arrange regular review meetings to see how things are going and to provide an opportunity for discussion and questions. If you have any concerns about the new starter, raise them with them promptly.

It is good practice to assign a buddy (or 'sponsor/mentor') to every new starter. If possible, this should be a person who they will not be working with directly, but who can undertake some of the induction activities, as well as generally make the new employee feel welcome.

Child Protection

All school staff have a responsibility to provide a safe environment in which children can learn.

All staff members should be aware of systems within the school which support safeguarding, and these should be explained to them as part of their induction. This includes: the school's child protection policy; the school's staff behavior policy (sometimes called Code of Conduct); and the role of the designated safeguarding lead.

All staff members should also receive appropriate child protection training which is regularly updated. Staff with designated lead responsibility for child protection should have refresher training every two years.

The training should include:

- recognition of potential abuse.
- responding appropriately to concerns.
- recording and effective record keeping.
- reporting concerns.

Safeguarding information for school staff can be found in the Department of Education's – Keeping children safe in education. **All school staff (including volunteers) should read at least part one of this guidance as part of their induction.**

School policies and procedures

Staff should be provided with access to the school's policies and procedures, including the code of conduct, and key policies should be explained to them e.g. Whistleblowing, Sickness Absence, appraisals and performance management, Social Media policy, Dignity at Work (anti-bullying) Acceptable use of ICT.

Keeping a record of the induction

An induction program should be formal and structured with a record kept of the plan. Brief notes should be kept of review meetings and activities. It is particularly important to keep a note of any actions and outcomes agreed at the review meetings for future reference.

Where staff or volunteers are being provided with vital information (e.g. Child Protection policy), they should sign to confirm that they have received this and that they agree to work within the school's policies and procedures. This makes it easier to deal with any inappropriate or unsuitable behavior, should any arise.

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

- Day to day organization
- Class and school routines
- Classroom timetables
- Positive Behavior Management Policy, including awards and sanctions

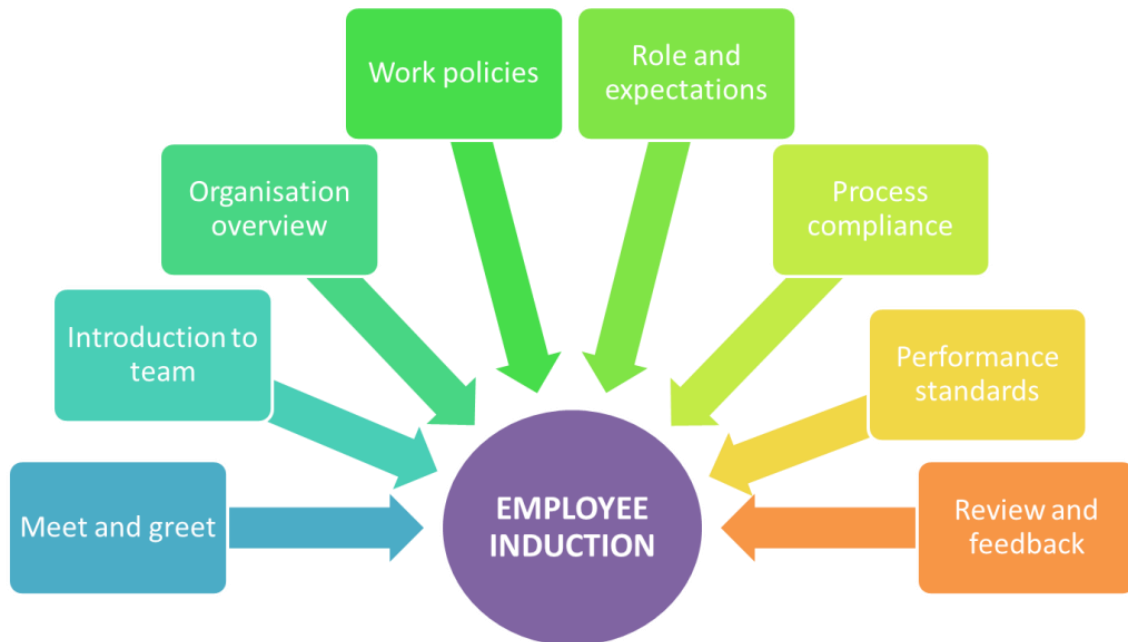
- Short term plans
- Initial and long-term plans
- Year group use of exercise books
- Marking and presentation for the school/year group
- Record keeping – teacher assessment grids, class lists, reading records and other records
- Guided Reading/Supported Reading
- Home reading books
- Handwriting style
- Use of the photocopier

Extra Information

1. Parents’ Evenings
2. Evening and weekend events
3. Class visits/trips
4. Class assemblies
5. Theme Weeks

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.



Induction Checklists

Induction Checklist - Classroom Information

	√	Comments
Health & Safety:		
- Fire drill rendezvous point		
- Medical information for children		
- Safety equipment - only if relevant to the job		
Classroom Layout:		
- For individual activities		
- Any special requirements for individual learners		
- Coats/bags		
Resources:		
- Location		
- Organisation		
- Tidying up procedure		
Class Timetable:		
- Daily		
- Weekly		
- Activities outside classroom i.e. Computer suite		
- Arrangements for PE		
- Special events		
- Off-site activities		
- Personal timetable (for moving within school)		
Procedures: individual teachers may vary		

- Permission to leave classroom		
- Toilet		
- Use of erasers, pens, sharpeners, calculators		
- Marking work		
- Completed work - storage		
- Access to computers		
Break Time: Procedures for 'staying in'		
- Drinks/snacks		
- Wet play resources		
Other Adults:		
- Role i.e. students, student teachers, parent		
Planning Meetings:		
- Schedule to meet with class teacher		
- Support staff meeting times		
Equal Opportunities:		
- Classroom focus or issues		
Curriculum:		
- Plans with specific instructions to TA from teachers i.e. Learning Outcomes		
SEN Information:		
- Visual timetables, pupils on SEN register, I.E.Ps		
Homework:		
- Procedures		
- Diaries		
- Timetables		

Behaviour Management:		
- System		
- Class rules		
- Sanctions and Rewards		
Record Keeping Requirements:		
- Computerised		
- Record group/individual attainment		
Liaison with Home:		
- Policy on contact with parents		
- Resources that go home		
- Home-school contact method (copy of home/school agreement)		
Prospectus/Staff Handbook:		
- Induction Pack		
Special Designation:		
Governing Body:		
School Development Plan:		
School Family Tree:		
- Organisational structure		
- Location of each person		
Communication System:		
- Staff meetings		
- Newsletter/memos		
- Website		

- Staff notice boards		
Health & Safety:		
- Fire drills		
- Accident procedures		
- Site security		
- Visitors procedure		
- Giving medication		
- Child Protection – name of and how to contact the Designated Safeguarding Lead		
- First Aiders		
- Hygiene requirements		
- Medical procedures for unwell pupils		
- Knowledge of risk assessments		
School Timetable:		
- Dates of school year		
- Staff development days		
- Times of school day		
- Weather closure procedures		
- Timetable for school trips		
- Assemblies		
- Special events		
- Exact lesson times		
Recording:		
- Data protection requirements		
- Location of all records		
- Whole school requirements		

School Policies/ Procedures:		
- Uniform, jewellery		
- Behaviour (sanctions and rewards)		
- Anti-discrimination issues		
- Homework		
- Use of resources/Internet		
- Use of photographs and video of pupils		
- Child Protection		
- Keeping Children Safe in Education – information for all school and college staff		
- Whistleblowing (Protected Disclosures Procedure)		
Location and Timetabling of Resources:		
- ICT and booking schedule		
- Photocopiers		
- Books		
- Library		
- Other equipment		
- Technician support		
- Procedure for broken equipment		
Personal Work Protocol:		
- Line Manager		
- Reporting sick or staff absence		
- Use of photocopier/telephone/Internet		
- Continuing Professional Development Programme		
- Performance Management procedure		
- Dress code		

- Times of work		
- Social events		
- Staff room protocol (coffee money/birthdays)		
Map of School:		
- Room locations		
- Specialist areas (gym, hall, lunch)		
Pupil Transport To/From School - Procedures: Travel Plan		
Break Time Procedures:		
- Duties		
- Arrangements for lunchtime i.e. activities		
Parent Teacher Association:		
- Programme		
- Communication with parents		
School Clubs:		
Outside Agency Involvement e.g. SEN, Education Welfare, Occupational Health		
Whole School Meetings and Assemblies:		

INDUCTION CHECKLIST

Name:

Date:

Department:

Mentor:

The first day

Workplace Familiarisation

	Who's Responsible	√	Comments
Introduction to line manager			
Introduction to specific department and work colleagues			
Layout of working area and tour of school and facilities: <ul style="list-style-type: none"> • cloakroom and toilet facilities (inc. lockers if applicable) • staff room • break/lunch times, • hazardous areas (e.g. chemical stores) 			
Issue of door security codes or keys			
Organisation Charts: Team and Unit			
Use of equipment / supplies (e.g. stationery)			
Catering facilities (canteen, tea/coffee making facilities)			
Notice boards / Newsletters (including Health and Safety notice board)			
Car and bicycle parking (designated areas / parking permit)			
Making and receiving personal telephone calls			

Designated smoking areas			
Telephone system / telephone salutation			

Forms for Completion / Conditions of Employment Explained	Who's Responsible	√	Comments
Conditions of Service			
P45 (handed in) or P46 (request from payroll)			
Hours of work			
Absence Notification (reporting arrangements/ self certifications/ sick pay)			
Flexi system / Issue of Flexi card (where applicable)			
Annual leave (entitlement) / Leave card			

Safe Working Practices	Who's Responsible	√	Comments
Fire and bomb procedures (fire drill and fire alarm)			
Fire extinguishers (location of fire fighting equipment / use of extinguishers)			
Completion of PEEP if required			
Location of Fire exits & assembly points			
Fire Evacuation Co-ordinator (who)			
Introduction to Fire Marshall (where necessary)			
Introduce to First Aider(s)/appointed person (who and where based)			
Location of First aid box/room			
Local procedures where health care plan required			

Introduce to Accident Investigator			
Accident /incident reporting procedures (must be shown relevant forms and go through each following procedure): <ul style="list-style-type: none"> • Accident reporting procedure for staff • Accident reporting procedure for children • Violent incident reporting procedure 			
Risk assessments			

Within the first week

Safeguarding	Who's Responsible	√	Comments
Child Protection Policy			
Name of and how to contact the Designated Safeguarding Lead (DSL)			
Keeping Children Safe in Education (2015): Information for all school and college staff			
Expectations of school/protocol			
School's Code of Conduct			
Child protection training			
Positive handling course			
Acceptable Use of ICT Policy			

Safe Working Practices	Who's Responsible	√	Comments
Health & Safety responsibilities (employee)			
Risk Assessment (explain safety hazards – general/particular)			

Safe lifting and handling techniques (book training if required)			
Safe use of equipment			
Security (premises) <ul style="list-style-type: none"> • Visitors procedures • Key holders list • Locking and opening procedures • Access identification/codes 			
Health & Safety Policy /Health & Safety Representatives			
Show all other appropriate policies and procedures			
Safety Rules (no smoking / behaviour / protective clothing – where applicable)			
Lone Working – safety procedures (where applicable)			
All staff must complete Fire safety Induction and Moving and Handling e-learning			
Fire safety e-learning for responsible managers (as required)			

Forms for completion/ Conditions of Employment explained	Who's Responsible	√	Comments
Contract of Employment (hours/breaks/notice/written statement)			
Pension Guide / Scheme / other benefits			
Pay and payslips (method/frequency/date/point of contact)			
Issue of identification card			
Childcare Disqualification Declaration for staff in Early/Later Years settings – requirement to let HT know if their situation changes whilst working at the school			
Future Dates to be diarised for action (e.g. IPP/performance management meeting)			

The Job	Who's Responsible	√	Comments
Role profile / Job description			
Code of Conduct / Disciplinary rules			
Communication (records / team meetings / e-mails/ etc.)			
Confidentiality / Data Protection (including access to files)			
Reporting and recording information			
Computer system / Code of Practice/ main applications (inc. SAP and intranet)			
Mobile phones policy / billing for personal calls (if applicable)			
Basic skills training (e.g. lifting and handling, ECDL)			
Training facilities (including Policy and day release assistance with course fees and books)			
Flexible Working			

Within first month

Safe Working Practices	Who's Responsible	√	Comments
DSE users to complete the DSE e-learning			
DSE users to workstation assessment form CSAF-001			
Refer to training needs analysis			
Consider the role and tasks of new staff member and adjust risk assessments as required.			

Within first month to 6 months

Policies and Procedures / Employee Handbook	Who's Responsible	√	Comments
Performance Management Process			
Disciplinary Policy and Procedure			
Grievance Policy and Procedure			
Absence Management Policy and Procedure			
Whistleblowing (Protected Disclosures Procedure)			
School's Recruitment Policy			
First Aid Policy			
Equality Policy Statements			
Health, Safety & Welfare (role / representatives)			
Occupational Health Service & Employee Support Line			
Trade Union Membership / Recognition			
Local policies and procedures			

Comments by Employee			

Comments by Line Manager		

Signature of Employee: Date:

Signature of Line Manager: Date:

The employee and the line manager should both keep a copy of the signed checklist (electronic or paper), and the original should be forwarded to be kept on the employee's personal file.

Date of Review : January 2024

Next Review : January 2025

Dr. Prasanna Bhaskar
Principal