

7C: STAFF INDUCTION POLICY

Date Reviewed: Autumn Term 2022

Next Review: Autumn Term 2023

Revision number: 8

Reviewed by: BS

1. RATIONALE

At Cameron Vale School, we recognise that the induction of new staff is vital to the ethos of the school. We operate as a team offering support and encouragement to each other and this should start from a new member of staff's first introduction and carry on throughout their time at Cameron Vale.

2. AIMS:

- to provide a supportive and welcoming ethos for new staff members
- to introduce new staff to the school and the school's working practices
- to familiarise new staff with the physical layout and resources within the school
- to provide new staff with information pertinent to their role within the school
- to provide training in child protection, health and safety, first aid and fire and evacuation.

3. INDUCTION PERIOD

The induction period refers to the first **two terms** of employment and includes orientation provided by the mentor, policies and procedures which are delivered by coordinators, and roles, responsibilities and expectations which are covered in a meeting with a member of the Leadership Team.

4. INDUCTION VISIT

Once appointed, any member of staff should be encouraged to visit the school prior to taking up appointment with us. During this meeting or on arrival at the school, the new member of staff should be issued with the following information:

- a copy of the Staff Handbook
- a copy of the school prospectus
- a copy of the Parents' Handbook
- a full list of and access to the school's policies
- contact details for their appointed mentor

Class teachers will be invited to the meet your new teacher day, which will take place at the end of the summer term before employment commences in September.

5. ORIENTATION

Orientation will cover any information regarding the day-to-day running of the school, the physical surroundings, the location of resources and who to go to for any information that is needed to carry out the responsibilities in the job description. The orientation will be provided by an appointed mentor who will provide encouragement, support and day-to-day advice on the routines of the school, curriculum planning and resources etc. In the case of a new teacher we will endeavour to nominate a mentor who is teaching a class at the same stage or at a stage as close to the new teacher's stage as possible. For new teaching assistants, the class teacher will usually act as mentor and complete the induction checklist.

The mentor will provide advice and support throughout the induction period to include the following:

- introduction to the staff team
- school ethos (aims, values, policies, structures etc.)
- local area and amenities
- layout of the school
- school security
- daily routine and timetables

- room responsibilities
- duty rota
- location of school resources
- the classroom (management, organisation, behaviour, assessment, planning and record keeping)
- computing log-on, printing, photocopier and, and *Sharepoint*
- registration of children
- communication with parents (information for parents, book bags, parents' evenings etc.)
- staff communications procedures including email
- dates for the diary and term dates
- after-school clubs
- any further questions arising from school policy and procedures.

The mentor should meet with the new member of staff every day during their first week of employment and once every half-term to review the induction checklist. The frequency of any further support meetings should be mutually agreed. New members of staff can contact their mentor in person or by email. Should mentors feel that there is anything they are not able to cover or anything they feel should be addressed by another member of staff, they should contact their key stage coordinator/line manager to arrange this.

POLICIES AND PROCEDURES

The school policies are available for all staff to access on *Sharepoint*. The policies are updated annually and reviewed in staff meetings. For new members of staff, policies and procedures will be covered by a senior member of staff.

The following policies and guidance will be covered during the induction period:

- Assessment and Reporting
- Anti-bullying
- Behaviour
- Complaints
- Curriculum
- Educational Visits
- E-safety
- Fire and Evacuation
- First Aid, Accident and Medication
- Health and Safety
- Children Missing in Education and Uncollected Child
- Risk Assessment
- Safeguarding
- Special Educational Needs and Disabilities (SEND)
- Teaching and Learning
- Whistleblowing

Once a policy has been covered the new member of staff should sign and date the policy on the induction checklist. This checklist will be checked by the mentor each half-term and any gaps should be reported to the school office manager so that they can be completed.

6. TRAINING

At the start of employment all staff are given the school Safeguarding Policy and a copy of Keeping Children Safe in Education Part 1 with Annex B. Staff are also given the Staff Code of Conduct (appendix 6 of the Safeguarding Policy), the E-safety Policy, the Whistleblowing Policy and the Behaviour Policy. All staff are taken through the basic safeguarding training in person and online. Staff are also given training on E-safety, The Prevent Duty and Fire Procedure.

7. ROLES, RESPONSIBILITIES AND EXPECTATIONS

In the first half-term the new member of staff will meet with the Headteacher, who is responsible for providing support and encouragement, in addition to a monitoring and evaluation role that is essential to the new staff member's successful



development within the school. The roles, responsibilities and expectations are set out in the job description provided by the school. The new staff member will meet with the Headteacher to cover the following:

- roles responsibilities and expectations required in order to complete a successful probationary period
- performance management

A meeting to review the above will be scheduled in their second half of term which will include:

- employee feedback from the induction period so far
- review of roles, responsibilities and expectations required in order to complete a successful probationary period

8. RECORDING

During the induction period, the new member of staff and their mentor will be responsible for completing and signing off all areas of the induction checklist (see Appendix 1).

APPENDIX 1: STAFF INDUCTION CHECKLIST

| Staff name: | | |
|---|-----|---------------------|
| Item to be covered | Who | Date when completed |
| Pre-induction | | |
| Arrange pre-visit if possible | | |
| Appoint mentor | | |
| Agree who will be covering which aspects of induction | | |
| By end of first day | | |
| Layout of the school | | |
| Introduction to staff | | |
| Introduction to Mentor | | |
| Explain checklist document/induction procedures | | |
| Health and Safety issues/procedures <ul style="list-style-type: none"> • Child Protection including keeping children safe • Person responsible for Health and Safety • Fire procedure • Lockdown procedure • First Aid and Accident reporting • Children’s medical info | | |
| School security, door codes etc. | | |
| Confirmation of timetables/rotas/assemblies/daily routines/child protection | | |
| Relationships with parents/homework/confidentiality | | |
| By end of first week | | |
| Staff communication process, briefing/staff meetings | | |
| Special Needs information/procedures <ul style="list-style-type: none"> • Meeting with Learning Enrichment Lead | | |
| Arrangements for planning and liaison with other teachers | | |
| Discussion of implementation of school policies <ul style="list-style-type: none"> • Behaviour policy/sanctions/rewards • Marking policy • Child protection Policy & identify DSL and DDSL • Whistleblowing policy • Staff Code of Conduct • KCSIE Part 1 and Annexe A | | |
| Staff agreements signed, acceptable use of ICT | | |
| | | |

| | | |
|---|--|--|
| <p><u>Educare Training to be completed:</u></p> <ul style="list-style-type: none"> • Fire Safety in Education • The Prevent Duty • Child Protection Refresher • Food Hygiene and Safety • Online Safety • Use of Reasonable Force in Schools • Risk Assessments in Educational Settings | | |
| | | |
| <p><u>By End of First Half Term</u></p> | | |
| <p>Feedback on how inductee is doing</p> | | |
| <p>Main points of School Development Plan</p> | | |
| <p>Staff Training and Development – inductee needs?</p> | | |
| <p>Discussion of implementation of school policies</p> <ul style="list-style-type: none"> • General policies | | |