



## **INDUCTION OF NEWLY APPOINTED and NEWLY QUALIFIED STAFF POLICY**

(Teaching and Non Teaching)

### **BACKGROUND**

This policy outlines the programme that will be used at Harvington Prep School to induct any newly appointed, including a newly qualified, member of staff, both teaching and non-teaching.

Staff are our most expensive resource and they form a large part of the investment of the school and, as such, the induction programme is planned and budgeted for.

### **PHILOSOPHY OF THE POLICY**

As a school we feel it is important that all staff are inducted into the whole school team. Such induction must begin as soon as possible after they have been appointed.

At Harvington we encourage 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 as well 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 and enabled 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 are helped to 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 whole school works.

## **PROVIDING SUPPORT FOR NEWLY APPOINTED and NEWLY QUALIFIED STAFF**

At Harvington the induction programme for newly appointed staff operates under the direction of the Head, Head EYFS, Deputy Head, School Business Manager (SLT)

The staff are there to help, reassure, guide, counsel, inform and listen and are responsible, along with the Head, for monitoring the progress and professional development of the newly appointed staff. The SLT are responsible for guiding new staff through the school documentation, for whole school issues and for organising the appropriate support meetings.

All colleagues of a newly appointed teacher have an important role in the induction programme. These colleagues act as ‘friends’, guides, supporters and advisors on a day-to-day basis.

They all assist in integrating a new colleague into the whole school staff team. They are willing to share experiences and ideas, help in practical ways and offer support. Newly appointed staff are encouraged to approach any member of staff with any question or query they may have. The SLT will add the newly appointed staff to the INSET plans for the year and will consult new staff as to their INSET needs.

## **NQTs and THE STATUS OF THE TEACHERS’ STANDARDS**

The Teachers’ Standards must, by law, be used to assess NQTs performance at the end of the induction period. The Statutory Guidance on Induction published by the Department for Education (DfE) confirms that the decision about whether an NQT’s performance has reached the level required to complete induction should take into account the context within which NQTs work and must be made on the basis of what can reasonably be expected of an NQT by the end of their induction period. The Statutory Guidance makes clear that a key objective of induction is to enable NQTs to demonstrate their ability to meet the Teachers’ Standards consistently over a sustained period of professional practice. A mentor within the school who has had the relevant training through ISTip is assigned to support the NQT and report back to the Head. The mentor is allowed sufficient time to meet their responsibilities as is the NQT. ISTip requirements must be met and the governing body are aware of their role and responsibilities about the Induction as laid out in section 5.11 of the Statutory Guidance.

### **The NQT:**

- Is required to engage fully with the induction process, identifying strengths and areas for improvement.
- Will work closely with the Induction Tutor to use their Career Entry and Development Profile (CEDP) and/or Action and Development Plan as the basis for their professional development, review and target setting.
- Will make him/herself familiar with the induction standards and ensure that their teaching meets these standards.
- Will keep a record of all professional development, monitoring and assessment.
- Will express any concerns about his/her induction to the Induction Tutor, the Director of Academics, the Principal or to ISTip.

## **The Induction Tutor:**

- Will ensure that the appropriate support, monitoring and assessment takes place at appropriate times during the induction year.
- Will negotiate an individual programme of professional development, with clear objectives, based upon the NQT's Career Entry Development Profile where this is available.
- Will provide regular, well founded feedback to the NQT on his/her progress.
- Will arrange, conduct and minute the half-term review meetings with the NQT as part of his/her formative assessment, and the end of term assessment meetings as part of his/her summative assessment.
- Make formal observations of teaching at least twice every term and provide fair, accurate and constructive feedback.
- Maintain a written record of all support, monitoring and assessment that takes place in relation to the induction of each NQT.

## **THE INDUCTION PROGRAMME (see Annex 1)**

### Aims of the induction programme

- To make all staff feel welcome and at ease in their new environment
- To ensure the effectiveness and efficiency of all staff in their own role and within the whole school team
- To foster positive relationships between existing and newly appointed staff and to ensure understanding of school documentation
- 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 ensure there is a system of support in place

## **FOLLOWING INTERVIEW**

Following a successful interview the SLT welcomes the new colleague to the school and is available to answer any questions. At this stage certain documents are given to the new member of staff. These include:

- Staff handbook
- School term dates

The new colleague will be invited to look around the school if they have not already done so, and if teaching, their classroom will be identified. The SLT will arrange some suitable dates when the new colleague is able to visit the school before the start of the new school term/year.

Non teaching staff will be introduced to those in their work area and contact details provided to answer any pre start questions.

### **PRE-TERM/START VISITS**

If possible the new colleague will visit the school on a number of occasions before the new term starts. This may be in term time or in holiday time, depending on what is practical.

The teacher will meet the year group team if they have not already done so. If the new colleague is appointed at the start of the new school year there may be an opportunity to use part of the INSET day to continue the induction programme.

At this stage a member of the SLT will explain and give out further documentation including:

- Subject overviews
- Subject policies
- School policies, including Safeguarding Policy, Safer Working Practices and the Staff Code of Conduct
- A copy of KCSiE – September 2016 (Part one) together with a confirmation of reading and compliance form)
- Timetable & rotas – (available from Deputy Head/Head of EYFS)
- Termly calendar (this includes the dates of all major events in the school year)
- Class lists (teachers only)
- Health and safety issues, including fire routes, etc.
- ‘How to survive with your hair intact!’, diary of events throughout the academic year (Annex 2)

The staffing structure in the school will be explained and an introduction of the new colleague to as many staff as possible will take place. A further guided tour of the building will help them identify other classrooms, curriculum cupboards and stores etc. Points of general organisation will be discussed.

## **INDUCTION MEETINGS - TEACHING STAFF AND TEACHING ASSISTANTS**

A series of regular new teaching staff support meetings will be arranged between the new member of staff and the Head of EYFS or Deputy Head, which will involve discussions/seminars. These may be 'twilight' meetings after school or it may be possible to arrange these during the school day if cover can be organised.

In the first half term these meetings will take place once a week and in the second half term once a fortnight (unless the new teacher would prefer to continue weekly meetings). In the second and third terms, meetings may be reduced to once a month.

## **INITIAL INDUCTION MEETING - NON TEACHING STAFF**

The induction of non teaching staff will be arranged by the School Business Manager. As with Teachers, familiarisation visits are welcomed to ensure the new starter and their colleagues have the opportunity to understand each other's roles.

In addition, all sections of the school will receive the termly and weekly school calendars.

Regular induction meetings will be programmed and recorded to ensure that basic training is undertaken, that the new employee is settling into the role and any difficulties are addressed early. In the case of the appointment of a new School Business Manager, the induction meetings will take place with the Head.

## **ASPECTS OF THE INDUCTION PROGRAMME**

The induction programme also includes INSET days for teaching staff. Some teaching assistants and non-teaching staff may also be asked to attend.

All teaching staff attend regular staff and curriculum meetings. Teaching Assistants also attend staff meetings.

Curriculum coordinators may meet with new teachers to discuss curriculum policies and curriculum overviews.

The SENCO meets 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 needs, and the way in which the Code of Practice operates at Harvington.

New teachers may wish to 'shadow' another class teacher to observe matters, such as classroom organisation and management, differentiated curriculum, assessment strategies, etc.

The above elements of the induction programme will be tailored to meet the needs of individual newly appointed teachers depending on their previous experience and expertise.

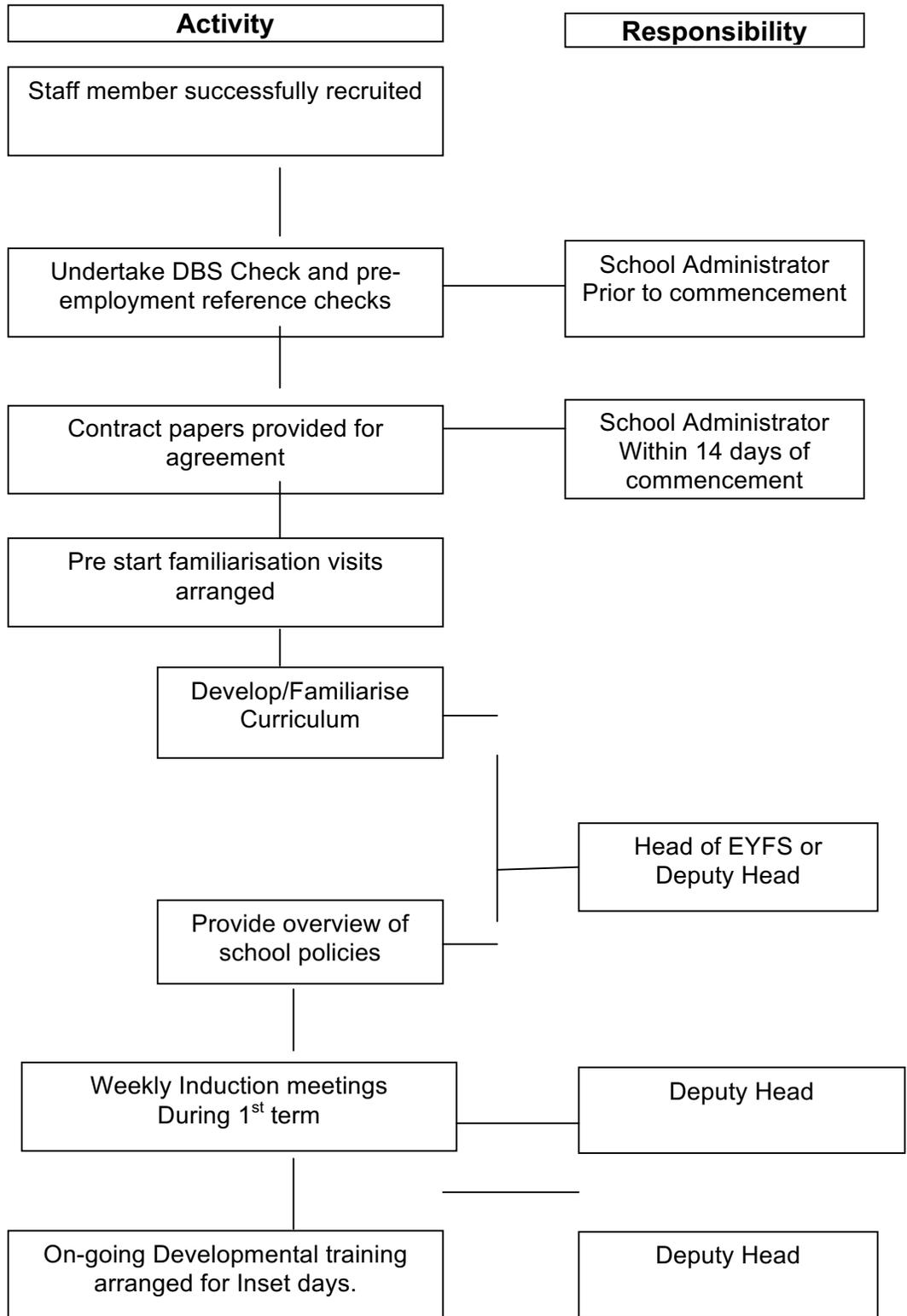
## **AREAS WITH WHICH OTHER TEACHERS CAN HELP NEWLY APPOINTED TEACHERS**

- Initial and long-term planning
- Short term plans
- Day-to-day organisation
- Class and school routines
- Marking
- Record-keeping – teacher assessment grids, class lists, reading records, other records
- Marking policy
- Assessment
- Reading Schemes
- Home reading books
- House points system
- Classroom timetables
- Handwriting style
- Use of the photocopier and other equipment

## **REVIEW OF THE POLICY**

This policy is regularly reviewed and updated where necessary. Updates to this policy should be based on experiences of newly appointed teachers, the SLT and key stage/phase coordinators will be continuously evaluating the induction programme at all stages and may modify it if necessary during the school year.

**INDUCTION PROCESS (Teaching)**



Please complete the Induction Checklist as induction progresses.

## **Annex 2: HOW TO SURVIVE WITH YOUR HAIR INTACT!**

Please find below information which will hopefully assist you as you start your time at Harvington. You should be able to find the majority of this information in the Staff Handbook, but the list below is intended to be used for quick reference.

The Deputy, Katherine Hogan and/or the Head of EYFS, Jane Wallace, will meet with you as the term progresses, to discuss the areas covered below and their usefulness, as well as any areas you feel could have been covered but have not been.

- **STAFF DRESS:** Staff are expected to adhere to the published guidelines for staff dress.
- **REGISTERS:** In Years 1 – 6 registers are called at 08:35 each morning and close at 08:40 for the first session of the day. In EYFS registers are called at 09:05 each morning and close at 09:15 for the first session of the day. Registers for the second session of the day are called at 1:30
- **ADDRESSING STAFF:** Staff address each other formally using title and surname, for example, Mrs. Hogan, in front of the children and parents, but use first names at other times.
- **MOVING AROUND THE SCHOOL:** When we walk through the buildings and use the stairs, we keep to the right. Children are expected to walk quietly at all times, and to hold the door for those behind them when using the stairs. Children are also expected to give right of way to adults.
- **MEETINGS:** There is a staff meeting every Friday afternoon from 3.30pm. There is also a curriculum meetings on a Monday afternoon, from 3.30pm – 4.30pm (approximately).
- **HALF TERM PLANNING:** This will be emailed to Ms Sehmbhy and Mrs Evans
- **PARENT CURRICULUM BOOKLETS:** These should be handed to parents on the first day of the academic year.
- **INTERNAL POST SYSTEM:** Pigeon holes are located in the staff room for all staff. Communications are passed to class teachers via class folders.
- **STAFF EMAILS:** All staff have a work email address. Most staff follow the same pattern:  
initial.surname@harvingtonschool.com

- **LUNCH DUTY:** Staff may be allocated several lunch duties. While on lunch duty, your role is to encourage calm, pour water for the children and monitor them to see who is not eating their lunch. We encourage good table manners, and quiet ‘table voices’.  
At the start and end of lunchtime, the children say a prayer. You can start them off with the word ‘For...’ They will then continue with ‘For what we are about to / have just received, may the Lord make us truly thankful, Amen’.
- **PARENT CONSULTATIONS:** These happen three times a year, in the gym, or the Nursery / Transition classrooms for the EYFS.  
Parents receive a 10 minute slot, which staff must adhere to. Should staff have concerns about any children, they should arrange to meet with parents for a longer session on another occasion. Please inform the Head first.
- **REPORTS:** Full reports are currently written at the beginning of the first term and at the end of the third term. In the second term, the reports are brief. You will be shown the particular report format closer to the report writing time.
- **DISPLAYS:** Displays in the classroom should be reflective of the curriculum being taught.
- **PIPS:** Transition, Year 2 and Year 5 undertake PIPS assessments.
- **NFER Verbal & Non-Verbal & Reading tests:** Tests are undertaken for each year group from Year 1.
- **FIRST AID CO-ORDINATOR :** Ms Millar, our First Aid Co-ordinator, is based in the Office and Jane Wallace is her deputy. All staff are given paediatric First Aid training.
- **VISITING THE TOILET:** Children are allowed to visit the toilet during lesson time, at the teacher’s discretion. They should, however, be encouraged to go at break time as they progress up the school. Also, only one child at a time should be allowed to leave the classroom. If children are absent for a long time, another child should be sent to check on them.

If you have any further questions at all, please just ask.

**CHECK LIST  
for the  
INDUCTION OF NEW STAFF**

Start date			New staff member	
Year group 'friend'		SLT Lead		Line Manager

*Please date and initial boxes below when task is completed*

DBS Complete		Work Permit		Other restrictions	
Part 1 of KCSIE signed					

**Documents Issued**

Staff Handbook		Term dates		Subject overviews	
Subject policies					

**Induction Meetings**

1st meeting	2nd meeting	3rd meeting
4th meeting	5th meeting	6th meeting
7th meeting	8th meeting	9th meeting
10th meeting	11th meeting	12th meeting

**Training**

H & S	Fire	First Aid
Safeguarding	Manual handling	Job Specific

**Confirmation of policy and other document review  
(To be scheduled across induction meeting)**

Safeguarding	
Health and Safety	
Fire	
Supervision	
Code of conduct	
Safer Working Practices	
Prevent and Channel	
First Aid	

Teaching and Learning	
Curriculum	
Marking	
Homework	
Attendance	
Assessments	
Anti-Bullying	
Behaviour	

Equal Opportunities	
SEAL	
EAL	
SEN	
Educational visits	
Procedure for ordering materials/books	
Critical Incidents	
Bereavement	

Stress Management	
Induction of New Staff	
Induction of Newly Qualified Staff	
Professional Review	

Employment of Ex-Offenders	
Bribery and Corruption	
Gifts and Hospitality	
Whistleblowing	

Accessibility	
Expulsion	
Complaints	
Pay	