



# Pentland Primary School

## Induction Policy

**September 2020**

Our priority is to raise standards and improve the quality of education for all our pupils. We believe teachers, support staff, governors and parent helpers who are well supported and confident in their roles will help achieve this more successfully.

Our induction procedures at Pentland Primary School aim to provide all newly appointed staff and those changing role with a programme of support and guidance as appropriate to their role to enable them to:

- Integrate successfully into the school
- Consolidate their performance
- Gain experience and develop professional expertise
- Fulfil their job description successfully
- Have opportunities for observation and discussion of their work with senior staff to discuss any difficulties that may be experienced
- Identify their potential for career development and take advantage of opportunities for CPD
- Have opportunities to join in and contribute to discussions on school policy

### ***Procedures:***

#### **New teaching Staff**

All new staff should be given appropriate induction advice, training and resources by the head teacher and mentor colleague. This should include:

- National Curriculum documents

- Staff Handbook
- School Prospectus
- Policy documents, including school development plan.
- Schemes of work
- Assessment advice, recording, reporting, resources and procedures
- Class list, health, safety and personal information
- Information on resources, including ICT
- Timetables
- SEN information
- CP Procedure (safeguarding)

The head teacher or mentor will ensure new staff are given a guided tour of the school, identifying locations of resources, procedures, staff and other relevant information.

All new staff will be allocated a mentor, usually the team leader to provide advice and support when required.

New staff have access to the head teacher or their mentor to discuss additional training needs and concerns they may be experiencing, in addition to Performance Management procedures. An informal discussion at the end of the first month and then half termly during the first year with a staff colleague will be held to identify and resolve any concerns.

### **Newly Qualified Teachers - NQT's**

Induction for all newly qualified teachers will be provided, following guidance from the DCFS and the LA.

All NQT's will be allocated a mentor who will support the proposals and processes of the Career Entry Profiles

- All NQTs take part in an induction-training programme. This may include: opportunities to visit schools to observe good practice; a planned programme of training for curriculum, classroom management

and personal development; regular discussions with experienced teachers involved in the programme

- NQTs are allocated a mentor
- NQTs receive 10% PPA and 10% 'NQT time
- NQTs take part in the normal monitoring procedures and are provided with feedback to support assessment and development of the new teacher's practice. Additional supportive observation and feedback is provided by senior staff
- The head will be available to discuss any additional training needs and difficulties that may be experienced

*Each NQT's induction should:*

- match particular development needs, identified during training
- provide appropriate development related to the teacher's strengths
- identify targets to be achieved for the first year of teaching
- provide opportunities for the teacher and mentor to record agreed targets and an action plan for their achievements linking the teacher needs to the school development plan and targets

### **Supply Staff**

- All long term supply staff will be welcomed by head or team leader and given tour of the relevant part of school with relevant information on class, curriculum and daily programme
- Supply staff will be provided with class timetable and lesson plans if absence is planned in advance, if absence is unplanned, the head or team leader will provide class timetable, planner and general advice and guidance
- Supply staff will have access to head or assistant heads if difficulties arise
- CP Procedure (safeguarding)

### **Learning support Staff**

The Headteacher or nominated classteacher and/or SENCo is responsible for the induction of all learning support staff.

Advice and support is provided by a nominated support staff colleague.

SENCO, classteacher, Headteacher and assistant headteacher provide additional support.

Induction should include:

- Introduction to school staff
- The opportunity to work shadow the existing post holder or person undertaking a similar job where possible
- Information on the school with access to policy information. Timetables and group lists for relevant classes
- Information concerning the child/children for which they are responsible if appropriate
- Information on resources including SEN resources
- Information on assessment, record keeping, the marking policy, the behaviour policy
- Training in the use of the photocopier, laminator etc.
- Health and Safety information
- Information on training opportunities
- Child Protection information (safeguarding)
- Opportunity to comment on policy and practices
- All staff will take part in Performance Review procedures
- An informal discussion will be held with the head teacher/ assistant head teacher
- All support staff will be encouraged to evaluate their own performance and retain all evidence

## **Administrative Staff**

The head teacher is responsible for the appropriate induction advice and training. All new staff will be provided with support and guidance with daily practice and procedures.

Induction information should include:

- Information on the school, including the school prospectus, the school aims, policies, resources and procedures
- Health, safety and security information
- Professional training to implement ICT programmes and school administrative procedures
- Access to confidential information, where appropriate, on children, staff and resources
- Opportunity to comment on policy and practice
- Child Protection information (safeguarding)

All staff will take part in Performance Review procedures.

An induction and review meeting should be held with the headteacher at the end of the first month and then termly during the first year to identify and provide relevant support.

- All staff will be encouraged to evaluate their own performance and retain all evidence

## **Governors**

Governors have a vital role to play in providing support, advice and guidelines for the school. To enable the fulfilment of this role all new governors should be given current relevant school information, policy documents, School Improvement Plan data.

The Chair of Governors is responsible for the induction of new governors but may choose to appoint a mentor governor. The Mentor Governor with the help of the Clerk of Governors should provide the following information and resources:

- Opportunities for a tour of the school meeting staff
- School Prospectus
- DCFS information handbook on the role of governor
- School and Governing Body Policy document including Standing Orders and Instruments of governors
- Dates and times of whole governing body and sub committee meetings
- Access and information of previous governing body minutes and school newsletters
- Information and access to governor courses
- Child Protection information (safeguarding)
- All new governors should be provided with a governor mentor to support with information on current policies and practice
- The Mentor Governor should arrange to discuss the success of the induction arrangements at least twice during the first year to improve the quality and relevance of the induction arrangements
- New governors will be required to complete a personal details form and register of business interests
- Governors will receive a Governors guide to the Law which will include advice and guidance on confidentiality of GB's

### **Cleaning/Caretaking/General Assistant**

The Headteacher is responsible for the induction of all cleaning staff and the General Assistant.

Induction should include relevant information on the school:

- The school prospectus, access to aims and policies, including Health and Safety and Security issues
- Relevant information to help them carry out their job description effectively

- Opportunities to comment on policy and practice
- Child Protection information (safeguarding)
- Staff will be monitored by the senior administrator.

### **Midday Supervisors**

The Headteacher or assistant head teachers are responsible for the induction of lunchtime staff. New staff will be given support with daily practice and training. Induction should include:

- Relevant information on the school, aims and policies
- Information of Health and Safety, First Aid, security and behaviour policies and procedures
- Relevant information to help them carry out their roles effectively
- Child Protection information (safeguarding)

All staff will take part in Performance Review procedures.

### **New Reception (Foundation Stage) Children**

We aim to integrate new children happily and successfully into our school programme of work and opportunities.

The class teacher is responsible for arrangement for induction in liaison with the Head teacher, SENCO and relevant staff at the school.

Children transferring from home/preschool to the school will be contacted by the Foundation Stage Manager in the term prior to them starting to arrange visits including the New Parents Evening.

The purpose of these visits is to:

- provide opportunities to gain the children's confident knowledge and trust in a known person
- Access and identify information on individual child's and the cohort's progress

- Identify strengths and weaknesses, and make arrangements to match individual needs for support, welfare and SEN provision
- Provide relevant information to group children in class according to ability, behaviour, physical and emotional needs
- Provide information on aspects of transfer
- Manage induction visits to our school for children and their parents

### **New Children (other than in Reception)**

The Headteacher /AssistantHeadteacher is responsible for the induction of new children (other than ones transferring from home/preschool) and their parents. The minimum programme will include:

- Meeting with the Headteacher or Assistant Headteacher to discuss child's needs and provide school information
- Guided tour around the school with an opportunity to meet the classteacher and class
- School Prospectus, School Events Dates, Behaviour Policy, Parent partnership information, uniform and PE requirements

The classteacher will be responsible for the day-to-day induction of the child providing:

- A named friend to support the child in daily routines
- Equipment, eg, a reading book, exercise books, pencil and labelled drawer
- Information on homework, PE/games, play/lunch arrangements, newsletters
- Assessment in liaison with SENCO to identify appropriate learning and emotional needs
- Pastoral support and parental contact

## **Parent Helpers**

The Headteacher/Assistant Headteacher is responsible for the induction of parent helpers. The minimum programme will include:

- Completion of the CRB process
- Domestic arrangements
- Guided tour around the school with an opportunity to meet the staff.
- Health and Safety information