



**Mesne Lea  
Primary School**

Working together for individual excellence

## **Policy for Induction**

<b>Authorised by</b>	Governing Body
<b>Date of authorisation</b>	Feb 2017
<b>Review date</b>	Spring Term
<b>Equality Impact Assessed</b>	Model Policies EIA by Salford LA

## **Rationale**

Mesne Lea School is striving to become a learning school through a culture of continuous improvement. Our main purpose is learning - for both staff and pupils. Through the continuous learning of our staff, pupils and governors the school improves and develops.

Effective induction supports the effective performance and continuing professional development of all staff and governors new to the school.

Induction is a process which starts before a person joins the school and continues through the first year at the school and beyond. Induction is a process which aims to increase the effectiveness of all staff and governors both as individuals and as team members, by ensuring they understand the policies and expectations of the school and by supporting highly effective performance. This policy applies to teaching and support staff. It thus enables them to contribute to the school's vision and goals and to fulfil its guiding principles. The induction process will ensure mutual benefit for the individual and the school.

## **Purposes**

### **Our induction process will:**

Contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meet the needs of pupils, parents and the wider community

Contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective work at the school

Ensure teachers new to the profession have the best start in their careers and are supported in effective practice.

Ensure all staff new to the school understand what is expected of them at the school and gain support to achieve those expectations

Ensure that pupils new to the school understand what is expected of them and are helped to settle in quickly.

Build co-operation between staff of all sections of the school

Ensure that all staff are valued and recognised as the school's most important asset

## **Management and Organisation of Induction**

The Assistant Headteacher is responsible for the overall management and organisation of Induction, including Newly Qualified Teacher Induction across the whole school. This includes a whole school planning and quality assurance role.

### **Teachers**

- All new teachers are invited to visit the school before they take up post.
- All new teachers are met on their first day by their mentor / line manager.
- All new teachers are provided with copies of school policies and the school's staff handbook and be expected to develop their understanding of them.
- All new teachers will meet with the Headteacher within their first week in post.
- Within the resources available in the school new teachers are offered a mentor when possible.
- All new staff will have a review of their induction after one month, three months and six months with their line manager.
- All new staff will be provided with an explanation of the school's performance management arrangements (see the school's performance management policy) within which they will be expected to participate.
- All new staff will be expected to contribute to the spirit and life of the school, to ensure a conducive environment for learning for all pupils, Governors and staff.

### **Newly Qualified Teachers**

- For Newly Qualified Teachers the school provides a programme of support, monitoring and assessment. The timetable for this programme is provided at a whole school level and at an individual NQT level.
- Each Newly Qualified Teacher is provided with an Induction Tutor who will either be a named, experienced and competent member of staff.
- The Induction Tutor is responsible for the day to day management of the induction of Newly Qualified Teachers.

**Induction tutors will be supported in their role by:**

- being provided with information from the TTA and school, relevant to the induction process;
- being offered training provided by the LEA on the Role of the Induction Tutor
- having meetings with the member of staff responsible for the overall induction programme in the school
- having their role as an induction tutor as part of their performance management process
- through the monitoring and feedback of the induction provision in the school undertaken by the member of staff responsible for the overall induction programme.

**At the school all new teachers are expected to undertake their professional responsibility in striving to meet high standards**

The induction programme at the school consists of support, monitoring and assessment elements and NQTs are expected to engage in the programme

NQTs will receive feedback on their strengths and areas for development

Induction Tutors are responsible for the day to day management of their NQT's induction, and will meet with their NQT regularly. The Induction Tutor reviews progress, set targets, and identifies support strategies with the NQT.

All newly qualified teachers are observed teaching during their statutory induction period and this is undertaken by the Induction Tutor, a senior member of staff or an experienced teacher as appropriate (see the NQT induction programme for details)

Three formal assessments will be undertaken during the NQT induction period. These will be documented on forms that are sent to the LA and must be signed by the NQT, Induction Tutor and Headteacher.

Each NQT has 10% professional development time during their statutory induction period. This is in addition to the teaching and professional development time that other substantive teachers would expect in the school.

Each NQT develops with their Induction Tutor their own induction and support plan.

Each NQT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio.

The Induction Tutor and school maintains a documented record of the NQTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken.

Newly Qualified Teachers who are not meeting the induction standards or making satisfactory progress towards them will be develop with the Induction Tutor a detailed action plan. The school will increase the support necessary to implement the action plan within the available resources within the school. As appropriate the LA will be involved to ensure the action plan can be implemented.

### **Support Staff**

- All support staff will be invited to the school prior to taking up the post.
- All new support staff will have a line-manager who will discuss their job description with them.
- New support staff will have the opportunity to attend induction training provided by the Local Authority.
- All new staff will have a review of their induction after one month, three months and six months, with their line manager.
- Following the induction period all support staff will enter the performance management programme for the school

### **Parent Helpers / Students**

- The Assistant Headteacher along with the Class Teacher is responsible for the induction of parents helpers and students. The minimum programme will include:
- Completion of the CRB process
- Domestic arrangements including dress protocols, child protection and confidentiality

- Training in the use of the photocopier, laminator and other equipment.
- Health and Safety information

### **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 and School Improvement Plan data.

New Governors should be provided with the following information and resources:

- Opportunities for a tour of the school meeting staff
- School brochure including staffing, Ofsted and KS2 test information
- DfES information handbook on the role of governor
- School and Governing Body Policy document including Articles and Instruments of governors.
- Dates and times of whole governing body and sub committee meetings
- Access and information of previous governing body minutes, latest governing body report to parent and school newsletters.
- Information and access to governor courses.

### **New Children**

We aim to integrate new children happily and successfully into Mesne Lea and provide a smooth transition from the previous setting

**The Headteacher aided by the Assistant Headteacher are responsible for the induction of new children 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 designated classteacher and class.
- School Prospectus, School Events Dates, Behaviour Code, Home School agreement, uniform and PE requirements
- Opportunity for the child to spend some time in school with the class before joining full time if appropriate

**The class teacher will be responsible for the day-to-day induction of the child providing:**

- A named buddy to support the child in daily routines
- Equipment – a reading book, exercise books, pencil and bag storage
- Information on homework, PE games, play/lunch arrangements, newsletters
- Assessment in liaison with SENCO to identify appropriate learning and emotional needs if appropriate.

**Induction Checklist**

By the end of the first month, each staff member should be aware of the following:

	Notes	Initial	Date
<b>People to know</b>			
Mentor appointed			
Phase Leader			
Senior Management			
Union representative			
<b>Documents informing:-</b>			
Safeguarding			
Times			
Plan of school			

Sickness and Absence arrangements			
Job Description			
Fire Procedures			
Health and Safety			
Class list			
Staff list with responsibilities			
Staff handbook			
Accident book			
School dates			
National Curriculum Documents			
QCA Documents			
School Policies			
Assessment Procedures			

Administrative Procedures			
Registration			
Planning and evaluations			
Money collection			
Wet playtimes			
Playtimes, dinner times and playground duties			
Stock			
Cycle of meetings			
Parents' evenings			
Fire drill			
Security considerations			
Reading schemes and library			

Freedom of Information Policy 2016

Organisation of resources including computers			
PE equipment, including safety			
Timetables, hall, ICT, MFL etc			

This policy has been reviewed and approved by the Governing Body at Mesne Lea School.

Signed \_\_\_\_\_ Name \_\_\_\_\_

Head Teacher

Signed \_\_\_\_\_ Name \_\_\_\_\_

Chair of Governors

Date: