



RAYNVILLE ACADEMY

Induction Policy

Approved by:	Raynville LGB		
Responsible department:	Raynville Academy - SLT		
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The Induction Programme for all New Staff

Induction is an essential part of all efficient organisations. Great Height Academy Trust recognises that good induction leads to improved staff satisfaction and well-being, as well as greater efficiency and performance. Induction enables new staff to feel secure and settled and gives existing staff an opportunity to communicate the vision of the school, thus ensuring the smooth transition of values and expectations, whilst maintaining teamwork and a sense of togetherness.

Induction processes are essential for all staff new to the schools, at whatever level they may be joining the organisation. This policy covers all new staff, from Principal, through to teaching staff, support staff, admin staff and trainees (PGCE, SCITT and University Students).

The induction processes will vary according to the job role. This policy sets out the expectations and protocols for all new staff joining. Staff that transfer from one school to another within the Trust would not be expected to take part in formal induction; rather they will have an informal induction process that helps them quickly become accustomed to the differing routines of a new work environment.

Aims of the Induction Programme

- Make all new staff feel part of the school team, understanding the ethos, philosophy, and routines of the school
- Explain the school's Safer Code of Conduct to ensure that all staff and volunteers new to the school understand what is expected of them at the school and gain support to achieve those expectations
- Provide Child Protection and Safeguarding Training and Information – including outlining responsibilities
- Provide information and training on key school Policies and Procedures, particularly those in which immediate actions might need to be taken such as Fire Evacuation.
- Enable the colleague to contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meeting the needs of pupils, parents, and the wider community
- Contribute to the colleague's sense of job satisfaction and personal achievement
- Identify and address any specific training needs

The Induction Programme for newly appointed staff operates under the direction of the principal. Induction processes are there to help, guide and inform. Line managers or mentors (ECTs and trainees) are responsible for monitoring the progress and professional development of newly appointed staff, guiding them through the school documentation, ensuring knowledge of whole school issues and for organising the appropriate support meetings.

Training on Safeguarding Children and Child Protection will occur in every induction programme. The Induction Programme will be cross-referenced to the ECT Induction requirements and probationary periods for support staff, as appropriate. Induction is an organic on-going and evolving process that realistically takes weeks and months. The ethos of the school is that learning is a shared responsibility and there is an expectation that new members joining the team will be proactive in asking for information and help – however big or small.

The induction process may include:

- A meeting with the Principal/Vice Principal or senior member of staff
- Signposting to the list of essential policies on the website – signing that these have been read
- Receiving copies of essential documents relating to role
- Explanation of help and support available
- Details of other relevant individuals with responsibility for induction e.g. the IT technician to offer logins etc, the designated mentor or supervisor

Induction responsibilities

- The Principal/Vice Principal are responsible for the overall management and organisation of induction of new teacher employees and trainee teachers
- The KS1 pastoral officer is responsible for the overall management and organisation of induction of new support staff and volunteers
- The School Business Manager is responsible for the overall management and induction of admin staff & site staff

Initial Induction Meeting – teaching staff/trainees

The Principal/Vice Principal will meet with them on the visit day to commence induction. This will continue once employment has commenced. Induction should be completed and signed off within the first four weeks of full employment.

Initial Induction Meeting – support staff/volunteers

The KS1 pastoral officer meets support staff/volunteers on their first day of employment, when any questions will be answered. Each new member of staff will be allocated to a more experienced member of Support Staff, who will informally support and provide information about timetabling, routines and other day to day operational matters.

Initial Induction Meeting – non-teaching Staff

The School Business Manager meets non-teaching staff on their first day of employment, when any questions will be answered. Each new member of staff will be allocated to a more experienced member of Staff, who will informally support and provide information about timetabling, routines and other day to day operational matters.

The person responsible for induction should:

- Ensure that a new member of staff is made welcome
- Ensure that immediate needs are identified before taking up the position where possible
- Provide, if appropriate, a tour of the school and information about facilities, answering questions and giving practical advice
- Introduce key personnel
- Ensure that an Induction Programme is provided, delivered, and evaluated.

They should ensure that an induction is provided personally, or by the line manager or mentor, or another person with delegated responsibility and is tailored to each individual. All new staff will be given appropriate induction advice, training over a period and as necessary. Areas which should be considered are set out below. These are not intended to be exhaustive and careful consideration should be given in relation to each post and the experience of the post holder.

- Safeguarding children and child protection information
- Health and safety procedures
- Fire and emergency procedures
- First aid
- Code of Conduct
- Staff Handbook
- Our Trust – background, position and future including opportunities.
- Environment
- School Website

- Policy documents
- Assessment advice, recording, reporting, resources, and procedures
- Information on whole school and year group data, including SEND
- School administrative systems and procedures (for admin staff)
- details of help and support available
- designated mentor or supervisor

Other parts of the Induction Programme

All teaching staff attend regular professional development meetings. Non-teaching staff attend where appropriate. All staff will be allocated an informal mentor or “buddy” with whom they will meet once every half term for the first year.

Team or Phase Leaders should, if at all practicable, meet new teachers before their job commences to discuss Curriculum policies and Schemes of work. They will also cover teacher assessment, record keeping and reporting to parents as appropriate throughout the year.

The SENDCo responsible for Inclusion will discuss the Special Needs provision within the school with new teachers.

The above elements of the induction programme are tailored individually for newly appointed teachers, depending on their previous experience and expertise.




















Areas with which Team Leaders may support/help newly appointed teachers:

- Day to day organisation
- Class and school routines
- Classroom timetables
- Behaviour policy and routines, 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
- Use of the photocopier
- Trips and visits
- Curriculum teams and wider-learning days/weeks

Appendix 1

Induction Resources for New Staff

Many of the policies will be available on the academy or Trust website and all new staff will be directed there in the first instance.

-  Staff Handbook
-  Child Protection Policy and Safeguarding Procedures
-  Inclusion and Special Needs Policy
-  Academy Improvement Plan
-  Behaviour and Anti Bullying Policy
-  Critical Incident Policy
-  Lockdown Policy
-  Educational Visits Policy
-  Health and Safety Policy and Fire Evacuation Procedures
-  Supporting Children with Medical Needs
-  Code of Practice for Special Needs
-  Use of Mobile Phones
-  Class list
-  Medical/SEN register for class
-  Pupil records
-  Registration procedures
-  Staff meeting and CPD dates
-  Timetables
-  Year group curriculum overview

Appendix 2

Induction checklist

WELCOME AND INTRODUCTION	DATE	COMMENTS
Inform all staff of arrival of new employee and role		
Meet inductor for introduction and tour of the school		
Introduced to team members and individual working environment		
Allocate Team Leader/Line Manager		
Distribute induction programme to relevant staff		
Give names of people who will assist in key areas		
Provide: Staff Handbook		
Provide: Job description/contract		
Provide: Daily/weekly timetable		
Key Policies		
Use of mobile phone		
Dress code		

FACILITIES	DATE	COMMENTS
Access to building and layout		
Car parking		
Staffroom including notice boards		
Toilets		
Photocopier – including code		

TRAINING AND DEVELOPMENT	DATE	COMMENTS
Child protection and safeguarding training		
Confidentiality and information sharing protocols		
Appraisal – including dates as appropriate		
Staff development		

HEALTH AND SAFETY	DATE	COMMENTS
Emergency, security, and fire procedures communicated		
H&S policy		
Fire exits and fire extinguishers		
First aid arrangements and medical information		
Visitors' procedure		
Weather closure procedures		

PROTOCOLS AND MEETINGS	DATE	COMMENTS
Staff meetings/CPD/training		

Whole school meetings		
Assemblies		
Break time procedures		
Staff room protocol		

CLASSROOM	DATE	COMMENTS
Timetable		
Location of resources, including wet play		
Class rules		
Sanctions and rewards – including behaviour policy		
Permission to leave classroom		
Marking – including policy		
SEND information		
Homework & Seesaw routines		
Other adults		
Home-school contact		
Off-site visits		

SIGNED –

INDUCTEE – _____

INDUCTOR – _____