

RYHALL CE ACADEMY



POLICY STATEMENT INDUCTION

Formulation date:

July 2023

Responsibility:

Headteacher

Next Review Date:

Summary:

Ryhall CE Academy is striving to become a learning community through a culture of continuous improvement. Our main purpose is learning - for both staff and pupils. Through the continuous learning of our staff and governors the school improves and develops, bringing ever-greater benefits for our pupils. The support and guidance given to all new members of staff contributes to maintaining the excellence and enjoyment in our school whilst ensuring continuity of provision for our children. It enables new personnel to maximise their contribution and further their professional development.

This policy covers procedures for: Teaching Staff (including supply staff); Support Staff; Non- Teaching Staff (including administration, caretaking and catering); Governors; Parent Helpers and Work Experience Students.

NON-STATUTORY

ETHOS STATEMENT

Ryhall CE Academy provides a learning environment that embraces excellence and academic rigour. Set within a framework of spiritual, intellectual, physical, emotional, moral, social and cultural development, we aim to:

ignite a passion for life-long learning;
develop great thinkers who embrace challenge;

promote curiosity, enthusiasm, independence, self-belief and confidence.

Our strong Christian ethos encourages:

compassion
friendship
resilience
respect and
trust

We also teach the British values of democracy, justice and the rule of law, and mutual respect for those of different faiths and beliefs and for those without faith and individual liberty.

At Ryhall CE Academy:

- We will provide high quality education to ensure happiness and achievement for all; aiming for excellence in teaching and learning in order to achieve outstanding learning outcomes. We will celebrate success at every part of the learning journey, individually and collectively – *educating for wisdom, knowledge and skills*¹.
- We will work in partnership with parents, carers, schools, the church and other organisations to enable our pupils to become healthy, confident, responsible and lifelong learners, encouraging a sense of caring and belonging within their local environment, nationally and globally – *educating for community and living well together*.
- We will continuously work towards keeping children safe by encouraging them to communicate effectively and through personal development, behaviour and welfare. We aim to prepare children for the excitement and challenges of the 21st Century – *educating for dignity and respect*.
- The worth of each child impels us to work to fulfil their God-given potential, whatever the religious or other tradition with which they or their family identify. Each is to be understood as respectfully and deeply as possible; encouraged to challenge themselves spiritually, morally, intellectually, imaginatively and actively, and to ensure they develop the necessary skills to prepare them for a fulfilling life and work – *educating for hope and aspiration*.

¹ Church of England Vision for Education, July 2016

- We believe our school values of compassion, friendship, respect and trust are distinctly Christian and permeate through Ryhall CE Academy life. This provides a strong sense of resilience and lifelong learning, honesty, mutual respect, happiness, enjoyment and high standards. Whilst they are a visible presence around the school, our values are far more; all members of the school are actively encouraged to implement them every day. Our 'strapline'

'look back with pride and move forward with confidence;

encourages children to face their fears, demonstrate endurance, believe in their God-given ability and value all that is strong and good about themselves.

1. Commitment to Learning

Effective induction is a vital foundation for continuous learning by supporting 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 fulfill its guiding principles. The induction process will ensure mutual benefit for the individual and the school. We recognise that the induction of new staff is vital to the ethos and efficiency 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 to us.

2. Aims and Objectives

The aim of induction is to help new staff become fully effective as soon as possible in their new post. The induction process at Ryhall CE Academy will:

- Introduce new staff to the school and the school's working practices;
- Develop the whole school ethos, including developing awareness of the Christian ethos and character of the school;
- Familiarise the new staff with the physical layout and resources within the school;
- Provide new staff with information pertinent to their role within 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;
- Provide a supportive and welcoming ethos for new staff members;
- Build co-operation between staff of all sections of the school;
- 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;
- Deliver effective and up-to-date training in relation to statutory guidelines including Safeguarding and Child Protection;
- Ensure that all staff are valued and recognised as the school's most important asset.

3. Approach

3.1 Management and Organisation of Induction

The Headteacher is responsible for the overall management and organisation of Induction, including Early Career Teacher (ECT) across the whole school. This includes a whole school planning and quality assurance role and ensures that every new member of staff has a mentor to support their induction and will oversee the agreed provision and support procedures for relevant staff. An experienced member of the teaching staff (Senior Teacher Leader) holds specific responsibility for ECT inductions. It is our belief, however, that the implementation of the induction programme may also rely on collective responsibility of all members of staff as part of our ethos of supporting and caring for one another through our experiences as learners.

3.2 DBS of staff

All members of staff will be DBS cleared before commencing work. However, in exceptional circumstances a member of staff may work pending the return of their DBS. In these cases, the individual will be fully supervised. This supervision will be reviewed every two weeks.

3.3 Induction Visit

Once appointed the new member of staff will 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 will be issued with all or parts of the following information:

- Access to relevant school policies including Code of Conduct, Safe Working Practice, Whistle Blowing, Safeguarding (Child Protection), Behaviour and Anti bullying, Health and Safety, Equality policy, (see checklist);
- A copy of teachers' conditions of service/job description or guidelines/job description for support staff;
- Child Protection training information;
- The name of a nominated member of staff/mentor from whom guidance can be sought.

3.4 Teaching Staff

All teaching staff will also have an initial meeting with the appropriate Senior Leader who will:

Provide curricular information including National Curriculum documentation, long, medium and short term planning, assessment procedures, key priorities in terms of school development and vision and professional development, and the SENDCo.

3.5 Support Staff

Teaching Assistants (TAs) will receive guidance from the Class Teachers with whom they will work and additionally from the SENDCo in the case of support for pupils with specific educational needs. Any relevant aspects of their job description will be discussed.

3.6 Mentor/Nominated Staff Mentor

As each member of staff takes up the post they will be supported by a mentor/nominated colleague from whom they can seek advice and guidance. All mentor staff will be as supportive and welcoming as possible to their new colleague.

3.7 Role of Mentor/Nominated Staff Mentor

The role of the staff member working alongside the new teacher/support staff is a crucial one. As well as encouragement and support, they will provide day-to-day advice on the routines of the school, forward planning, resources etc.

3.8 Role of ECT Mentor/Induction Tutor

The induction mentors are responsible for supporting the ECT through overseeing their induction programme, using modelling, coaching and instruction to enable a smooth induction into school and to enable the identification of any needs. The Headteacher will hold responsibility for ensuring the Induction programme is in place and overseeing formal review meetings whilst the induction mentor will take a much more hands-on approach, including leading informal fortnightly meetings and taking responsibility for observations that form part of the ECT cycle. In addition to this the mentor will:

- Have an initial discussion with the ECT to decide priorities for induction following on from the Initial Teacher Training priorities.
- Organise review discussions in line with the requirements of the nominated induction programme.
- Attend training regarding
- Collate information to inform the review discussions.
- Tailor support according to need

ECT Mentors/Induction Tutors will be supported in their role by:

- Being provided with information from the MAT, TSA and school, relevant to the induction process;
- Being offered training provided by the MAT/TSA on the Role of the Mentor;
- Having meetings with the member of staff responsible for the overall induction programme in the school;
- Having their role of mentor as a part of their appraisal process;

- Monitoring and feedback of the induction provision in the school undertaken by the member of staff responsible for the overall induction programme;
- Feedback from the Headteacher.

All new members of staff including ECT's will receive support and encouragement from their relevant mentors alongside the Headteacher and a Senior Leader (if a different person) throughout the period of induction and beyond.

3.9 Early Careers Teachers

For Early Career Teachers, the school provides a programme of support, monitoring and assessment. The timetable for this programme is provided through our service provider. Each ECT is provided with an Mentor who will be a named senior, experienced and competent member of staff. The Mentor is responsible for the day-to-day management of the induction of the ECT.

3.10 School Induction programme for Early Career Teachers(ECT)

As an ECT in our school the following support procedures will apply:

- An initial meeting to discuss Career Entry and Development Profile:
- Meetings organised as required, but as a minimum, weekly.
- Timetable of support to observe teaching within own school context and at least one other.
- A dedicated meeting with the school SENDCo.
- 10% non-contact time (in addition to the 10% PPA time allocated to all teachers).
- 3 formal observations by mentor or SLT including at least 1 from Headteacher plus another 2 linked to the school's 'Monitoring and Evaluation' cycle (1 per term).
- At least two more formal meetings with the ECT lead to set termly targets and review progress in ECT standards for formal assessment.
- Participation in staff training and school improvement activities.
- Formal meeting with Headteacher to negotiate and agree final job description, outlining clearly roles and responsibilities both as they stand from appointment and as they evolve.
- Support and training provided through an appropriate body.

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

3.11 School Induction for experienced staff

All new, experienced staff will be allocated a mentor. All new staff will be invited to visit the school before they take up post. All new staff will be met on their first day by their mentor. All new staff will be provided with copies of school policies and be expected to develop their understanding of them. All new staff will meet with the Headteacher/Senior Leader within their first week in post.

An induction programme will be provided for new staff and their attendance is expected. Such induction support will involve:

- At least two informal meetings with members of the SLT to discuss progress of self and pupils, providing an open and honest way of dealing with any initial difficulties with school procedures or new areas of learning. The first meeting should take place within the first 4 full weeks of term.
- The support of a Learning Community. As a school we are committed to being a Learning Community and part of this is being able to acknowledge and learn from our mistakes.
- Formal and informal observations and feedback following the schools Monitoring and Evaluation schedule and relevant support.
- A commitment to new learning through attendance at all in-house training provided throughout the year.
- Performance Management, in-line with national guidance.

All new staff will have a review of their induction after one month, three months and twelve months with their mentor and/or the Headteacher. 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 school members, pupils and staff.

3.12 School Induction programme for Teaching Assistants (TAs)

At Ryhall CE Academy we recognise the impact that non-teaching staff can have on our learning community. All support staff will be invited to the school prior to taking up the post. An induction programme will be designed for each new member of support staff. As part of the induction procedures for non-teaching staff, new staff will be:

- Allocated a mentor (usually the teacher with whom they are working) to support professional development needs and requirements.
- Given opportunities for informal support by a HLTA within the same role to support the settling in process.
- Able to access all relevant in-house training.
- Given access to all relevant documentation specifically linked to role, including timetables, group lists, pupil information, resources and information relating to assessment, recording and reporting.
- Entitled to at least two formal meetings with mentor to review progress and negotiate additional individual needs for performance management.

At the end of the first year performance will be reviewed and further interviews will be in accordance with school's overall performance management policy. New support staff will also have the opportunity to attend training provided by the Multi Academy Trust where appropriate.

All new staff will have a review of their induction after one month, three months and twelve months, with their line manager. Following the induction period all support staff will enter the performance management programme for the school. New support staff will be encouraged to network with other support staff through the Multi Academy Trust networks and gain support.

3.13 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 will be given current relevant school information. The Chair of Governors is responsible for the induction of new governors. The Governor responsible for Governor training, with the help of the Clerk to Governors, should provide the following information and resources:

- Opportunities for a tour of the school, meeting staff;
- An initial discussion with the Headteacher outlining current management and curriculum philosophy and processes and role of governor and committee structure;
- An introductory meeting with the Chair of Governors;
- School prospectus including staffing, Ofsted and test information;
- School and Local Governing Body Policy documentation;
- Dates and times of whole Governing body and subcommittee meetings;
- Copies of minutes of recent, relevant meetings;
- Access to relevant school documentation;
- Information about the school and its practices;
- Information and access to Governor courses.
- Access to a Governor email and Governorhub
- Training relevant to role, including GDPR and safeguarding.

3.14 Supply Teachers

The Headteacher is responsible for supply cover and the subsequent induction of supply staff. All regular supply will have a meeting during their placement to establish expectations and priorities. Such adults working within school will also be given the relevant handbook identifying systems/structures, communication, daily/termly routines. As part of their induction Supply staff will be:

- Welcomed by the Head or Officer Manager;
- Given relevant information on the class, curriculum and daily programme and advice on procedures by a colleague or the Senior Leader if appropriate;
- Contacted by the class teacher and provided with a timetable and lesson plan if the class teacher's absence is planned in advance;

- Able to access the Head and/or Senior Leader if difficulties arise.

3.15 Administrative Staff

The Officer Manager is responsible for the appropriate induction advice and training. All new staff will be provided with a named mentor to give support with daily practice and procedures. Induction information should include information on the school, including school aims and ethos, policies, resources and procedures; health, safety and security information; training to implement ICT programmes and school administrative procedures, acceptable computer usage, access to confidential information, where appropriate, on children, staff and resources, opportunity to comment on policy and practice. All staff will take part in performance review procedures. An induction and review meeting should be held with the Officer Manager at the end of the first month and then termly during the first year to identify and provide relevant support.

3.16 Lunchtime Assistants

The Officer Manager, aided by the Lunchtime Supervisor, are responsible for the induction of lunchtime staff. A named mentor will be provided to give support with daily practice and training. Induction should include:

- Relevant information on the school, aims and policies;
- Information of Health and Safety;
- First Aid training;
- Security and behaviour policies and procedures;
- Child Protection training;
- Relevant information to help them carry out their roles effectively.

All staff will take part in performance review procedures.

3.17 Parent Helpers and Work Experience Students

A Senior Teacher, aided by the HLTA with responsibility for volunteers, are responsible for the induction of parent helpers and work experience students. The minimum programme will include:

- Completion of the DBS process;
- An induction talk to include important aspects such as confidentiality, safeguarding, health and safety and child protection;
- Domestic arrangements;
- Guided tour around the school with an opportunity to meet the designated class teacher and class.

4. Resources

Induction activity is planned in the context of the school's vision, goals and guiding principles, and national standards for teacher induction and for other specific roles and responsibilities. Resources are prioritised to support induction.

Financial and other resources for induction are allocated annually and apportioned in

accordance with the induction needs of staff and governors. Resources will be available for the whole school programme of induction and to meet the needs of specific staff in helping them to meet the standards required by the school.

5. Assessment, Recording and Reporting.

Attached are checklists for induction of teaching staff, staff changing responsibilities and support staff as appropriate. All assessments are to be formally recorded using the appropriate framework and copies filed in individual's Personnel Files. Any queries regarding induction in any form are to be referred to the Headteacher.

6. Monitoring and Review

Monitoring and review of the induction policy will be carried out at regular intervals though formally reviewed on a two yearly cycle. The Headteacher is responsible for the co-ordination and implementation of the Induction Policy and is also responsible for monitoring the impact of current induction systems. Both Headteacher and Senior Teachers will support colleagues through induction by sharing relevant information about current developments and providing direction in induction procedures within the school.

7. Conclusion.

The support and guidance given to all new members of staff contributes to maintaining the excellence and enjoyment in our school whilst ensuring continuity of provision for our children. As such we believe that effective induction procedures are vital to the development of all staff working within our Learning Community.

Ryhall CE Academy

Teaching Staff Induction Checklist

Name of person supervising the induction:

This will normally be the Headteacher, who is responsible for making sure an effective and

timely induction takes place, although this does not mean to say they are the person who will actually do all of the induction.

Member of Staff:

Pre-Induction

Item to be covered	Who	Initials
Arrange pre visit if possible		
Appoint mentor		
Agree who will be covering which aspects of induction		
Prepare induction pack (Send if necessary)		
Prepare job description		

This guide can be modified to meet the needs of the inductee.

Induction - General

Remember not to overload the inductee. For the first few weeks you can build in quiet time for the inductee to consolidate what they have learnt and get to know other colleagues on a social basis.

Give the inductee the checklist and explain that:

- It is phased in sections over a year;
- There will be some advance reading and the onus is on them to digest the key points;
- You will work through the appropriate section asking them to initial each item when they feel they have had sufficient information on it;
- There will be an evaluation;
- They should let you know if there are any concerns;
- As each section is completed and signed you will photocopy it and let them have a copy.

Book your time for the next section of the induction checklist or any other items to do with induction. Look ahead to see what you need to do and what the Inductee needs to do.

Ryhall CE Academy

Teaching Staff Induction

A. By End of First Day		Date completed	Inductor initials	Teachers initials
1.	Welcome and staff introductions and initial meeting with Headteacher/Deputy Headteacher on or before taking up post			
2.	Introduction to staff			
3.	Introduction to Mentor			
4.	Person responsible for induction			
5.	Explain checklist document/induction procedures			
6.	Health and Safety issues/procedures <ul style="list-style-type: none"> ○ Person responsible for H/S ○ Fire procedure ○ First Aid and Accident reporting ○ Children's medical info 			
7.	Security/key codes etc.			
8.	Confirmation of timetables/rotas/duties/assembly and times of the day.		..	
9.	Layout of the school discussed. Be given a tour of the building and shown resource areas, staff room, noticeboards, fire exits & procedures, minibus and toilets, mobile phone use, dress code and staff code of conduct questions.			
10.	Be shown photocopier, telephone system, set up pigeon hole, ensure access to emails, ensure access to Governorhub.			
11.	Go through Child Protection Leaflet highlighting key areas that need training on including the main forms of abuse and how to spot them, who the DSLs are and how to use the current reporting system – 'My Concern'. For those starting mid-year, direct to online training to complete.			
	Complete declaration of business interests form (New Governor only)			
	Complete Workstation Assessment (office staff only)			
Arrange first week meeting time:				

B. By End of First Term		Date completed	KSL initials	Teachers initials
1.	Staff communication process		..	
2.	Special Needs information/procedures Meeting with SENCO			
3.	Arrangements for planning and liaison with Subject Leaders for English & Maths			
4.	Discussion of implementation of school policies Behaviour policy/sanctions/rewards		..	
Arrange next meeting date:				

C. By End of Second Term		Date completed	KSL initials	Teachers initials
1.	Feedback on how inductee is doing			
2.	School policies – discuss and review safeguarding policy.			
3.	Main points of School Development Plan			
4.	Staff Training and Development – inductee needs?			
Arrange next meeting date:				

D. By End of Fourth Term		Date completed	KSL initials	Teachers initials
1.	Feedback on how inductee is doing			
2.	Discussion of implementation of school policies Outstanding Curriculum policies and SOW			
3.	Performance Management			
4.	Staff Training and Development – inductee needs?			
5.	Revisit job description			
Arrange next meeting date:				

E. By End of First Year		Date completed	KSL initials	Teachers initials
1.	Feedback on how inductee is doing			
2.	Check all policies/procedures/info have been covered			
3.	Agree Performance Management schedule			
General discussion				
Areas for further discussion/development etc.				
Evaluation of induction process – Date for completion:				
Any other issues				
Signed (KSL)				
Signed (Inductee)				
Date				

Copy to Headteacher

Ryhall CE Academy

TA Induction

Name:

Job Title:

Start Date:

Headteacher's Checklist to be explained/discussed/covered during the induction process within the first 4 weeks of employment.

		Date completed	HLTA/Class teacher initials	TA initials
1.	Introduction to Class Teacher/SENCo/TA mentor			
2.	Person responsible for induction			
3.	Explain checklist/induction procedures			
4.	Health and Safety issues/procedures Person responsible for H/S Fire procedure First Aid and Accident reporting Children's medical info			
5.	School security			
6.	General staff communication procedures			
7.	School calendar – INSET day arrangements			
8.	Clarification of working hours			
9.	Role in discipline/behaviour/anti bullying strategies			
10.	Deployment timetable (if appropriate)			
11.	Staff Performance Management			

Class Teacher's/SENCo induction checklist to be worked through with new TA

To be explained/discussed/covered during the induction process within the first 4 weeks of employment.

		Date completed	Teacher/SENCo initials	TA initials
1.	Layout of class/equipment etc.			
2.	Classroom rules and procedures			
3.	Classroom routines			
4.	Introduction to class/SEN pupils			
5.	Clarification of role, tasks and duties			
6.	Which pupils have additional support needs			
7.	Which pupils have medical or behavioural difficulties and how to respond			
8.	Arrangements for planning, liaison etc.			
9.	Role in giving encouragement and praise, maintaining discipline and supporting learning			
10.	Gradual introduction to selected tasks and duties			
11.	Confident with initial tasks and duties			
12.	Introduction to wider range of tasks and duties			
13.	Confident with wider range of tasks and duties			

Please complete and return to Headteacher

Ryhall CE Academy

Admin Induction

Name:

Job Title:

Start Date:

Officer Manager Checklist

To be explained/discussed/covered during the induction process within the first 4 weeks of employment.

		Date completed	Off Man initials	Admin initials
1.	Introduction to mentor			
2.	Person responsible for induction			
3.	Explain checklist/induction procedures			
4.	Health and Safety issues/procedures Person responsible for H/S Fire procedure First Aid and Accident reporting Children's medical info			
5.	School security			
6.	General staff communication procedures			
7.	School calendar – INSET day arrangements			
8.	Clarification of working hours			
9.	Role in discipline/behaviour/anti bullying strategies			
10.	Deployment timetable (if appropriate)			
11.	Staff Performance Management			
12.	Appropriate aspects of School Development Plan			

Officer Manager's Checklist to be worked through with administrative staff

To be explained/discussed/covered during the induction process within the first 4 weeks of employment.

		Date completed	Office Manager initials	Admin initials
1.	Layout of office			
2.	Administration procedures			
3.	Office routines			
4	Introduction to staff			
5	Clarification of role, tasks and duties			
6.	Arrangements for planning, liaison etc.			
7.	Gradual introduction to selected tasks and duties			
8.	Confident with initial tasks and duties			
9.	Introduction to wider range of tasks and duties			
10.	Confident with wider range of tasks and duties			

Please complete and return to Headteacher

Ryhall CE Academy

Voluntary Induction

Name:

Status:

KSL/HLTA Checklist

To be explained/discussed/covered during the induction process within the first 4 weeks of employment.

Start Date:

		Date completed	KSL / HLTA initials	Vol. initials
1.	Introduction to mentor			
2.	Person responsible for induction			
3.	Explain checklist/induction procedures			
4.	Health and Safety issues/procedures <ul style="list-style-type: none"> o Person responsible for H/S o Fire procedure o First Aid and Accident reporting o Children's medical info 			
5.	School security			
6.	General communication procedures			
7.	School calendar – INSET day arrangements			
8.	Clarification of working hours			
9.	Role in discipline/behaviour/anti bullying strategies			
10.	Deployment timetable (if appropriate)			
11.	Confidentiality			
12.	Code of Conduct			