

St. Martin's Catholic Primary School



Policy for the Induction of Newly Appointed Staff

This policy should be read in the light of our:

- ❖ **Our Mission** to foster the personal development and academic achievement of each child by providing a caring and creative environment that adheres to the foundations and values of the Catholic Faith.
- ❖ **Our Vision** to inspire all to lead, through love and service, the life of purpose and excellence that God wants for us.

Approved by Committee:

June 15

Approved by FGB

July 15

Next Review date:

April 18

St Martin's Catholic Primary School

Policy for the Induction of Newly Appointed Staff

Rationale

The Induction Programme for Newly Appointed Staff is the initial part of the school's Staff Development Programme, which involves *all* staff, both teaching and non-teaching.

Staff are our most expensive resource and form a large part of the investment of the school and as such the Induction Programme is planned and budgeted for in the School Development Plan.

As a school we feel it is important that *all* staff – both teaching and non-teaching, are inducted into the whole school team. Such induction must begin as soon as possible after staff have been appointed.

At St Martin's Primary School 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 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'.

Purposes

- 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 give meaning to 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

Guidelines

- At St Martin's Primary School the Induction Programme for Newly Appointed Staff operates under the direction of the Key Stage Managers and SENCO. They and the NQT mentors help, reassure, guide, counsel, inform, listen to and are responsible for monitoring the progress and professional development of the newly appointed staff. The Head teacher and Key Stage Coordinators are responsible for guiding new staff through the school documentation, for whole school issues and for organising the appropriate support meetings.

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- The Key Stage Partner of a newly appointed teacher has an important role in the Induction Programme. This colleague acts as a 'friend', guide, supporter and advisor on a day-to-day basis as well as sharing planning on a weekly and termly basis. A teacher who is appointed to take on a teaching role other than that of a class teacher, for example a Special Needs Teacher, would have one particular teacher colleague to act as their Supporter. This person would take on a similar role to that of the Key Stage Partner.
 - Key Stage Partners or Supporters who are to work with a newly appointed member of teaching staff will discuss their role in the Induction Programme with the mentor before the new staff start work at the school.
 - Newly appointed teachers who also become members of the School Leadership Team are inducted into this team by the Head teacher.
 - Newly appointed staff who have responsibility points will have part of their Induction Programme 'matched' to their job description. This will involve the Head teacher and other members of the School Leadership team and perhaps of the advisory service.
 - The Key Stage Teacher partner of a newly appointed Teaching Assistant play a role in the Induction Programme for their new colleague. They are responsible for integrating them into the Key Stage Team and familiarising them with Key Stage/class routines and procedures. A more experienced TA may also assist with mentoring.
 - All other staff in school also have a role to play in induction of any newly appointed staff. 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 queries they may have.
 - The Head teacher and Governors of St Martin's Primary School recognise that the appointment of new staff will necessitate the inclusion of money in the school budget in order to finance the Induction Programme and any INSET needs.
 - The school may need to budget for supply cover for the mentors / Key Stage Partner teacher to spend time with the new staff, both in the classroom and/or in discussion sessions. The school will need to budget for newly appointed staff attending relevant courses. Money for photocopying documents in the Induction Pack will be required.

Procedures

At the Time of Interview

Immediately following a successful interview the Head teacher or mentor is available to welcome the new colleague to the school and to answer any questions. At this stage certain documents are given to the new member of staff. These include:

- School Prospectus
- Staff Handbook
- Holiday list (including INSET Days)
- Staff telephone numbers

The new colleague will be invited to look around the school if they have not already done so, and their classroom will be identified. In the case of a new teacher they will, if possible, meet their Key Stage Partner and other members of the Key Stage team such as Teaching Assistants. In the case of a new teaching assistant they will, if possible, meet the Key Stage teachers and the SENCO. The mentor will arrange some suitable dates when the new colleague is able to visit the school and begin the Induction Programme before the start of the new school term/year.

Pre-term 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. Newly appointed teaching assistants will not need to visit the school as often as a new teacher. The teacher will meet with the Key Stage 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 an INSET Days to continue the Induction Programme.

At this stage the Headteacher will explain and indicate where further documentation can be found including:

- Curriculum Documents
- School Policy File (this includes all policy documents agreed by the staff)
- Target Tracker (teachers only)
- Timetables, Rotas and Year Planner (this includes the dates of all major events in the school year)
- Class Lists and Class Records (teachers only)

The mentor will explain the staffing structure in the school and introduce the new colleague to as many staff as possible. 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.

It may be possible for newly appointed teachers to 'shadow' their Key Stage Partner or the current class teacher of the children they will be teaching in the following year/term. There will be opportunities for the new colleague to spend some time discussing any points or queries.

Initial Induction Meeting – Teaching Staff.

A series of regular New Teaching Staff Support Meetings will be arranged between the new teacher(s) and Head teacher or mentor, which will involve discussion/seminars. These may be meetings after school or it may be possible to arrange these during the school day if cover can be organised.

Initial Induction Meeting – non-teaching Staff

The Head teacher will meet the new non-teaching staff early in the term for a discussion session when any queries or questions will be answered. The Head teacher will explain that she or the mentor will be available on an informal basis at any time.

Following this initial meeting new non-teaching staff will join the regular monthly Teaching Assistant Meetings with the Head teacher or Senior Teacher.

New Teaching Staff Support Meetings

The newly appointed teacher(s) and the Head teacher, Assistant Head teacher or NQT mentor decide the day and time of Support Meetings.

The main area of focus for each meeting will be decided in advance.

Some meetings will be used to consider the paperwork, which all teachers will need to complete at certain times of the school year e.g. pupil progress meetings.

Meeting with the Head teacher

All newly appointed staff will meet the Head teacher to discuss their job description.

Other parts of the Induction Programme

The Induction Programme also includes the five INSET days for teaching staff, some of which non-teaching staff may be asked to attend.

All teaching staff attend regular staff and curriculum meetings. Non-teaching staff attend Staff Meetings when appropriate. These meetings form a useful part of the Induction Programme for all staff.

The SEND Coordinator may meet 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 St Martin's Primary School. She may meet the new teachers to discuss teacher assessment, record keeping, reporting to parents etc

New teachers may wish to 'shadow' their Key Stage Partner/Supporter or 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.

Review of the Policy

This policy is regularly reviewed and updated where necessary. Such updating will be based on the experiences of recently appointed staff and will take account of their comments and ideas. The Induction Policy will be continuously evaluated at all stages and may be modified if necessary during the school year.

Areas with which Key Stage Partners/Supporters can help Newly Appointed Teachers

- Initial and long-term planning
- Short-term plans
- Day-to-day organisation
- Class and school routines
- Key Stage use of exercise books
- Marking and presentation for the school/Key Stage
- Record keeping – teacher assessment grids, class lists, reading records, other records
- Maths / Reading / Phonics or Spelling and Grammar Schemes
- Positive discipline and class rules
- Classroom timetables
- Library
- Handwriting style
- Use of the photocopier and digital cameras and ICT equipment

Suggested Topics for New Teaching Staff Meetings

- Year planner for each month/term
- Parent /Teacher conferences
- Christmas
- Sports day
- Pupil records
- Registers
- Reports
- Class visits
- Class assemblies
- Use of photocopier and digital camera
- Marking policy

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- PE Equipment in hall with Coordinator
 - Assessment with Coordinator
 - Special Educational Needs with Coordinator
 - Staff handbook sections
 - Policies/statements
 - Schemes of work with Curriculum Teams

Margot Buller

June 2015

	<ul style="list-style-type: none"> ▪ Read Safeguarding children policy; Meet with Child protection officer. ▪ Obtain schemes of work; copy of National Curriculum as appropriate. ▪ Read E-safety policy and Read E-safety policy and meet with ICT coordinator to ensure familiarity with the school's Intranet and ICT capabilities 			
Weeks 3-6	<ul style="list-style-type: none"> • Understand range of learning disabilities of Pupils at St Martin's School. • Meet with SENCO. • Obtain 'Assessment Policy', • Guidance on Annual Reviews and Writing and Using IEPs. • Continue to become familiar with staff information files and health and safety procedures. • Discuss with mentor and class teacher/ TAs as appropriate. • Ensure you have read relevant pupil profile files to support planning. 			
Weeks 3-6	Ask for any additional written information about the staff and governor roles that are relevant to your job. [E.g. role of TAs for Ts, role of class teacher for TAs, governor committee terms of reference]			
Weeks 3-6	Take time to ensure that you have made yourself aware of all the policies relevant to your role in school N.B. There is a Staffroom Policy File. Discuss with SLT/ mentor as appropriate.			
Week 6	Support interview with Senior TA or SLT responsible for induction. Identify any further training needs* and pass to staff development mentor. [*Please complete table Training Needs Audit and return to MB			

Training Needs Audit for _____

Date

The following are areas in which classroom-based staff employed by St Martin's School will need to have a degree of knowledge and understanding. The extent of K+U will clearly depend on role within school. For all staff appropriate training will be provided to ensure staff are both competent and confident to undertake their roles. This audit needs to be discussed at your 6 week support interview with a senior TA or member of SLT as appropriate. It will be used to help prioritise training needs. If there are any other areas that you feel need to be addressed please feel free to add on.

Area	High priority	Medium priority	Low priority	Details (as necessary)
Behaviour For learning				
Positive Handling (team teach)				
School Gospel Values				
SEAL / PSHCE				
Talk For Writing				
Grammar, punctuation and spelling / phonics				
Calculation Policy				
Big Maths				
RE Curriculum, Worship and Ethos				
Science Curriculum				
Cornerstones Curriculum				
Early Years Foundation Stage				
Autistic Spectrum Disorders				
Specific Learning Difficulties				
Growth Mindsets				
Cooperative learning				
Assessment For Learning Including marking / feedback				
Assessment and Recording				

Use of ICT across the curriculum				
E safety				
Use of Interactive Whiteboards				
Writing IEPs, Reports, and Annual Reviews				
Other				