

St Alban's C.E Primary School



Induction policy

May 2025

Renew date: May 2025

Review date: May 2026

Faith

Hope

Love

Our school vision



Our vision is that all our pupils should grow in:

Faith in God, or be inspired by faith, and in their own ability to fulfil their potential,

Hope to be the best of examples, to work to change themselves and the world for the better, and

Love, reflecting God's love in unselfish love for others.

Our vision is based on the God given virtues of:

FAITH, HOPE AND LOVE

1 Corinthians 13:13

Faith

Hope

Love

This policy outlines St Alban's procedures for induction of teaching staff, support staff, volunteer staff, governors and new children.

The policy will be implemented in accordance with agreed aims and other relevant policies including *Continuing Professional Development (CPD), Performance Management, Health and Safety, Equalities, School Development Plan, Safeguarding and CP, Code of Conduct and Behaviour.*

Dissemination

- Executive Head/ Head of School with the support of the SBM to ensure all contents of this policy are included during induction of all new staff.
- Where appropriate, staff must sign to say that they have read and understand the contents of this policy.
- All staff, volunteers and visitors must be made aware that the policy is kept on the school network and that paper copies are available on request.
- A copy may be available on the school website.

Introduction

St Alban's CE Primary is committed to safeguarding and promoting the welfare of the children in its care. The induction programme is a vital process that is undertaken to support newly appointed staff, volunteers and students.

The induction of new staff, including support staff, is an important part of school life and essential in maintaining and developing the ethos of the school. The teaching staff are the schools most expensive resource and it is important that we invest time and effort to help each new staff member to settle in quickly and happily into school.

An effective induction programme for teachers and support staff is essential to maintain continuity of purpose and benefit from the additional expertise the new member of staff will bring.

The aims of this policy:

Our priority is to raise standards and improve the quality of education for all our pupils in a safe and welcoming environment. We believe staff who are well supported and confident in their roles will help achieve this more successfully. The Induction Policy and the Induction Procedures aim to provide all newly appointed staff, and those changing role, with a programme of structured support and guidance appropriate to their role to enable them to:

integrate successfully into the school or new role;

- consolidate their performance
- gain experience and develop professional expertise
- fulfil their job description successfully

Faith

Hope

Love

- 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
- clearly understand their safeguarding duties

Procedures

All new staff will be provided with a Staff Induction Programme which will include information on safe guarding, child protection, health and safety, Online-safety, the staff handbook, staff roles and responsibilities, first aid, SEN and the behaviour policy.

Supply Staff

Supply staff should be welcomed by a member of the administration team. Their photographic identity will be verified and they will be issued with the appropriate visitor badge. They will receive, on the first visit, a handout 'Information for Supply Teachers' which will detail the School day and expectations. The handout will also include information on procedures for safeguarding, and health and safety. The Supply teacher will be advised if there is to be a fire alarm test and will be asked to make themselves familiar with the escape route in the classroom they will be working in. They will also be shown the staffroom.

Teaching Staff

All new staff should be given appropriate induction advice, training and resources. This should include:

- Staff Handbook with key information regarding safeguarding highlighted
- Roles and Responsibilities of all staff
- Access to Policy documents
- Access to the school network including key documents and emails
- Safeguarding and Child Protection policy
- Acceptable Internet Use policy
- Read and sign the KCSIE part 1 document
- Code of Conduct
- Behaviour Policy
- Health and Safety policy
- Educational Visits Policy
- Information on whole school and year group resources, including ICT
- Online-Safety information
- Prevent training
- Class list
- Information regarding curriculum planning and assessment
- Timetables
- PPA arrangements
- SEN information

A member of the Senior Leadership Team will ensure new staff are given a guided tour of the school, identifying locations of resources, procedures, staff and other relevant information.

Faith Hope Love

All new teaching staff will be allocated a mentor to provide advice and support on a daily basis.

New staff will have access to the Head of School and Assistant Head to discuss additional training needs and difficulties they may be experiencing, in addition to Performance Management procedures. An induction record sheet is completed (appendix 1)
An informal discussion at the end of the first week will take place to check how they have settled in. At the end of the first half term they meet with a governor to review how well inducted they were and to check they have settled into their new role successfully. (appendix 2)

Early Career teachers (ECTs)

Induction for ECTs will be provided, following guidance from the DfE and the LA/LDBS. Induction advice and resources will be provided as for all teaching staff.

ECT'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 line manager to record agreed targets and an action plan for their achievement, linking the teacher's needs with the SDP priorities and targets.

All ECTs take part in an induction-training programme arranged by either the LA or LDBS. This programme 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.

ECTs are allocated a mentor for day-to-day advice and support. ECTs teach 90% of the normal teaching day. ECTs 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 and Assistant Heads are available to discuss any additional training needs and difficulties that may be experienced. They are not expected to take lead responsibility for a curriculum area in their ECT year.

For more information, please refer to our ECT policy which is available on the school website and from the school office.

Teaching Assistants

Induction information should include:

- Staff Handbook with key information regarding safeguarding highlighted
- Roles and Responsibilities of all staff
- Safeguarding and Child Protection Policy
- Read the KCSIE document part 1 and sign
- Read and sign the Acceptable Internet Use policy
- Code of Conduct
- Prevent training
- Behaviour Policy

Faith Hope Love

- Health and safety policy
- Educational Visits Policy
- Information on whole school and year group resources, including IT
- Online Safety information
- Class list and information concerning the child/children for whom they are responsible if appropriate
- Information regarding curriculum planning and assessment
- Timetables
- PPA
- The opportunity to work shadow the existing post holder or person undertaking a similar job where possible
- Information on resources including SEN resources

All staff will take part in Performance Review procedures with either the Assistant Head (Fiona), Head of School (Jayne) or Executive Head (Rebecca). Weekly meetings also take place with HLTAs for TAs to address any issues or questions.

All TAs are subject to a 6 month probation period for new roles. During your probation period you will have regular meetings with your line manager to discuss any issues, courses to attend so that you are successfully confirmed into post. However if you are not confirmed into post, HR will advise of the Appeals Process.

Administrative Staff

Camden is responsible for the appropriate induction advice and training for administrative staff. In addition to the induction information and documents listed above, they will also receive:

- Training to implement IT programmes and school administrative procedures
- Access (including log in) to confidential information, where appropriate, on children, staff and resources
- Prevent training

All staff will take part in Performance Review procedures. A review meeting should be held with the relevant professionals from Camden termly during the first year to identify and provide relevant support.

Premises staff

The Site Manager, is responsible for the induction of all cleaning staff. Induction should include:

- Health and Safety and Security issues
- The Staff Handbook
- Relevant information to help them carry out their job description effectively including guidance on safe use of chemicals and cleaning products and equipment
- Opportunities to comment on policy and practice
- Safeguarding Policy and Procedures
- Prevent training

All staff will take part in Performance Review procedures.

Faith Hope Love

Lunchtime Assistants

The Assistant Headteacher and, when appropriate, the HLTAs 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:

- The Staff Handbook
- Relevant information on the school, aims and policies
- Information on Health and Safety
- First Aid, security and behaviour policies and procedures
- Safeguarding and Child Protection Policy and procedures
- Read the KCSIE part 1 document and sign
- Prevent training
- Relevant information to help them carry out their roles effectively

All staff will take part in Performance Review procedures.

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 a Key Documents file along with an Induction Pack. The Chair of Governors is responsible for the induction of new governors.

The local induction should include:

- Opportunities for a tour of the school meeting staff
- School Prospectus including Staff Roles and Responsibilities
- Safeguarding & Child Protection Policy and procedures
- Read the KCSIE document and declare having read the full document on their Gov Hub profile
- Prevent training
- Governing Board Roles and Responsibilities
- Dates and times of whole governing board and Governors Annual Planner
- Access to and information in previous governing board minutes and Governors Visits Policy
- Latest governing board report to parents and school newsletters
- Information on and access to governor courses
- A copy of the school's latest SDP and SEF
- School and Governing Board Policy documents
- Children Missing in Education

All Governors must agree to terms of reference, Governors conduct and add their Declaration of interest to Gov Hub (or via SLT). The Governors' training officer 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 Children

We aim to integrate new children happily and successfully into St Alban's CE Primary School. Before starting in their new class, the parents are provided with key information including the school prospectus, the home school agreement and information about school lunches, clubs and the school uniform. In Nursery and Reception classes, parents attend an induction meeting during the previous summer term to provide them with all the information they may need in September. Where a child starts during the school year, the child and their parents will normally meet the head or deputy head to discuss school expectations and routines as well as establish if the child has any needs that the school will need to make additional provision for. They will normally attend a short session in class to meet their class teacher and classmates, prior to starting their first full day. On their first day they will be given a buddy to help show them around the school and answer any questions they may have. Teachers are aware how important the first few days can be for new children and will always seek to meet or talk with their parents regarding how well they settled in as well as answer any further questions.

Information provided from their previous school, including information regarding safeguarding, is shared with the class teacher and inclusion leader to ensure a smooth transition.

Volunteers

The Assistant Head (Fiona), Head of School (Jayne) and class teacher are responsible for the induction of parent helpers/volunteers. The minimum program will include:

- Completion of the DBS process if necessary
- Volunteer risk assessment
- Guided tour around the school with an opportunity to meet the designated class teacher and class
- Read and sign the KCSIE part 1 document
- The working day and staff structure
- Safeguarding & Child Protection Policy and procedures
- Read the volunteer policy and sign
- Training in the use of the photocopier, laminator where appropriate
- Clear guidance on reading practice where appropriate
- Health and Safety Policy/Guidance
- Fire Safety procedures
- Online Safety and mobile phone procedures
- A volunteer risk assessment is carried out for each volunteer

Appendix 1

St Alban's CE Primary School



Induction record

Name:

Role:

Start date:

Key induction person:

Disqualification – I understand I must inform the Headteacher if I am disqualified.
date:

Staff code of conduct policy read and signed? date:

Key safeguarding information shared and copy of KCSIE read and signed? date:

Safeguarding & CP, Preventing Radicalisation, Acceptable Use policy read and signed?
date:

Behaviour policy discussed, including Anti-Bullying and Anti-Racism? date:

Equality Policy and Objectives reviewed and discussed? date:

Children Missing in Education read and signed? date:

Information regarding health and safety shared, including emergency plan? date:

Information regarding the class shared, including SEND? date:

Information regarding resources shared? date:

Online Safety Policy read and signed? date:

Safer Working Practice document shared? date:

I have read, understood and will comply with the above policies/documents/school procedures

_____ Signature staff member _____ Date

Faith Hope Love

Any requirements to support induction including training and CPD?:

Any questions?:

Date for induction review with new teachers safeguarding governor: _____

(This form is given in advance to teachers)

Any requirements to support induction including training and CPD?:

Appendix 2

St Alban's CE Primary School Staff Induction Audit

Could you please consider the following aspects of starting your job here at St Alban's and make some notes on each prior to meeting with a governor. All your comments are treated as confidential and are intended to ensure we induct staff as effectively as possible.

When you first started, were you given key information such as the staff handbook and guidance regarding safeguarding procedures?

Have you been given support with key tasks when needed e.g. TEACHERS: completion of planning, assessment, creation of subject action plans etc? TAs: displays, photocopying, how to support the child(ren) you are working with?

Do you feel your professional development is taken into consideration? Which aspects of school based CPD/PDM/INSET/external courses have been most (or least!) useful?

Faith

Hope

Love

Do you feel the leadership team are approachable should you have any issues or concerns you wish to discuss? Can you give any examples?

Do you feel you are part of a supportive staff team generally?

Name: _____ Date: _____