



Staff Induction Policy

Introduction

The Community Inclusive Trust is committed to safeguarding and promoting the welfare of the children in its care. 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.

Effective induction is a vital foundation for continuous learning by supporting the effective performance and continuing professional development of all staff, governors, work experience students and volunteers 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 all staff, work experience students and volunteers. 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.

This policy does not form part of any employee's terms and conditions of employment and is not intended to have any contractual effect. The school reserves the right to amend this policy at any time.

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 roles, 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;

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- 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 Continuing Professional Development;
- build solid and co-operative working relationships with staff across all departments within the School.

Procedures

New Staff

All new staff will be provided with a Staff Induction Programme, including but not exhaustive to:

- Staff Code of Conduct
- Safeguarding procedures, documentation and policies including; Keeping Children Safe in Education 2021 Part 1 and Part 5, Child Protection Policy, Behaviour Policy, and Whistleblowing policy
- Access to all Policy documents
- Information regarding the relevant recording and reporting of information, resources and in school procedures,
- Fire safety
- Health and Safety
- Timetables (including PPA arrangements) where appropriate
- Roles and responsibilities of all staff
- Tour of School.

A date will also be arranged for the face to face induction which is completed before staff begin their new role, and is conducted by a member of the safeguarding team and a senior member of staff. New staff will have access to a designated person to discuss additional training needs and difficulties they may be experiencing, in addition to Performance Management procedures.

Work Experience Students, Supply Staff and Volunteers

Work experience students, supply staff and volunteers should be welcomed by a member of the Reception or Administration team and be issued with the appropriate visitor badge. A face to face induction will be carried out, with a member of the safeguarding team and a senior member of staff before work experience students, supply staff or volunteers begin their role within the school.

Teaching Staff

A Senior Member of Staff will ensure new staff are given a guided tour of the School, identifying locations of resources, procedures, staff and other relevant information. All new teaching staff will be allocated a mentor to provide advice and support on a daily basis. New teaching staff will have access to a designated person to discuss additional training needs and difficulties they may be experiencing, in addition to Performance Management procedures.

Internally Promoted Teaching Staff

All newly internally promoted teaching staff will have a designated number of meetings with their Line Manager within the first year, in line with the coaching scheme – although further meetings can be arranged if needed. The first of these meetings should take place within the first term of starting the new post. These are NOT line management meetings and do not replace these. They should be seen as more informal coaching meetings. Suggested areas for discussion in the meeting might be:

- Expectations in the new role;
- QA process;
- Managing the report writing process within the department;
- Budgets – how to complete budget request etc;
- Data analysis.

These are only suggestions and not an exhaustive or definitive list. Meetings will need to be guided by the needs of the individual.

Early Career Teachers (ECTs)

Induction for Early Career Teachers will be provided, following guidance from the DfE. The school will provide a programme of support, monitoring and assessment. The timetable for this programme will be provided at a whole school level and at an individual ECT level. Each Early Career Teacher will be provided with an Induction Tutor who will either be a named senior, or experienced and competent member of staff. The Induction Tutor will be responsible for the day to day management of the induction of Early Career Teachers. 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 School Strategic Plan and targets.

All ECTs take part in an induction-training programme arranged by the lead coach. 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 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 lead coach is 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 first year.

Teaching Assistants

New Teaching Assistants will have a Line Manager who will discuss their job description with them. A full face to face induction will be carried out with a member of the safeguarding team and senior member of staff for each new member of support staff. All new staff will enter into a probationary period of 6 months following their induction.

Premises Staff

The Site Manager in liaison with a designated person, is responsible for the role specific induction of all cleaning staff, this will take place in addition to a safeguarding induction. All staff will take part in Performance Management procedures.

Lunchtime Assistants

The lead kitchen staff and a designated person are responsible for the role specific induction of lunchtime staff, this will take place in addition to a safeguarding induction. A named mentor will be provided to give support with daily practice and training. All staff will take part in Performance Management procedures.

Local School Board

Local School Board (LSB) representatives have a vital role to play in providing support, advice and guidelines for the school. To enable the fulfilment of this role all new LSB representatives will be given an Induction Pack. The Chair of the Local School Board is responsible for the induction of new LSB representatives. Induction should include:

- Opportunities for a tour of the School, meeting staff;
- Staff Roles and Responsibilities;
- Ofsted and Examination information;
- School and Governing Body Policy documents;
- Governing Body and Committees' Roles and Responsibilities;
- Dates and times of whole governing body Committee meetings;
- Access to and information in previous governing body minutes;
- Latest governing body report to parents and School newsletters;
- Information on, and access to, governor courses.

All new LSB representatives should be provided with support on information regarding current policies and practice. The Chair of the Local School Board 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.

Paperwork

All induction paperwork should be signed and returned to HR on the day of induction.

Policy Review

Foxfields considers the Staff Induction Policy document to be important and the Headteacher of Foxfields will undertake a thorough review of both policy and practice each year and report to the Local School Board annually.

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