



Policy Under Review 

Induction Policy

Version: 2.05

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HARBOUR SCHOOL



"Learning & Achieving Together"

SCHOOL INDUCTION POLICY



Quality induction is a key element in the training and development of staff and governors.

We believe that effective induction will help us to deliver our training and development commitment to staff and governors:-

The school Leadership Team and Governing Body are committed to supporting the training and development of all members of staff and school governors.

We aim to provide all members of staff and school governors with the skills they need to fulfil their duties so that we achieve the highest standards in all we do.

All members of staff and school governors share responsibility for identifying their own needs and demonstrating a commitment to work collaboratively and co-operatively to fulfil these.

It is our intention that all school employees and governors are made aware of the training and development opportunities available to them.

Members of staff or school governors facing changing roles and responsibilities will also be supported through induction and/or additional support as appropriate.

INDUCTION POLICY



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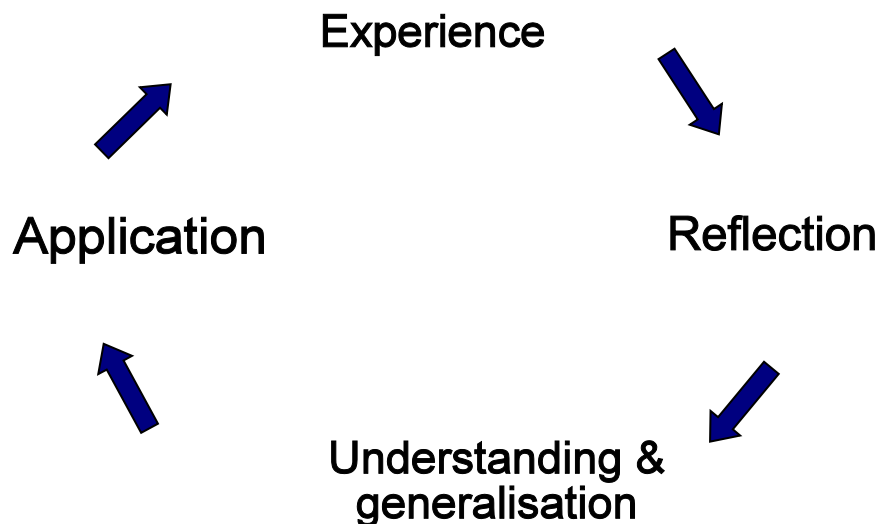
1. *Governor Induction Programme.*
2. *Induction Schedule.*
3. *Induction Planner.*
4. *Induction Programme Evaluation Sheet*

MENTORING

All new members of the teaching staff will have a mentor, more experienced staff new to the school will be offered the opportunity to work with a coach through the induction process. The role of the mentor is to support teachers in learning from the experiences they have by giving them an opportunity to:

- ◆ Reflect.
- ◆ Understand and generalise.
- ◆ Apply their new learning to their work.

Non-teaching staff and Governors will be linked to a more experienced member of the school who will guide them into their role and the school as a whole.



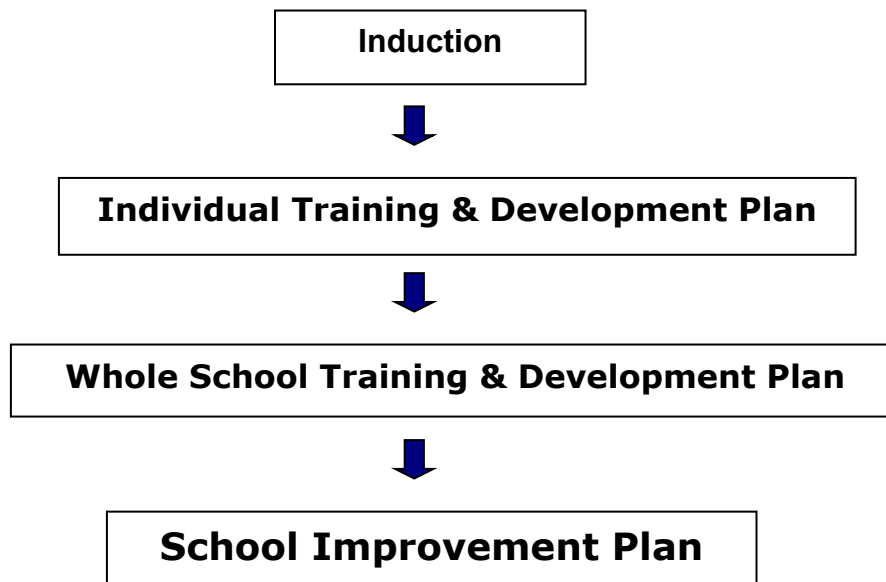
The role of the mentor/coach is to support this process by:

Making induction a high priority

Induction is crucial to the effectiveness of a new member of staff or school Governor. It is more than the passing on of information. It sends messages about the value of staff, expectations, the school community, its culture and values.

Mentoring provides opportunity to:

- ◆ Give feedback on ideas and practice.
 - ◆ Identify training needs.
 - ◆ Identify further ways the participants can be used by the school.
 - ◆ Contextualise and personalise information.
 - ◆ Build confidence.
 - ◆ Dispel myths.
 - ◆ Provide a breathing space to ponder alternative lines of enquiry.
 - ◆ Develop mutual trust and understanding.
 - ◆ Ensure goals are realistic and attainable.
 - ◆ Develop powers of understanding, reflection, analysis and evaluation.
 - ◆ Explain professional language and acronyms!
 - ◆ Share your own experience. It's good for you too!
 - ◆ Develop aspects of your own role as a staff developer.
-
- ◆ The induction programme is part of the staff training and development programme. At the end of the programme staff will have an individual training plan which informs the whole school training and development plan. The school training & development plan is designed to address the priorities of the School Improvement Plan.



A TEACHERS

Process after appointment:

1. You will be assigned a mentor/coach who will take overall responsibility for your induction into Harbour School.
2. You will be given a training and development portfolio to keep track of your induction and subsequent training and to record outcomes of discussions relating to your development & training.
3. We aim to complete **level 1** of the induction programme by the end of your first half term. This will be achieved through a ½ day session in weeks 1 and 2 followed by a lesson a week or equivalent. These sessions will be with your mentor or another member of the school's Leadership Team.
4. During this period you will be observed teaching and receive professional feedback forming part of the school performance management and appraisal process or NQT year. (Refer to the school's "Monitoring Policy".)
5. At the end of level 1 a member of the Leadership or Management Team will work with you to draw up an Individual Induction Plan based on your roles & responsibilities as detailed in your job profile. Your experience, qualifications and a shared view of your development needs will also contribute toward this.
6. At the end of level 1 a member of the Leadership Team will work with you to prioritise your development and support needs and set "Training & Development Targets". These will be linked to the school's staff development and performance management/appraisal cycle.
7. Time - Can be negotiated to undertake tasks or visits. Please discuss this with your mentor.
8. Support - A wide range of support is available to staff both in and out of school. Please discuss this with your mentor.

B. SUPPORT STAFF

Process after appointment:

1. You will be assigned a "key support worker", (a member of the Management Team) who will take overall responsibility for your induction into Harbour School.
2. You will be given a training and development portfolio to keep track of your induction and subsequent training and to record outcomes of discussions relating to your development & training.
3. On your first day you will be shown around the school and also introduced to all members of staff and children by the TA Team Leader. You will be informed about the simple but important rules for getting by on a day-to-day basis in school. (Personal possessions, lockers, refreshments, rotas, etc.).
4. During the first week you will have a brief meeting with a member of the Leadership Team who will advise you on school policy with regard to child protection issues, confidentiality, health and safety and also of the key staff who can advise in the case of problems arising.
5. TA's will be supported through the "level 1" induction programme by various members of staff.
6. We aim to complete **level 1** of the induction programme by the end of your first half term. Induction sessions will be with your key worker or another member of staff.
7. At the end of level 1 induction a member of the Management Team will work with you to prioritise your development and training needs and set "Training & Development Targets". This to be linked to your job profile and the school's staff development and performance management/appraisal cycle.
8. TA's will be accessed to the schools appraisal system.

C. ADMINISTRATIVE STAFF

Newly appointed administrative staff will work for a period of time alongside the outgoing member of staff, where this is possible, to assimilate responsibilities, working practices, and procedures. Newly appointed administrative staff will be inducted as follows:

1. On your first day you will be shown around the school and introduced to the staff and children by the TA Team Leader. You will be informed about the simple but important routines for getting by on a day-to-day basis in school. (Personal possessions, lockers, refreshments, rotas, etc.).
2. During the first week you will have a brief meeting with a member of the Leadership Team who will advise you on school policy with regard to child protection issues, confidentiality, health and safety, representing the school and also of the key staff who can advise in the case of problems arising.
3. We aim to complete **level 1** of the induction programme by the end of your first half term. Induction sessions will be with the Head Teacher, Head of Education and/or members of the Management Team.
4. At the end of level 1 induction the head or deputy will work with you to recognise your strengths, prioritise your development and training needs and set "Training & Development Targets". This to be linked to your job profile and the school's staff development and appraisal systems.
5. Be accessed to the schools appraisal system.

D. MANUAL STAFF

A newly appointed Site Manager will work for a period of time alongside the outgoing member of staff where this is possible to assimilate responsibilities, working practices, plant and procedures. A newly appointed Site manager will:

- ◆ Be supported through relevant sections of the "level 1" induction programme.
- ◆ Work with the Head Teacher to identify strengths, skill gaps and training needs in relation to experience, qualifications and the duties outlined in the job profile.
- ◆ Meet with the Head Teacher after their first ½ term in school to review the job profile and to plan training and development needs.
- ◆ Complete an individual training and development plan with the Head Teacher.

E. LEVEL 2 INDUCTION: INDIVIDUAL INDUCTION PROGRAMME

According to experience, qualifications and identified needs, once the Level 1 Induction Programme has been completed an Individual Induction Programme will be mutually agreed based on:

- A. Issues from the Level 1: School Induction Programme.
- B. Issue from monitoring teaching.
- C. Individual plan for identified needs.
- D. A more in depth focus on issues and systems, see "pick & mix" list below.

"Pick & mix" list.

Role of the subject manager
Assessment and record keep within teacher's subject(s).
Subject planning and marking
Subject profile, assessment and record keeping
Subject targets
Reports to parents
SEN needs
Particular learning difficulties
Particular medical, social, emotional, behavioural difficulties
Differentiation
Effective use of TA support
The school as a community
Ethos
Restorative Relationship Policy
Parent Partnership and contact.
Annual reviews, transition reviews
Case conferences, reports for and attendance at
Chairing meetings
Managing pupils, subject classroom management & organisation
Resources management & organisation
Achievement and accreditation

Time Management
Budgeting
Target Setting
Appraisal
Use of ICT
Emergency procedures

F. LEADERSHIP TEAM

An individually tailored programme taking into account experience, qualifications, needs and targets
Dealing with problems
Line management
Roles & responsibilities
Managing people
Setting standards
Monitoring standards
Target setting
Whole school planning and evaluation
Department meetings
Behaviour management
Department development agenda
Whole school aspects of planning and decision making
Budgeting
Time Management

G. SCHOOL GOVERNORS

New Governors will be welcomed to the school by the Chair of Governing Body and the Head Teacher and will be shown around the school and introduced to members of staff and the pupils when possible.

New Governors will be linked to a more experienced member of the Governing Body who can be an immediate point of reference/support and mentor.

New Governors will be accessed to the Governor Induction Programme, (*See APPENDIX 5*), through discussion with their link colleague. Activities will be negotiated to take account of the new Governor's previous knowledge and experience and their roles and responsibilities within the Governing Body.

Governors will be accessed to the LEA training programme that the school subscribes to each year.

Governors will be supported through relevant sections of the "level 1" induction programme by the Head Teacher and/or members of the school's Leadership Team.

H. SCHOOL CLEANERS & KITCHEN STAFF

Members of staff are line managed by the Head Teacher their work is extremely important in terms of the effective running of the school and the Leadership Team will form close working links with staff on a day-to-day basis.

Newly appointed staff will be welcomed to the school by the Head teacher and Head Cook and be given a brief talk about the work of the school, the client group, and the importance of their work in maintaining standards and a positive ethos in the school.

Newly appointed members of staff will be supported through relevant sections of the "level 1" induction programme by the Head Teacher and/or members of the school's management Team.

They will be offered the chance to be shown around the school and introduced to the children and staff by a member of staff.

The Head Teacher will meet regularly with key staff to provide support and ensure that workers are included in school activities as appropriate.

I. SUPPLY TEACHERS

On their first visit to the school:

- Are welcomed by the Assistant Head Teacher or relevant member of the management team.
- Provided with the "Supply Teacher Handbook" for reference and guidance.
- Are shown around the school by an experienced member of staff.

On subsequent visits to the school:

- Are welcomed by the appropriate member of the management team and given a timetable and details of work set or activities planned for the day.
- A copy of the "Supply Teacher Handbook" will be made available.
- Are given relevant, up to date information regarding pupils and/or groups they will be working with.

J. VOLUNTEERS, STUDENT PLACEMENTS & PARENT HELPERS

On their first visit to the school:

- An application form must be completed so that references can be taken up and verified.
- Voluntary helpers must provide the Finance Officer with ID Documents in order that a DfES List 99 and Enhanced CRB Disclosure Check can be processed. Once a clear DfES List 99 check has been received the helper can commence working in the school.
- Are welcomed by the appropriate member of the management team.
- Spend time with the relevant member of the management team who will explain the work of the school and the "expectations" of adults, other than staff, working in the school.

"Expectations" in relation to:

Their requirements, e.g. outcome of placement, reference? Experience? Course requirement.

Dress, contacting the school, personal information, etc.

- Relevant sections of the "Supply Teacher Handbook" will be covered in more detail, e.g. especially child protection.
- Are shown around the school by an experienced member of staff.
- Will meet the teacher they will be working with, (if working with a single group).

On subsequent visits to the school:

- Are welcomed by the relevant member of the management team and given details of the days/sessions deployment, (for staff not attached to a regular group).
- Are given a copy of the "Supply Teacher Handbook" which they must return to the "supply teacher" box in the staff room.

On termination of placement:

- Feedback invited about the placement and school records kept for the purpose of future references.

K. INDUCTION EVALUATION

All induction programs are evaluated through the use of the school's Induction Programme Evaluation Form (APPENDIX 6).

APPROVAL & ADOPTION

This policy was formally approved & adopted at a Business Team Meeting held on:

Signed: _____

Signed: _____

UPDATE SCHEDULE

<u>Version</u>	Date	Reason for Update
1.00		First Version of Policy
1.01	01/11/05	General typing and grammatical errors and some layout changes
2.00	01/09/08	General typing, staff structure name changes and grammatical errors and some layout changes – Draft
2.01	01/10/08	Approved by the Governing Body
2.02	13/12/10	General Review – no changes
2.03	02/03/11	General Review – minor changes & editing
2.04	01/11/11	General Review – minor changes & editing
2.05	13/06/13	General Review – minor changes & editing