



**SHERBORNE HOUSE  
SCHOOL**

## **Induction Policy**

This policy applies to all pupils in the school, including EYFS

Created	<b>July 2015</b>
Revised	<b>October 2018</b>
Date for revision	<b>July 2019</b>

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## Policy for the Induction of New Staff

### Introduction

Induction is the effective introduction of a colleague to his or her role within the school.

This policy is intended for all teaching and non-teaching staff and, where applicable, volunteers. It is also for the use of employees returning after a period of absence, including maternity and paternity leave. All staff and new staff are invited to help shape the programme of support to ensure that it meets not only the government's guidelines but also serves to meet common and individual needs of the school's employees. The comments of new and existing staff are welcomed, to help shape future induction procedures.

It is the school's aim that staff enjoy their time at the school, find it stimulating and worthwhile and feel that they are members of a successful and hardworking team. The school aims to enable staff to achieve a high standard of performance within the shortest possible time and to be familiar with the targets and objectives of the school development plan. The school's induction procedures are designed to help to make this happen. The school recognises that pupils achieve most from a well-informed, highly motivated staff. New staff will be supported during their induction period, which will vary according to the role and experience of each member of staff.

The aim of this induction policy is to ensure that the induction programme covers all the required topics and enables new staff to assimilate information about the school and its working practices as quickly and easily as possible. The induction programme should enable new staff to contribute to the maintenance of high standards of performance and support strongly the aims and ethos of the school.

Induction is the beginning of a process of ongoing professional development, to which the school is thoroughly committed. This includes to provision of support, training, appraisal and opportunities for career development.

The specific aims of the school's induction of new staff are:

- To ensure an understanding of the school's aims and ethos and how they impact on the implementation of school policy
- To provide the individual with relevant school information.
- To ensure effective implementation of school policies and procedures
- To ensure an understanding of safeguarding, both in terms of national requirements and also their implementation in the school
- To ensure implementation of the school's health and safety routines and requirements
- To identify the role the individual will play within the school.
- To learn more about the individual and his or her immediate long term professional needs and aspirations.
- To explain what the school can and will do to help the individual make an effective contribution to the school.

### Induction Responsibilities

It is the Deputy Head's overall responsibility to ensure each new member of staff receives his or her induction entitlement. Each new member of staff is assigned an induction mentor to help them accomplish the requirements of the job. Mentors will be chosen in relation to the nature of the appointment. All staff share a corporate responsibility towards new members of staff to make them aware of day-to-day routines and procedures. It is in everybody's interest that each member of staff is able to contribute towards the fulfilment of our school aims.

Mentoring is the support, advice and guidance provided for colleagues to enable the development of their expertise in their new role in order to become a confident team member.

Allocation of mentors will generally be according to the following table:

<b>New staff member</b>	<b>Allocated mentor</b>
NQT	NQT Induction Mentor – Julie Domone
Experienced teacher KS1 and KS2	Teacher Mentor – Sarah Evans
Early Years Staff	Head of EYFS – Natalie Loat
Teaching Assistant	Tim Grabham
Catering staff	Catering Manager – Janice Westbrook
Deputy Headteacher and SLT	Headteacher – Heather Hopson-Hill
Site Manager/ Caretaker	School Business Manager – Nigel Roache
Office Staff	School Business Manager – Nigel Roache
EYFS, Key Stage 1 and Key Stage 2 Staff Appraisals	Marc Bennet, Sarah Evans, Natalie Loat, Rebecca Williams and Hannah James

### Induction Pathway

The following describes what new staff can normally expect by way of induction. All new teaching and non-teaching staff will participate in the school’s induction process. The level of support provided will be tailored to the new member of staff’s role within the school and prior knowledge and experience and will be agreed during induction.

The milestones of induction include:

From application for the post until immediately prior to starting:

- Receipt of job description and person specification
- Receipt of details of school’s aims and ethos
- Gain an understanding of the post through interview activities
- Agreement of contract and salary
- Familiarisation time in school, where possible, for teaching staff, spending time in school with future class
- Handover from previous post holder
- Meeting with a senior member of staff to discuss role and duties.
- Informal opportunity to meet staff and pupils.
- Completion of pre-appointment documentation
- Undertaking and additional training requirements, which may include safeguarding, first aid and food handling
- Information on additional expectations, including attendance at parent consultation meetings, evening and weekend events and functions, residential trips etc.
- Information on school dress code for staff

Immediately prior to starting:

- Formal meeting with appointed mentor and any other staff central to the new member of staff’s responsibilities
- Receipt of induction documentation/handbook
- Receipt of the school’s employment manual and staff code of conduct
- Receipt and discussion of key school policies and information, which must include those covering:
  - Safeguarding, (including e-safety, mobile phones and cameras, use of reasonable force) which will include an explanation of the systems to support Safeguarding
  - Safeguarding summary leaflet

- The role and identity of the DSL, and DDSL/IES
- Part 1 and Annex A of Keeping Children Safe in Education September 2018
- Curriculum, Teaching & Learning and Assessment
- Health and Safety
- Fire prevention, fire safety and fire evacuation procedures
- First aid procedures and the procedures for the administration of medication
- Whistleblowing
- Equality policy
- Behaviour and anti-bullying
- Critical Incident
- Educational Visits
- Risk assessment
- Staff Code of Conduct
- Staff Handbook
- Policy and procedures relating to Children Missing in Education (found within safeguarding policy)
- Duty, assembly and other rotas
- School security procedures
- Briefing, as required, on any pupils with particular SEND issues or medical and dietary requirements
- Information on general topics, including
  - Member of staff's school email address and intranet log-in details
  - Door codes and security information
  - Staff toilets and provision for storing personal belongings
  - Protective clothing and personal equipment, where the role requires this
  - Car parking and on-site vehicle movement

By the end of the first week:

- Further discussion to confirm understanding of school policies
- New member of staff signs to confirm having read and understood relevant school policies, always to include:
  - Safeguarding Policy and other policies associated with safeguarding
  - Part 1 and Annex A of Keeping Children Safe in Education Sept 2018
  - Health and safety policy

Following on from this initial period, there will be regular points of contact between the new member of staff and his or her mentor and appraiser.



**INDUCTION INFORMATION FOR NEW STAFF AT SHERBORNE HOUSE SCHOOL**

Name	
Department :	
Date:	
Mentor:	

	✓	COMMENT
SIGNING IN/OUT PROCEDURE – Always sign out when leaving the site and sign in on your return.		
FIRE PROCEDURE – On hearing the alarm staff and children leave the buildings calmly by the nearest safe exit and line up in register order on school field facing the path.		
FIRST AID PROVISION and GENERAL INFORMATION – Estelle Szasz contact on 201 or 210 – Kerrie Jerram on 210		
TOUR OF SITE		
Designated Safeguard Lead (DSL – Marc Bennet Deputy DDSL – Heather Hopson-Hill		
HEALTH AND SAFETY OFFICER – Nigel Roache and Lee Tugby		
CLASSROOM ETIQUETTE		
LUNCH PROVISION – Staff eat with the children in their respective year groups		
Received copy of: <ul style="list-style-type: none"> <li>○ Safeguarding, (including e-safety, mobile phones and cameras, use of reasonable force) which will include an explanation of the systems to support Safeguarding</li> <li>○ Part 1 and Annex A of Keeping Children Safe in Education September 2018</li> <li>○ Curriculum, Teaching &amp; Learning and Assessment</li> <li>○ Health and Safety</li> <li>○ Fire prevention, fire safety and fire evacuation procedures</li> <li>○ First aid procedures and the procedures for the administration of medication</li> <li>○ Whistleblowing</li> </ul>		

<ul style="list-style-type: none"> <li>○ Equality policy</li> <li>○ Behaviour and anti-bullying</li> <li>○ Critical Incident</li> <li>○ Educational Visits</li> <li>○ Risk assessment</li> <li>○ Staff Code of Conduct</li> <li>○ Staff Handbook</li> <li>○ Information Safety</li> </ul>		
<p>Information on general topics, including</p> <ul style="list-style-type: none"> <li>○ Member of staff's school email address and intranet log-in details</li> <li>○ Door codes and security information</li> <li>○ Staff toilets and provision for storing personal belongings</li> <li>○ Protective clothing and personal equipment, where the role requires this</li> <li>○ Car parking and on-site vehicle movement</li> </ul>		
<p>Duty, assembly and other rotas</p>		
<p>School security procedures – door codes</p>		
<p>DATE OF FUTURE MEETINGS:</p>		
<p>Induction Carried out by:                  Marc Bennet for teaching staff                  Tim Grabham for Teaching Assistants                  Natalie Loat for EYFS Teaching Assistants</p>		

*I confirm that the above protocols have been explained to me and the relevant persons introduced to me. I am aware of who to contact should I require verification of any of the school's policies and procedures.*

Name..... Date:.....

Signed.....

## NQT Training Appendix

Part of Induction School Policy

Appendix reviewed August 2018

Next review July 2019

Reference Julie Domone & Heather Hopson-Hill

### Opening Statement

Sherborne House School is dedicated to safeguarding and promoting the welfare of its pupils; our policies and practices encompass the needs of all our children from Early Years to Year 6 across all aspects of School life including out of School provision. It is the duty of all members of staff, both teaching and non-teaching, to play an active role in ensuring that each child's needs are met. The school follows the current 'Statutory Guidance on the Induction of Newly Qualified Teachers (England)' revised April 2018

### Purpose & Outcomes

This policy aims for consistency in its professional support and assessment of all NQT's by:

- Supporting regular weekly meetings to discuss progress made towards the 'standards' and set appropriate targets.
- Supporting regular informal and formal observations of the NQT's with follow up discussions appropriate to the trainee's stage of training.
- Supporting observation of experienced teaching staff including other key stages.
- Supporting training with tutorials and seminars appropriate to the trainee's individual needs and focus of training.
- Supporting the opportunity to jointly plan with other class teachers.
- Informing Governors of the process of NQT induction and what this involves

### School Responsibilities

#### Headteacher

- Monitor the impact of NQT involvement throughout the School
- Appoint the Mentor
- Monitor resources and NQT budget and supply cover
- Liaise with appropriate Induction panels
- Support class mentors
- Review action plan (weekly) and commitment
- Devise and run induction programmes for NQT's on first day
- Liaise with NQT mentor re quality assurance internally
- Report progress to governors through HT report

#### IT/Mentor

- Observe and give feedback to NQT's to ensure standards are maintained.
- IT checks that NQT is aware of standards and how to evidence this
- Advise on the setting of targets and check progress is made against the teachers standards
- Assist and support NQT.
- Create opportunities for trainee development.
- Make both formative and summative assessments of NQT in liaison with coordinating mentor.
- Inform Head and ISTIP of any concerns at earliest opportunity so that measures can be put in place at the earliest opportunity to support.
- Draw on expertise of other colleagues to support NQT.

#### Governors

- Head and IT to make Governors aware of the Induction programme

- Head reports on the progress of Induction to the Governors via the HT report.
- Head and IT liaise with Governor who has responsibility for staff development or the equivalent so that they are kept informed about NQT progress;
- Head and IT take the Governor through section 5.11 of the Statutory Guidance - Autumn Term
- Governor with responsibility will meet and discuss induction with NQT at the earliest opportunity after appointment

## **NQT**

- Adopt a professional approach to training.
- Attend training at Induction Schools. (Termly meeting at local providing school)
- Familiarise and comply with the School's policies (all policies are available to all staff on the drive) and procedures, notably:
  1. Behaviour Policy
  2. Assessment and Marking Policy
  3. Health & Safety Policy
  4. Staff Induction

Analyse and reflect upon training with peers, class mentor/key stage mentor, coordinating mentor. Seek to take a full and active part in the wider aspects of a teacher's role.

1. Plan for teaching and assess their own role through detailed evaluations as required by induction panel.
2. Assist other teachers in working with the whole class, groups or individual children.
3. Take an active role in registration, record keeping, homework, playground duty (under supervision) and staff meetings.
4. Deploy adult help in classroom.
5. Meet with parents and carers.
6. Use Technology in teaching and planning.
7. Contribute to reporting and where necessary report to parents.
8. Any other extra curricular activities in negotiation with mentor.
9. Use of schools assessment framework to monitor and track pupils progress

## **NQT Practice**

### **Headteacher will:**

- Assign a teacher for the NQT who will be their immediate mentor.
- On first visit, meet with NQT and introduce them to Mentor, and office staff.
- Provide the NQT with information about School, including availability of resources, a copy of the staff handbook, and the opportunity to discuss any general points.
- Give the NQT information about the support and supervision provided by the School and introduce them to the appropriate personnel.