



The Leys Primary & Nursery School

Induction Policy 2022

The Leys Primary and Nursery School is committed to safeguarding and promoting the welfare of the children in its care and adults who are employed by the school. The induction programme is a vital process that is undertaken to support new employees, volunteers and students. The programme is designed to help new employees, volunteers (see policy) and students to become familiar with the requirements of their position, and learn about the school, culture, ethos and working practices effectively so that they become efficient, knowledgeable and confident and as quickly as possible.

The aims of this policy:

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
- have opportunities for observation and discussion of their work with leader/line manager to discuss any areas of development and identify professional development needs
- identify their potential for career development and take advantage of opportunities for CPD
- provide child protection training and assess its effectiveness
- enable the colleague to contribute to improving and developing the overall effectiveness of the school, raising pupil attainment, and meeting the needs of pupils, parents and the wider community
- ensure that all staff and volunteers have a Code of Conduct understand what is expected of them and understand support available to achieve those expectations.

The Induction Programme will include:

- an induction checklist of policies, procedures and training to be covered
- details of help and support available, mentoring and shadowing if appropriate

- familiarisation of the work environment.

All Staff

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

This should include:

- Staff Handbook and School Prospectus, including the school vision, values and aims
- Access to Policy documents including Code of Conduct
- Class list, Class profile and Class Box
- Year group schemes of work
- Assessment advice, recording, reporting, resources and procedures
- Child Protection procedures and safeguarding responsibilities
- Information on whole school and year group resources, including ICT
- Timetables and PPA arrangements
- SEND information and handbook, including Speech Language and Communication and Dyslexia Friendly strategies; SEND resources
- Roles and Responsibilities of all staff
- Educational Visits Policy
- Staffing structure
- Outline of Hertfordshire Steps core principles
- The opportunity to work shadow the existing post holder or person undertaking a similar job where possible
- Health and Safety
- Information on training opportunities

All staff will have a team leader to provide advice and support on a daily basis. The line manager/team leader will ensure new staff are given a guided tour of the school, identifying locations of resources, procedures, staff and other relevant information.

New staff can approach the Head Teacher to discuss additional training needs and difficulties they may be experiencing, in addition to Performance Management procedures.

Informal discussions with the line manager/team leader will be held to identify and resolve any concerns.

Early Careers Teachers (ECTs)

See 'Induction for newly qualified teachers (England) DfE Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies. Revised October 2014'

Induction for newly qualified teachers will be provided, following guidance from the DfE and the LA taking account of proposals to use individual Career Entry Profiles. Induction advice and resources will be provided as for all teaching staff.

ECT's induction should

1. match particular development needs, identified during training
2. provide appropriate development related to the teacher's strengths
3. identify targets to be achieved for the first year of teaching
4. provide opportunities for the teacher and mentor 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 LA. 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 Headteacher is available to discuss any additional training needs and difficulties that may be experienced. ECTs are not expected to take lead responsibility for a curriculum area.

Administrative Staff

The School Business Manager is responsible for the appropriate induction advice and training for administrative staff. Induction information should also include:

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

Premises staff

The School Business Manager, is responsible for the induction of the Premises manager and contractors. Induction information should also include:

1. Health and Safety and Security issues

2. Relevant information to help them carry out their job description effectively including guidance on safe use of chemicals and cleaning products and equipment

Supply Staff

The Team leader will be responsible for the induction of Supply teachers

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:

1. the School day and expectations.
2. procedures for safeguarding, and health and safety, and evacuation procedures.
3. information about the class, including medical health care plans,
4. Dyslexia Friendly flier

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.

Mealtime Supervisors

The Senior Lunchtime Manager is responsible for the induction of lunchtime staff. A named mentor will be provided to give support with daily practice and training. Induction should also include:

- First Aid, security and pupil wellbeing, behaviour and anti-bullying policies and procedures

Governors

The Chair of Governors is responsible for the induction of Governors

See Governor Induction Pack

Volunteers - see Volunteer policy

Our Assistant Headteacher is responsible for the induction of parent helpers/volunteers. The programme will include:

Completion of the DBS process/Safeguarding training

Guided tour around the school with an opportunity to meet the designated class teacher and class

Training in the use of the photocopier, laminator where appropriate

Child protection/Safeguarding Policy and Procedure

Health and Safety Policy/Guidance

Fire Safety

E Safety

Dyslexia Friendly School

The Leys Primary and Nursery School is an inclusive school and has held the British Dyslexia Association quality mark. We continue to train and support staff to identify and respond to the difficulties that a dyslexic learner may encounter. We have a zero tolerance of failure and believe if a child cannot learn the way we teach, then we must teach them in a way that enables them to learn. We recognise that a multi-sensory approach to teaching and dyslexia friendly classrooms promote positive and effective learning for all pupils, and that strategies that support dyslexic pupils are good for all children.

Classrooms support dyslexic learners by providing a stimulating environment that reflects the topics being studied and key vocabulary is clearly displayed. Staff use coloured backgrounds on Smartboards and dyslexia friendly fonts. Children have access to a variety of visual resources to support their learning including, high frequency words, alphabets, visual timetables and number lines. Staff are creative about how children record their work, sometimes using computers, timelines, diagrams, pictures or a scribe. We work hard to ensure that all children achieve and feel successful and that all children's strengths and talents are recognised and celebrated.

Dissemination The Headteacher is 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.

AGREED May 2022
Signed: Headteacher

Staff Induction Plan

INDUCTION CHECKLIST:	Teaching Staff	MSA	Admin
Programme of Remote Induction Day (to complete with set tasks)			
1. Level 1 Safeguarding training - National College https://thenationalcollege.co.uk/hub/view/webinar/kcsie-changes-20-21			
2. Prevent Radicalisation training National College https://thenationalcollege.co.uk/hub/view/webinar/sgw-safeguarding-and-prevent-duty-current-policies-response-strategies-and-lessons-for-education-providers			
3. Staff Handbook School vision, values and aims Staff Induction folder			
4. Classroom practice (Behaviour & Assessment) Staff Induction folder- Staff Handbook		Behaviour	
5. SEND Staff Induction folder <ul style="list-style-type: none"> ● Provisions/Provision tracker/ Provision maps (To Do list https://docs.google.com/document/d/1nov6J4ogG_0tIQnHuCMWmZUwKzXhdtuKAdJIUkmgrvl/edit) ● Pen pictures ● Talk of the Town/Word Aware ● Dyslexia Friendly school ● Autism awareness (AET) ● Equality & Inclusion (National College) https://thenationalcollege.co.uk/hub/view/webinar/ofw-send-equality-diversity-and-inclusion-in-relation-to-the-new-education-inspection-framework-eif-2019 			
6. Health & Safety National College https://thenationalcollege.co.uk/hub/view/course/certificate-in-health-and-safety-at-work			
7. GDPR National College https://thenationalcollege.co.uk/hub/view/course/essential-cpd			

-data-protection-gdpr			
8. Mental Health & Trauma training National College https://thenationalcollege.co.uk/hub/view/webinar/adverse-childhood-experiences			
<u>Meeting with DSP at school</u> Child Protection training which includes Child Missing from Education Child Sexual Exploitation Female Genital Mutilation Cpoms training			
<u>Meeting with School Business Manager</u> Health and Safety Procedures (asbestos) Medical Care Plans Receive contract of employment from Herts CC			
In School Training - 6 hours Herts Steps Training			
<u>Admin tasks</u> Request security tag and name tag from Site Manager email Google log in Chromebook allocation (teachers only) Marvellous Me app log in Cpoms log in and training (not MSAs)			

**The Leys Primary School & Nursery -
Training or Induction course evaluation form.**

Participant name -

Job role -

Course or workshop taken-

Please rate your overall impression of the course/workshop (1 being the worst & 10 the best)

1 2 3 4 5 6 7 8 9 10

How effective was the programme in meeting the objectives identified?

Excellent

Very Good

Good

A little

Not much

Was the topic explained in a way you could understand & relate to?

Very much so

Yes

Mostly

Not at all

Do you feel more confident about this topic after completing the course/workshop?

Very much so

A little more than before

Maybe

Not at all

What do you feel you have learned by completing this course/workshop?

How will completing this course now impact your day to day work in school?

Do you feel you need more help or input in this area & if so what do you feel school can do to support you?

