

Worlingham CEVC Primary School

INDUCTION POLICY

*Like a tree firmly planted by streams of living water we will grow
in knowledge, love, faith and wisdom. Based on Psalm 1:*



Introduction

This policy to include procedures for:

- Teaching staff (including supply staff)
- Non-teaching staff (including administration, caretaking and catering)
- New children
- Parents
- Governors
- Parent helpers/Visitors

The policy will be implemented in accordance with agreed aims and other relevant policies including Child Protection and Safeguarding, Appraisal and Health and Safety.

Aims

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

- integrate successfully into the school;
- consolidate their performance;
- gain experience and develop professional expertise;
- fulfil their job description successfully;
- 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.

Procedures

1. Supply Staff

- a. Supply staff should:
- b. be welcomed by the main school office staff;
- c. receive, a handout 'Information for Supply Teachers' (see appendix A);
- d. be given relevant information on the class, curriculum and daily programme and advice on procedures by the year leader or a colleague in the Year Team if appropriate.
- e. be contacted by the class teacher and provided with a timetable and lesson plan if the class teacher's absence is planned in advance;
- f. have access to head and deputy head if difficulties arise.

2. Teaching Staff

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

Appendix B contains an Induction Checklist, that should be kept in the staff member's file.

All new staff will be allocated a mentor to provide advice and support on a daily basis or new role requirement. New staff have access to the head/deputy to discuss additional training needs and difficulties they may be experiencing, in addition to Performance Management procedures. An informal discussion at the end of the first month and then termly during the first year with a staff colleague will be held to identify and resolve any concerns.

3. NQTs

Our school's statutory induction processes have been developed to ensure our NQTs feel supported and challenged, both professionally and personally, and to enable them to have a positive impact on outcomes for our pupils/students.

Our induction processes will:

- support each NQT to successfully complete their statutory induction period
- ensure each NQT receives their statutory entitlements:
 - trained induction tutor with QTS;
 - a reduced timetable (in addition to PPA time) for professional development including observation of experienced teachers;
 - have no unreasonable demands made of them;
 - a pre-planned personalised induction programme;
 - a termly action plan;
 - formal observation of teaching at least each half-term with verbal and written feedback;
 - regular meetings with the induction tutor and half-termly reviews of progress;
 - rigorous and fair assessment against all of the Teachers' Standards;
 - three formal assessment meetings and reports, and a named contact at the Appropriate Body (insert named person and contact details here – for Suffolk Appropriate Body this is Emma Hepburn EL.NQTenquiries@suffolk.gov.uk)
- provide appropriate advice, guidance and support to each NQT based on individual talents and needs
- provide examples of good practice and facilitate each NQT observing effective teaching based on their developmental needs
- support NQTs to develop positive relationships with all members of the school community for the betterment of pupil outcomes
- encourage NQTs to become reflective practitioners to aid personal development
- acknowledge success and celebrate good practice
- provide opportunities for professional development
- support an understanding of the full roles and responsibilities of a teacher
- support each NQT to demonstrate they can meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance, paragraph 1.5.

This policy is underpinned by a whole school commitment to support teachers new to the profession and retain them in the education system.

Roles and Responsibilities of Governing Body

The Governing Body has responsibility to ensure the school complies with all aspects of the statutory guidance. Prior to an NQT being employed the Governing Body will carefully consider the school's capacity to fulfil its obligations towards the NQT. The Governing Body will be kept informed of induction arrangements and outcomes of formal reports. The Personnel Committee is responsible for NQTs.

Headteacher

The Headteacher has a significant role in the statutory induction process and will:

- appoint an induction tutor who has qualified teacher status, the time and skills to undertake the role, and is appropriately trained
- ensure an appropriate, personalised induction programme is drawn up
- ensure the NQT has a suitable role to undertake induction
- write to an NQT if there is a concern that he or she is at risk of not meeting the Teachers' Standards and inform the Appropriate Body as a matter of urgency
- make a final recommendation to the Appropriate Body as to whether the NQT has satisfactorily met all

- the Teachers' Standards, 'consistently over a sustained period' and should pass their induction period
- keep the governors informed about induction arrangements for NQTs in the school.

Induction tutor

Many tasks associated with the above will be undertaken by the induction tutor and other suitably experienced colleagues.

The induction tutor will:

- have responsibility for the day-to-day oversight of the personalised induction programme
- meet regularly with the NQT, retaining signed and dated meeting notes
- undertake, and/or, arrange lesson observations as necessary
- have oversight of NQT's use of the timetable reduction
- arrange support when necessary
- ensure rigorous and fair assessment throughout the induction process
- inform the Headteacher, at the earliest opportunity, if concerns arise that the NQT is at risk of not meeting all of the Teachers' Standards, 'consistently over a sustained period'.

NQT

The NQT must participate fully in the induction process and demonstrate their capacity to meet all the Teachers' Standards, 'consistently over a sustained period' (statutory guidance paragraph 1.5).

The NQT will:

- provide evidence of qualified teacher status
- agree with their induction tutor how the reduced timetable will be used
- provide evidence of how they are meeting the Teachers' Standards
- participate fully in the monitoring and development programme
- participate effectively in observations, progress reviews and formal assessment meetings
- retain personal copies of the three formal assessments.

The Staff of the School

All members of staff have a part to play in the induction process, offering advice and support where necessary.

Structure of the Programme of Monitoring, Review and Assessment

Lesson Observations:

Lesson observations for full and part-time NQTs should:

- occur at least once in any six to eight week period (half-term)
- be undertaken by the induction tutor where possible, although the Headteacher should observe the NQT at least once.
- follow arrangements agreed in advance
- have a clear focus on aspects of the NQTs teaching relevant to the satisfactory completion of the induction period
- be followed by a brief discussion of the features of the lesson observed and a brief written record relating to the objectives for development and indicating points for action (including any revision of objectives)
- need to agree balance of objective for Headteacher and Induction Tutor

Professional Review of Progress:

Professional Review Meetings for full and part-time NQTs should:

- involve discussion between the NQT and Induction Tutor;
- occur every half-term (6-8 week period);
- be informed by evidence of the NQTs work (including lesson observations);
- revise and review objectives as appropriate;

- record, in writing, progress towards objectives, any new objectives set and any steps taken to support the NQT in achieving objectives.

Assessment Arrangements:

Assessment arrangements for full and part-time NQTs require that:

- three formal assessment meetings should take place during the induction period, normally towards the end of each term;
- formal assessment meetings should involve the NQT, Headteacher and/or Induction Tutor;
- the nature and purpose of assessment meetings is stated clearly beforehand.

The pattern of assessment meetings will be:

- Meeting 1. Focus on the extent to which the NQT is consistently meeting the standards for Qualified Teacher Status (QTS)
- Meeting 2. Focus on the NQT's progress towards meeting the Induction Standards.
- Meeting 3. Final Assessment to determine whether all requirements for satisfactory completion of the induction period have been met.

Evidence to support the Assessment Process:

Assessment meetings should be informed by:

- written reports from at least two lesson observations;
- written reports from at least two progress review meetings which have taken place during the term.

Additional sources could include;

- formal and informal records for pupils in the NQT's class
- information about liaison with others (colleagues and parents etc);
- the NQT's lesson plans, records and evaluations
- the NQT's self-assessment and records of professional development.

When progress is deemed to be unsatisfactory

The Headteacher should:

- ensure that procedures are in place to give early warning of difficulties experienced by NQTs
- ensure that concerns are communicated quickly to all those involved – including the NQT and the LA
- ensure that early action is taken to support and advise the NQT to make the necessary improvements, even if that is before the first formal assessment meeting.

Prompt, early action will maximise time available to arrange appropriate support for the teacher. Clear, subjective reports to the LA, following the first formal assessment meeting, should indicate clearly the risk of failure and should provide details of:

- identified weaknesses;
- agreed objectives set in relation to the requirements of the satisfactory completion and induction;
- planned support
- evidence used to inform the judgement.

As soon as risk of failure is identified the Headteacher and LA should assure themselves that:

- The assessment is well-founded and accurate;

- Weaknesses have been correctly identified;
- Objectives, set to remedy weaknesses, are appropriate;
- The support programme in place to overcome weaknesses is relevant.

Where the Induction tutor is not the Headteacher, the Headteacher should review the evidence, including first-hand observation of lessons. Where the Induction Tutor is the Headteacher, the Headteacher should arrange for a third party to review the evidence and observe the NQT. If the NQT is still deemed to be failing by the time of the final formal assessment meeting, the Headteacher should advise the LA.

4. Support Staff

The Headteacher is responsible for the induction of Support Staff. Advice and training is provided by a nominated buddy. SENCO, Class Teacher, Headteacher and Deputy Headteacher provide additional support. Induction should include, in addition to the Induction Checklist, the opportunity to work shadow the existing post holder or person undertaking a similar job where possible, training in the use of the photocopier, comb binder, laminator, or other resources in relation to their role. All staff will take part in Performance Review procedures. An informal discussion will be held with the Head or Deputy during the first month and thereafter termly in the first year to identify and provide relevant support. There will be monthly team meetings.

5. Governors

Governors have a vital role to play in providing support, advice and guidelines for the school. Governor induction is also slightly different to other members of the community in that induction is a joint relationship between the Governing Body, the Headteacher, and the Local Authority.

The Chair of Governors will contact the new Governor and invite them to visit the school, where they will be taken on a tour of the school to meet staff and children and the Governor Induction Programme will be followed (appendix C)

All new Governors will be given an Induction Pack which will include documents from the Local Authority plus the following;

- Contact details of all Governors
- School Brochure
- Map of the School
- Recent Governing Body minutes
- School Development Plan
- Summary of the latest Ofsted Report
- List of Staff and their Responsibilities
- A list of relevant School Policies and where to find them
- Details of the Governing Body's committees, membership and terms of reference
- Governing Body Code of Conduct
- Governing Body Decision Planner
- A list of meeting dates for the current academic year

A member of the Governing body will act as a mentor to support the new Governor and answer any questions or queries they may have.

The Chair of Governors will introduce the new Governor to the Governing body's code of conduct. together they will discuss;

- Non-attendance at meetings and apologies

- Participation in meetings
- Confidentiality
- Collective responsibility
- The commitment expected from Governors
- School's security arrangements
- Safeguarding procedures and requirements

New Governors will be asked to attend one of the Local Authority's 'Introductory Courses for New Governors' within their first year of office.

6. New Children

We aim to integrate new children happily and successfully into Worlingham CEVC Primary School. The EYFS leader is responsible for arrangement for induction for new EYFS intake in liaison with the Headteacher, SENDCO, relevant staff at feeder nurseries and parents/carers. The EYFS leader will make contact with contributing nurseries/parents in the Spring Term and arrange a plan of visits to meet staff and children during the spring and summer terms. The purpose of these visits is to:

- provide opportunities to gain the children's confident knowledge and trust in a known person.
- Access and identify information on individual child's and the cohort's progress
- Identify strengths and weaknesses, and make arrangements to match individual needs for support, welfare and SEN provision.
- Provide relevant information about children's ability, behaviour, physical and emotional needs.
- Provide information on aspects of transfer.
- Manage induction visits, with the Head teacher, to Worlingham CEVC Primary for children and their parents.

Parents and Children Joining During the School Year

The Headteacher aided by any Deputy Headteacher are responsible for the induction of new children and their parents. The minimum programme will include:

- Meeting with the Headteacher to discuss child's needs and provide school information
- Guided tour around the school with an opportunity to meet the designated Class Teacher and class.
- School brochure, School Events Dates, Behaviour Policy, Home School agreement, uniform and PE requirements
- Opportunity for the child to spend some time in school with the class before joining full time if appropriate

The Class Teacher will be responsible for the day-to-day induction of the child providing:

- A named buddy to support the child in daily routines
- Equipment – a reading book, exercise books, pencil and bag storage
- Information on homework, PE games, play/lunch arrangements, newsletters
- Assessment in liaison with SENDCO to identify appropriate learning and emotional needs
- Pastoral support and parental contact

The school secretary will ensure any appropriate files about the child are sent from the previous school.

7. Volunteer Helpers

The Headteacher is responsible for the induction of Volunteer helpers. The minimum programme will include:

- Completion of the DBS process
- Domestic arrangements

- Guided tour around the school with an opportunity to meet the designated Class Teacher and class.
- Training in the use of the photocopier, etc if appropriate.
- Health and Safety information
- Safeguarding Information

8. Visitors to the School

The Headteacher has overall responsibility for the induction of any visitors to the school who will have close contact with children. The minimum programme will include:

- DBS checks
- Domestic arrangements
- Guided tour around the school with an opportunity to meet the staff
- Health and Safety information
- Safeguarding Information

FEBRUARY 2020 (V1)



Welcome to
Worlingham CEVC Primary School

SUPPLY TEACHERS – IMPORTANT INFORMATION

Thank you for visiting us today.

To assist with the smooth running of the school it would be appreciated if you would take a few minutes to familiarise yourself with our procedures:

Teaching Staff including Headteacher;

Headteacher: Mr Paul Seeman
Deputy Headteacher: Mr Matthew Brown

Teachers:

Mr M Brown	Year 5/6	Blackbirds
Mr B Eden	Year 3/4/5/6	Songthrushes/Blackbirds
Miss K Bradley	Year 5/6	Skylarks
Mr D Marchand	Year 5/6	Owls
Mr A Winkworth	Year 5/6	Eagles
Miss A Stevenson	Year 3/4	Swifts
Miss B Cleghorn	Year 3/4	Swallows
Mrs W Jennings	Year 3/4 and SENCO	Songthrushes
Mr R Idle	Year 2	Goldfinches
Mrs M Wood	Year 2	Wrens
Miss K Appleton	Year 1	Wagtails
Mrs L Donovan	Year 1	Robins
Miss C Howard	EYFS	Kingfishers
Miss R Pearce	EYFS	Greenfinches

TIMES

School starts at 8.50am and ends at 3.15

KEY STAGE	MORNING BREAK	LUNCHTIME	AFTERNOON BREAK
KS1	10.45-11.00am	12.00 -1.00pm	2.00 – 2.15pm
KS2	10.45-11.00am	12.30 -1.30pm	None

You are most welcome to help yourself to a beverage in the staffroom and should you require a school lunch please see the school office at the start of the day.

COMPUTER

Each class has a laptop attached to the whiteboard.

FIRE

The Fire Procedures are displayed on the wall in the classrooms and around the school. Please familiarise yourself with all procedures and how they relate to the class you are taking.

PLAYTIME

Classes will come to you after playtime, breaktime and assembly. Please see your class out at the end of the day.

SAFEGUARDING/CONFIDENTIALITY

It is absolutely essential that any information you may hear about children, or their families is treated with the utmost confidence and must not be discussed outside school.

If you are concerned or worried about a child in school please speak to the Designated Safeguarding Lead Mr Matthew Brown, Deputy Headteacher.

Deputy contacts are:

Mr Paul Seeman, Headteacher

Mrs Wendy Jennings, Class Teacher and SENDCo

Mr Don Marchand, Class Teacher (UKS2)

Miss Claire Howard, Class Teacher (EYFS)

Online Safeguarding Lead in school is Mrs Lesley Bickers, Higher Level Teaching Assistant

The PREVENT lead in school is Mr Matthew Brown, Deputy Headteacher

HEALTH & SAFETY

If a child has an accident however slight, please report it to one of the School's qualified first aiders which will be a teaching assistant or parallel colleague, a list is held in each classroom.

Should a child be sick or feeling unwell, please ask a member of the office staff to contact the child's parent.

Please be aware of anything that could cause an accident in school e.g. water on the floor which anyone might slip on, or if electrical equipment is being used make sure that there are no trailing wires etc.

DISCIPLINE:

Please make yourself familiar with the school procedures. Always make sure the children in your class stay on task when you are working with them, and never accept any silly behaviour. Positive Behaviour Policy available upon request.

MARKING:

Please mark the children's workbooks before you leave the building unless prior arrangement has been made with the class teacher. Marking and Feedback Policy available upon request.

We hope these brief details help to make your visit with us a comfortable and enjoyable experience and that you will visit us again soon.

If you have any questions or queries, or need help with anything, please do not hesitate to ask a member of Staff. There are lots of willing people about who know the school very well and who will be more than happy to assist you.

Once again, thank you very much for your assistance.

We hope you have an enjoyable day.

Mr. P. Seeman



Induction Checklist

Name:			
Address:			
Telephone Number/s:			
Email:			
CLASS:	POSITION:	START DATE:	
REQUIREMENT		DATE ACTIONED	
To be Actioned by Bursar			
Fully Completed Application form			
Date of Birth			
National Insurance Number			
Proof of Qualifications			
Proof of Residency			
Proof of Identification			
Child Disqualification			
Pecuniary Interest			
Health Declaration			
List 99 Form completed			
DBS Completed/Seen Date:		DBS No. Date Cleared:	
References (covering last 5 years)	Referee Name	Date Sent	Date Received
Offer of Appointment Sent		Safeguarding (inc. The Prevent Duty)	
E-form Prepared and Sent			
Input on SIMS		Staff Handbook	
Contract from HR		Staff Absence	
Input payroll number on SIMS		Whistleblowing	
Update Central Record		Health & Safety	
Entrance door card given		GDPR and DP	
Staff pigeon hole allocated		Fire Emergency Plan	
Email set up		Map of School	
Health and Safety Risk Assessment/Induction		Pay 5/Tax form	
To be Actioned by Mentor			
Mentor Name:			
Tour of School			
Introduction to Staff			

APPENDIX C



New Governor Induction Programme	
Governors Name:	
Date Appointed:	
ON INITIAL MEETING;	DATE COMPLETED
Meet with nominated Governor	
Walk around School	
Meet Staff	
Meet Mentor	
Location of School Policies	
ITEMS TO BE PROVIDED WITH;	
Governors Policy in School	
Governors Allowance Policy	
Child Protection and Safeguarding Policy	
Induction Policy for New Governors	
Governor Visit Protocols	
Pecuniary Interest Form	
Term Dates	
Governor Contact Details	
Staff Responsibilities	
Terms of Reference for Committees	
Committee & Working Party Structure	
Vision Statement	
School Brochure	
Map of School	
Recent Governing Body Minutes *	
School Development Plan	
Ofsted Report and SIAMS Report	
Governors Code of Conduct	
Decision Planner	
List of Meeting Dates *	
INFORMATION TO BE PROVIDED TO BURSAR;	
Driving Licence	
Passport	
DBS Form	
TRAINING;	
Receipt of Training Pack from LA	
Attend 'HOW DO I START 1, 2 & 3'	
Attend ' HOW DO I START; FINANCE'	
FIRST FORMAL GOVERNING BODY MEETING;	
Introduction to Governors	
Receipt of Induction pack to be Minuted	