

Fioretti Trust

Name of Policy
Induction Policy

Induction Policy	<u>Written By</u>	<u>Committee Responsible</u>	<u>Regularity of review</u>	Non- statutory (best practice – for consistency across all schools).	
	E Jones	Trust	3 yearly		
<u>Version</u>	<u>Date Proposed</u>	<u>Date Accepted</u>	<u>Date of next review</u>	<u>Signature (Chair of Committee)</u>	<u>Reason for Revision</u>
Version 0.1	17 th September 2019	24 th September 2019	September 2022		Updated, included timeline for induction & feedback form.
Version 0.2	20 th September 2022	27 th September 2022	September 2025		Updated to reflect changes in terminology – NQT to ECT

Induction Policy

That which we have seen and heard we proclaim also to you, so that you too may have fellowship with us; and indeed our fellowship is with the Father and with his Son Jesus Christ. And we are writing these things so that our joy may be complete.

1 John 1:3-4

Fioretti Trust places importance on all new members to the trust to be welcomed and valued. The trust thrives for this policy to be embedded to create a culture of nurture and support as part of induction for all adults working in any school within the trust. This policy applies to all **employees, work experience students, regular agency staff and governors** who will all receive a tailored induction programme which will include appropriate information, training, observation and mentoring. Safeguarding Children, Child Protection and the Prevent Strategy will feature prominently in every induction. There will also be an induction pack for new trustees, although this policy focuses on induction at school level.

The first few weeks and months are vital to the success of any appointment. The arrangements made for introducing a new employee or governor to the duties of the post, and as a whole, provide the foundation for successful and safe contribution to the school. The induction programme is designed to help new employees and governors become familiar with the requirements of their position and learn about the school culture, ethos and working practices effectively and efficiently so that they become knowledgeable and as confident as possible.

The induction process will

- Provide information and training on the school's policies and procedures.
- 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 achievement and progress, as well as helping to develop the whole child.
- Contribute to the colleague's sense of job satisfaction and personal achievement.
- Explain the school's code of conduct to ensure all staff and governors new to the school know what is expected of them at the school and gain support to achieve those expectations.
- Identify and address any specific training needs.

The induction programme will include:

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

- familiarisation of the working environment

Responsibilities

The Headteacher is responsible of the overall management and organisation of induction, including Newly Qualified Teacher (NQT) induction across the whole school. Although the headteacher may delegate the day-to-day mentoring of NQTs to another member of staff.

Line Managers/ Phase Leaders are responsible for ensuring that induction takes place. This includes ensuring that new employees:

- Have an induction programme arranged
- Are provided with the induction pack and checklist
- Receive appropriate information as required in their checklist
- Are provided with an understanding of the structure of the school and reporting arrangements
- Know how to access relevant policies and practices.

The individual has a responsibility, alongside line managers, to ensure all items are covered. This means the individual has to monitor their checklist and raise any gaps with their line manager.

Induction checklists can be found in the Appendices

Appendix 1 Induction Checklist Teaching Staff

Appendix 2 Induction Checklist Support Staff

Appendix 3 Induction Checklist Governors

School Induction Programme for experienced staff.

- All new staff will be invited to visit the school before they take up post.
- All new staff will be provided with copies of school policies and the school's staff handbook and are expected to develop their understanding of them.
- All new staff will meet with the headteacher within their first week in post.
- An induction programme will be provided for new staff and their attendance is expected. This will include training on Child Protection and safeguarding procedures, prevent and

health and safety. Line managers will liaise with new staff regarding the induction programme timetable.

- All new staff will have a review of their induction after one month and six months with their line manager.
- All new staff will be provided with an explanation of the schools performance management arrangements (see the school's Performance management policy) within which they will be expected to participate.
- All new staff will be expected to contribute to the ethos and wider life of the school to ensure a conducive environment for learning for all.

School Induction Programme for support staff

- All new support staff will be invited to visit the school before they take up post.
- All new support staff will have a line manager who will discuss their job description with them.
- An induction programme will be provided for new staff and their attendance is expected. This will include training on Child Protection and safeguarding procedures, prevent and health and safety. Line managers will liaise with new staff regarding the induction programme timetable.
- Following the induction period all support staff will enter the appraisal program for the school.
- New support staff will be expected to network with other staff within the school for support.

School Induction Programme for Governors

- All new governors will be invited to visit the school and meet with the headteacher before that take up post.
- All new governors will be appointed a mentor Governor who will discuss the schools ethos and also governor responsibilities with them.
- All new governors will be invited to Safeguarding training which will include the prevent strategy and their attendance is expected.

School Induction Programme for Early Career Teachers.

- The induction programme for staff new to teaching is designed to induct them into the profession and into the school.

- The induction programme at the school consists of support, monitoring and assessment elements and ECT's are expected to engage with the programme.
- All new teachers are allocated an Induction Mentor.
- All new teachers are invited to visit the school before they take up post. It is usually expected that this is a longer period of time than 1 day.
- All new teachers are provided with copies of school policies and the school's staff handbook and are expected to develop their understanding of them.
- ECT's will receive feedback on their strengths and areas for development.
- Induction mentors are responsible for the day to day management of their ECT's induction, and will meet with their ECT's regularly. The induction mentor reviews progress, sets targets and identifies support strategies with the ECT.
- All ECT's are observed teaching during their statutory induction period and this is undertaken by the induction mentor, a senior member of staff or an experienced teacher as appropriate.
- Three formal assessments will be undertaken during the ECT induction period. These will be documented on forms that are sent to the LA and must be signed by the ECT, Induction Mentor and Headteacher.
- Each ECT has 10% professional development time during their statutory induction period. This is in addition to the teaching and professional development time that other substantive teachers would expect in the school.
- Each ECT has a planned programme to ensure 10% professional development is used to the maximum effect.
- ECT's can use the Career Entry and Development profile as a basis for planning the initial stages of their induction.
- Each ECT develops with their Induction Mentor their own induction and support plan.
- Each ECT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio.
- The induction mentor and school maintain a documented record of the ECT's induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations and professional development activities undertaken.
- ECT's who are not meeting the induction standards or making satisfactory progress towards them will develop, with the induction mentor, a detailed action plan. The school will increase the support necessary to implement the action plan within the available resources within the school.

Individual schools can add their own school logo.

Appendix 1

Induction Checklist for Line Managers / Assigned Mentor

Induction policies/procedures and information to be shared (personalised to role)	Date	Discussed /Read/ Received
Staff Handbook to include: Security arrangements Procedures for working alone/during holidays Fire exits Resolution of technical or premises problems Location of resources Risk assessments No smoking policy Calendar of events Orders & budgeting CPD & absence requests and cover arrangements Sick leave procedures Social activities eg. End of term & birthdays Parents evenings and report writing Staff Houses (if appropriate)		
Staff code of conduct / Staff Handbook		
Safeguarding & Child Protection Policy		
Safe Working Practice Policy		
Mobile Phone Policy		
No Platform Policy		
Keep Children Safe in Education Government publication – up to date publication		
Health and Safety Policy		
Fire Evacuation Policy Including fire exits, lockdown procedures, external evacuation.		
E Safety Policy		

Equality Policy		
Behaviour Policy Including rewards and sanctions.		
Computer log on information, system, Progresso, SPTO		
Gifts and Hospitality Policy		
Curriculum policies		
Calculation policy		
SEN policy		
Medical Needs List		
Marking policy		
Assessment policy		
Class list and information		
Planning/ topic/ information Schemes of Work		
Timetables		
Resources/ICT information		
School Development Plan (SDP)		
Appraisal policy		
Bank details		
Emergency contact form completed		
Statement of pecuniary interest		

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Induction checklist timeline for new staff

Name of Employee: _____ Date Checklist Began: _____

When?	Task	Completed?
Prior to the employee's first day	Identify who will be responsible for induction, including assigning mentors and/or 'buddies'	<input type="checkbox"/>
	Set up employee's ICT account, phone and internet access	<input type="checkbox"/>
	Ensure first week of induction is scheduled and planned, and relevant members of staff are notified, e.g. notify your designated safeguarding lead (DSL) about carrying out safeguarding training	<input type="checkbox"/>
	Send out induction pack via email (policies & handbook) (See content in Appendix A, to be ticked off by line manager during induction meetings.)	<input type="checkbox"/>
First day	Introduce colleagues, pupils, mentor and/or 'buddy'	<input type="checkbox"/>
	Take employee on a tour of the school	<input type="checkbox"/>
	Outline health and safety procedures, e.g. fire drill procedures and meeting points, the process for signing in and out of school, and recording incidents	<input type="checkbox"/>
	Remind employee of: <ul style="list-style-type: none"> ● The school timetable, including timings of staff meetings, assemblies and registration ● Expectations around staff conduct, e.g. use of mobiles, social media and dress code 	<input type="checkbox"/>

	<ul style="list-style-type: none"> • Conditions of employment, and absence and disciplinary procedures <p>All of the above should be outlined in the induction pack.</p>	
	Help employee to become familiarised with ICT account, phone system and reprographics, e.g. photocopier	<input type="checkbox"/>
	Explain the school's behaviour and rewards system	<input type="checkbox"/>
First week	Ensure employee meets DSL and has safeguarding training	<input type="checkbox"/>
	Ensure employee attends induction training sessions with relevant members of staff, e.g. the SENCO and the school business manager	<input type="checkbox"/>
	Ensure employee meets with mentor at the end of the first week to: <ul style="list-style-type: none"> • Review progress • Identify training and development needs 	<input type="checkbox"/>
	Ensure employee's line manager outlines the school's performance management system and begins to determine objectives	<input type="checkbox"/>
First month to 6 months	Arrange additional training for the employee based on the review of the first week	<input type="checkbox"/>
	Arrange follow-up session between employee and DSL	<input type="checkbox"/>
	Ensure regular 1-2-1 meetings are held between employee and: <ul style="list-style-type: none"> • Mentor • Line manager 	<input type="checkbox"/>
	Evaluate the success of the employee's induction programme, and use findings to inform future practice – employee to complete questionnaire (Appendix 3)	<input type="checkbox"/>

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Induction

Appendix 2

Induction policies/procedures and information to be shared	Date	Discussed /Read/ Received
Governor Handbook – include: Induction Pack		
Governor code of conduct		
Safeguarding Policy		
Safe Working Practice Policy		

Health and Safety Policy		
Mobile Phone Policy		
No Platform Policy		
Keep Children Safe in Education Government publication (up to date publication)		
E Safety Policy		
Equality Policy		
Behaviour Policy		
School Development Plan (SDP) overview		
Health and Safety briefing		
Emergency contact form completed		
Statement of pecuniary interest.		

Checklist Governors

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Induction Feedback Form

Completing the induction feedback form

We continually review the school’s induction process and would be grateful if you would spend a few minutes giving us some feedback relating to your induction experience. Please complete the form below honestly. It is important that any gaps in your induction are highlighted so you and future employees can be provided with adequate support and relevant information. Your feedback is invaluable for the school in developing the process further to ensure it remains fit for purpose, supportive and effective.

Your details	
Name:	
Position:	
Date of appointment:	
Date induction completed:	
Name of line manager:	

General questions

Please comment on how you were initially welcomed to the school – were you put at ease?

What was your overall impression of your induction?

What parts of your induction did you find the **most** useful?

What parts of your induction did you find the **least** useful?

Were there any aspects of your induction where you felt you were given **too much** or **too little** information?

Has your line manager set you objectives – do you agree with these objectives and find them achievable?

How do you think the school could improve its induction process?

Have you received the following additional information?		
Information	Received (Y/N)	Additional comments
The role of the DSL (including the identity of the DSL and their deputies)		
The local early help process and your role within this		
How to make a referral to children's social care		
How to respond if a pupil tells you they are being abused or neglected		
Relevant safeguarding and other key policies		
Have you been provided with and read the following government guidance?		
Document name	Received and read (Y/N)	Comments
Part one & Appendix A of 'Keeping children safe in education'		
Have you received the following training?		
Area	Received (Y/N)	Comments
Safeguarding and child protection training, including online safety		
Training relevant to your role		

Thank you for taking the time to complete the form. Please return it to your line manager upon completion. Your line manager will be available to speak to you if you have any further questions about the induction process.

Employee name:	
Signature:	
Date:	

To be completed by your line manager.

Line manager name:	
Signature:	
Date:	

End of policy