

# NEW STAFF INDUCTION POLICY

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Produced by	School
SLT Responsible	Deputy Headteacher
Signature of Chair	
Signature of Headteacher	

## **Introduction**

At Fearnhill School, we recognise that staff are our most valuable resource in providing the very best outcomes for all students.

This first section of this policy is applicable to all staff joining the school other than Early Career Teachers. The second section of this policy refers to the induction of Early Career Teachers and Unqualified Teachers. Achievement of our vision depends on recruiting and developing high quality staff. Integral to this objective is the need to provide a framework for the effective induction of newly appointed staff and those who are promoted, transferred or have been off work for a long period e.g. on career breaks. This policy outlines the broad principles that will govern our approach to the induction of staff and supports our Professional Learning Programme. It also provides guidance for the Headteacher to ensure that new staff members are provided with effective support so that they can fully meet the requirements of their job.

This policy should be read in conjunction with the school Probation Policy and Procedure for support staff.

## **Aims**

- The aim of the Induction Policy is to ensure that all new starters
- Contribute effectively to raising achievement
- Understand how the school operates, and the expectations placed on all staff
- Understand the School Improvement Plan and how their role fits in with their respective team, and the school as a whole
- Understand their objectives for the performance year
- Understand the school's commitment to safeguarding and the related policies and procedures.
- Understand the Health and Safety obligations of staff members and employer
- Achieve and continue to develop the levels of knowledge and standards of professional competence necessary to maintain and improve standards in schools
- Receive the necessary support and guidance
- Are provided with time for discussion and reflection with colleagues
- Participate in relevant INSET activities to allow continued Professional Learning

## **Principles**

At Fearnhill School, we believe that effective induction is one of the best ways to welcome and integrate new members of staff into the organisation, thereby ensuring that they settle in and are able to work effectively and efficiently as quickly as possible. Induction to the school takes place at a number of levels and involves contributions from a range of people/agencies

There is a named Senior Leader who acts as co-ordinator and manager of the Induction programme for all staff. In addition, incoming staff are paired with an Induction partner or 'buddy'.

All staff have a role to play in the successful induction of new staff, be it in a formal or informal manner. The Line Manager is responsible for going through specific responsibilities and duties associated with the role.

The school provides all staff with a Staff Handbook containing all necessary information about the school which should be referred to at all times as a working document. A detailed Induction document will also be issued and referred to throughout the Induction Period.

For newly appointed members of the Leadership Team whole-school calendar that outlines an overview of annual meetings and data cycles will be shared.

Whole school policy documents are available on the shared staff drive which must be referred to during the Induction period.

## **Roles & Responsibilities**

Our existing staff and post-holders have a key role to play in induction and are accountable for specific aspects of induction.

### **Headteacher**

It is the Headteacher's responsibility to ensure that an effective induction takes place for a new member of staff or staff new to a role. The appointed Senior Leader will be accountable for the member of staff concerned, from the pre-employment stage through to greeting on the first day and ensuring all areas on the Induction Checklist are covered and understood by the end of the Probationary period.

### **The Appointed Senior Leader has responsibility for:**

- Liaising with the school's Human Resources lead (~~usually the business manager~~) to arrange a meeting with new staff joining the school
- Overseeing the induction and support provided through Faculties/Year Teams/Line Management/other staff or agencies
- Managing and organising the whole school systems of support.
- Providing guidance on professional matters and professional behaviour
- Sharing safeguarding strategies and expectations
- Giving an overview of "who is who" at the school
- Providing detailed information about the school including all relevant documentation and answering any questions that arise from the Induction Pack
- Ensuring all relevant colleagues are given appropriate support and guidance with respect to ensure a successful induction
- Encouraging reflection and development in new teachers

### **The Head of Faculty (HOF)**

There should be regular timetabled meetings with the teacher or Inclusion Leader new to the school for support and updating information relating to the subject area and school policy. The HOF is the key induction lead for staff in their faculty and should ensure that new members of staff joining their faculty understand the school's expectations with regards to the quality of learning, teaching and assessment. Some aspects of the induction could be delegated to a named TLR holder but remains the responsibility of the HOF for ensuring it is implemented.

### **The Head of Faculty has responsibility:**

- To introduce the teacher/Inclusion Assistant entering the school to other colleagues in the faculty
- To provide Department/Faculty Handbook and/or relevant documentation including syllabi and schemes of work
- To share expectations regarding the assessment of students' work and home learning,

- record keeping, profiles and examination preparation
- To explain strategies used to monitor progress
  - To guide and advise about the organisation and planning of lessons/schemes of learning, if appropriate
  - To explain the use of Arbor
  - To share systems used to track data and student progress SISRA
  - To be the first support network with respect to Behaviour for Learning
  - To encourage involvement in Faculty policy and decision making
  - To provide focused support and guidance regarding school wide systems for ensuring outstanding achievement for all students with a particular focus on students who are vulnerable to underachievement e.g. SEND, Pupil Premium
  - To provide an opportunity for a teacher/Learning Assistant entering the school to discuss concerns **Head of Key Stage (HOKS)**
  - All teaching staff and Inclusion Leaders have a pastoral role within the school and it is the responsibility of the HOKS to whom they are attached to ensure this is effective. The HOKS has responsibility
  - To induct teachers/Inclusion Assistants entering the school into the pastoral team
  - To provide opportunities for observation and support within PSHE lesson, if appropriate
  - To provide guidance with respect to registration procedures and expectations of students in their pastoral time
  - To familiarise teachers/Inclusion Leaders with relevant aspects of school policy relating to attendance, punctuality, detentions, lunchtimes and school uniform (et al)
  - To encourage participation in Year Team discussion and decision making

### **Support Staff Team Leaders**

Support Staff Team Leaders have a role to play in ensuring all new staff are made aware of the support that is available to them and how they are able to access it.

Support Staff Team Leaders will have a more specific role to play in the induction of newly appointed staff in their own areas by ensuring they are made aware of their role and responsibilities. This will be done as part of the induction process. Team Leaders will be responsible for providing any on the job training that may be needed for a new member of support staff in their area.

### **New member of staff/staff new to role**

The new member of staff, or staff member new to a role, must ensure that they fully participate in the induction process and work with the Head teacher or appointed senior leader to complete all the requirements listed on the Induction Checklist.

### **Programme of Induction Activities**

For support staff joining the school, the first day will be devoted to Induction. Reference to the Probationary Period Policy must be made for support staff during this time.

Teachers joining the school at the beginning of an academic year will, wherever possible, spend a day visiting the faculty or pastoral teams in advance of their taking up post. This familiarisation day will include meetings with the appointed senior leader, the Head of Faculty/Key Stage and members of the Leadership Team. There will also be a Staff Professional INSET Day at the beginning of September during which the induction programme will include familiarisation with routines, procedures and

policies in existence and introduction to new policies.

Teachers arriving mid-term will not have the benefit of the Induction in September, and it is therefore essential that the meetings with key staff mentioned form a focus of the Induction once in post. Teachers arriving mid-term will, whenever possible, be taken off timetable for the first day in order to complete a thorough and robust induction day prior to taking up teaching responsibilities.

During the first and second half-terms in post, there will be line management meetings with the HOF/ HOKS. There is an induction programme for ECTs, and other new teachers & inclusion leaders are invited to relevant sessions in order to obtain more detailed information e.g. behaviour expectations. It is expected that there will be more informal support sessions during this time if the incoming teacher seeks assistance or support. In addition, the teacher new to the school should be paired with a colleague or 'buddy' for peer group support.

The Induction Checklist makes reference to when meetings should be held.

Incoming staff will be involved in all school based INSET activities and are actively encouraged to get involved with as many extra-curricular activities (enrichment and intervention clubs, performances and assemblies) as they can, to expand the whole school experience.

### **Induction for Incoming Extended Leaders**

#### **(for newly appointed staff and internally promoted staff)**

In addition to the induction outlined above, ~~middle~~ middle leaders new to the school will be paired with another leader sharing similar responsibilities. Specific meetings and data cycle calendars will be provided for new ~~middle~~ middle leaders and these should be considered and discussed at Line Management Meetings with the appropriate Line Manager to ensure clarity of procedures and support generally. Information will be shared with them that outlines an overview of annual key tasks.

Meetings will be arranged with appropriate personnel to ensure thorough understanding of relevant procedures and policies. This programme will be co-ordinated by the Leadership Team member responsible for Induction.

### **Induction for Incoming Senior Leadership Team Members**

#### **(for newly appointed staff and internally promoted staff)**

In addition to the relevant induction outline above, Senior Leadership Team members will be paired with another Senior Leadership Team member. The Headteacher will meet with the new Senior Leadership Team member at the start of their appointment to provide the necessary induction. Clarification of roles, duties and procedures will be given at that meeting as well as an overview of annual key tasks and accountabilities.

### **Induction for ECTs, TTs and SDTs**

#### **Aims**

The aims of the Induction support programme for ECTs (Early Career Teachers), and TTs (Trainee Teachers on Initial Teacher Training courses) and SDTs (School Direct Trainees) are:

1. To ensure all new teachers entering the school achieve and continue to develop the levels of knowledge and standards of professional competence necessary to maintain and improve standards in schools
2. To ensure the ECTs, SDTs, TFTs and TTs are competent with respect to subject knowledge and application, classroom management, assessment and recording of students' progress as well as demonstrating skills to develop further their professional role with respect to the school community, effective working relationships, awareness of student needs, promotion of moral and spiritual wellbeing of students and the ability to evaluate learning and teaching
3. To provide time for discussion and reflection with colleagues
4. To provide cross-phase continuity and professional development between the training in Higher Education Institutes and working in the school community. To encourage participation in relevant Professional Learning and Development
5. To promote equal opportunities and inclusive practice

### **School Based Induction**

Rachel Christie is a Professional Tutor on the ~~Senior~~ Leadership Team who acts as co-ordinator and manager of the Induction programme for all ECTs, TTs and SDTs.

Heads of Faculty (HOF) and Heads of Key Stage (HOKS) also have specific responsibilities for support and guidance of ECTs, TTs and SDTs during the year.

The school provides all ECTs, TTs and SDTs with a Staff Handbook containing all necessary information about the school and should be referred to at all times as a working document.

Whole school policy documents are available from the policy folder on the shared staff drive.

All ECTs, TTs, SDTs, and OTTs are responsible for ensuring they are familiar with the Professional Standards for Teachers and use the resources provided by the Professional Tutor during Induction seminars.

### **Roles and Responsibilities**

#### **Senior Leader with responsibility for Induction**

The current Senior Leader for ECTs, SDTs, OTTs, and TTs is Sonja Nunneley, Deputy Headteacher. She line manages Rachel Christie, Lead Practitioner who has responsibility for:

- Managing and organising the whole school systems of teaching and support for ECTs, OTTs, SDTs and TTs through the relevant middle leaders
- Liaising between ECT, OTT, TT, SDTs and other colleagues and Higher Education Institutes
- Providing guidance on professional and personal matters
- Providing detailed information about the school including all relevant documentation.
- Ensuring the teaching timetable is appropriate
- Organising the induction programme on and off-site
- Organising opportunities for lesson observation of experienced teachers, in liaison with relevant middle leaders
- Ensuring all relevant colleagues are given appropriate support and guidance with respect to academic and pastoral curriculum matters
- Encouraging reflection and development in new teachers

- Observing lessons to provide constructive comments for effective development
- Providing written evidence of progress, identifying strengths and needs and providing formal assessment of competence where relevant
- Providing the training and support as identified in the OTT & SD Training Plan
- Holding regular meetings with ECTs, TFTs and TTs, SDTs to identify appropriate support and pastoral help
- Completing administration and documentation required such as end of term reports
- The role requires close liaison with the Mentors, regular timetabled meetings with the ECT, SDTs and TT and updating information relating to subject area and school policy
- To introduce ECT/ TT/SDT to other colleagues in Department/Faculty
- To provide Faculty Handbook and/or relevant documentation including syllabi and schemes of learning
- To assist with assessment of students' work and homework, record keeping, profiles and examination preparation
- To provide opportunities for lesson observation within Faculty and in other Faculties, through liaison with the Professional Tutor
- To assist with organisation and planning of lessons/schemes of learning
- To monitor the ECT, SDT and TT use of time
- To be the first support network with respect to discipline issues
- To make regular observations of ECTs, SDTs and TT with positive feedback/discussion
- To encourage involvement in Faculty policy and decision making
- To provide guidance regarding school wide systems for ensuring effective differentiation and quality first teaching to students that are vulnerable to underachievement including those who are SEND and Pupil Premium
- To provide an opportunity for ECTs, SDTs, TFT and TT to discuss concerns
- To provide Senior Leaders with relevant information regarding progress and development of skills.
- To meet with the mentor once a term to discuss progress made towards the Induction Standards and the termly assessment
- To sign and keep a copy of the Trainee Teacher learning contract at the start of each Trainee Teacher placement
- To manage the implementation of the Early Career Framework for ECTs and ensure appropriate time is allocated to ECTs and their mentors for the implementation of the framework
- To ensure the Department for Education's ECT portal is kept up to date and liaise appropriately with the ECF delivery partner and teaching school hub
- To keep up to date with changes and developments relevant to Induction

### **Head of Key Stage**

- All ECTs and TTs and SDTs have a pastoral role within the school, and it is the responsibility of the HOKS to whom they are attached to ensure this is effective
- To induct attached ECTs, SDTs and TTs into the pastoral team
- To provide opportunities for observation and support within PSHE lessons
- To provide guidance with respect to registration procedures and expectations of students' attendance and tutor time activities
- To oversee attachment of TTs to a particular form(s) or task
- To familiarise ECTs, SDTs TFTs and TTs with relevant aspects of school policy relating to detentions, lunchtimes and school uniform (et al)
- To encourage participation in Year Team discussion and decision making

- To provide their senior line manager with relevant information regarding progress and development of skills

### **Programme of Induction Activities**

ECTs will be given an allocation of time for INSET. This will include meetings with the Mentor and Head of Department/Faculty, observation of lessons in the school and in other schools (if requested), funded relevant courses, meetings organised by the Alban Teaching School Hub.

TTs will be given the opportunity to be involved in all school based INSET activities. There will be regular meetings with the Professional Tutor and Head of Department/Faculty and opportunities for lesson observation throughout the school. Relevant seminars on negotiated topics will also be provided during Teaching Practice (such as EAL, Special Educational Needs, Form Tutoring and Assessment). TTs are encouraged to get involved with as many extra-curricular activities (clubs, performances and assemblies) as they can, to expand their whole school experience. Attendance at parents' consultation evenings and other-directed time events is also encouraged.

There will be a programme of lesson observations carried out by appropriate Line Managers

### **Monitoring**

It is important that all new staff have a thorough and effective induction and that the process is monitored to ensure that staff are able to deliver their roles to the best of their ability. The induction process for a new employee may have input from a variety of staff. However, it is the responsibility of the Deputy Headteacher/Professional Tutor (as appropriate) to ensure that the appropriate induction checklists are fully completed, signed off by the Headteacher and filed on the employee's personnel file.



## Appendix 1 – Induction Checklist

### Staff Induction Policy

The induction process may have input from a variety of staff, but it is the responsibility of the Business Manager to ensure that the checklist is completed and signed off by the relevant staff.

**Name of new employee:**

**Start Date:**

**Job Title:**

INDUCTION CHECKLIST	Completed by Date	Document saved in File... (if appropriate)	COMMENTS/DETAILS
Prior to the new employee's first day it is the responsibility of the Business Manager/ Professional Tutor to liaise with the relevant members of staff to ensure that the following items are actioned.			
Desk and chair arranged, where appropriate			
Security pass arranged			
Phone and IT access arranged and set up, where appropriate			
Full Induction day agreed and scheduled			
Mentor agreed and arranged			
Handover period arranged (if necessary)			
<b>On day 1</b>			
Employee greeted and introduced to team			
Mentor/ Buddy introduced			
Tour of building conducted			
Health and Safety procedures explained			
Safeguarding arrangements outlined and policy read. Safeguarding training received if mid-year start			
Probation requirements/ Review Process explained			
Overview of school given			
Overview of school rules and required conduct given			
<b>During week 1</b>			
Objectives and expectations/Performance standards agreed			
Probation policy read (support staff)			
ECT Programme shared			
Code of conduct statement received			

and read (in induction booklet)			
Internet and Email acceptable use policy signed and agreed			

**I can confirm that all stages of the above induction process have been completed:**

**Employee:**

**Date:**

**Business Manager/ Professional Tutor:**

**Date:**

**I can confirm that I have reviewed the induction process checklist**

**Head teacher:**

**Date:**

School handbook provided	
Policies explained and understood	
Specific duties of the role shared – relevant lists signed	
Regular 1:1's held	
Feedback obtained on the effectiveness of the induction process and improvements fed back to the HR Manager.	
Regular 1:1's held	
Three month progress report completed (for support staff)	
End of term 1 report for ECT	
Review meeting (for teaching staff)	
Five month progress report completed (for support staff)	
End of term 2 report for ECT	
Review meeting (for teaching staff)	
All induction issues addressed	
Probation successful/unsuccessful	
Probation outcome sent	
Induction checklist completed	
End of term 3 report for ECT	
ECT Forms completed	
Induction checklist completed	