

## Policy for Staff Induction, Development and Training

### Rationale

At William Austin Junior School 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 achieve this more successfully.

Induction is a process which aims to increase the effectiveness of staff as individuals and as team members by ensuring they understand the policies and expectations of the school. By developing and training staff we can continue to support effective performance.

### Aims

Induction procedures aim to provide all newly appointed staff with 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;
- identify their potential for career development and take advantage of opportunities for Continuing Professional Development (CPD).

### Our induction process will

- contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meet the needs of pupils, parents and the wider community;
- contribute to job satisfaction, personal achievement, individual and team effort;
- ensure teachers new to the profession have the best start in their careers and are supported in effective practice;
- ensure all staff new to the school understand what is expected of them and gain support to achieve those expectations;
- build co-operation between staff of all sections of the school;
- ensure that all staff are valued and recognised as the school's most important asset.

## **Management and Organisation of Induction**

The Deputy Head is responsible for the overall management and organisation of induction for teaching staff including newly qualified teachers across the school. Identified key members of school will induct teachers on various aspects of the school. The Inclusion Manager and SEN Administrator are responsible for the induction of Teaching Assistants. The Office Manager is responsible for the induction of office staff. The Senior Midday Supervisors are responsible for the induction of midday supervisors. The Premises Manager is responsible for the induction of premises staff. The School Business manager is responsible for the induction of any other staff not included above.

### **Initial induction for teachers**

This is provided by the Deputy Head and includes a tour of the school and the completion of the induction checklist (see attached). Included in this is a copy of the school prospectus, welcome newsletters relevant to their year group. The emergency information sheet is also completed at this stage. The new staff member is then assigned an experienced colleague in their year group as their mentor (usually their Achievement Leader for teaching staff). This person continues the day to day induction as necessary through year group meetings and one to one sessions.

The induction checklist also includes key members of the school and will be signed on completion.

### **Teaching Staff**

All new staff are given appropriate induction advice, training and resources by their Achievement Leader. This includes planning documents, year group schemes of work, assessment advice, class and set lists, information on whole school and year group resources, timetables, G&T and SEN information and any other relevant information to help them carry out their roles effectively. All teaching staff will take part in the annual appraisal procedures.

### **Newly Qualified Teachers**

For newly qualified teachers the school provides a programme of support, monitoring and assessment. Each newly qualified teacher is provided with a mentor who will be a named member of senior staff, usually the Deputy Head. Induction for newly qualified teachers will be provided, following guidance from the DfE and the LA, taking account of their Career Entry Profiles. A termly programme will be devised by the mentor in consultation with the ECT. Targets will be set and reviewed. Copies of reports are sent to the LA.

### **Support Staff**

All support staff are subject to a LA probationary period of nine months. During this time performance will be reviewed periodically. After probation is complete all support staff will take part in annual appraisal procedures.

### **Teaching Assistants**

All new Teaching Assistants are given appropriate induction advice training and resources by the Inclusion Manager or lead TA in their year group. This includes introduction to school staff, the opportunity to work shadow an experienced TA, school prospectus and welcome newsletter. Timetables and group lists for relevant classes, information concerning the child/children for which they are responsible are shared if appropriate. Information on SEN resources and any other relevant information to help them carry out their roles effectively are also given to new members of staff.

## **Administrative Staff**

All new administration staff are given appropriate induction advice training and resources by the Office Manager. This includes information on the school, including the school prospectus, health, safety and security information, training to implement ICT programmes and school administrative procedures, access to confidential information, child protection procedures and any other relevant information to help them carry out their roles effectively.

## **Midday Supervisors**

All new midday supervisors are given appropriate induction advice, training and resources by the senior midday supervisors. This includes information on the school, including the school prospectus, arrangements for dinner time, health and safety, first aid, security, child protection, the staff behaviour handbook and any other relevant information to help them carry out their roles effectively.

## **Premises Staff**

All premises staff are given appropriate induction advice, training and resources by the Premises Manager. This includes information on the school, their responsibilities, health and safety and any other relevant information to help them carry out their roles effectively.

## **Training and development**

All staff will be encouraged to develop knowledge and understanding of their role, area of responsibility or interest. This could be through observation of colleagues, sampling of pupils' work, training activities, INSET and research. Training needs can be identified through performance management/appraisal cycles. The Deputy Head ensures that training requests are met in line with budgets for CPD. High quality INSET is led by members of staff within staff meeting time. A termly programme for staff training is put together by the SMT with input from all staff. The LA has a series of courses and network meetings designed to support a variety of areas of the curriculum, pupil support, inclusion and leadership and management.

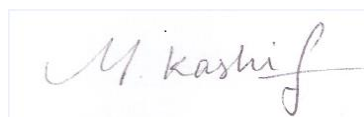
This policy will be monitored and reviewed by the Deputy Head on an annual basis.

Policy updated: January 2022

Staff responsible: Tabs Parkar

This policy was ratified by the Governing Body on: 26<sup>th</sup> January 2022

Signed on behalf of the Governing Body:



(signature)

M. Kashif - Chair of Governors

(printed)

**William Austin Junior School – Staff Induction Checklist**

Name -----

Start Date -----

Please date/tick when completed then hand completed form to Tabs Parkar. Thank you.

<b>SCHOOL ETHOS</b>	<b>Induction by Jo Adams</b>
School aims/vision	
School development plan	
Staffing structure – who’s who? Staff list.	
Blue book	
Signing in book	
School letters	
Lanyards	
Parents’ contact details	
Parents/ Complaints Procedure	
Finance – procedures for ordering	
Office staff – newsletter, repro, stock	
Medical room: inhalers, epi-pens, laminating, first aid kits, trips	
<b>Date of completion</b>	

<b>GENERAL</b>	<b>Induction by Tabs /Karen</b>
<b>Tour of the school</b>	
Location of resources- Welcome newsletters	
Personal information form- Diary	
Locker key	
Timings of day/procedures for coming in and leaving school	
Assemblies and school values	
Learning Log and Homework expectations	
Behaviour Management- rewards and sanctions & Leadership ladder	
Role of Behaviour Team	
Staffroom- Refreshment arrangements, whiteboard pigeon holes and lockers and car park sensors	
Policies for; staff conduct, smoking, social networking, whistleblowing e-safety and safeguarding - Policy folders	
Security- Badges and signing in book	
Displays- Hall	
Photocopying (slips) , laminating arrangements and stock book	
Use of mobile phones. Absence from school and leave of absence	
Playground duties and registers including dinner register	
Timetables	
Arrangements for staff meetings, Friday briefing and year group meetings.	
First Aid Procedures and emergency evacuation	
Accident report & location of accident book	
Fire Awareness Training	
Dress Code and Staff fund	
Work Life support	
William Austin benefits- (Fleece, Golden Day, Toast etc)	
Performance management/appraisal/probation	

Monitoring cycle- including PPMs	
Arrangements for pupils' home dinners	
NQT support (LA)	
<b>Date of completion</b>	
<b>Admin</b>	<b>Induction by Sally</b>
DBS- Outstanding paperwork	
Staff disqualification form	
Return to work procedure	
Sickness Monitoring Procedure	
Pecuniary interests	
Departmental bids	
Pay and personal	
GDPR	
<b>Date of completion</b>	

<b>English</b>	<b>Induction by Lois</b>
Planning, year group overviews, weekly planning as a team	
Ongoing assessment of reading	
Ongoing assessment of speaking and listening	
Any specific marking queries (English books)	
Guided Reading & Cracking Comprehension	
T4W -Hot and cold tasks	
Spellings/ SPAG	
Handwriting – Nelson guidance to be followed	
Presentation and expectations	
Reading scheme and TAs reading with children	
Marking Policy- expectations in English	
<b>Date of completion</b>	

<b>Maths</b>	<b>Induction by Andy</b>
Planning, coverage. Units and weekly plans. Depth.	
Mastery	
Calculation Policy	
Making policy- expectations in maths	
Ongoing maths assessment – blue folders and books.	
Next Steps and Challenges	
Presentation and expectations	
<b>Date of completion</b>	

<b>Teaching &amp; Learning</b>	<b>Induction by Andy</b>
Ongoing identification of children not making progress	
Teaching and Learning Policy	
Annotation of planning – naming children and altering subsequent lessons	
Marking policy – links to English books/ maths books	
Marking policy – Pinks and Greens	
Learning walks	
Coaching and support structure	
<b>Date of completion</b>	

<b>ASSESSMENT</b>	<b>Induction by Azmat</b>
Target Tracker survival guide	
The monitoring cycle and progress meetings	
Progress expectations for year groups	
Pupil Premium children	
PPMs- Format- Paperwork and evidence	
Attendance	
<b>Date of completion</b>	

<b>INCLUSION</b>	<b>Induction by Sylvia</b>
Provision map	
Passports targets and review meetings	
Differentiation	
Resources – including sharing what we have here at William Austin	
Role of the TA – lesson times, assembly, etc. TA feedback sheets	
Child Protection – systems	
Children of concern	
PREVENT –Sylvia/ Karen- On line	
Arrangements for pupils’ medical appointments	
<b>Date of completion</b>	

<b>Family Workers</b>	<b>Induction by Jackie</b>
Role of Family Workers	
<b>Date of completion</b>	

<b>ICT</b>	<b>Induction by Fahmida</b>
Its Learning, email and messages	
Citrix	
Internet and/e-Safety	
Whole school equipment and process for using, including assemblies	
Year group equipment and process for using	
<b>Date of completion</b>	

<b>Premises Manager</b>	<b>Induction by Darren</b>
Health and safety	
<b>Date of completion</b>	<b>Signed</b>