



*Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 13-14*

## **INDUCTION POLICY**

### Rationale

The first few weeks of working in a new school can be daunting. As a school we feel it important that all staff, both teaching and non-teaching, are inducted into the whole school team. Such induction must begin as soon as possible after staff have been appointed. We encourage the philosophy of a whole school approach to the life and work of the school. It is important that new staff are welcomed into the whole school team, helped to establish their role and position within that team and enabled to grow and develop as individuals as well as team members. It is vital that new staff are given every assistance in settling into school quickly and happily and are helped to gain a knowledge and understanding of the philosophy and ethos of the school, the routines and practices that take place and the way in which the whole school works.

### Aims and Objectives

- To make staff feel welcome and at ease in their new environment.
- To ensure that all staff have been appointed in line with our Safer Recruitment Policy.
- To ensure that all staff are trained in Safeguarding children and have read and signed to say that they have understood) Keeping Children Safe in Education Part 1.
- To ensure the effectiveness and efficiency of staff and to give meaning to school documentation.
- To enable new staff to understand the philosophy and ethos of the school and to observe good practice so that it can be reflected in their own work.
- To ensure there is a system of support in place.
- To ensure that systematic and fair assessment procedures are in place based on the new staff member's professional practice and to ensure that in the case of unsatisfactory progress sufficient support is given to make necessary improvements.

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The school's current Induction mentor is Mrs Suzanne MacDougall.

### Guidelines

The Headteacher and Governors are responsible for the induction and professional development of staff. The induction mentor is responsible for the day-to-day supervision and ensuring appropriate support, reporting and assessment takes place.

- New staff members will be required to complete an induction period three months
- On joining the school, staff will be allocated an induction mentor who will be a senior, experienced or competent member of staff.
- Staff will also be allocated a line manager, to whom they can discuss their progress within the school.
- The induction mentor will meet the new teacher(s) on the first day of term in order to initiate the induction process for the school year.
- The induction mentor will provide pastoral and professional support by providing frequent advice and support as necessary by meeting regularly, both formally and informally
- The induction mentor will be responsible for monitoring progress and maintaining records of monitoring, support and formal assessments.
- In consultation with the Headteacher, the induction mentor will make arrangements for additional support, experience and professional development from outside the school if required.
- Formal meetings between the induction mentor and new member of staff will take place regularly in the first three months.
- Teaching will be observed regularly by the induction mentor, subject leaders and appropriate senior managers. Constructive written and verbal feedback will be given. Copies of observation and feedback notes will be given

### Notes

1. The member of staff selected to be the induction mentor will attend a training course to support them in their role.
2. Teachers are assessed against the Teachers' Standards for the satisfactory completion of the induction period. TAs are assessed against the TA Standards.

### The Induction Mentor's responsibilities

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The Induction Mentor should:

- provide or coordinate guidance and effective support, including coaching and mentoring
- carry out reviews of progress during the induction period
- ensure dated records of monitoring and support are kept, plus formative and summative assessment activities undertaken, and their outcomes.

The induction mentor will provide formative assessment and often be involved with the headteacher in the formal, summative assessment at the end of induction.

The new member of staff's responsibilities:

They should:

- provide evidence that they have QTS and are eligible to start induction (teachers);
- meet with their induction mentor to discuss and agree priorities for their induction programme and keep these under review;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction mentor and/or line manager as soon as practicable;

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