

INDUCTION POLICY



VANTAGE ACADEMY TRUST

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Responsibility	Trustees
Approved by	

*subject to any relevant changes in legislation or other appropriate guidelines

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INTRODUCTION

1.1 The Vantage Multi Academy Trust (herein 'the Trust'), the Local Advisory Board (LAB) Representatives and Staff team believe that new staff are entitled to an induction programme that warmly welcomes them and gives them the information to enable them to quickly feel confident, fully informed and secure in their new role. We feel it is important that all staff – both teaching and non-teaching, are inducted into the whole school team.

1.2 Aims

- To make all staff feel welcome immediately, and at ease in their new environment.
- To ensure the effectiveness and efficiency of all staff in their own role and within the whole school team.
- To foster positive relationships between existing and newly appointed staff and to give meaning to school documentation.
- To enable new staff to understand the philosophy and ethos of the school and observe good practice so that it can be reflected in their own work.
- To ensure there is a system of support in place.

RESPONSIBILITIES OF THE TRUST

2.1 It is the responsibility of the Trust to introduce the new member of staff to the school prior to the start date of their contract by visiting and talking to the School Principal, mentor and other teaching staff and meeting the pupils they will be responsible for. This will also assist in familiarising the new staff with:

- Their role within the community and classroom
- Their areas of responsibility
- Colleagues
- Daily routines and timetables for the hall, PE, playground and assemblies
- Planning formats/systems
- Policies, including those relating to safeguarding and child protection

- Code of conduct
- Resources
- To provide an appropriate mentor
- To provide in-service training, opportunities for observations, attendance at courses where relevant
- To provide opportunities to regularly meet in an informal way with other members of staff to share ideas and concerns
- To provide non-contact time as appropriate

IMPLEMENTATION

3.1 The Induction Programme for newly appointed staff operates under the direction of the School Principal who appoints an Induction Mentor for each new member of staff. The Induction Mentor will differ depending on the newly appointed staff.

3.1.1 The Mentor is responsible for guiding new staff through the school documentation, for whole school issues and for organising any appropriate support from other staff members. They will help, reassure, guide, counsel, inform and listen and is responsible for monitoring the induction of the newly appointed team member during the induction period.

3.1.2 Curriculum Co-ordinators will give information, support and advice about their curriculum area concerned.

3.2 The Induction Programme comprises of:

3.2.1 Pre-employment information sent to applicants and successful candidates.

3.2.2 First day induction to:

- Meet individual needs
- Help staff settle in quickly
- Receive a warm welcome from colleagues

- Receive essential information about the job and Health and Safety through the staff handbook and school based procedures

NEWLY QUALIFIED TEACHERS INDUCTION

4.1 NQT's Induction for newly qualified teachers will be provided, following guidance from the DfE, taking account of proposals to use individual Career Entry Profiles. Induction advice and resources will be provided as for all teaching staff.

4.2 Each NQT's induction should:

- Match particular development needs, identified during training
- Provide appropriate development related to the teacher's strengths
- Identify targets to be achieved for the first year of teaching

Provide opportunities for the teacher and line manager to record agreed targets and an action plan for their achievement, linking the teacher's needs with the School Strategic Plan and target.

4.3 All NQTs take part in additional training sessions which may be provided by a programme offered by the Trust or other available sources. This programme may include: opportunities to visit schools to observe good practice; a planned programme of training for curriculum, classroom management and personal development; regular discussions with experienced teachers involved in the programme.

4.4 NQTs are allocated a mentor usually within their Key Stage department, for day-to-day advice and support.

4.5 NQTs teach 90% of the normal teaching day. NQTs take part in the normal monitoring procedures and are provided with feedback to support assessment and development of the new teacher's practice. Additional supportive observation and feedback is provided by senior staff.

4.5 Members of the SLT (School Principal and Deputy Principal) are available to discuss any additional training needs and difficulties that may be experienced. NQTs may represent their year team in curriculum support and other working groups and may provide information for their year team from the consultant. They are not expected to take lead responsibility for a curriculum area in their year team.

SUPPLY TEACHERS INDUCTION

5.1 Supply staff should:

- Be welcomed by the School Principal or a Deputy Principal
- Receive, on the first visit, a copy of the Staff Handbook
- 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.
- Be contacted by the class teacher and provided with a timetable and lesson plan if the class teacher's absence is planned in advance
- Have access to a member of the SLT if difficulties arise

STUDENT INDUCTION

- 6.1 The Student Mentor will meet with students prior to the placement whenever possible, to carry out a basic induction in liaison with the training institution where appropriate. Arrangements for a Disclosure and Barring Check will be agreed and safeguarding information will be provided for the student to read prior to the placement.
- 6.2 Students will be provided with an induction and will agree a suitable mentoring programme with their mentor. The students will also receive a student handbook.

VOLUNTEER HELPERS INDUCTION

- 7.1 There will be an information session offered for all volunteers throughout each academic year, where the Mentor will carry out a basic induction and ensure all volunteers are subject to a Disclosure and Barring Check before helping in school.
- 7.2 Volunteers will receive a copy of the staff or student handbook at the meeting or, if they begin helping at a later date, as soon as possible.

DISABILITY EQUALITY IMPACT ASSESSMENT

- 8.1 This policy has been written with reference to, and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

APPENDIX A - INDUCTION CHECKLIST

	Date	Comments
Welcome and introduction		
Inform all staff of arrival of new employee and role		
Allocate Team Leader/Line Manager		
Distribute induction programme to relevant staff		
Welcome new employee and introduce to staff		
Give important diary dates/school calendar		
Give names of people who will assist individual in key areas		
School website		
Provide:		
Job description/contract		
staff/organisation chart		
Daily/weekly timetable		

Working hours		
Information on leave/holidays		
Communication details including school email		
Facilities		
Car parking		
Access to building and layout		
Security		
Toilets		
Health and Safety		
Fire exits and fire extinguishers		
Fire drill rendezvous point		
First aid/accident book/medical information for children		
Child protection procedures		
Visitors procedure		
Weather closure procedures		
Protocols with parent and other helpers		

School Vision/Policies		
Mission statement		
Prospectus		
School priorities/SIP		
Communication with parents, LAB Representatives etc.		
Policies (on website and folder)		
Training and Development		
Staff development		
Performance management		
Safeguarding training		
Protocols and Meetings		
Staff meetings		
Whole school meetings		
Assemblies		
Break time procedures		
Staff room protocol		
Use of photocopier etc.		
Classroom		
Timetable		

Location of resources, including wet play		
Class rules		
Sanctions and rewards		
Permission to leave classroom		
Marking		
Filing work		
SEN information		
Homework routines		
Other adults		
Home-school contact		
Off-site visits		