



FRAYS

Academy Trust

Frays Academy Trust Staff Induction Policy

Date Ratified: May 2018

Review Date: May 2021

Approval

Signed by Chair of Directors	
Date of Approval/Adoption	May 2018
Date of Review	May 2021

Notes on Document

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Version	Status and Purpose	Policy Author	Changes Overview
1 April 2011	Policy Creation	Executive Headteacher	Policy Creation
2 May 2018	Policy Review	Chief Operating Officer	<p>Policy updated to reflect new GDPR guidance.</p> <p>Page 2 Induction Priorities For All Staff New Staff – new section added. “All staff will be supported to understand their role in relation to Child Protection, Data Protection and Health and Safety as a matter of priority”</p> <p>Page 4 Induction for Experienced Staff - new section added. “All new staff will be provided with a copy of the Trust Handbook and the individual Staff Handbook for the school”</p> <p>Page 4 Induction of Support Staff - new section added. “All new staff will be provided with a copy of the Trust Handbook and the individual Staff Handbook for the school”</p>

Staff Induction Policy

Our schools are striving to become learning schools through a culture of continuous improvement. Our main purpose is learning for both staff and pupils. Through the continuous learning of our staff and governors the school improves and develops, bringing ever greater benefits for our pupils.

Effective induction is a vital foundation for continuous learning by supporting the effective performance and continuing professional development of all staff and governors new to the school. Induction is a process, which starts before a person joins the school and continues through the first year at the schools and beyond. Induction is a process which aims to increase the effectiveness of all staff and governors both as individuals and as team members, by ensuring they understand the policies and expectations of the school and by supporting highly effective performance. This policy applies to teaching and support staff. It thus enables them to contribute to the school's vision and goals and to fulfil its guiding principles. The induction process will ensure mutual benefit for the individual and the schools.

This policy will be implemented in accordance with agreed aims and other policies including Performance Management, Health and Safety and Equal Opportunities.

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, thus providing for effective work at the school.
- 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 at the school and gain support to achieve those expectations.
- Ensure all new staff integrates successfully into the school.
- 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.
- Provide a programme of structured support and guidance as appropriate to their role.

GUIDELINES

Induction activity is planned in the context of the schools' visions, goals and guiding principles, and national standards for teacher induction and for other specific roles and responsibilities. Resources are prioritised to support induction.

Financial and other resources for induction are allocated annually and apportioned in accordance with the induction needs of staff and governors. Resource will be available for the whole school programme of induction and to meet the needs of specific staff in helping them to meet the standards required by the school.

Induction checklists will be used to structure staff induction and signed off by both parties.

MANAGEMENT AND ORGANISATION OF INDUCTION

The Executive Headteacher is responsible for delegation of the overall management and organisation of Induction, including Newly Qualified Teacher Induction across the Trust. This includes a whole school planning and quality assurance role.

INDUCTION PRIORITIES FOR ALL NEW STAFF

All staff will be supported to understand their role in relation to Child Protection, Data Protection and Health and Safety as a matter of priority.

NEWLY QUALIFIED TEACHERS

The Senior Leadership Teams in the schools are responsible for assigning Induction Tutors across the Federation. Where necessary, other members of the Senior Leadership Team will be used as Induction Tutors and trained as such.

For Newly Qualified Teachers the Trust provides a programme of support, monitoring and assessment. The timetable for this programme is provided at a whole school level and at an individual NQT level.

Each Newly Qualified Teacher is provided with an Induction Tutor who will either be a named senior, experienced and competent member of staff.

The Induction Tutor is responsible for the day to day management of the induction of Newly Qualified Teachers.

Induction Tutors will be supported in their role by:

- Being provided with information from school, relevant to the induction process.
- Being offered training provided by the Trust on the Role of the Induction Tutor.
- Having meetings with the member of staff responsible for the overall induction programme in the school.
- Having their role as an Induction Tutor as part of their performance management process.
- Through the monitoring and feedback of the induction provision in the school undertaken by the member of staff responsible for the overall induction programme.
- Asking for feedback from the school on the quality of their work.

SCHOOL INDUCTION PROGRAMME FOR NEWLY QUALIFIED TEACHERS

The induction programme for staff new to teaching is designed to induct them into the profession and into the school. At the school all new teachers are expected to undertake their professional responsibility in striving to meet high standards.

The induction programme at the school consists of support, monitoring and assessment elements and NQTs are expected to engage in the programme.

All new teachers are allocated an Induction Tutor.

Within the resources available in the school new teachers are offered a mentor.

All new teachers are invited to visit the school prior to taking up the post.

All new teachers are met on their first day by the Head of School.

All new teachers are provided with a copy of the Trust Handbook and the Staff Handbook for the school.

Where teachers receive a laptop, they will sign for the laptop and ensure it is kept secure at all times. This includes when taking it home.

NQTs will receive feedback on their strengths and areas for development.

Induction Tutors are responsible for the day to day management of their NQT's induction, and will meet with their NQT regularly. The Induction Tutor reviews progress, set targets, and identifies support strategies with the NQT.

All newly qualified teachers are observed teaching during their statutory induction period and this is undertaken by the Induction Tutor, a senior member of staff or an experienced teacher as appropriate (see the NQT induction programme for details).

Three reports and six formal observations will be undertaken during the NQT induction period. These will be documented on forms that are sent to the LEA and must be signed by the NQT, Induction Tutor and Head of School.

Each NQT 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 NQT has a planned programme to ensure 10% professional development is used to the maximum effect.

NQTs use the Career Entry and Development profile as a basis of planning the initial stages of their induction. Each NQT develops with their Induction Tutor their own induction and support plan.

Each NQT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio. They will be provided with models to undertake this.

Regular meetings are held with the NQTs to aid their training and address needs.

The Induction Tutor and school maintains a documented record of the NQTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken.

Newly Qualified Teachers, who are not meeting the induction standards or making satisfactory progress towards them, will have a detailed action plan created by the Deputy Headteacher, with the NQT to support their needs. The school will increase the support necessary to implement the action plan within the available resources within the school.

INDUCTION FOR EXPERIENCED STAFF

All new staff will be invited to visit the school before they take up post.

All new staff will be met on their first day by the Head of School.

The appropriate Head of School will ensure new staff are given a guided tour of the school, identifying locations of resources, procedures, staff and other relevant information.

All new experienced staff will be allocated a line manager.

All new staff will also meet on their first day their mentor / line manager.

All new staff will be provided with a copy of the Trust Handbook and the individual Staff Handbook for the school.

An induction programme will be provided for new staff and their attendance is expected.

All new staff will be provided with an explanation of the school's 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 spirit and life of the school to ensure a conducive environment for learning for all school members, students and staff.

As part of the induction, all teachers will receive support from individual curriculum leaders. As part of this support, there will be specific induction for all new teachers to the Trust from the school's Inclusion Manager on Special Educational Needs. Two hours is allocated as part of this induction programme.

SUPPLY STAFF

Supply staff should:

- Be welcomed by the Office Manager.
- Receive, on the first visit, hand-out 'Information for Supply Teachers' which forms part 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 the Key Stage Managers if difficulties arise.

INDUCTION OF SUPPORT STAFF

All support staff will be invited to the school prior to taking up the post.

All new support staff will have a line-manager (normally the Inclusion Manager) who will discuss their job description with them.

All new support staff will meet with the Inclusion Manager during their first full week.

An induction programme will be designed for each new member of support staff.

All new staff will have a review of their induction after one month, three months and six months, with their line manager and this is a core part of their probation period

Following the induction period all support staff will enter the performance management programme for the school.

Induction of support staff will include:

- Introduction to school staff.
- The opportunity to work shadow an experienced learning support assistant undertaking a similar role.
- Information on the school with access to the staff handbook and policy information.
- Timetables and group lists for relevant classes.
- Information concerning the child/children for which they are responsible if appropriate.
- Information on resources including Special Educational Needs resources.
- Training in the use of the photocopier.
- Health and Safety and Child Protection information.

All new staff will be provided with a copy of the Trust Handbook and the Staff Handbook for the school.

INDUCTION OF ADMINISTRATIVE STAFF

The Head of School, in conjunction with the Office Manager, are responsible for the appropriate induction advice and training. All new staff will be provided with a named mentor to give support with daily practice and procedures.

Induction information should include:

- Information on the school, including the school brochure, the school aims.
- Policies, Resources and Procedures.
- Health, Safety and Security information.
- Training to implement ICT programmes and school administrative procedures.
- Access to confidential information, where appropriate, on children, staff and resources.
- Opportunity to comment on policy and practice.

All new staff will have a review of their induction after three months and six months, with their line manager and this is a core part of their probation period.

All staff will take part in Performance Review procedures.

SITE STAFF

The Site Manager is responsible for the induction of all cleaning staff.

Induction should include relevant information on the school

- The school brochure, access to aims and policies, including Health and Safety and Security issues.
- Relevant information to help them carry out their job description effectively.
- Opportunities to comment on policy and practice. All staff will take part in Performance Review procedures.
- All new staff will have a review of their induction after three months and six months, with their line manager and this is a core part of their probation period.

All staff will take part in Performance Review procedures.

SCHOOL MEALS SUPERVISORY ASSISTANTS (SMSAs)

The Deputy Head of School is responsible for the induction of lunchtime staff. The Lunchtime supervisor will be the named mentor will be provided to give support with daily practice and training. Induction should include:

- Relevant information on the school, aims and policies.

- Information of Health and Safety, First Aid, security and behaviour policies and procedures.
- Relevant information to help them carry out their roles effectively.
- All new staff will have a review of their induction after three months and six months, with their line manager and this is a core part of their probation period.

All staff will take part in Performance Review procedures.