# ST ALBAN’S CATHOLIC PRIMARY SCHOOL

# New Logo Small.gif

**Christ Be Our Light**

# Staff Induction Policy

# Autumn 2020

# This Policy will be reviewed in Autumn 2021



**1 Introduction**

1.1 This policy applies to all employees and also, as appropriate, to volunteers, agency staff and governors who will all receive a tailored induction programme which will include appropriate information, training, observation, and mentoring. Safeguarding Children and Child Protection will feature prominently in every induction programme.

1.2 The first weeks and months are vital to the success of any appointment. The arrangements made for introducing a new employee, volunteer or governor to the duties of the post, and to the school as a whole, provide the foundation for a successful and safe contribution to the school. The Induction Programme is designed to help new employees, volunteers and governors become familiar with the requirements of their position and learn about the school culture, ethos and working practices effectively and efficiently so that they become knowledgeable and confident as quickly as possible. The Induction Programme should be cross- referenced to the NQT Induction requirements and probationary periods for support staff, as appropriate.

1.3 The induction process will

* Provide information and training on the school’s policies and procedures
* Provide Child Protection training and assess its effectiveness
* Enable the colleague to contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meeting the needs of pupils, parents and the wider community
* Contribute to the colleague’s sense of job satisfaction and personal achievement
* Explain the school’s Code of Conduct to ensure that all staff, volunteers and governors new to the school understand what is expected of them at the school and gain support to achieve those expectation
* Identify and address any specific training needs

1.4 The induction programme will include:

* an induction checklist of the policies, procedures and training to be covered
* an induction timetable
* details of help and support available
* details of work shadowing, if appropriate
* a diary of induction meetings
* details of other relevant individuals with responsibility for induction e.g. the designated mentor or supervisor

1.5 Appendices

Appendix 1 Management and Organisation of Induction

Appendix 2 The Induction Programme

Appendix 3 Induction Checklist

Appendix 4 Glossary

Appendix 1

**Management and Organisation of Induction**

1. Responsibility for Induction

**Janet Muir(DH) and Joseph McCrossan(HT)** are responsible for the overall management and organisation of induction of new employees, supply teachers, and agency staff.

**Joseph McCrossan** is responsible for the overall management and organisation of induction of volunteers

**Lia Campos (Chair of Governors)** is responsible for the overall management and organisation of induction of Governors

2. The person responsible for induction should

* Make arrangements to ensure that a new member of staff, volunteer or governor is welcomed.
* Ensure that immediate needs are identified **before** taking up the position where possible
* Provide, if appropriate, a tour of the school and information about facilities, answering questions and giving practical advice
* Introduce key personnel.
* Ensure that an Induction Programme is provided, delivered and evaluated.

**Appendix 2**

**The Induction Programme**

**Induction Programme**

The person responsible for induction should ensure that an Induction Programme is provided personally, or by the line manager or mentor, or another person with delegated responsibility, which will include:

* a statement of training needs, in particular Child Protection and Health and Safety
* a training timetable
* a checklist of the policies and procedures to be understood
* details of help and support available
* a diary of meetings
* details of other relevant individuals with responsibility for induction e.g. the designated mentor or supervisor

Induction programmes should be tailored to specific individuals. Areas which should be considered for each category of staff are set out below. These are not intended to be exhaustive and careful consideration should be given in relation to each post and the experience of the post holder.

**Supply Teachers and Agency Staff**

All new supply teachers and agency staff should be given appropriate induction advice, training and resources by **Janet Muir/Catherine Monument** This should include:

* Safeguarding children and children protection
* Health and safety
* Fire and emergency procedures
* First aid
* Code of Conduct
* Behaviour management policy
* Relevant information from the Staff Handbook;
* Relevant information on curriculum, schedules and timetables
* Staff list and responsibilities
* Access details for computers - Passwords and logins (Portal and SIMS)

**Teaching Staff including Teaching assistants (including Trainee teachers)**

All new staff should be given appropriate induction advice, training and resources  
by **the SMT** . This should include:

Signature Comment Date

|  |  |  |
| --- | --- | --- |
| * Safeguarding children and children protection |  |  |
| * Introduction to all staff, chair of governors and the Chaplain |  |  |
| * Expectation of prayers |  |  |
| * Health and safety |  |  |
| * Fire and emergency procedures |  |  |
| * First aid |  |  |
| * Code of Conduct |  |  |
| * National Curriculum documents |  |  |
| * School Brochure/webiste |  |  |
| * Policy documents, including School Improvement/Development plan |  |  |
| * Year group schemes of work, |  |  |
| * Assessment advice, recording, reporting, resources and procedures, |  |  |
| * Class and set lists, |  |  |
| * Information on whole school and year group resources, including ICT |  |  |
| * Timetables, |  |  |
| * SEN information and children on the medical register |  |  |
| * SIMS data and information |  |  |
| * How to navigate around the server |  |  |
| * Information about outside agencies |  |  |
| * Routines for children leaving school |  |  |
| * Expectations of duty |  |  |
| * Resources and procedures |  |  |
| * All proforma for planning and reporting |  |  |
| * Leaving and entering the school |  |  |

**Administrative Staff**

All new staff should be given appropriate induction advice, training and resources  
by **the Headteacher**. This should include

Comment Signature

Date

|  |  |  |
| --- | --- | --- |
| * Safeguarding children and children protection |  |  |
| * Routines for children leaving school |  |  |
| * Expectations of duty |  |  |
| * Introduction to all staff, chair of governors and Father Tony |  |  |
| * Health and safety |  |  |
| * Fire and emergency procedures |  |  |
| * First aid |  |  |
| * Code of Conduct |  |  |
| * School administrative systems and procedures |  |  |
| * Specific job related training such as finance, for recruitment selection administration etc. |  |  |

**Cleaning/Caretaking/Kitchen Staff**  
All new staff should be given appropriate induction advice, training and resources   
by the Headteacher. This should include:

Comment Signature

Date

|  |  |  |
| --- | --- | --- |
| * Safeguarding children and children protection |  |  |
| * Routines for children leaving school |  |  |
| * Expectations of duty |  |  |
| * Introduction to all staff, chair of governors and Father Tony |  |  |
| * Health and safety |  |  |
| * Fire and emergency procedures |  |  |
| * First aid |  |  |
| * Code of Conduct |  |  |
| * Staff Handbook |  |  |
| * Specific job related training such as manual handling, use of ladders, kitchen safety etc |  |  |

**Midday and Cover supervisors**

All new staff should be given appropriate induction advice, training and resources   
by . This should include

* Safeguarding children and children protection
* Health and safety
* Fire and emergency procedures
* First aid
* Code of Conduct
* Staff Handbook
* Specific job related training such as Behaviour management

**Governors**

All new Governors should be given appropriate induction advice, training and resources by . This may include:

* Safeguarding children and children protection
* Health and safety
* Fire and emergency procedures
* First aid
* Code of Conduct
* Current relevant school information, policy documents and School Improvement Plan data.
* School brochure including staffing, Ofsted and school performance data
* DfES information on the role of governor
* Governing Body Policy documents.
* Dates and times of whole governing body and subcommittee meetings
* Access and information of previous governing body minutes,
* Latest governing body report to parent and school newsletters.
* Information and access to governor training courses.

**Volunteers**

All new volunteers should be given appropriate induction advice, training and resources by . This should include:

* Safeguarding children and children protection
* Health and safety
* Fire and emergency procedures
* First aid
* Code of Conduct

**Appendix 3**

**General Induction Checklist**

(*This should be adapted to the requirements of the specific post and postholder)*

**Name Start Date**

**Name of Senior Colleague/Mentor**

| **Induction Element** | **Tick on completion** | **Notes** |
| --- | --- | --- |
| **Day One** |  |  |
| Meet Induction Co-ordinator |  |  |
| Introduction to Senior Colleague/Mentor |  |  |
| Tour work area & introduction to work colleagues and work area |  |  |
| Location of facilities – toilets etc |  |  |
| Hours of work - including details of flexi-time arrangements, if applicable |  |  |
| Arrangements for breaks and lunch |  |  |
| Telephone System & arrangements for personal calls |  |  |
| ICT and Resources familiarisation |  |  |
| Health and Safety aspects relating to individual’s work environment |  |  |

|  |  |  |
| --- | --- | --- |
| **During First Week** |  |  |
| Planned meetings with key people  Meet the chair and chairs of the sub groups; Resources, and, Performance and Standards |  |  |
| Personal programme and planned introduction to duties of post - agreed with the Induction Co-ordinator |  |  |
| Meet with Induction Co-ordinator at the end of the first week, review progress and agree training and development needs |  |  |
| Identify development needs and agree means of meeting |  |  |

|  |  |  |
| --- | --- | --- |
| **End of First Month** |  |  |
| Meet with Induction Co-ordinator and review progress. Agree action plan to deal with outstanding items |  |  |
| **End of Three Months** |  |  |
| Meet with Induction Co-ordinator to determine whether Induction Programme is complete or if there are still outstanding items.  Agree an action plan to deal with any outstanding items  If Induction Programme is complete, discuss possible courses of action in relation to future development of the job role |  |  |

|  |  |  |
| --- | --- | --- |
| **Policies and Procedures** | **Tick on Completion** | **Notes** |
| Health and Safety. This will include:  Provision of or reference to the location of the school policy.  Information and training in relation to the employee’s responsibilities |  |  |
| Fire and emergency procedures: This will include:  location of school/building Fire Safety Manual  Fire Action and other fire notices,  location of fire fighting equipment,  means of raising the alarm including the position of fire alarm points (i.e.,  break glass units),  fire evacuation procedure and means of escape,  fire assembly points,  times of fire alarm sounder tests, and  any other relevant information.  Further training may be necessary depending upon the responsibilities of the post holder |  |  |

|  |  |  |
| --- | --- | --- |
| First Aid  This will include:  location of first aid provisions,  location of notices bearing details of qualified First Aiders,  means of obtaining first aid assistance,  any other relevant information.  policy on providing first aid for pupils  Further training may be necessary depending upon the responsibilities of the post holder |  |  |
| Policy and procedures relating to Safeguarding Children and Child Protection  This will include:  Child protection |  |  |
| Policy and procedures relating to Behaviour Management |  |  |
| Policy and procedures relating to Sickness absence |  |  |
| Policy and procedures relating to Special Leave of absence |  |  |
| Policy and procedures relating to Appraisal/Performance Management |  |  |

**APPENDIX 4**

**Glossary**

**A**

**Admission limit** the maximum number of pupils intended to be admitted into any year of a school

**AEN** Additional Educational Needs. A wider term than SEN, attempting to recognise additional needs

**ACE** Advisory Centre for Education. A non profit making campaigning body, which provides educational advice to parents and others

**AMP** Asset Management Plan

**Appeals** parents have the right of appeal against decisions relating to admission to schools, special educational provision and exclusion from school

**Appraisal** the periodic reviewing of staff to identify their future needs in terms of training and staff development generally

**APR** Annual Performance Review

**AQA** Assessment and Qualifications Alliance. The largest examining board in the UK

**AST** Advanced Skills Teacher

**Attainment** target the knowledge, skills and understanding which pupils are expected to have by the end of each national curriculum key stage

**AT** Attainment Target

**AWPU** age weighted people unit. The sum of money allocated to the school for each pupil according to age. This is the basic unit of funding for the school

**B**

**Ballot** a method of voting, usually secret.

**Baseline assessment** assessment of pupils’ attainment on entry

**Benchmarking** the technique which permits the comparison of data between schools or different departments and schools to allow performance to be assessed.

**Best value** replaces compulsory competitive tendering and confirms the need for all council services to be efficient, cost effective and responsive to client needs

**BEST** Behaviour and Education Support Teams

**BIP** Behaviour Improvement Programme

**Budget share** the amount schools receive through the formula and for which the governing body has delegated responsibility under the local management of school (LMS)

**BME** Black and Minority Ethnic

**BSF** building schools for the future. A 10 to 15 year programme for the rebuilding or refurbishing of schools

**BV** Best Value

**C**

**CAF** Common Assessment Framework

**CC** Children’s Centre

**Capital expenditure** spending on building projects and large items of equipment

**Casting vote** an additional vote to be used by the chair when an equal number of votes are cast

**Child protection** governor the governor who oversees child protection

**Clerk** the person appointed to carry out administrative duties to the governing body such as preparing the agenda, managing meetings and dealing with correspondence. The clerk advises the governing body on legal and procedural matters

**Collective worship** a single act of worship for all pupils required to take place in maintained schools

**CRB** Criminal Records Bureau. An organisation created to protect children and vulnerable adults from abuse by identifying unsuitable employees and volunteers working with these vulnerable groups

**COGS** Co-ordinators of Governor Services

**CPD** continuing professional development

**CVA** contextual value added

**D**

**DDA** disability discrimination act

**Delegated budget** money which governing bodies can use to their discretion

**Delegated powers** committee or the Head Teacher permitted to take action on behalf of the governing body

**DFES** Department for Education and Skills

**Devolved capital funding** funding allocated to schools specifically for large capital projects

**Directed Time** when a teacher must be available to carry out duties, including attending staff and parents meetings under the direction of the Head Teacher

**E**

**EBD** emotional and behavioural difficulties

**ECM** Every Child Matters

**EDP** education development plan

**EWO** education welfare officer

**Ex officio** an individual who is able to attend meetings by virtue of holding a particular office

**Exclusion pupils** removed from schools for serious misconduct, either for a fixed period or permanent

**Extended services** a range of services or activities offered before or after the normal school day for the pupils, families and wider community

**F**

**FTEx** Fixed Term Exclusion

**FOI** Freedom of Information

**FSM** free school meals

**FTE** full-time equivalent

**H**

**H&S** health and safety

**HE** higher education

**HLTA** higher level teaching assistant

**HMI** her majesty’s inspector

**HMCI** her majesty’s chief inspector

**HSE** health and safety executive

**I**

**IBP** Individual Behaviour Plan

**ICT** information and communications technology

**IEP** individual education plan, drawn up for children with special needs

**IIP** Investors in People

**IMD** Index of Multiple Deprivation

**INSET** in service education and training for staff

**Instrument of government** the legal document setting out the composition of the governing body

**ISR** individual school range

**ITT** initial teacher training

**J**

**JAR** Joint Area Review

**K**

**KS** Key Stage - the national curriculum is divided into four key stages, key stage one pupils aged five to seven, key stage two aged seven to 11, key stage three 11 to 14 and key stage four aged 14 to 16

**L**

**LA** Local Authority

**LAC** Looked After Children

**LEA** Local Education Authority

**LMS** Local Management of Schools where schools manage their own budgets

**LSA** Learning Support Assistant

**LSC** Learning and Skills Council

**M**

**M&E** Monitoring and Evaluation

**MAT** Multi-Agency Team

**Mixed ability** teaching group in which children of all abilities are taught together

**MLD** Moderate Learning Difficulty

**MPS** Main Pay Scale

**MSB** Mainstream Support Base

**N**

**NAHT** National Association of Head Teachers

**NASUWT** National Association of Schoolmasters and Union of Women Teachers

**National curriculum** the curriculum required by law to be taught in all schools.

The governing body shares with the LA and the Head Teacher the responsibility of ensuring that it is implemented

**NCVQ** National Council for Vocational Qualifications

**NGA** National Governors Association

**NGFL** National Grid for Learning

**NRT** National Remodelling Team

**NRwS** New Relationship with School

**Notice** to improve OfSTED judgement

**NPQH** National Professional Qualification for Head Teachers

**NTA** Non-Teaching Assistant

**NQT** Newly Qualified Teacher

**NUT** national union of teachers

**NVQ** National Vocational Qualification

**O**

**OfSTED** Office for Standards in Education. The body which arranges and sets education standards

**P**

**PANDA** performance and assessment data

**PFI** Private Finance Initiative

**PGCE** Postgraduate Certificate in Education

**PI** Performance Indicators

**PIVATS** performance indicators the value added target setting

**PLASC** Pupil Level Annual School Census

**PM** performance management

**PoCA** Protection of Children Act

**PPA** planning, preparation and assessment time for teachers (10% guaranteed non-contact time)

**Prospectus** information about an individual school. Must be published annually

**PRU** pupil referral unit

**Q**

**QCA** Qualifications and Curriculum Authority

**QTS** qualified teacher status

**Quorum** the minimum number of members at a meeting for decisions to be

Made

**R**

**RA** record of achievement

**RAISE** Reporting and Analysis for Improvement through School Self- Evaluation

**RE** Religious Education

**Risk assessment** Assessment of the risks to health and safety pupils and staff are exposed to whilst undertaking specific activities

**S**

**SAT’s** standard attainment tasks used to assess attainment at the end of key stages of the national curriculum

**School profile** an online report to parents

**SDP/SIP** school development plan/school improvement plan

**SEF** self-evaluation form

**SEN** special educational needs

**SENCO** special educational needs coordinator. The teacher responsible for coordinating SEN provision in the school

**Secondments** the release of staffing on a temporary basis for work elsewhere

**SIMS** schools information management system. A computer software package to assist with managing information on pupils, staff and resources

**SIP** School Improvement Partner

**SLA** service level agreement

**SLD** severe learning difficulty

**SMT** senior management team

**SOC** school organisation committee

**Special measures** a school which, when inspected has failed to provide an acceptable standard of education

**Special school** a school for children and young people whose needs cannot be met in a mainstream school

**Stakeholders** person or group of people with an interest in a particular organization, for example a school, stakeholders being parents, staff, pupils, governors, the community etc

**Supply teacher** a teacher who works in the school on a temporary basis to cover staff absence

**T**

**TDA** teaching and development agency

**TLR’s** teaching and learning responsibilities

**TTA** teacher training agency

**U**

**Unauthorised absence** absence by pupils from school which is not otherwise authorised

**UPS** upper pay scale

**V**

**VA** voluntary aided. Schools set up by and owned by a voluntary body usually the church body largely financed by the local authority. The governing body employs staff, controls pupil admissions and religious education

**Value-added** the progress schools help pupils make relative to their individual starting points

**Virement** the transfer of certain sums of money from one budget heading to another