



# **INDUCTION POLICY FOR NEW STAFF**

**September 2021**

Date for Review: Sept 2022

**James Montgomery Academy Trust**

## Introduction

Welcome to James Montgomery Academy Trust (JMAT). We hope your time at **insert school name** school will be happy and rewarding.

At our school we aim to incorporate all new members of staff into our happy and hardworking team. We continually strive to nurture happy, motivated children within a secure, stimulating learning environment where everyone feels valued and encouraged to achieve their full potential.

## Aims of Induction

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 successful and safe contribution to the school. This policy will run alongside any contractual probationary arrangements. Induction is an organic on-going and evolving process that realistically takes weeks and months. The ethos of the school is that learning is a shared responsibility and there is an expectation that new members joining the JMAT team will be proactive in asking for information and help – however big or small.

Safeguarding children and child protection will feature prominently in every induction programme.

The objective of our induction policy is to support new members of teaching, support, student teachers and volunteer staff to:

- Make everyone feel welcome and at ease in their new environment.
- Develop the skills and knowledge necessary to help them undertake their role effectively.
- Understand how their role relates to the rest of the school community.
- Understand the ethos and distinctive nature of **insert school name** and the high standards expected of staff, so that it can be reflected in their own work.
- Become motivated and effective employees of the school as quickly as possible
- Foster positive relationships between existing and newly appointed staff and to ensure there is a system of support in place for all.

## The role of the school

The induction programme to support new appointments may include:

- A pre-commencement meeting with the Headteacher, SBM or SLT where essential safeguarding documents are shared:
  - Keeping Children Safe in Education
  - Safeguarding **and Child Protection** Policy
  - Staff Code of Conduct
  - Behaviour Policy
- Signposting to the list of other essential policies on **RecordMy**/server i.e. Health and safety Policy, Whistleblowing Policy, etc
- Safeguarding training and signing to establish that the policies have been read.
- Receiving copies of essential documents relating to role
- Explanation of help and support available.
- Assigning of a mentor if/where appropriate.
- Details of other relevant individuals with responsibility for induction e.g. the IT technician to offer logins etc., the designated mentor or line manager.

## **The role of the staff member**

The school has a major role to play in the induction process as does the new member of staff. We expect that new staff will:

- Help maintain the ethos of the school in all situations.
- Play an active part in the life of the school and fulfil appropriate responsibilities.
- Fulfil the stated requirements of the role in line with the job description.
- Take the initiative in seeking help and advice from their line manager in any matters causing concern.
- Reflect upon their own practice and evaluate strengths and areas for development.

## **Induction for staff whose role within school changes**

The school acknowledges that it has a responsibility to established staff within the school if their role changes. The school will:

- Ensure that there is time within the school day for the past and new staff to meet and hand over documentation, strategic plans etc.
- Provide time for action plans to be drawn up together if/where applicable.
- Provide any professional development that may be needed.
- Termly discussions with the line manager to review the role.

## **Induction for Early Career Teachers**

The school has a rigorous induction process in place for Early Career Teachers in line with the recommendations from the Local Authority. The role of the School:

- To ensure that the Early Career Teacher is assigned a designated mentor for this period of time.
- To ensure that the Early Career Teacher gains experience of the school as a working organization.
- To ensure that the Early Career Teacher gains experience of working with children in the classroom and in the wider school environment.
- To ensure that the Early Career Teacher has the opportunity to observe experienced teachers at work in all aspects of primary school education.
- To ensure that the Early Career Teacher develops skills in classroom management and control to establish a sound learning environment.
- To ensure that the Early Career Teacher has opportunity to demonstrate their ability to work professionally with teachers, children and other members of the school community.
- To support the Early Career Teacher so that they gain experience and expertise in planning, execution and evaluation of lessons.
- To support the Early Career Teacher so that they develop sound and competent teaching strategies.

In order to implement this for Early Career Teachers the school will offer:

- A year long period of induction for Early Career Teachers (as per statutory requirement)
- Provision of the agreed 10% non-contact time in order to continue professional development. This is in addition to the PPA time given
- A suitable workload with no subject leader responsibilities
- An agreed induction timetable
- Formal lesson observations carried out regularly by the mentor and/or Head teacher
- Written and verbal feedback as quickly as possible
- Regular meetings with their mentor to discuss the progress of targets, set new ones and discuss any changes to the timetable of events
- Regular meetings with the mentor to discuss planning, assessment and general matters
- A termly meeting with the Headteacher to discuss progress and any issues

## **Induction Programme**

The induction programme should cover the following where appropriate:

### **The school**

- Tour of school - site layout, getting in/out of school, parking, etc.
- Environment - toilets, staffroom, smoking policy etc.
- Organisation structure – school structure, school day and curriculum teams etc.
- Basic routines, procedures and documents in place throughout school, such as security procedures, recording and reporting duties, emergency procedures, Health and Safety, etc.

### **Rights and legal issues**

- Holidays, absenteeism and lateness, disciplinary and grievance procedures
- Equal opportunities
- Probationary period
- Pension and pay details
- Trade unions
- Access to personal data (GDPR)

### **The staff**

- Staff introductions
- Staffing structures
- Responsibilities (teaching and support staff)
- Lines of communication – where to go/who to ask for help?
- CPD and training and development
- **Staff code of Conduct**

### **Safeguarding**

- Emergency procedures
- Any extra measures in place during exceptional circumstances, for example, a national pandemic.
- Security – signing in etc.
- Confidential reporting code (whistle-blowing)
- Health and safety Policy and relevant PPE, COSHH, infection control, accident and incident reporting
- Code of conduct – use of social media, mobile phone, camera policy
- Safeguarding policy including reporting concerns

- Keeping Children Safe in Education 2021

### **Pastoral Organisation**

- Behaviour policy
- Rewards/Sanctions
- General principles of pupil care and guidance

### **Responsibility for Induction**

The Headteacher is responsible for the overall management and organisation of induction of new teaching staff, they will designate an appropriate member of SLT to carry out this process.

The School Business Manager is responsible for the overall management and induction of support staff, supply teachers, and agency staff as well as of organisation of induction of caretakers and volunteers.

The Headteacher is responsible for the overall management and organisation of induction of all teaching and support staff.

The clerk to the Local Governing Body and the Chair of Governors is responsible for the overall management and organisation of induction of Governors.

The School Cook is responsible for the overall management and organisation of induction of new catering Assistants.

### **Monitoring, Evaluation and Policy review**

The policy will be promoted and implemented throughout the JMAT schools.

This policy will be assessed for its implementation and effectiveness **annually** by the **DSL** and the **Safeguarding Director**.

Date of review: September 2022

## **APPENDIX 1**

### **Welcome**

We hope you will have a long and prosperous career within our school, and to help you settle in we have devised an induction programme for you to follow. Parts of your induction may be carried out by different members of staff, however some of the content is accessed via the school server. **All** parts of the induction must be signed and dated when you have received and understood the information.

**Your curriculum team is:** .....

**Your Line Manager/Curriculum Team Leader is:** .....

I confirm I have received information regarding Staff Handbook, Staff Code of Conduct, Safeguarding Policy and KCSIE 2018.

Signed .....

Date .....

<b>Induction Subject</b>	<b>Tick and initial on completion</b>	<b>Date</b>
Emergency and security procedures - signing in and out/ ID badges		
Tour of school - site layout/toilets/staffroom and facilities/no smoking/storage and resource areas/parking		
Staff introductions/who to ask for help		
Structure of day/times of hours worked Structure of school – EYFS/KS1/KS2		
School dinners/online payment system		
Who's Who - structure of staff/curriculum teams, etc		
Staff Code of Conduct – Dress code/Social media/Mobile phone/camera policy		
Safeguarding policy – child protection/Safeguard reporting system/designated safeguarding lead/KCSIE 2019		
Probationary period/Disciplinary and Grievance Procedure		
Absenteeism and lateness/Holidays and sickness/who to contact		
Pay details and pension - by whom/when/overtime form		
Trade unions – protection against allegations		
Access to personal data – Data Protection Act (GDPR 2018) confidentiality and information sharing protocols		
Continuous Professional Development (CPD)		
Health and Safety/PPE/COSHH		
Accident and Incident Reporting/Near Miss		
Equal Opportunities – Equalities Act 2010		
Confidential Reporting Code (whistleblowing) - dealing with harassment		
Behaviour Policy – school behaviour and rewards system		

## **APPENDIX 2**

### **INDUCTION GUIDANCE NOTES**

#### **Emergency and security procedures– signing in, etc.**

All staff must sign in and out on the appropriate system. ID badges will be issued and MUST be worn at all times.

In case of fire one long continuous bell will ring throughout school. You should follow the procedures of the area you are working and support the class teacher in evacuating the children from the nearest fire exit. The class teacher will lead the evacuation procedures, and you must ensure that you familiarise yourself with fire exits, equipment, etc. in the area you are working. You will be shown fire exits in communal areas during your tour of the building.

#### **Tour of school/Site layout**

This will be carried out by a member staff who will point out fire exits, fire extinguishers, resources areas, toilets, staff facilities and the general layout of the building both inside and out.

#### **Parking**

As well as street parking around school, a secure staff car park is located at **insert school name**. It is important that during the school day the car park gates are closed, and the gate from the car park to school is also closed. If you are going on a school trip and leaving your car, please leave car keys in the office in case of emergency.

#### **Staffroom/Storage areas**

It is an individual's responsibility when using all communal/resource areas to keep these areas clear and clean, moving away all equipment and leaving the area ready for next use. Any unused or unwanted resources/equipment should be returned to the correct storage area. Staff who use staffroom facilities are responsible for clearing up after themselves.

#### **Staff Introductions**

A member of staff will introduce you to each member of staff – this will include teaching, support, office, kitchen and site staff.

#### **Where to go/Who to ask for help:**

This depends on what you need. Any queries related to children/educational needs, etc should be directed to the class teacher. General enquiries regarding wages, etc should be directed to the office. There are a number of teaching staff in school who can deal with queries about teaching and learning, any training queries can be directed to your line manager.

#### **Structure of day/hours worked**

The school day starts at 8.55 (children are collected from the junior playground at 8.50 am) and finishes at 3 pm for Foundation 2/Years 1 and 2, and 3.10 pm for Years 3/4/5/6. Foundation 1's hours are 8.45am – 11.45am and 12.15pm – 3.15pm.

All support staff are expected to be in the classrooms in good time to prepare for the day and be ready to greet the children as they enter the classroom. Morning break for KS1 and KS2 begins at approximately 10.35 am for 20 minutes, EYFS have their own break arrangements.

Lunch times are staggered throughout the key stages as follows:

F2 – 11.35 am

KS1 – 12 noon

KS2 – 12.10 pm

Staff meetings are on **Wednesday and all staff can attend the first 5/10 minutes for general issues (dates, etc)**. You will also be expected to attend a number of curriculum team staff meetings after school, at least one every term, and also attend training days/sessions as requested. TAs are required to work two inset days per school year, however you may be asked to attend training on other inset days, these will be paid as extra hours worked. See Staff Handbook for further details.

### **Food/drink facilities/school dinners/staffroom**

You are able to order a school dinner on a daily basis, this consists of two courses, main and a pudding. There are two choices of hot dinner served with vegetables or salad, or you may order jacket potatoes or a sandwich. All food should be ordered by 9.30 am from the office, and should be paid for at the time of ordering.

There are also facilities provided in the staffroom to cater for yourself (fridge and microwave). Basic tea and coffee is provided for in the staffroom.

### **Structure of school**

EYFS – F1/F2

KS1 – Y1/Y2

**KS2 – Y1/Y2/Y3/Y4**

### **Who's who**

Explain structure of staff from Headteacher, Deputy Head, Assistant Head, SLT, also class teachers and TAs, office staff, kitchen staff and site staff. Explain curriculum teams – Science/maths, Literacy/Arts, Inclusion/SEN - and function, DEP, curriculum areas, etc.

### **Staff Code of Conduct**

#### **Dress code/off-site visits:**

Dress code is smart casual, but no jeans allowed at all (even black ones, they are still jeans!!). Jeans can be worn on off-site visits, when dress code should suit the environment or weather conditions. No short skirts or low cut tops for practical purposes of working in school. Footwear should be business-like with consideration for safety issues at all time.

#### **Mobile phone and camera policy:**

- Staff must have their phones on 'silent' or switched off during class time.
- Staff may not make or receive calls during teaching time. If there are extreme circumstances (eg. acutely sick relative) the member of staff will have made the Head of School/Headteacher aware of this and can have their phone in case of having to receive an emergency call.
- Use of phones must be limited to non-contact time when no children are present.
- Phones must be kept out of sight (e.g. drawer, handbag, pocket) when staff are with children.
- Calls/ texts must be made/ received in private during non-contact time.
- Phones will never be used to take photographs of children or to store their personal data.

Personal cameras - must not be used in school at all, all classes have a school camera and iPads which can be used to take photos. There are a number of children in school whose parents have refused permission for photos to be taken, so this must be considered prior to using the camera.

#### **Social media i.e. Facebook/Twitter:**

It is recommended that school staff do not add children or parents of children who attend this school as friends. It is also recommended that circumspection is needed when posting personal information about school on any social media, as this had led to disciplinary proceedings in other authorities. **See Social Media Policy for further information.**

### **Child Protection/Safeguarding**

All child protection issues should be reported using the Safeguard System and to the Designated Safeguarding Lead. If a child discloses something to you, you must record it factually and accurately on the online safeguarding system, and then report it immediately. For further information, see Staff Handbook.



### **Probationary Period, Disciplinary and Grievance Procedures**

The probationary period is six months. Your line manager will carry out three formal probationary reviews as follows:

- First Review - six weeks
- Second Review - three months
- Final Review - six months

See Staff Handbook for full information on disciplinary and grievance procedures.

### **Absenteeism and lateness**

If you are going to be late for school, or ill, you must contact your line manager as soon as possible. It is also recommended that you contact the office directly also. Often TAs also contact the teacher they work with to let them know, however, you must still let the office know you will be absent or late.

### **Holiday and sickness**

TAs are expected to take their holidays at the same time as pupils. These approximate times are as follows, dates will vary:

- 6 weeks in summer
- 1 week October Half term
- 2 weeks Christmas
- 1 week February half term
- 2 weeks Easter
- 1 week Springbank half term

You require a medical certificate if you are ill for more than 7 consecutive days. Further information regarding holidays and sickness can be found in Staff Handbook.

### **Pay details/Pension/Trade unions**

Pay details – monthly paid on 26<sup>th</sup> of every month. TAs are paid for 45/46 weeks a year, which is split down into 12 monthly payments. Any extra hours are claimed on an overtime form obtained from the office, and must be signed by Headteacher.

Pension – all staff are automatically included in the pension scheme, unless you choose to opt out. A percentage of your salary for your pension is deducted at source, the amount will appear on your wage slip.

Trade union - there are a number of union options for support staff, including Unison, GMB, etc. When joining a union, they ensure you have legal representation if necessary (in case of allegations against you). Your union subs will be deducted at source and are a small percentage of your salary.

### **Access to personal data**

Under General Data Protection Regulations 2018 all personal details are held confidentially and securely in the office, also using encrypted programmes for electronic storage. Your personal details are not shared with anyone without your prior consent. Confidentiality protocols must be observed at all times. Information about pupils must not be shared with anyone outside of school, including parents. Any queries or requests for information must be referred to either the class teacher or the office staff.

### **Continuous Professional Development**

All support staff will have a performance review/appraisal throughout the year, this will be carried out by the line manager (curriculum team leader). School is committed to CPD opportunities, and training takes the form of both internal and external courses when appropriate. Any promotion opportunities/staff vacancies are open for all staff to apply, equal consideration is given to all applicants.

### **Health and Safety/Personal Protective Equipment (PPE)/Control Of Substances Hazardous to Health (COSHH)**

Full policy can be found on the server, written to comply fully with Health and Safety at Work Act 1974. Any health and safety concerns (i.e. faulty lights, etc.) should be reported to site manager or office staff. It is everyone's

responsibility to work safely in school, therefore immediate concerns for health and safety regarding children (i.e. unsafe conduct or slippery floors, etc.) should be dealt with straight away.

PPE should be worn when dealing with bodily fluids, plastic gloves, aprons, etc.

COSHH deals with hazardous substances which are limited in their usage and stored according to regulations.

### **Accident/Incident Reporting/Near Miss Book**

Accidents involving children should be reported in the accident book, located in the office/medical area and a slip given to the child to take home.

Staff accidents should be reported to the office, where an incident and near miss book is located.

### **Equal Opportunities**

All school policies and procedures for equality, diversity and inclusion are in line with the Equality Act 2010 and cover all strands.

### **Confidential Reporting Code (Whistle-blowing)**

Full information on this can be found on the server. A paper copy is in the staff room.

### **Behaviour Policy**

There is an Early Years Behaviour Policy and Behaviour for Learning Policy for Key Stages 1 and 2, these can be found on the school server. The reward systems are used within school to encourage positive behaviour and are clearly defined.

Pupils are presented with a set of classroom rules and a set of guidelines for behaviour outside class, to encourage and model positive behaviour adults should look to praise children when appropriate. Some behaviours are dealt with as follows:

Racist language/behaviour (witnessed first-hand by an adult, or admitted by child) – should be reported immediately to Head or Deputy.

Aggressive behaviour/fighting – as above

Swearing/homophobic language (witnessed first-hand by an adult, or admitted by child) – as above

Other areas of behaviour that give cause for concern should be reported to class teacher.