



Springhill Academy



SPRINGHILL
ACADEMY

Induction Policy

Date Completed: September 2018
Review Date: September 2021

Introduction

This policy outlines the programme that is used at Springhill Primary Academy to induct any newly appointed staff (both teaching and non teaching) and governors. It gives a framework within which all staff and governors can work together to ensure a smooth induction for new staff.

Responsibilities - Who Supports Newly Appointed Staff?

The induction of all new staff, including support staff, is an important aspect of school life and is essential in maintaining and developing the school ethos. It is essential that all new staff know who is responsible for giving them support.

At Springhill Primary Academy the Induction Programme for newly appointed staff operates under the direction of the Headteacher. The Business Manager acts as induction co-ordinator for newly appointed staff/volunteers.

In the case of any NQTs or Student Teachers, the Phase Leader or designated mentor has an important role in the induction programme. This colleague acts as a guide, supporter and adviser on a day-to-day basis, as well as sharing planning on a weekly and termly basis. A teacher who is appointed to take on a teaching role other than that of a class teacher, for example a Booster Class, would have one particular teacher colleague to act as their point of contact.

The induction of a new Headteacher is the responsibility of the Chair of Governors, the Deputy Headteacher and the Senior Leadership Team. The Headteacher and Deputy Headteacher induct those newly appointed teachers who become members of the Leadership Team.

The Induction Programme

The induction programme should cover the following where appropriate:

The school

- Plan/tour of the school
- Basic routines, procedures and documents outlined in the Staff/Volunteer Induction Folder which includes the Staff Handbook and any other relevant policies, (registration, marking, assessment, recording and reporting, duties, emergency procedures, Health and Safety, etc).

The staff

- Staffing structures (staff handbook)
- Responsibilities (teaching and non-teaching staff)
- Lines of communication

Pastoral Organisation

- Discipline
- Rewards
- Sanctions
- General principles of pupil care and guidance
- Assemblies
- Child Protection Plans and Training

Resources

- Within school and locally
- Location/supplier
- Procedures for obtaining
- Ordering
- Stock control
- Strategies for use

Classroom Management

- Organisation
- Display

Extra-Curricular Activities

- Range
- Organisation
- Staff involvement

Other parts of the Induction Programme

The induction programme incorporates the five 'professional' days (INSET) for teaching staff. Non-teaching staff will be asked to attend these days as required.

All teaching staff attend regular staff and curriculum meetings. Non-teaching staff attend where appropriate or relevant TA meetings.

Curriculum teams should meet new teachers to discuss curriculum policies and schemes of work.

The SENCO might discuss the special needs provision within the school with new teachers, their role as a class teacher is assessing, and providing for, children with SEN and the way in which the Code of Practice operates at Springhill Primary Academy.

The assigned mentors will meet new teachers to discuss teacher assessment, record keeping, reporting to parents etc.

The above elements of the induction programme are tailored individually for newly appointed teachers, depending on their previous experience and expertise.

Areas with which mentors may support/help newly appointed teachers:

- Day to day organisation
- Class and school routines
- Classroom timetables
- Discipline procedures, including awards and sanctions
- Short term plans
- Initial and long term plans
- Year group use of exercise books
- Marking and presentation for the school/year group
- Record keeping – teacher assessment grids, class lists, reading records and other records
- Reading scheme
- Home reading books
- Handwriting style
- Use of the photocopier

Extra Information

1. Open nights/events
2. Parental liaison
3. Class visits
4. Class assemblies
5. Celebration Weeks

Governors

Governors are an important part of the management structure of the school and need time to acquaint themselves with policies and other key documents.

All new Governors will be given an induction pack.

Appendix 1: Induction Procedures Check List

Activity/Meeting/Discussion	Member(s) of staff	Issues for Discussion	Date CSBMpleted
Welcome/staff introductions and initial meeting with Office Manager/Headteacher on or before taking up post	SBM/HT		
Read Staff/Volunteer Induction Folder and sign relevant form	SBM		
Be given important diary dates/school calendar, meeting times etc.	SBM		
Be given Staff Handbook	SBM		
Be given a list of current policies and shown their location on shared drive (school network)	SBM		
Be given details about registration procedures, timings for the day, playtime and lunchtime routines, protocol when ill etc.	SBM		
Be given a tour of the building and shown resource areas, noticeboards etc.	SBM/SLT		
Be shown photocopier, fax, telephone system etc.	SBM		
Complete Health and Safety Induction	SBM	Health & Safety Induction Checklist	
Be given a copy of the school prospectus, SDP and SEF (Teaching Staff only).	HT		
Consider immediate training needs and arrange training (e.g. systems)	HT		
Complete declaration of business interests form (if applicable)	SBM		
Complete Workstation Assessment (if applicable)	SBM		

Meetings with staff (Teaching Staff only).			
Initial meeting with Phase Leader	PL/Mentor	Planning schemes, timetables, behaviour policy, resources and curriculum files.	
SEN	SENco	To discuss pupils in class with special needs, IEP's etc	
Assessment recording and reporting	Mentor	To discuss plans, record keeping, assessment, reports	
Homework	Mentor	Homework diaries, provision	
Initial meeting with staff in same phase	Mentor	To discuss plans, expectations, setting, standards, groupings.	

Start Date: _____

Completion Date: _____

Signed: _____ **(Staff Member)**

Signed: _____ **(Induction Tutor/Line Manager)**

Appendix 2 (Induction Checklist for new Governors)

After an appointment a new Governor should:	By Whom	Required/not	Completed
Be invited to visit the school to have a tour of the school and meet members of staff	HT		
Be given information about the role of Governors generally and how our Governing Body works specifically – details of sub committees etc.	CHAIR		
Be given a copy of the last minutes and Headteacher's report of the last full Governors meeting	HT		
Be introduced to key school documents such as SDP, Raise Online by specific training	CHAIR		
Be given a copy of the Legal Guide to Governors	CHAIR		
Be given the names and details of all other Governors	CHAIR		
Be invited to visit the school again, either to attend an assembly, to have a school dinner or to work in classrooms etc.	HT/CHAIR		
Be made aware of training available and be encouraged to attend induction training run by LA as soon as possible	HT		
Ensure Governors section has details of new Governor	HT/CHAIR		
Be given a copy of the School Development Plan and School Profile	HT		
Complete and send off a CRB disclosure form	HT		
Be asked to complete a a declaration of business interests form	HT		
Be given a copy of the Code of Conduct	HT		
Be given a copy of the Finance Policy	HT		
Be given a copy of the Barnsley Scheme for Financing Schools	HT		
Be given a list of current policy documents	HT		
Be given a copy of the last OFSTED inspection report	HT		
Be given the dates of the next sub-committee times and termly meetings	HT		
Be given a copy of the school prospectus	HT		
Be given a copy of the SDP	HT		

Signed: _____

Date: _____

Appendix 3 (Checklist for staff leaving Springhill Primary Academy)

Applicable for staff who are retiring, taking up another post, taking maternity leave or extended leave.

Action to be completed or item to be handed back to school	Signature of member of staff receiving the items	Date
Dates (leaving/returning) in writing		
Communicate diary commitments, dates, appointments		
Return school keys and fobs		
Return identification badge		
Return IT equipment (laptop/s, camera, video camera, visualiser)		
Ensure planning is saved on Shared drive		
Ensure class records are up to date and handed over		
Deactivate individual log in details/passwords		
Return all school property: books etc (see below for a list of items, this list includes some specific resources e.g. Read Write Inc. but is not intended to be exhaustive)		
Leave future contact details (optional)		

I understand and agree that I will not access any school sites using known passwords.

I understand and agree to respect that information about the school, staff and pupils is confidential.

Signed (staff member): _____ Date: _____

Signed (line manager): _____ Date: _____