



Poppyfield

Primary Academy

Poppyfield Primary Academy

Induction Policy

Introduction

This document outlines the purpose, nature and management of staff induction at Poppyfield Primary Academy

Aims

The staff induction policy is designed to:

- Provide a flexible but systematic framework in which roles and responsibilities are clearly defined
- Familiarise staff with the values and aims of Poppyfield Primary Academy
- Integrate new staff into the team as quickly and smoothly as possible

The Head of School or their delegate will assign a mentor for each new member of staff.

All staff will be welcomed and receive basic induction on the first day of appointment, followed by formal induction training. The process will be tailored to meet the needs of individual members of staff. Induction begins before an appointment is made and continues over the following weeks.

Induction will be part of the management process merging with the performance management scheme, development and training activities and personal review meetings. Induction is the starting point for personal review meetings and personal development plans.

For teaching staff special attention must be paid to:

- Safeguarding Policy; and policies for Health and Safety, Equal Opportunities, Behaviour, First Aid, Anti-Bullying, Whistle Blowing
- Standards of teaching and learning
- School ethos and pastoral system
- Management and organisation
- SEN issues
- Performance management and CPD requirements

For non-teaching staff attention must be paid to:

- Safeguarding Policy; and policies for Health and Safety, Equal Opportunities, Behaviour, First Aid, Anti-Bullying and Whistle Blowing
- Health and Safety issues
- Behaviour policies
- Relevant SEN issues
- School ethos and pastoral system
- Performance management and CPD requirements
- Specific tasks relevant to individual job descriptions

The staff handbook will form the basis for all induction programmes.

Equal opportunities in induction arrangements will apply, irrespective of hours or status and will be entirely consistent with the school's equal opportunities policy.

Implementation The Induction Programme comprises many parts:

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

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.

Follow on support will be arranged by the mentor or at the request of the new member of staff if any immediate training / support needs are identified.

Staff Induction Checklist

Initial Basic Induction - Sheet 1

On the first day of appointment all new employees will be given a warm welcome by colleagues and will receive immediate information about the job and all relevant health and safety issues through the Staff Handbook and other school-based procedures.

The appointed mentor will discuss the following areas with the new employee and they will sign and date as received / instructed:

Area	Date	Signed
Job description		
Hours of work		
School Session times		
INSET requirements		
Safeguarding policy		
Staff handbook		
School vision and ethos		
Health and safety issues and policy		
First aid and fire procedures		
Telephone / photocopying issues		
Resources and materials		
Computer / data security		
Data protection act		
Familiarisation with work area and facilities		
Tour of the school and grounds		
Sickness absence procedures		
Equal opportunities policy		
No Smoking policy		
Role and structure of the governing body (Inc. names of governors)		
Copy of school brochure		
Before school / break / lunchtime / home time routines		
Any other areas of identified need (insert below)		
PDM sessions	Date	Signed
TASC wheels		
Thinking and Learning tools		
Assessment and Mastery		
Using Social Media		
Enterprise and Social Enterprise		

Staff Induction Checklist – Sheet 2

During the first month the following areas will be discussed between the mentor and the new appointee. Again to sign and date received / instructed.

This section is not relevant for administrative / caretaking staff or midday supervisors.

Area	Date	Signed
Career Entry Profile		
School prospectus - confirm read		
Current school improvement plan		
Latest OFSTED report		
Curriculum structure and objectives		
Individual pupil targets		
Formal target setting		
Assessment procedures		
Reporting to parents		
SEN policy procedures (SENCO)		
Classroom / staff management		
Classroom observations / work & planning sampling		
Monitoring and evaluation cycle		
Plan of the school year		
Behaviour management		
Homework policy		
Staff welfare		
Conduct and expectations of staff		
Links with parents and the community		
Meet with the governing body		
Any other areas of identified need (insert below)		

By the end of the first half term the following areas will have been discussed between the appointed mentor and NQT's / teachers / learning support assistants and their assigned mentor and they will sign and date as received / instructed.

Area	Date	Signed
LA induction provision (for NQT's)		
Agreed timetable reviews		
Progress / success / difficulties review		
Resource needs		
CPD needs		
Awareness of all school		

policies		
Performance management targets (or NQT induction profile)		
Any other areas of identified need (insert below)		

This policy will be reviewed in line with any statutory changes.