South Otterington Church of England Primary School
Induction of new staff policy

Rationale

We recognise that the induction of new staff is vital to the ethos of the school. We operate as a team offering support and encouragement to each other and this should start from a new member of staff's first introduction to us.

Aims:

➢ To introduce new staff to the school and the school's working practices
➢ To familiarise the new staff with the physical layout and resources within the school
➢ To provide the new staff with information pertinent to their role within the school
➢ To provide a supportive and welcoming ethos for new staff members

Induction visit

Ideally, once appointed any member of staff should be encouraged to visit the school prior to taking up appointment with us. During this meeting or on arrival at the school, the new member of staff should be given access to the following information:

❖ the staff handbook
❖ the school brochure
❖ the Reception brochure (if appropriate)
❖ the parents' learning handbook
❖ the current school development plan
❖ the folders containing school policies
❖ the name of a nominated member of staff/mentor from whom guidance can be sought
❖ contact telephone numbers of all staff
❖ door codes

The new member of staff should also be given any other relevant information they need at this time e.g. class lists including medical, SEN and G&T information and access to the curriculum folder.

Mentor/Nominated member of staff

As each member of staff takes up the post they will be placed alongside another member of staff with whom they can seek support and advice. In addition they will be given opportunities to work with the Headteacher. All staff are asked to be as supportive and welcoming as possible to their new colleague.

Role of Mentor/Nominated member of staff
The role of the staff member working alongside the new teacher/support staff is a crucial one. As well as encouragement and support they will be able to provide day-to-day advice on the routines of the school, forward planning, resources etc. In the case of a new teacher we will endeavour to nominate a mentor who is teaching a class at the same stage or at a stage as close to the new teacher's stage as possible.
The role of the promoted members of staff/Headteacher is wider in remit. As well as providing support and encouragement, they also have a monitoring and evaluation role that is essential to the new staff's successful development within the school. Classroom visits are an essential feature of this role.

Staff meetings
The views of the new staff members are actively sought at staff meetings etc. and are encouraged to add to the positive debate within the school.

Teaching staff
In addition to the above, in the course of their first year there will be regular opportunities for teaching staff to meet with the mentor/Headteacher to discuss issues of concern to new staff. These meetings will be informal in nature and supportive. They will address issues such as the *ethos of the school* (aims, values, policies, structures etc.), *the classroom* (management, organisation, behaviour, planning, record keeping), *communication with parents* (sharing plans, information for parents, meetings with parents etc.) They will also be issued with a clear job description. In the case of Newly Qualified Teachers (NQTs), the relevant NYCC policies and procedures will be followed.

Support staff
Support Staff and Classroom Assistants will be issued with guidelines on their roles and responsibilities and aspects of support within the school and a specific job description.

Checklist
Attached as Appendix 1 is a checklist for the induction of new staff.

Staff – Induction Checklist

Name:

Job Title:

Date of Start:

Head Teacher's Checklist

	To be discussed/explained/covered during the induction process during the first four weeks of employment.	Date completed	HT's initials	Employee's initials
1	Layout of the school			
2	Introduction to staff			
3	Introduction to line manager and mentor			
4	Health and safety issues e.g. fire, child protection			
5	Teaching and learning strategies			
6	School rules			
7	School security inc. AUP			
8	General staff communications procedures			
9	School calendar			
10	Clarification of working hours/PPA&CPD time			
11	Role in discipline/behaviour/anti bullying strategies			
12	Arrangements for planning and liaison with teachers			
13	Staff Development and Review			
14	School Development Plan			
15	School Policies and implementation			