



**Introduction** This policy to include procedures for:

- Teaching staff (including supply staff)
- Support staff (including administration, caretaking and catering)
- Foundation Stage children
- Parents / Children starting after Foundation Stage
- Governors
- School Business Manager
- Headteacher
- Parent / Volunteer helpers

The policy will be implemented in accordance with agreed aims and other relevant policies including Continuing Professional Development (CPD), Performance Management, Health and Safety and Equal Opportunities.

## 1. AIMS

Our priority is to raise standards and improve the quality of education for all our pupils. We believe staff who are well supported and confident in their roles will help achieve this more successfully. These induction procedures aim to provide all newly appointed staff and those changing role with a programme of structured support and guidance as appropriate to their role to enable them to:

- Integrate successfully into the school;
- Consolidate their performance;
- Gain experience and develop professional expertise;
- Fulfil their job description successfully;
- Have opportunities for observation and discussion of their work with senior staff to discuss any difficulties that may be experienced;
- Identify their potential for career development and take advantage of opportunities for CPD;
- Have opportunities to join in and contribute to discussions on school policy.



## 2. SUPPLY STAFF

Supply staff should:

- Be welcomed by the Head or a assistant Head;
- Receive, on the first visit, a handout 'Information for Supply Teachers' which forms part of the Staff Handbook;
- Be given relevant information on the class, curriculum and daily programme and advice on procedures by the year leader or a colleague in the Year Team if appropriate.
- Be contacted by the class teacher and provided with a timetable and lesson plan if the class teacher's absence is planned in advance;
- Have access to Head or assistant Head if difficulties arise.

## 3. TEACHING STAFF

All new staff should be given appropriate induction advice, training and resources by their line manager.

This should include:

- National Curriculum documents
- Staff Handbook,
- School Prospectus
- Policy documents, including School Aims and Strategic Plan
- Year group schemes of work,
- Assessment advice, recording, reporting, resources and procedures,
- Class and set lists, health, safety and personal information
- Information on whole school and year group resources, including ICT
- Timetables,
- SEN & Gifted and Talented information.
- All curricular documents, including statutory documents relating the National Curriculum, relevant to the subjects s/he will teach.
- Induction Policy

The Head/ Assistant Head will ensure new staff are given a guided tour of the school, identifying locations of resources, procedures, staff and other relevant information.

All new staff will be allocated a mentor to provide advice and support on a daily basis or new role requirement.

New staff have access to Head, assistant Head or their line manager to discuss additional training needs and difficulties they may be experiencing, in addition to Performance Management procedures. An informal discussion at the end of the first month and then half termly during the first year with a staff colleague will be held to identify and resolve any concerns.



#### 4. NEWLY QUALIFIED TEACHERS

Induction for newly qualified teachers will be provided, following guidance from the DfEE and the LEA, taking account of proposals to use individual Career Entry Profiles.

Induction advice and resources will be provided as for all teaching staff.

Each NQT's induction should

- match particular development needs, identified during training;
- provide appropriate development related to the teacher's strengths
- identify targets to be achieved for the first year of teaching;
- provide opportunities for the teacher and line manager to record agreed targets and an action plan for their achievement, linking the teacher's needs with the School Strategic Plan and targets.

All NQTs take part in a five-day induction-training programme arranged by the County. This programme may include:

opportunities to visit schools to observe good practice;  
a planned programme of training for curriculum, classroom management and personal development;  
regular discussions with experienced teachers involved in the programme.

NQTs are allocated a mentor, usually in their Key Stage, for day-to-day advice and support.

NQTs teach **90%** of the normal teaching day.

NQTs take part in the normal monitoring procedures and are provided with feedback to support assessment and development of the new teacher's practice.

Additional supportive observation and feedback is provided by senior staff.

The Head and assistant Head are available to discuss any additional training needs and difficulties that may be experienced.

NQTs are not expected to take lead responsibility for a curriculum area in their year team.



## 5. SUPPORT STAFF – SCHOOL BUSINESS MANAGER

The outgoing School Business Manager and Headteacher are responsible for the appropriate induction advice and training.

All new staff will be provided with a named mentor to give support with daily practice and procedures.

Induction information should include:

- information on the school, including the school prospectus, the school aims,
- policies, resources and procedures;
- health, safety and security information;
- training to implement ICT programmes and school administrative procedures
- access to confidential information, where appropriate, on children, staff and resources.
- opportunity to comment on policy and practice.
- A copy of the Induction Policy
- Contact names and telephone numbers to gain support from the LA
- The opportunity to work shadow the existing School Business Manager
- A copy of the School Improvement Plan and the School Development Plan
- Access to the School's diary and instruction on how to use it
- Access to any passwords that are needed for the post
- A copy of the staffing structure
- Access to copies of Governors' minutes
- Training in the use of keys and alarm systems

All Support staff will take part in Employee Development Review procedures.

An induction and review meeting should be held with the Headteacher at the end of the first month and then termly during the first year to identify and provide relevant support.

## 6. SUPPORT STAFF - TEACHING

The Headteacher is responsible for the induction of TAs.

Advice and training is provided by a TA (grade 2) nominated buddy.

SENCO, classteacher, Headteacher and Assistant Headteacher provide additional support.

Induction should include:

- Introduction to school staff
- The opportunity to work shadow the existing post holder or person undertaking a similar job where possible



- Information on the school with access to the Staff Handbook and policy information.
- Timetables and group lists for relevant classes
- Information concerning the child/children for which they are responsible if appropriate
- Information on resources including SEN resources.
- Information on assessment, record keeping, the marking policy, the behaviour policy.
- Training in the use of the photocopier, comb binder, laminator.
- Introduction to the computer system
- Health and Safety information
- Information on training opportunities
- Opportunity to comment on policy and practices.
- Introduction to the structure of the literacy and numeracy hours
- A copy of the Induction Policy

All Support staff will take part in Employee Development Review procedures. An informal discussion will be held with the Headteacher during the first month and thereafter termly in the first year to identify and provide relevant support.

## 7. SUPPORT STAFF - ADMINISTRATIVE

The School Business Manager and Headteacher are responsible for the appropriate induction advice and training.

All new staff will be provided with a named mentor to give support with daily practice and procedures.

Induction information should include:

- information on the school, including the school prospectus, the school aims,
- policies, resources and procedures;
- health, safety and security information;
- training to implement ICT programmes and school administrative procedures
- access to confidential information, where appropriate, on children, staff and resources.
- opportunity to comment on policy and practice.
- A copy of the Induction Policy

All Support staff will take part in Employee Development Review procedures.

An induction and review meeting should be held with the Headteacher at the end of the first month and then termly during the first year to identify and provide relevant support.

## 8. SUPPORT STAFF – CLEANING/CARETAKING/KITCHEN

The caretaker, in liaison with the Headteacher, is responsible for the induction of all cleaning staff

The school cook is responsible for the induction of kitchen staff Induction should include relevant information on the school,

- The school prospectus, access to aims and policies, including Health and Safety and Security issues;



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## Induction Policy

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- Relevant information to help them carry out their job description effectively.
- Opportunities to comment on policy and practice.
- A copy of the Induction Policy

All Support Staff will take part in Employee Development Review procedures.

### 9. SUPPORT STAFF – MIDDAY SUPPERVISORY ASSISTANTS

The Headteacher and the Senior Lunchtime Supervising Assistant are responsible for the induction of lunchtime staff.

A named mentor will be provided to give support with daily practice and training.

Induction should include:

- Relevant information on the school, aims and policies;
- Information of Health and Safety, First Aid, security and behaviour policies and procedures;
- Relevant information to help them carry out their roles effectively.
- A copy of the Induction Policy

All Support Staff will take part in Employee Development Review procedures.

### 10. GOVERNORS

Governors have a vital role to play in providing support, advice and guidelines for the school.

To enable the fulfilment of this role all new governors should be given current relevant school information, policy documents and School Improvement Plan data.

The Chair of Governors is responsible for the induction of new governors.

When a governor joins a committee the chair of the committee is responsible for their induction.



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Then named governors for governor training with the help of the Clerk of Governors should provide the following information and resources:

- Opportunities for a tour of the school meeting staff
- A welcome meeting with the Headteacher
- School prospectus including staffing, Ofsted and KS2 test information
- DCFS information handbook on the role of governor
- Latest Local Authority Governor Induction Handbook
- School and Governing Body Policy document including Articles and Instruments of governors.
- Dates and times of whole governing body and sub committee meetings
- Access and information of previous governing body minutes
- latest governing body report to parent and school newsletters
- Information and access to governor courses (inc the role of the Governor as a Critical Friend)
- A copy of the Induction Policy
- A copy of the Scheme for Financing Schools

All new governors should be provided with a governor mentor to support with information, current policies and practice.

The Governors' training officer should arrange to discuss the success of the induction arrangements at least twice during the first year to improve the quality and relevance of the induction arrangements.

## 11. CHILDREN

We aim to integrate new children happily and successfully into Leven's programme of work and opportunities.

The Assistant Headteacher is responsible for arrangement for induction in liaison with the Headteacher, SENCO and relevant staff at our various feeder pre-schools.

The Assistant Headteacher / Foundation Stage Teacher will make contact with contributing pre-school providers in the Spring Term and arrange a plan of visits to meet staff and children during the spring and summer terms.

The purpose of these visits is to:

- Provide opportunities to gain the children's confident knowledge and trust in a known person.
- Access and identify information on individual child's and the cohort's progress,
- Identify strengths and weaknesses, and make arrangements to match individual needs for support, welfare and SEN provision.
- Provide relevant information to group children in class according to ability, behaviour, physical and emotional needs.
- Provide information on aspects of transfer.
- Manage induction visits to Leven for children and their parents.

The Assistant Headteacher / Foundation Stage Teacher will make contact with Parents / Carers of new Foundation Stage Children in the Summer Term to arrange Home visits in the first week of the Autumn Term.



The purpose of these visits is to;

Parents /Carers and children are invited into school on several occasions during the year before they start.

The purpose of these visits is to;





## 12. CHILDREN STARTING AFTER FOUNDATION STAGE

The Headteacher aided by the Assistant Headteacher are responsible for the induction of new children and their parents.

The minimum programme will include:

- Meeting with the Headteacher or Deputy Headteacher to discuss child's needs and provide school information
- Guided tour around the school with an opportunity to meet the designated classteacher and class.
- School brochure, School Events Dates, Behaviour Code, Home School agreement uniform and PE requirements
- Opportunity for the child to spend some time in school with the class before joining full time if appropriate

The classteacher will be responsible for the day-to-day induction of the child providing:

- A named buddy to support the child in daily routines
- Equipment – a reading book, exercise books, pencil and bag storage
- Information on homework, PE, games, play/lunch arrangements, newsletters
- Assessment in liaison with SENCO to identify appropriate learning and emotional needs
- Pastoral support and parental contact

## 13. VOLUNTEER \ PARENT HELPERS

The Headteacher aided by the Assistant Headteacher and the School Business Manager are responsible for the induction of parents helpers.

The minimum programme will include:

- Completion of the CRB process
- Domestic arrangements
- Guided tour around the school with an opportunity to meet the designated classteacher and class.
- Training in the use of the photocopier, comb binder, laminator.
- Introduction to the computer system
- Health and Safety information
- The name of the Child Protection Co-ordinator and what to do if they have a Child Protection concern
- A copy of the Volunteer Helpers in School policy



## 14. HEADTEACHER & ASSISTANT HEADTEACHER

### Policies:

The incoming headteacher should be provided with a pack containing information relating to policies and emergency procedures:

- A list of available policies, where to find them and dates (proforma in appendix D);
- A list of statutory policies in place and their current status (proforma in appendix E);
- Emergency policy information – eg health and safety, fire procedures, emergency procedures, snowline, list and contact details of key-holders.

### Ethos:

Where possible, the incoming head should be provided with:

- A copy of the school's mission statement;
- An up to date copy of the school prospectus.
- a meeting with diocesan officers as part of the handover process, focusing on ethos.

### Systems:

The incoming head should be provided with:

- An up to date Staff Handbook:
- Copies of current timetables, including:
  - staff timetables
  - timetables relating to the use of specific areas – eg the hall, ICT suite
  - duty timetables
  - assemblies

A face-to-face meeting focusing on a range of systems within the school should be held. This should focus upon the context of the particular school – ie its routines and traditions. Filing systems are unique to individuals and these should be explained to the incoming head.



## Staff

The following information should be provided:

- A clear and concise list of staff (both teaching and ancillary) which outlines clearly each member of staff's role, position, designation, hours of employment and length of service (proforma in appendix F)
- Details of staff contracts. This is particularly important for any job shares and for ancillary staff. It should focus on how staff are paid – for example are they paid as a result of earmarked pupil funding/ stated income, or from the school's general staffing budget? Any overlap of duties also needs to be understood on handover.
- A file of job descriptions, including any roles the member of staff fulfils which are not mentioned in these.
- All records relating to performance management.
- The system employed in the school for mentoring new staff
- Contact details for the school's designated LA Human Resources Officer.

## Information about Children:

Much of the basic information about pupils is now held on Management Information Systems (eg SIMS) and this will be available to the incoming head on an ongoing basis. The following information should be passed on:

- A list of passwords to computers and software;
- Tracking information and information relating to the school's target-setting process. This information should be appropriately annotated - for example, why did child A, who achieved 2c at Key Stage 1, not convert this to 3c or better by the end of Year 4?
- Information relating to child safeguarding and behavioural issues;
- Any existing provision maps to identify children receiving additional support;
- Up to date school attainment data – particularly Raiseonline, Autumn Data Pack and FFT, with any accompanying analysis of this.
- Records of how classes are organised at the present time and how has this been done in the past – particularly the criteria used for structuring mixed age-group classes.



### Development Plans:

The following information should be passed on to the new headteacher:

- The current School Development Plan. Where possible this should be annotated and up to date. A meeting should be held focusing on progress made and past areas for development to fully brief the incoming head;
- School Evaluation Form (SEF) – current and up to date, reflecting the most recent attainment data;
- Joint Annual Review Visit (JARV) reports;
- Any current Ofsted Action Plans, appropriately annotated with timescales and progress reports.

If possible, a meeting of the outgoing head, incoming head, School Improvement Partner and the East Area Team Leader should be arranged to provide a clear picture of the school's needs and priorities.

### Finance:

The following documentation should be provided:

- A well set-out single-page statement, showing the current financial state of the school
- Where budget overspends and underspends are and what current and historic liabilities the school may have.

A meeting with the outgoing head, the school's financial secretary and the chair of the governors' finance committee should be arranged to discuss finance in depth.

### Strategic Plans:

The following documentation should be handed over:

- Information relating to buildings:
  - suitability survey
  - condition survey
  - asset management survey.
- Details of recent repairs and maintenance and any maintenance and repair history.
- Current budget and three-year financial plans.
- Any strategic plans for the future development of ICT and/or succession plan for replacement of hardware.



A meeting with the outgoing head, chair of governors/chair of premises committee and the school's surveyor would reflect good practice on handover, to ensure the incoming head has a good grasp of buildings-related issues. In church schools the Diocesan Buildings Officer should be invited.

#### School Self Evaluation:

With the new Ofsted framework, this is a crucial area for the incoming head. The passing on of accurate School Self Evaluation records is essential.

The following documentation should be passed on:

- The most recent JARV and those for the previous few years
- An up to date and accurate SEF
- The school's most recent Ofsted Report (and, for faith schools, Section 48 Inspection report)
- Information relating to the system for self-evaluation used in school – does it reflect the LA guidelines, or is another system in use? Where are materials kept? Are these annotated in the SEF or are they kept in separate files?
- Details of classroom observations and work sampling data
- Data from parent/pupil surveys
- Attainment data referred to in section 8.5.



### School Calendar:

The following documentation would be useful to the incoming headteacher:

- A school calendar or list of annual dates
- A month by month outline of the key actions for the headteacher within the particular school (*proforma at Appendix G*)
- Copies of the most recent school newsletters.

### Beyond the school:

The following documentation should be passed on:

- A list of who to contact in the LA for support
- Basic information relating to local support networks – eg local headteachers' group
- Key contacts for local support networks.

### Governors:

The following documentation should be made available to the incoming headteacher:

- A list of current governors, with category (eg parent governor) any office held (eg SEN governor) and term of office for each one;
- Copies of governing body meetings minutes
- Copies of headteacher's reports to governing body
- Copy of instrument of government
- Where applicable, a copy of the school's Trust Deed.

Incoming headteachers should attend a meeting of the full governing body before taking up their post. At this meeting it may be beneficial for the discussion to focus on:

- The school's mission and ethos – aims and agreed objectives
- Current areas of strength and development, including a review of the School Development Plan
- The school SEF and other key areas of documentation, including PANDA
- Any major areas of concern within the school.

The head-designate should attend a meeting of any committees dealing with issues relating to personnel, finance and buildings, if possible.



The incoming head and the Chair should meet face to face at least once during the handover process. At this meeting any issues of a confidential nature may be discussed.



### Suggested Documentation for handover from the outgoing to the incoming headteacher – Checklist

Document	Handed over	Not Available	Not Applicable
<b>Policies:</b>			
A list of available policies, where to find them and dates ( <i>see proforma</i> )			
A list of statutorily required policies in place and their current status ( <i>see proforma</i> )			
Pack containing key emergency policy information – eg health and safety, fire procedures, emergency procedures, Snowline, key-holders.			
<b>Ethos:</b>			
School's mission statement			
School prospectus			
<b>Systems:</b>			
Staff Handbook			
Current timetables, including:			
staff timetables			
timetables relating to the use of specific areas – e.g. the hall, ICT suite			
duty timetables			
assemblies			
<b>Staff:</b>			
A clear and concise list of staff ( <i>see proforma</i> )			
Details of staff contracts			
Job descriptions, including all staff roles			
Performance management records			
System employed in the school for mentoring new staff			
Contact details for the school's designated LA Human Resources Officer			
<b>Children:</b>			
A list of passwords to computers and software			
Annotated tracking and target-setting information			
Child safeguarding and behavioural information			
Up to date school attainment data – MIU data, Panda, PAT data and any accompanying analysis of this			
Provision maps to identify children receiving additional support			





Records of how classes are organised now and how has this been done in the past			
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<b>Development Plans:</b>			
School Development Plan annotated if possible			
SEF			
JARV reports			
Current Ofsted Action Plans			
<b>Finance:</b>			
Single-page statement showing current financial state of school			
Where budget overspends and underspends are and what current and historic liabilities the school may have			
<b>Strategic Plans</b>			
Information relating to buildings:			
suitability survey			
condition survey			
asset management survey			
details of recent repairs and maintenance and any maintenance and repair history			
Current budget and three-year financial plans			
Strategic plans for the future development of ICT and/or succession plan for replacement of hardware			
<b>School Self-Evaluation</b>			
Most recent JARV and those for the previous few years			
SEF			
Ofsted Report			
Section 48 Inspection report for faith schools			
Information relating to the system for self-evaluation used			
Classroom observations and			
Work sampling data			
Data from parent surveys			
Data from pupil surveys			
School attainment data			
<b>Calendar:</b>			
School calendar or list of dates			
Month by month outline of the key actions for the headteacher ( <i>see proforma</i> )			
Copies of the most recent school newsletters			
<b>Beyond the school:</b>			
List of who to contact in the LA for support			
Information relating to local support networks			
Key contacts for local support networks			



<b>Governors:</b>			
List of current governors, with designations and terms of office			
Governors' meetings minutes			
Headteacher's reports to governors			
Copy of Trust Deed (where applicable)			
Copy of instrument of government			



### Suggested focus for meetings during the handover period – Checklist

Area	Action	Completed
<b>1 Ethos</b>	For church schools, it would be useful to introduce a meeting with diocesan officers as part of the handover process, focusing on ethos.	
<b>2 Systems:</b>	A face-to-face meeting focusing on a range of systems within the school should be held. This should focus upon the context of the particular school – ie its routines and traditions. Filing systems are unique to individuals and these should be explained to the incoming head.	
<b>3 Information about Children</b>	Much of the basic information about pupils is now held on Management Information Systems (e.g. SIMS) and this will be available to the incoming head on an ongoing basis. It would be useful if the outgoing and incoming headteachers could meet to discuss attainment and progress in detail.	
<b>4 Development Plans:</b>	A meeting of the outgoing head, incoming head and the School Effectiveness Adviser should be arranged, if possible, to provide a clear picture of the school's needs and priorities.	
<b>5 Finance:</b>	A meeting with the outgoing head, the school's financial secretary and the chair of the governors' finance committee should be arranged to discuss finance in depth.	
<b>6 Strategic Plans:</b>	A meeting with the outgoing head, chair of governors/chair of buildings committee and the school's to discuss buildings-related issues. In church schools the Diocesan Buildings Officer should be invited.	







**Checklist of Statutorily Required Policies/Documents**  
 \_\_\_\_\_ School

<b>Policy</b>	<b>Where kept</b>	<b>Last Update</b>	<b>Review Date</b>
Accessibility Plan			
Admission Policy – Foundation and Voluntary Aided Schools only			
Anti Bullying Policy			
Attendance Targets			
Behaviour and Discipline Policy			
Careers Education programme for pupils aged 14-19			
Charging Policy			
Child Protection Policy			
Collective Act of Worship Policy			
Curriculum Policy			
Complaints Policy			
Governor Allowances (if any)			
Health and Safety Policy including risk assessment			
Home-School Agreement			
Instrument of Government			
Minutes and accompanying papers of GB/Committee meetings			
Pay Policy			
Performance Management Policy			
Post OFSTED Action Plan			
Prospectus			



Publication Scheme – Freedom of Information Act			
Race Equality Policy			
Register of Business Interests of Headteacher and Governors			
Register of Pupils			
Sex Education Policy			
School Profile			
Special Educational Needs Policy			
Staff Discipline, Conduct, Capability and Grievance Policies			
Staffing Structure			
Target Setting Annual Report			







**Monthly actions required of Headteacher**  
\_\_\_\_\_ **School**

<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>
<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>