

# Induction of New Staff and Governors Policy



|                            |                    |                      |
|----------------------------|--------------------|----------------------|
| <b>Approved by:</b>        | The Governing Body | <b>Date</b> 11.10.23 |
| <b>Last reviewed on:</b>   | 9.11.22            |                      |
| <b>Next review due by:</b> | Autumn Term 2024   |                      |

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## Statement of intent

Once a new employee has been appointed, Low Ash Primary School believes it is essential that they follow an effective induction procedure. Consequently, all governors, teaching, support and temporary staff receive an induction training programme appropriate to the post being filled.

Through this policy, we aim to help new staff:

- settle into our school environment
- develop the skills and knowledge necessary to do their job
- understand how their role fits into the school community
- understand the ethos of the school
- understand the standards expected of them and what they are accountable for
- become effective as quickly as possible
- understand the responsibilities and duties required to safeguard the wellbeing of pupils
- by providing them with a comprehensive induction pack
- by giving them the opportunity to ask questions

## Legal framework

- 1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:
  - DfE (2023) 'Keeping children safe in education'
- 1.2. This policy operates in conjunction with the following school policies:
  - Staff Attendance Management Policy
  - Acceptable Use of ICT and Information Systems Policy
  - Health and Safety Policy
  - Emergency Plan
  - Equality, Diversity and Inclusion Policy
  - Anti-Bullying and Harassment Policy
  - Social Media Policy
  - Safeguarding and Child Protection Policy
  - Staff Code of Conduct
  - Behaviour and Anti-bullying Policy
- 1.3. All policies are available from the school office.

## Roles and responsibilities

- 1.4. The Co-Headteachers are responsible for:
  - overseeing induction
  - the coordination of the induction programme for all categories of staff including Early Career Teachers (ECTs).
  - ensuring that all inductions include the receipt of a copy of part one of 'Keeping children safe in education' and other Child Protection and Safeguarding Policies.
  - upon completion of the induction period, ensuring that an induction completion checklist is signed and dated by themselves and the new employee.

- 1.5. The Deputy Head, School Business Manager, Designated Safeguarding Lead, Key Stage Leader and ECT mentor have various responsibilities - see Appendix A

## **Teaching staff**

All teachers are offered an induction programme before taking up the appointment.

As soon as possible after their appointment, all teachers are briefed by their manager on issues relating to their appointment. This briefing includes detailed information relating to curriculum departmental policies, resources and procedures that relate to their team - see Appendix A.

During a teacher's first year, an induction programme is organised that covers the following:

- performance management
- reports, report writing and parents'/carers' evenings
- organising educational visits
- the role of governors
- professional development
- target setting, monitoring and evaluation

## **Early Career Teachers (ECTs)**

### **Entitlement**

Before an ECT takes up an appointment, the following is made available:

- the opportunity to visit the school to meet the Co-Headteachers and other colleagues
- the school's prospectus and all policies and procedures
- the teaching timetable
- curricular documentation and textbooks relating to teaching subjects
- information about any school equipment and resources available
- an explanation of the School Development Plan

Every ECT is allocated a mentor who is responsible for planning and facilitating the induction programme.

During the first two years, the school provides:

- a formalised classroom observation 'drop-in' schedule conducted by experienced colleagues
- effective written and informal feedback following the drop-in
- visits to other schools/other classes exemplifying good practice
- opportunities to meet and have discussions with other ECTs
- the opportunity to attend CPD days provided for ECTs

### **Reports on progress**

ECTs are made aware of the criteria used for monitoring progress, in line with the induction standards defined by the DfE.

### **The role of the mentor for ECTs**

ECT mentors are members of the full leadership team, who are supported by the Co-headteachers.

The mentor:

- works in partnership with the ECT
- to identify targets, competencies and support for each term in the ECT's first two years

- meets formally as regularly as possible to discuss lesson drop-ins, professional development and matters arising from the working week
- meets informally when required to offer support and guidance

## **Support staff**

Support staff are offered an induction programme applicable to their specific role.

As soon as possible after their appointment, all staff are briefed by their line manager on issues relating to their appointment. The briefing includes detailed information relating to departmental policies, resources and procedures that relate to the specific role - see Appendix A.

The induction programme includes:

- a briefing by the line manager
- an introduction to relevant senior staff
- an induction on key HR and health and safety policies (e.g. health and safety, fire safety, staff leave of absence, equal opportunities at work, ICT acceptable use, social media, staff code of conduct, behaviour).
- child protection and safeguarding
- the identity and role of the DSL and any deputies
- roles and responsibilities
- a guide through the staff handbook
- line management procedures
- communication sources (e.g. email, meetings, the shared server, notice boards, the school calendar)
- CPD opportunities
- the performance management process

## **Key considerations for all staff**

### **Hours of work**

Hours of work are specified in job descriptions.

### **Lunch breaks**

If staff are entitled to a lunch break, this should be taken at a time agreed with their line manager.

### **Staff handbook**

A comprehensive staff handbook is given to all staff on appointment.

### **Sickness reporting**

On their first day of sickness absence, all staff are expected to:

- make every effort to contact the Deputy Headteacher via phone or no later than 1 hour prior to their start time
- on their fourth day of sickness absence, staff should contact the Co-Headteachers or appropriate manager to discuss the situation
- on the eighth day of sickness absence, staff should obtain a doctor's certificate and submit this to the Co-Headteachers or appropriate manager immediately
- if an employee repeatedly fails to report sickness appropriately, they will be subject to the school's disciplinary procedure
- if an employee considers the illness to have arisen from an accident at work, they must notify the Co-Headteachers or appropriate manager and complete the relevant form

- when an employee falls ill during the summer break, they must inform the appropriate contact to ensure that payroll is notified – this applies to staff on 52-week contracts only.

All staff returning from sickness absence will have a return to work meeting with the School Business Manager.

If the illness continues for an extended period of time, it is important that regular contact with the employee's line manager is established to keep them informed of progress – this will enable the school to support the employee's recovery and return.

In certain circumstances, where long-term absence is due to recovery from an operation, maternity leave or a serious illness, a phased return to work that is mutually beneficial to the employee and the school may be negotiated.

In the case of serious illness, a referral to Occupational Health may be necessary to help ascertain the details of the illness and the length of sickness absence involved. Full information is provided in the school's Staff Attendance Management Policy.

### **Hospital, doctors and dental appointments**

Employees should arrange doctors, dentists and opticians visits to take place outside of normal working hours. However, when unavoidable, employees are allowed time off inside work time, subject to the agreement of the Deputy Headteacher. Requests are considered on an individual basis.

Hospital appointments that cannot be arranged outside normal working hours are considered authorised absence and time off is paid. Employees should be able to provide proof of their appointment (e.g. an appointment card/ a copy of the appointment letter/ text message/email) when requesting time off to attend hospital.

### **Time off for medical screening**

Paid time off is granted to employees for the purposes of necessary medical screening where an appointment cannot be made outside normal working hours.

### **Leave for family or personal reasons**

Leave with or without pay may be approved for occasions when employees need time off for dependants for personal reasons, or to deal with an emergency. An emergency could be for any unexpected or sudden problems involving someone who depends upon another for help or care.

Personal leave may be granted for:

- circumstances where there has been a close family relation who has died, is ill, is injured or assaulted, or who gives birth
- specific caring responsibilities
- family emergencies
- other personal reasons.

The Co-Headteachers will determine whether the leave is granted with or without pay.

For further information on leaves of absence, refer to the Staff Leave of Absence Policy.

### **Health and safety**

The school is responsible for employees' health and safety at all times during their employed hours. However, it is every employee's responsibility to work with due care and attention for themselves, their colleagues, pupils and any visitors to the school, and to ensure that health and procedures are followed correctly.

If employees feel at any time that there is a health and safety issue within their team, they must contact their line manager immediately. If no action is taken, or if they are dissatisfied with the response, employees should refer the issue directly to a member of the SLT as soon as possible.

In the event of an employee having an accident/incident during work hours which requires medical assistance, they should seek the nearest first aider (list available from the school office). If the accident is serious and requires immediate medical attention, i.e. hospitalisation, they should contact the school office who will telephone for an ambulance.

In either event, first aid incident forms must be completed immediately or as soon as is practically possible in order to log such incidents. The school office will assist you with this paperwork.

All staff must ensure that they provide the school office with up-to-date information of their next of kin in case they need to be contacted in an emergency.

## **Emergency evacuation**

In the event of an emergency, such as a bomb alert or fire, staff should break the nearest fire point or notify the school office immediately and alert their colleagues. The fire alarm will then be sounded, and staff should immediately proceed to the nearest fire exit following the signs and notices in their work area. Staff should familiarise themselves with these procedures and the evacuation route from their work area.

As part of their job, staff may be allocated a role or emergency post to assist in these proceedings. Where an emergency post is allocated, staff should follow the instructions they have been given.

The emergency evacuation procedures are displayed in all rooms and will be fully explained by line managers.

## **ICT**

If an employee's duties involve using a computer, the Deputy Head will set up their workstation and allocate them a username and password.

All staff are required to ensure that they comply with the Data Protection Act 2018.

## **Induction of new governors**

An induction programme for new governors is in place and a handbook is available - see Appendix B.

The induction process includes:

- a visit to the school including a guided tour and visiting the staffroom
- a meeting with the link governor regarding training needs
- a meeting with the chair of governors to discuss terms of reference, etc.
- the organisation of their first meeting
- a skills interest assessment
- the school's child protection and safeguarding policies (and related appendices)
- child protection and safeguarding training
- receiving a copy of part one of 'Keeping children safe in education'.

## **Monitoring and review**

1.6. This policy will be reviewed by the Co-Headteachers and the governing body on an annual basis.

1.7. Any changes to this policy will be communicated to all staff and other interested parties.

Signed by:

Co-Headteachers

Date:

Chair of Governors

Date:

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## APPENDIX A INDUCTION CHECKLIST

Please tick when completed. See your line manager for anything which is not completed or planned by week 2.

• Name:

•

• Line Manager:

•

• Mentor/Coach:

•

### • Introduction

**Dan Hurst**

•

- ☐ Introduced to Co-Headteachers
- ☐ Meet Senior Team
- ☐ Tour of School
- ☐ Tour of facilities
- ☐ Know your line manager & where to find them
- ☐ Know your mentor/coach & where to find them
- ☐ Induction documents provided (including policies)
- ☐ Timetable shared (including breaktimes)

•

### • Documentation

**Sharon**

**Giedrojt**

•

• Induction documents provided (including policies) by email

| Documents required for colleagues who are new to Low Ash |   |  |   |   |
|--|---|--|---|---|
|  | Guidance for Safe Working Practice February 2022 (was May 2019) | Induction Checklist-staff document *** (also refers to the following policies/documents) | Safeguarding Visitors' Leaflet Sep 2022 | Volunteers, Student and Work Experience Booklet |
| Teacher  | ✓   | ✓  | ✓                                       |   |
| Teaching Assistant                                       |   |  |   |   |
| HLTA   |   |  |   |   |
| Nursery Nurse  |   |  |   |   |
| Apprentice   |   |  |   |   |
| & Long term supply                                       |   |  |   |   |
| Office Team  | ✓   | ✓  | ✓                                       |   |
| Cleaners   | ✓   | ✓  | ✓                                       |   |
| Lunchtime Supervisors                                    |   |  |   |   |
| Student  | ✓   | ✓  | ✓                                       |   |
| Teachers/Student Teaching Assistants                     |   |  |   |   |
| Kitchen Staff  |   |  | ✓                                       |   |
| U18 Students – work experience                           |   |  | ✓                                       | ✓   |
| Supply   |   |  | ✓                                       |   |

•

- ☐ Keeping children safe in education' – Part 1 – Safeguarding information for all staff section Sept 2022 (latest version to be emailed once colleague is appointed)
- ☐ Guidance for safer working practice - updated Feb 2022
- ☐ 'Working Together to Safeguard Children' July 2018 (in the staff room)
- ☐ Child Protection and Safeguarding Policies
  - ☐ including: Missing child, Child absconding or missing from educational visit, Child absconding from school, Child missing from school, Intimate Care Policy, First Aid Policy, Educational Visits policy and Whistleblowing policy and Medical Policy
- ☐ Acceptable Use of ICT and Information Systems
- ☐ Social Media Policy
- ☐ Online Safety policy
- ☐ Behaviour Policy & Anti-Bullying Statement
- ☐ Staff Code of Conduct

|   |                               |
|---|-------------------------------|
| <input type="checkbox"/> CPOMs CPD by Deputy Headteacher<br><input type="checkbox"/> Induction of New Staff & Governors Policy<br><input type="checkbox"/> Confidentiality Policy<br><input type="checkbox"/> Staff Handbook<br><input type="checkbox"/> Child Protection & KCSIE questions form for completion by member of staff<br><input type="checkbox"/> DBS checked & recorded<br><input type="checkbox"/> Contract received<br><input type="checkbox"/> Health & Safety Policy  |                               |
| <ul style="list-style-type: none"> <li>• <b>Health &amp; Safety</b></li> </ul> <b>Giedrojt</b> <ul style="list-style-type: none"> <li>•</li> <li><input type="checkbox"/> Know procedure for fire drill/emergency procedures</li> <li><input type="checkbox"/> Know signing in/out procedures</li> <li><input type="checkbox"/> Know procedure for staff absence</li> <li><input type="checkbox"/> Know First Aid procedure</li> <li><input type="checkbox"/> GDPR</li> <li><input type="checkbox"/> Issued with staff ID badge and access card to the building</li> <li><input type="checkbox"/> Access to staff pigeon hole</li> <li><input type="checkbox"/></li> </ul>  | <b>Sharon</b>                 |
| <ul style="list-style-type: none"> <li>• <b>Safeguarding</b></li> </ul> <b>Medhurst</b> <ul style="list-style-type: none"> <li>•</li> <li><input type="checkbox"/> Child protection training (face to face if September starter)</li> <li><input type="checkbox"/> Online Safeguarding training if not a September starter</li> <li>• - <a href="https://thenationalcollege.co.uk/courses/safeguarding-for-staff-2022-23">https://thenationalcollege.co.uk/courses/safeguarding-for-staff-2022-23</a></li> <li><input type="checkbox"/> Safeguarding 'test' completed to ensure staff understand procedures</li> <li><input type="checkbox"/> Safeguarding concerns shared for pupils within class (if applicable)</li> <li><input type="checkbox"/></li> </ul> | <b>Beth</b>                   |
| <ul style="list-style-type: none"> <li>• <b>SEND</b></li> </ul> <b>Grimshaw</b> <ul style="list-style-type: none"> <li>•</li> <li><input type="checkbox"/> EHCPs shared and talked through (if applicable)</li> <li><input type="checkbox"/> My support plans shared and talked through (if applicable)</li> <li><input type="checkbox"/> Any specific procedures for any child shared (if applicable)</li> <li><input type="checkbox"/> SEND register shared</li> </ul>  | <b>Janina</b>                 |
| <ul style="list-style-type: none"> <li>• <b>IT</b></li> </ul> <b>Dan Hurst</b> <ul style="list-style-type: none"> <li>•</li> <li><input type="checkbox"/> Issued with school network user name and password</li> <li><input type="checkbox"/> Issued with laptop (where appropriate for school role)</li> <li><input type="checkbox"/> Received access to email</li> <li><input type="checkbox"/> Issued with SIMs user name and password</li> <li><input type="checkbox"/> Recording pupil absence (staff working in classrooms only)</li> <li><input type="checkbox"/></li> </ul>   |                               |
| <ul style="list-style-type: none"> <li>• <b>Teaching &amp; Learning</b></li> </ul> <b>Leader</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know location of key electronic resources/planning (shared drives)</li> <li><input type="checkbox"/> Where to find key information/notices</li> </ul>  | <b>Mentor (NQT)/Key Stage</b> |

|  |                      |
|--|----------------------|
| <input type="checkbox"/> Marking and feedback expectations<br><input type="checkbox"/> Routines<br><input type="checkbox"/> Expectations for each subject (recording, schemes, knowledge organisers etc)<br><input type="checkbox"/> FS and KS1 - phonics<br><input type="checkbox"/> Dialogic expectations<br><input type="checkbox"/> Maximising memory expectations   |                      |
| <ul style="list-style-type: none"> <li>• <b>Assessment</b></li> </ul> <b>Dan Hurst</b> <ul style="list-style-type: none"> <li>•</li> <li><input type="checkbox"/> Target setting</li> <li><input type="checkbox"/> Termly assessments and teacher assessment grades</li> <li><input type="checkbox"/> Report writing</li> <li><input type="checkbox"/></li> </ul>  |                      |
| <ul style="list-style-type: none"> <li>• <b>Administering of medications</b></li> </ul> <b>Geraghty</b> <ul style="list-style-type: none"> <li>•</li> <li><input type="checkbox"/> CPD received</li> <li><input type="checkbox"/></li> </ul>   | <b>Mandy</b>         |
| <ul style="list-style-type: none"> <li>• <b>Further CPD</b></li> </ul> <b>Leader</b> <ul style="list-style-type: none"> <li>•</li> <li>• IWB/visualiser training (KS leader)</li> <li>• Date for Child Protection training (JG)</li> <li>• SIMs training (DH)</li> <li>• SLT calendar signposted (DH)</li> <li>• Staff meetings signposted (DH)</li> <li><input type="checkbox"/> Opportunity to observe best practice is planned (DH)</li> <li><input type="checkbox"/> Evolve &amp; school trip procedures (DH)</li> <li><input type="checkbox"/></li> </ul> | <b>SLT/Key Stage</b> |
| <ul style="list-style-type: none"> <li>• <b>Signed:</b></li> <li>•</li> <li>• <b>Dated:</b></li> <li>•</li> </ul>  | <b>Deputy Head</b>   |
| <ul style="list-style-type: none"> <li>• I am confirming that I have received and read the documents referenced.</li> <li>• I confirm that I understand the procedures referenced in this induction checklist.</li> <li>• I will contact school if I have any questions/queries.</li> <li>•</li> <li>• I received Child Protection training on _____</li> <li>•</li> <li>•</li> <li>• <b>Signed:</b></li> <li>•</li> <li>•</li> <li>• <b>Dated:</b></li> </ul>   |                      |
|  |                      |

## Appendix B

### Low Ash Primary School

#### New governor induction checklist

In order to be fully-prepared for their duties, new governors must ensure all the necessary procedures are followed during their induction. It is good practice for schools to have a governor induction procedure, which provides all the essential information from the school, or academy, as well as gathers information on the governors themselves.

The first two tables need to be completed to ensure that the governing board is fully aware of the skills and knowledge of the new governor. In this way, potential areas for training and improvement can be identified.

Following these, the checklist will be completed as the induction process progresses. Before undertaking duties, new governors will ensure that they are clear with all areas detailed below.

#### Skills and knowledge audit

Please tick as appropriate:

| Skills                | High level of experience | Adequate level of experience | Basic level of experience | No experience |
|-----------------------|--------------------------|------------------------------|---------------------------|---------------|
| HR                    |                          |                              |                           |               |
| Financial management  |                          |                              |                           |               |
| Facilities management |                          |                              |                           |               |
| Curriculum            |                          |                              |                           |               |
| SEND                  |                          |                              |                           |               |
| Data management       |                          |                              |                           |               |
| Children's services   |                          |                              |                           |               |
| Law                   |                          |                              |                           |               |

| <b>Governor responsibilities</b>                       | <b>Extensive knowledge</b> | <b>Adequate knowledge</b> | <b>Basic level of knowledge</b> | <b>No knowledge</b> |
|--|----------------------------|---------------------------|---------------------------------|---------------------|
| <b>Roles and responsibilities of a governing board</b> |                            |                           |                                 |                     |
| <b>Curriculum</b>                                      |                            |                           |                                 |                     |
| <b>SEND</b>  |                            |                           |                                 |                     |
| <b>Financial management</b>                            |                            |                           |                                 |                     |
| <b>Data management</b>                                 |                            |                           |                                 |                     |
| <b>Health and safety</b>                               |                            |                           |                                 |                     |
| <b>Safeguarding</b>                                    |                            |                           |                                 |                     |
| <b>Pupil discipline</b>                                |                            |                           |                                 |                     |
| <b>School performance management</b>                   |                            |                           |                                 |                     |
| <b>HR in schools</b>                                   |                            |                           |                                 |                     |
| <b>School improvement planning</b>                     |                            |                           |                                 |                     |
| <b>Accountability</b>                                  |                            |                           |                                 |                     |

## New governor checklist

| Action  | Completed<br>(Please tick) |
|---|----------------------------|
| <b>Preparation</b>  |                            |
| Invited by the Co-Headteacher to visit the school   |                            |
| Welcomed to the governing body by the chair   |                            |
| Toured the school and met pupils and staff  |                            |
| Received an informal briefing on the school from the Co-Headteacher, including the current issues facing the school |                            |
| Assigned a governor mentor  |                            |
| Viewed the school's website   |                            |
| Received the dates of upcoming governors' meetings  |                            |
| <b>Received the relevant documentation (electronically)</b>   |                            |
| Keeping Children Safe in Education  |                            |
| The Child Protection and Safeguarding Policy  |                            |
| The Behaviour Policy  |                            |
| The Governance Handbook   |                            |
| The school's guidelines for governors, including the code of conduct  |                            |
| The school's prospectus   |                            |
| Details and terms of reference for the governing board  |                            |
| Contact details for all the other governors   |                            |
| Contact details for the school  |                            |
| Calendar of the school's events   |                            |
| The school's newsletters  |                            |
| The School Development Plan   |                            |

|   |  |
|---|--|
| The latest Ofsted report and action plan                          |  |
| Details of any relevant training opportunities                    |  |
| Details of the school's budget                                    |  |
| A list of all the school staff, along with their responsibilities |  |
| A register of interests form                                      |  |
| <b>Understanding the processes of the governing board</b>         |  |
| Please tick when you feel you fully understand each area:         |  |
| The current issues facing the governing board                     |  |
| The language and abbreviations of the education sector            |  |
| The voting process of the governing board                         |  |
| The process for governors' visits to the school                   |  |
| The process for raising concerns and issues                       |  |
| The role and identity of the DSL and any deputies                 |  |
| The school's response to children who go missing from education   |  |

|                  |         |       |
|------------------|---------|-------|
| Governor's name: | Signed: | Date: |
| Co-Headteacher:  | Signed: | Date: |