



Policy for the Induction of new staff

The policy applies to all staff (teaching and support)

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Policy for the Induction of New Staff

Introduction

Induction is the effective introduction of a colleague to his or her role within the school.

This policy is intended for all teaching and non-teaching staff and, where applicable, volunteers. It is also for the use of employees returning after a period of absence, including maternity and paternity leave. All staff and new staff are invited to help shape the programme of support to ensure that it meets not only the government's guidelines but also serves to meet common and individual needs of the school's employees. The comments of new and existing staff are welcomed, to help shape future induction procedures.

It is the school's aim that staff enjoy their time at the school, find it stimulating and worthwhile and feel that they are members of a successful and hardworking team. The school aims to enable staff to achieve a high standard of performance within the shortest possible time and to be familiar with the targets and objectives of the school's vision, priorities and development plan. The school's induction procedures are designed to help to make this happen. The school recognises that pupils achieve most from a well-informed, highly motivated staff. New staff will be supported during their induction period, which will vary according to the role and experience of each member of staff.

The aim of this induction policy is to ensure that the induction programme covers all the required topics and enables new staff to assimilate information about the school and its working practices as quickly and easily as possible. The induction programme should enable new staff to contribute to the maintenance of high standards of performance and strongly support the aims and ethos of the school.

Induction is the beginning of a process of ongoing professional development, to which the school is thoroughly committed. This includes the provision of support, training, appraisal and opportunities for career development.

The specific aims of the school's induction of new staff are:

- To ensure an understanding of the school's aims and ethos and priorities and how they impact on the implementation of school policy
- To provide the individual with relevant school information.
- To ensure effective implementation of school policies and procedures
- To ensure an understanding of safeguarding, both in terms of national and local requirements and also their implementation in the school
- To ensure implementation of the school's health and safety routines and requirements
- To identify the role the individual will play within the school.
- To learn more about the individual and his or her immediate long term professional needs and aspirations.
- To explain what the school can and will do to help the individual make an effective contribution to the school and its priorities, including its obligations to staff under the Equal Opportunity Policy
- To ensure that the School is adhering to the requirements in the case of the employment of an ECT (Early Career Teacher) and may have a separate policy to reflect this.

Induction Responsibilities

It is the DSL's overall responsibility to ensure each new member of staff receives his or her induction entitlement. Each new member of staff is assigned an induction mentor to help them accomplish the requirements of the job. Mentors will be chosen in relation to the nature of the appointment. All staff share a corporate responsibility towards new members of staff to make them aware of day-to-day routines and procedures. It is in everybody's interest that each member of staff is able to contribute towards the fulfilment of our school aims.

Mentoring is the support, advice and guidance provided for colleagues to enable the development of their expertise in their new role in order to become a confident team member.

Allocation of mentors will generally be according to the following table:

New staff member	Allocated mentor
NQT	Line Manager (see appraisal route)
Experienced teacher	Line Manager (see appraisal route)
Early Years Staff	Line Manager (see appraisal route)
Teaching Assistant	Line Manager (see appraisal route)
Catering staff	Line Manager (see appraisal route)
Lunch Time Supervisor	Line Manager (see appraisal route)
Parent helper/volunteer	Line Manager (see appraisal route)
Deputy Head (Pastoral)	Deputy Head (Academic + EYFS)
Deputy Head (Academic + EYFS)	Deputy Head (Pastoral)
Assistant Head	Deputy Head(s)
Site Manager	Line Manager (see appraisal route)
Office Staff	Line Manager (see appraisal route)
Housekeeping staff	Line Manager (see appraisal route)
Wraparound Staff	Line Manager (see appraisal route)

Induction Pathway

The following describes what new staff can normally expect by way of induction. All new teaching and non-teaching staff will participate in the school's induction process. The level of support provided will be tailored to the new member of staff's role within the school and prior knowledge and experience and will be agreed during induction.

The milestones of induction include:

From application for the post until immediately prior to starting:

- Receipt of job description and person specification
- Receipt of details of school's aims and ethos

- Gain an understanding of the post through interview activities
- Agreement of contract and salary
- Familiarisation time in school, where possible, for teaching staff, spending time in school with future class
- Handover from previous post holder
- Meeting with a senior member of staff to discuss role and duties.
- Informal opportunity to meet staff and pupils.
- Completion of pre-appointment documentation
- Undertaking additional training requirements, which should include safeguarding and child protection training (including online safety), first aid and, if appropriate, food handling
- Information on additional expectations, including attendance at parent consultation meetings, evening and weekend events and functions, residential trips etc.
- Information on school dress code for staff

Immediately prior to starting:

- Formal meeting with appointed mentor and any other staff central to the new member of staff's responsibilities
- Receipt of induction documentation/handbook
- Receipt of the school's employment manual and staff code of conduct
- Receipt and discussion of key school policies and information, which must include those covering:
 - Safeguarding, which will include an explanation of the systems to support safeguarding
 - Policies on Appropriate use of technology, mobile phones and cameras, use of reasonable force and physical contact
 - The Employment Manual and Code of Conduct
 - The role and identity of the DSL, both Deputy Heads and Assistant Head
 - Part 1 and Annex A (at least) of Keeping Children Safe in Education 2026 - this may be part of whole staff training
 - Curriculum, Teaching & Learning and Assessment
 - Health and Safety
 - Fire prevention, fire safety and fire evacuation procedures
 - First aid, supporting medical conditions and allergy policies
 - Whistleblowing
 - Equality policy and EDI statement
 - Behaviour and anti-bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
 - Critical Incident
 - Lockdown, Invacuation and Evacuation
 - Educational Visits
 - Risk assessment
 - Policy and procedures relating to Children Absent in Education (found within the safeguarding policy)
- Duty, assembly and other rotas
- School security procedures
- Briefing, as required, on any pupils with particular SEND issues or medical and dietary requirements
- Information on general topics, including
 - Member of staff's school email address and domain log-in details

- o Door codes and security information
- o Staff toilets and provision for storing personal belongings
- o Protective clothing and personal equipment, where the role requires this
- o Car parking and on-site vehicle movement

By the end of the first week:

- Further discussion to confirm understanding of school policies
- New member of staff signs to confirm having read and understood relevant school policies, always to include:
 - o Safeguarding Policy and other policies associated with safeguarding
 - o Part 1 and Annex A of Keeping Children Safe in Education 2026
 - o Health and safety policy

Following on from this initial period, in the first year, there will be regular points of contact between the new member of staff and his or her mentor and appraiser. The relevant Education Director or another member of the central team at a governance visit will ensure that the school has fulfilled its obligations to new members of staff.

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