

**Dulwich Hamlet Educational Trust
Dulwich Hamlet Junior School and The Belham Primary School.**

Induction Policy



To be approved by CLT/SLT during the term: Spring 2018
Next Review date: Summer 2020

The Induction Programme for all New Staff

Induction is an essential part of all efficient organisations. Dulwich Hamlet Educational Trust recognises that good induction leads to improved staff satisfaction and well-being, as well as greater efficiency and performance. Induction enables new staff to feel secure and settled, and gives existing staff an opportunity to communicate the vision of the school, thus ensuring the smooth transition of values and expectations, whilst maintaining team-work and a sense of togetherness.

Induction processes are essential for all staff new to the schools, at whatever level they may be joining the organisation. This policy covers all new staff, from Executive Head, through to teaching staff, support staff, admin staff and trainees (PGCE, SCITT and Schools Direct).

The induction processes will vary according to the job role. This policy sets out the expectations and protocols for all new staff joining. Staff that transfer from one school to another within the Trust would not be expected to take part in formal induction; rather they will have an informal induction process that helps them quickly become accustomed to the differing routines of a new work environment.

Aims of the Induction Programme

- Make all new staff feel part of the school team, understanding the ethos, philosophy and routines of the school
- Explain the school's Safer Code of Conduct to ensure that all staff, volunteers and governors new to the school understand what is expected of them at the school and gain support to achieve those expectations
- Provide Child Protection and Safeguarding Training and Information – including outlining responsibilities
- Provide information and training on key school Policies and Procedures, particularly those in which immediate actions may need to be taken such as Fire Evacuation.
- Enable the colleague to contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meeting the needs of pupils, parents and the wider community
- Contribute to the colleague's sense of job satisfaction and personal achievement
- Identify and address any specific training needs

This policy also applies to volunteers and governors who will all receive a tailored induction programme which will include the necessary information, training, observation, and mentoring for the role in question.

At both schools the Induction Programme for newly appointed staff operates under the direction of the Head of School (HoS). Induction processes are there to help, guide and inform. Line managers or mentors (NQTs and trainees) are responsible for monitoring the progress and professional development of newly appointed staff, guiding them through the school

documentation, ensuring knowledge of whole school issues and for organising the appropriate support meetings.

Training on Safeguarding Children and Child Protection will occur in every induction programme.

The Induction Programme will be cross-referenced to the NQT Induction requirements and probationary periods for support staff, as appropriate. Induction is an organic on-going and evolving process that realistically takes weeks and months. The ethos of the school is that learning is a shared responsibility and there is an expectation that new members joining the team will be proactive in asking for information and help – however big or small.

Initial Induction Meeting – Teaching Staff

The Assistant Head (AHOS) responsible for Induction of new teachers, will meet with them on the visit day to commence induction. This will continue once employment has commenced. Induction should be completed and signed off within the first **four** weeks of full employment.

Initial Induction Meeting – Non Teaching Staff

The AHOS for Inclusion meets non-teaching staff on their first day of employment, when any questions will be answered. Each new member of staff will be allocated to a more experienced member of Support Staff, who will informally support and provide information about timetabling, routines and other day to day operational matters.

The Induction Programme should cover the following where appropriate:

The school

- Map or plan
- Environment
- Student profile (Pupil Premium children, ethnicity, those on Education Health Care Plans Special Educational needs)
- Organisation
- Basic routines, procedures and documents outlined in the Staff Handbook, (registration, marking policy, assessment, recording and reporting, duties, emergency procedures, Health and Safety)

The staff

- Staffing structures (Staff Handbook)
- Responsibilities (teaching and non-teaching staff)
- Lines of communication (i.e. to whom does the newly qualified teacher or any other teacher or member of staff, turn to for help?)

Pastoral Organisation

- Behaviour Policy, including use of rewards and sanctions
- General principles of pupil care and guidance
- Assemblies
- Safeguarding and Child Protection Plans and Training

‘Glitter’

- Range
- Organisation
- Staff involvement

Other parts of the Induction Programme

All teaching staff attend regular staff and curriculum meetings. Non-teaching staff attend where appropriate.

All staff will be allocated an informal mentor or “buddy” with whom they will meet once every half term for the first year. New members of staff joining the Senior Management/leadership Teams (SMLT), will meet with one of the AHOSs, class teachers will meet with SMLT and support staff with an Higher Level Teaching Assistant.

Team or Phase Leaders should, if at all practicable, meet new teachers before their job commences to discuss Curriculum policies and Schemes of work. They will also cover teacher assessment, record keeping and reporting to parents as appropriate throughout the year.

The Assistant Head responsible for Inclusion will discuss the Special Needs provision within the school with new teachers.

The Assistant Head responsible for Wider Learning (if applicable), will discuss the ‘glitter’ and ethos of the school, outlining extra-curricular activities, cross-curricular events (STEAM, Humanities and Arts events, enrichment) and special days such as those arranged to charity such as Red Nose and Comic Relief.

The Assistant Head responsible for Teaching and Learning (if applicable), will discuss curriculum organisation across the school, expectations in relation to classroom and public display, and assessment systems

The above elements of the induction programme are tailored individually for newly appointed teachers, depending on their previous experience and expertise.

Areas with which Team Leaders may support/help newly appointed teachers:

- Day to day organisation
- Class and school routines
- Classroom timetables
- Behaviour policy and routines, including awards and sanctions
- Short term plans
- Initial and long term plans
- Year group use of exercise books
- Marking and presentation for the school/year group
- Record keeping – Scholar Pack
- Use of the photocopier
- Trips and visits
- Curriculum teams and wider-learning days/weeks
- Art exhibitions

Trustees/Governors

Trustees and Governors are an important part of the school and need time to acquaint themselves with policies and other key documents. New Trustees and Governors will be assigned an experienced Governor who will mentor them through their first year.

All new T/Gs will be given an Induction Pack. An induction checklist for new T/Gs is included.

Appendix I

Induction Resources for New Staff

Many of the policies will be available on the relevant school's website and all new staff and governors will be directed there in the first instance.

- Staff Handbook (this contains most HR policies)
 - Child Protection Policy and Safeguarding Procedures
 - Inclusion and Special Needs Policy
 - School Development Plan
 - Behaviour and Anti Bullying Policy
 - Critical Incident Policy
 - Lockdown Policy
 - Educational Visits Policy
 - Health and Safety Policy and Fire Evacuation Procedures
 - Supporting Children with Medical Needs
 - Code of Practice for Special Needs
 - Use of Mobile Phones
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- Class list
 - Curriculum Documents Format
 - Curriculum Teams
 - Holiday dates
 - Library information
 - Medical/SEN register for class
 - Pupil records (scholar pack)
 - Registration procedures
 - Staff meeting dates
 - Timetables
 - Year group curriculum overview

Appendix 2 (Induction of New Staff: Roles and Responsibilities)

School Role	Staff responsible for their induction on arrival	Management 'Line'
Governors	Executive Head /Head of School/Vice-Chair of Governors	n/a
Executive Head	Chair of DHET Heads of School	Board of Trustees
Head of School	Executive Head	Executive Head
Assistant Head	Head of School	Head of School
Team or Phase Leader	Head of School	Head of School
Teacher	Assistant Head	Team Leader
NQT	Assistant Head	Mentor Team Leader
Teaching Support Staff	Assistant Head Inclusion	Team Leader Assistant Head Inclusion
Outside Agencies such as Sports Coaches	Assistant Head	Assistant Head
Peripatetic Music Staff	Music Curriculum Leader	Music Curriculum Leader
School Business Manager/Support Officer	Head of School Executive Head	Head of School Executive Head
Office Manager or Senior Admin	School Business Manager/Support Officer	School Business Manager/Support Officer
Office Assistants	Office Manager or Senior Admin	Office Manager or Senior Admin
Breakfast and After School Care and midday meal supervisors	Assistant Head	Assistant Head

Premises Manager Premises staff: Premises assistants, cleaner, kitchen staff	School Business Manager/Support Officer Premises Manager	School Business Manager/Support Officer Premises Manager
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PLEASE USE THIS CHECKLIST TO GUIDE INDUCTION TASKS

Induction Element	Completed	Notes
Meet inductor for introduction and tour of the school		
Introduced to team members and individual working environment		
Check DBS and identity		
Child protection and safeguarding training		
Confidentiality and information sharing protocols		
Given staff handbook, list of current staff and class list		
Use of personal mobiles, dress code and code of conduct		
Emergency, security and fire procedures communicated		
Health and safety aspects relating to individual's work environment and the whole school		
School behaviour and rewards systems explained and understood		
Met with staff responsible for leading on Teaching and learning re: curriculum and assessment		
Met with staff member for Inclusion re: special needs provision		
Met with staff member responsible for: Wider Learning re: 'Glitter' and ethos		
Immediate training needs identified		
Directed to curriculum policies and SDP on staff drive/network/Teams		
Essential policy documents read: <ul style="list-style-type: none"> • Safeguarding Policy (including Prevent Action Plan) • Inclusion Policy • Behaviour and Anti-bullying Policy • Whistle-blowing Policy 		

<ul style="list-style-type: none"> • Health and Safety Policy • Supporting Pupils at School with Medical Conditions 		
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Appendix 3 (Induction Checklist for new Governors)

After an appointment a new Governor should:	By Whom		
Be invited to visit the school to have a tour of the school and meet members of staff and shown the school website	HOS		
Be given information about the role of Governors generally and how our Governing Body works specifically – details of sub committees etc.	CHAIR		
Be given a copy of the last minutes and Head of School's Report of the last full Governors meeting	HOS		
Be introduced to key school documents such as School Development Plan and School Evaluation, by specific training	CHAIR		
Be given a copy of the Governors Code of Conduct	CHAIR		
Be given the names and details of all other Governors	CHAIR		
Be invited to visit the school again, either to attend an assembly, to have a school lunch and to see learning in action	HOS/C HAIR		
Be made aware of training available and be encouraged to attend induction training run by LA as soon as possible	HOS		
Ensure Governors section has details of new Governor on school website	HOS/C HAIR		
Complete and send off a DBS disclosure form	HOS		
Be asked to complete a a declaration of Business Interests form	HOS		
Be given the dates of the next sub committee times and termly meetings	HOS		
Made aware of key documents such as Financial Procedures and where to access statutory policies	HOS		