

PORTFIELD SCHOOL & SATELLITE CENTRES



POLICY DOCUMENT FOR STAFF INDUCTION



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Cynlluniau Ysgolion Iach - Ichiwydwaith Cymru

Review of Policy

This policy will be reviewed biennially in consultation with staff, parents and governors.

This policy was adopted by:

Headteacher :

Date:

Chair of Governors:

Date:

Mission Statement

Working together Learning together Achieving together

At Portfield School we strive to

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

Policy for Staff Induction

Introduction

This policy refers to the induction of newly qualified staff and staff who are new to the school. It also refers to those members of staff taking on new responsibilities. There are also attached guidelines for students on work placement. The information about Portfield School, outlined in the Staff Handbook, will also apply to supply staff, especially those on long-term contracts.

The term 'staff' refers to teachers, nursery nurses, LSAs, student teachers, supply teachers and to all other members of staff at Portfield School as appropriate.

This policy sets out the aims and philosophy for staff induction, along with an outline of the roles and responsibilities of the Headteacher. The policy is closely linked with the School Improvement Plan and with our policy for whole school staff development, in terms of training issues.

Aim

To ensure that all new staff, including those with new responsibilities, become effective contributors to the school's realisation of its overall aim to raise standards.

Objectives

- To provide all relevant information to the inductee about the school and their role and responsibilities within it.
- To provide an effective system of advice and support to enable the inductee to adapt to their new role effectively.

Role and Responsibilities

The overall responsibility for staff induction lies with the headteacher, although some of the tasks will be delegated to the deputy headteacher and other members of staff as appropriate.

The inductee will take an active role in the induction programme, analysing their strengths and areas for further development. The inductee and mentor will work in partnership in order to complete the 'Induction Training Checklist' – refer to Appendix 1. This checklist will ensure that the inductee is fully aware of the school's essential procedures and protocols.

Issues relating to the induction of students can be found in 'Student Placement Guidelines' – refer to Appendix 3.

Staff

The successful implementation of this policy will involve close liaison between the inductee, headteacher and members of the senior leadership team.

Finance

Portfield School is committed to providing high quality training for all staff, in line with the whole school policy on staff development. Funding for newly qualified teachers and early professional development will be allocated to teachers as appropriate. Whilst there is no budget allocation for the induction of non-teaching staff the school will utilise all of its available resources to ensure that all staff benefit from a structured induction programme.

Time

Time is required in order to enable both the inductee and mentor to meet together on a regular basis. This time will be made available as appropriate.

The inductee will also be observed and monitored by the senior leadership team as part of the school's programme of monitoring and evaluation – refer to Performance Management and Welsh Assembly Guidance for NQT Induction programme. LSAs will be observed and monitored by the class teacher.

Development Activities

The mentoring process will underpin the training programme. This will involve meetings, observations and shared teaching, where appropriate. The process will also include:

- In-house staff training
- LA courses (where appropriate) and those offered by other agencies
- LA advisory teacher support
- Professional discussions with colleagues about methods, achievements, joint planning and reviewing sessions and an annual teacher review.
- Professional Learning Communities (PLC's)
- Online training packages by CPD

Equal Opportunities / Race Equality

All staff will have access to relevant and appropriate training in line with priorities identified within the school development plan and linked to their personal training needs and

available finance. The school will ensure that no member of staff will be discriminated against in any way.

The school is committed to the professional development of all staff; this commitment means that all available resources are imaginatively used in order to provide training for all staff. For further details please refer to the following whole school policies:

- Equal Opportunities and strategic equality plan

Procedure for the induction of new staff

Starting a new job is always confusing as you strive to come to terms with new routines and responsibilities. It is especially difficult for a teacher or support assistant that may also be in unfamiliar surroundings. In order to make the settling in process as smooth as possible, the following support network is available:

On appointment

The successful candidate is requested to look on the school website under 'Induction' and read the policies and procedures prior to their onsite induction within their first week of employment.

During the first week

The member of staff will receive an induction meeting. The new colleague will be introduced to a peer mentor whose role it will be to offer support and guidance during the early settling in period. If the newly appointed member of staff is a NQT, a more formal mentoring scheme will be put into operation in line with the guidelines issued by the Authority.

All staff will be given:

- Induction checklist
- Contact numbers
- Job Description
- Staff Handbook
- Staff details proforma
- Code of Conduct
- Information for staff leaflet
- Induction training checklist

The following will be given to teachers:

- Class List
- Copy of School planning/SOW
- Teachers Handbook

During the First Month

All staff are asked to revisit the website and familiarize themselves with the School Development Plan and Self Evaluation Document.

Time will be set aside for a meeting with the new member of staff and the Headteacher or her representative.

The agenda for this meeting will include:

- Discussion about any personal training needs in order for the new colleague to be able to meet the requirements of the job description.
- If the new member of staff has been appointed to a senior position in school, time will be set aside for a meeting the Senior Leadership Management Team to discuss planning, assessment etc.

Six Week Review

Time will be set aside for a meeting with a member of the Senior Leadership Team and class teacher. The member of staff brings the checklist of policies, duly signed, to the meeting.

Three Monthly Review

A review meeting with a member of the Senior Leadership Team and class teacher will give the opportunity to review the induction procedure and to make any amendments and review performance.

Six Monthly Review

As above.

Review Support of Performance of New staff

New staff will benefit from support as follows:-

1. 1st review of performance = 6 weeks after commencing employment.
2. 2nd review of performance = 12 weeks after commencing employment.
3. 3rd and final review of performance = 12 weeks from 2nd review date.

Review forms (see Appendix 2) will be completed by class teacher and discussed in meetings with SLT

Induction Training Checklist

Appendix 1

To be completed by the Headteacher, Deputy Headteacher or other nominated member of staff and to be returned to the Headteacher for retention in the personnel files.

| Name: | Job Title: | |
|--|------------|------|
| Induction Area | Given By: | Date |
| 1. Welcome to Portfield School | | |
| 2. Issue School Documents <ul style="list-style-type: none"> • ID badge document/procedure – sign in book & car registration • Conditions of service (issued by LEA) • School Prospectus • Sample teacher / pupil file and school paperwork (teachers only) • Staff Handbook • Staff Absence Policy • School policies – inc. Equal Opportunities, Race Equality and Confidentiality, Child Protection – safeguarding & yourself (Safer Working Practice), Dress Code, ICT, Behaviour and Anti Bullying, Health & Safety, Whistle Blowing, Sensory, Intimate Care, Pembrokeshire Safeguarding Handling Allegations, Data Protection Corporate Guidance, Inclement Weather • Entry/exit system • Job Description • Timetables • School Development Plan (<i>see shared folder</i>) • Governing Body • Performance Management • Self Evaluation Report (<i>see shared folder</i>) • PCC Managing Staff in Schools Information • Rights Respecting School Information • Staff Code of contact with regards to ICT | | |
| 3. Site Tour <ul style="list-style-type: none"> • General Classrooms etc. • Parking • Telephones • Resources | | |
| 4. General Safety <ul style="list-style-type: none"> • Code of Conduct • Positive handling of pupils • Health and Safety Policy -> cross infection contamination/aprons/gloves to be worn • Emergency evacuation procedures – eportal: fire training & manual handling • First Aid Procedures • Potential hazards: lifting, hoisting etc. • Administration of medication • Hepatitis B & Tetanus • Zebra crossing • Parking (<i>Reverse policy & names on dashboard</i>) • Social Media Sites | | |
| 5. Introduction to colleagues <ul style="list-style-type: none"> • School secretary • Immediate Colleagues • Professional / Union Representatives • First Aiders • Kitchen Staff and Lunchtime Supervisors • Caretaker and Cleaners • Buddy system for 3 months • Staff are not to carry hot drinks through school unless in a covered cup. | | |
| 6. LEA Induction Scheme for NQTs | | |

| | | |
|---|--|--|
| | | |
| 7. Safeguarding File – Child Protection Policy; safeguarding policy etc and location. Concerns procedure, Complaints, Intimate Care and whistleblowing. | | |

It is recommended that staff are immunised against Hepatitis B and Tetanus.

I confirm that I have received basic induction training and I am now aware of the school's basic procedures and protocols and policies.

| | |
|---|------------|
| Signed: (Please print name): | Date:..... |
|---|------------|

PERFORMANCE PLANNING/REVIEW

| | |
|--------------------------|--------------------|
| Meeting 1, 2, 3 | |
| NAME | DATE: |
| TEAM LEADER | |

C - Celebrate, R - Refine, I - Improve, S - Support,

| Job Requirements | Score | Overall comments |
|--|-------|------------------|
| Knowledge of job tasks/role | | |
| Ability to use own initiative | | |
| Drive and motivation | | |
| Time keeping | | |
| Attendance | | |
| Regard for safe working practices | | |
| Works well with the team | | |
| Dealing with difficult work situations | | |
| Administration/record keeping | | |
| Takes responsibility for own learning | | |
| Confidentiality | | |
| Review of Previous Target - comment: | | |
| Comment on strengths: | | |
| Comment/target areas for development: | | |

Confidentiality

There may be occasions when confidential pupil information is discussed. It is essential that you understand the need to maintain this confidentiality and that you do not discuss pupils out of school. Please seek permission from the headteacher if you would like to take photographs to support your placement work and use different names when referring to individual children.

Safeguarding & Child Protection

Dress Code

Clean and tidy comfortable clothes are the most appropriate. No jeans please. See Dress Code Policy. You may be asked to bring extra clothing to suit different activities e.g. swimming costume for the pool and wellies for gardening or horse riding.

Other agencies

Teacher for Visually Impaired – Caroline Fletcher

Teacher for Hearing Impaired – Catherine Scott

Physiotherapists – Ms Helen Clarke

Miss Nikki Cornish

Mrs Gina McNamara

Occupational Therapist – Mrs Aveline Wolfe

Speech and Language Therapist – Mrs Claire Celik

Glossary

PMLD – Profound and Multiple Learning Difficulties

SLD – Severe Learning Difficulties

ASD – Autistic Spectrum Disorder

LSA – Learning Support Assistant

LTS – Lunch Time Supervisor

SALT – Speech and Language Therapist