



# FIRS PRIMARY SCHOOL



## Staff induction Responsibility: Headteacher

Last reviewed on:	04.2018
Next review due by:	04.2019



## Induction Programme

The induction programme should cover the following where appropriate:

### The school

- Map or plan
- Environment
- Basic routines, procedures and documents (registration, marking policy, assessment, recording and reporting, duties, emergency procedures, Health and Safety, etc)

### The staff

- Staffing structures
- Responsibilities
- Lines of communication (i.e. to whom does the new staff member reports to)

### Pastoral Organisation

- Discipline
- Rewards
- Sanctions
- Assemblies
- Child Protection Plans and Training – Debbie Donaghey

### Resources

- Within school and locally
- Ordering
- Strategies for use

### Classroom Management

- Organisation
- Display
- Strategies for creating differing teaching and reading environments (individual/small group/large group/whole class work)
- Timetable



## Other parts of the Induction Programme

### **Areas with which mentors may support/help newly appointed teachers:**

- Day to day organisation
- Class and school routines
- Classroom timetables
- Discipline procedures, 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 - teacher assessment grids, class lists, reading records and other records
- Reading scheme
- Home reading books
- Handwriting style
- Use of the photocopier



## Induction of New Staff: Roles and Responsibilities

<b>Staff responsible for their induction on arrival</b>	<b>School Role</b>	<b>Directly responsible for the induction of the following staff</b>
Governors	Headteacher	Deputy Headteacher All teaching staff Clerical staff
Headteacher Teachers	Deputy Headteacher	All staff (general support)
Headteacher, Deputy Headteacher and Assistant Headteacher	TLR Managers	Teaching and support staff in the department
Headteacher Deputy Headteacher NQT Mentors	NQT's	NQT's
School Business Manager (K.Haynes)	School Administrator	Clerical Staff All staff (Admin Support)
SENCO	HLTA Teaching Assistants	New HLTA Teaching Assistants
Senior Midday Supervisor	SMSA	New Supervisory Staff



## Policies and Documentation Checklist

Document/Policy	Received/Understand location.
1/ Staff Handbook	
2/ Health and Safety Policy	
3/ Assessment, Recording and Reporting Policy	
4/ SEN Policy	
5/ Visits Policy	
6/ Behaviour and Discipline Policy	
7/ Child Protection Policy	
8/ Equal Opportunities Policy	
9/ KCSIE18 document.	



## Induction Procedures Check List

To help you settle in as quickly as possible you should have the following meetings or discussion with staff. Please keep a record for future reference.

Activity/Meeting/Discussion	Member(s) of staff	Issues for Discussion	Date Completed
Be allocated an Induction tutor /Initial meeting with Induction tutor.	Line Manager	Share school policies e.g. AfL, Inclusion, Child Protection, Behaviour, Anti-bullying, Educational Visits	
Be given important diary dates/school calendar, meeting times etc.	Line Manager	Clear understanding of key dates for the academic year.	
Be given staff list/structure	HT	Line management.	
Be given a list of current policies and shown their location on shared drive (school network)	Line Manager	Understanding regarding key issues and policies.	
Be given details about registration procedures, timings for the day, playtime and lunchtime routines, protocol when ill etc.	Line Manager		
Be given a tour of the building and shown resource areas, noticeboards etc.	Line Manager	Key areas of school site.	
Be shown photocopier, fax, telephone system etc.	Admin		
Complete Health and Safety Induction	DSL/Deputy	Health and Safety Induction Checklist	
Be given a copy of the school prospectus, SDP and SEF	HT	Understand the SDP for the academic year.	
Be given a copy of the Employee Code of Conduct	K.Haynes	Understand WHMAT/Firs code of conduct and expectations.	
Consider immediate training needs and arrange training (e.g.	Line Manager	Identify any training needs – internal/external.	



systems)			
----------	--	--	--



<b>Meetings with staff</b>			Comple te
Initial meeting with AHT for Key Stage.	AHT	Planning schemes, timetables, behaviour policy, resources and curriculum files.	
Special Educational Needs	SENCO	To discuss pupils in class with special needs, IEP's etc	
Assessment recording and reporting	Assessm ent Lead	To discuss plans, record keeping, assessment, reports	
Initial meeting with staff in same phase	Line Manager	To discuss plans, expectations, setting, standards, groupings.	
Meet with subject leaders Reading - Louise Jones Maths - Rachel Shanahan Writing - Britany Dale Cornerstones -Sinead Redmond Science - Chris Jones		Discuss school models of delivering subjects.	

**Start Date:** \_\_\_\_\_

**Completion Date:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ **(Staff Member)**

**Signed:** \_\_\_\_\_ **(Induction Tutor/Line Manager)**