



Woodlane High School

achieving success in a nurturing environment

Staff Induction Policy

Updated: June 2019

Next Update: June 2022

1. Introduction

- 1.1 This policy applies to all employees and also, as appropriate, agency staff and governors who will all receive a tailored induction programme.
- 1.2 This policy describes the arrangements made for introducing new staff and governors to the post so that they may become familiar with the school and its culture and ways of working and feel like a valued member of the team.
- 1.3 Safeguarding Children and Child Protection will feature prominently in every induction programme.
- 1.4 The Induction process will:
- Provide information and training on the school's policies and procedures
 - Provide child protection and safeguarding training.
 - Enable the colleague to feel confident and effective in role so that they make a contribution to meeting the needs of pupils, parents and the wider community
 - Explain the staff code of conduct and staff handbook so that all colleagues understand what is expected of them.
 - Make staff aware of their responsibility for engaging with parents in activities such as: meet and greet before and after school; parent meetings, events and workshops; development opportunities (PB).
 - Identify and address any specific training needs
- 1.4 The induction programme will include:
- An induction checklist
 - A planned induction timetable to include aspects specific to role
 - Planned details of work shadowing (as appropriate)
 - Overview of roles and responsibilities within school
 - Key contacts and details of help and support available
 - A named induction buddy for informal support and advice
 - Performance management schedule for the year ahead (inclusive of long term supply staff (MJ))

2. The Induction Program

2.1 Responsibility for Induction

Induction is coordinated by role as summarised below:

Role	Induction coordinator
Governors	Headteacher/Clerk to Governors
Teachers	Lead Practitioner
Teaching Assistants (TAs)	Senior TA
Administrative Support Staff, Senior TA	School Business Manager
Agency Staff – Teaching	Senior TA /Deputy Head
Agency Staff – Cleaning/Catering/Grounds	Site Supervisor/School Business Manager

- The person responsible for induction should:
 - Make arrangements to ensure new colleagues are welcomed
 - Ensure immediate needs are met (to include before taking up position as needed)
 - Provide a tour of the school and facilities, answer questions and provide practical advice
 - Introduce key personnel
 - Provide and coordinate a tailored induction program
 - Link new colleague to an additional 'Buddy' to provide informal support and advice as needed

2.2 Role specific induction

All new staff should be given appropriate induction advice, training and resources to include Implementation of the induction program and diary planning of events.

This should be coordinated by the relevant induction lead.

Teachers and Teaching Assistants:

- Welcome pack and induction folder provided
- Safeguarding children and child protection and Part 1 of Keeping children safe in education
- Health and Safety
- Fire and Emergency procedures
- Staff code of conduct and Staff Handbook
- Policy documents, including School Improvement Plan
- Information on whole school and year group resources
- Timetables to include duty and assembly rota
- Calendar for the Year ahead to include assessment and term dates
- School teaching and learning and assessment policy
- Work shadowing/observation arrangements
- Role specific training – e.g. manual handling, communication approaches
- Performance management details
- Positive behaviour policy

Administrative staff:

- Welcome pack and induction folder provided
- Safeguarding children and child protection and Part 1 of Keeping children safe in education
- Staff code of conduct and Staff Handbook
- Health and Safety
- Fire and Emergency procedures
- School Administration systems and procedures
- Role specific related training
- Communication guidelines for working with pupils with SEN – inc. Top 10 PGSS, Emotional coaching top 3 steps, Dyslexia Friendly.
- SEND glossary
- Performance management

Support Staff – Cleaning, Catering, Site maintenance:

- Welcome pack and induction folder provided
- Safeguarding children and child protection and Part 1 of Keeping children safe in education
- Health and Safety
- Fire and Emergency procedures
- Staff Handbook and Staff code of conduct
- Role specific training – e.g. manual handling, use of ladders, kitchen safety.
- Communication guidelines for working with pupils with SEN – inc. Top 10 PGSS, Emotional coaching top 3 steps, Dyslexia Friendly.
- SEND glossary
- Performance management

Governors:

- Welcome pack and induction folder provided
- Safeguarding children and child protection and Part 1 of Keeping children safe in education
- Health and Safety
- Fire and Emergency procedures
- Up to date school information to include policy documents and school improvement plan
- School brochure
- Staffing details
- Ofsted and school performance data
- Calendar of governor events and meetings
- Access to previous Governor meeting minutes
- Information and access to Governor training courses
- Communication guidelines for working with pupils with SEN – inc. Top 10 PGSS, Emotional coaching top 3 steps, Dyslexia Friendly
- SEND glossary

Appendix 1 – Induction Checklist – Getting Started Day 1

Name:	Job Title:
Line Manager:	Start date:

	Notes	Tick if done
Activity		
Meet Induction coordinator		
Introduction to Line Manager		
Tour school and meet colleagues		
Location of work area and access arrangements (keys, security door codes etc.)		
Hours of work – timetable, and break/lunch times		
Telephone calls – arrangements for work and personal calls		
ICT and resources familiarisation (user name and password)		
Staff code of conduct		
Health and Safety specific to the individual's environment		
Notes:		

Appendix 2 - Practical items – checklist

Do you have?

1. Master key
2. Fire key
3. Staff gate finger print
4. Emergency drills – Fire, lock down, evacuation
5. Computer login
6. Staff email
7. Locker key
8. Calendar for the year ahead
9. School term date information
10. Password for Homework section on school website

Other:

Appendix 3 – Induction review

Induction review record - tick on completion
End of Week 2 <ul style="list-style-type: none">▪ Planned meetings with Key Staff▪ Personal programme of planned introduction to duties of post▪ Meet induction coordinator at end of the week to review progress and identify and agree training and development needs▪ Set meetings/observations in diary for induction
Notes/Actions:
End of half-term 1 <ul style="list-style-type: none">▪ Meet with induction coordinator to review progress▪ Agree Action Plan to complete outstanding items
Notes/Actions:
End of Term 1 <ul style="list-style-type: none">▪ Meet with induction coordinator to review progress▪ Agree Action Plan to complete outstanding items
Notes/Actions:

Appendix 4 – Induction Evaluation

We hope that you have had a positive experience of induction and are feeling settled in your new role. We have tried to make the programme and information as useful, accessible and informative. However we may have missed somethings out or could improve on what we do.

Name:	Start date:
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Were you personally introduced to your new colleagues, managers and other appropriate people during your first few days in post?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Comments:	

Has your induction helped you understand your job, responsibilities, and performance standards?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Comments:	

Have appropriate policies and procedures important to your job (e.g. health and safety regulations, general work processes, (Safeguarding/Data Protection) been shown to you and explained to you?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Comments:	

If appropriate, have you been able to access training or courses related to your role?	YES <input type="checkbox"/> NO <input type="checkbox"/>
If so, please list the courses you have attended as part of your induction:	

Have you been able to use required systems for your role?	YES <input type="checkbox"/> NO <input type="checkbox"/>
Please list any significant systems issues:	

Do you feel there were any areas missing from your induction programme?	YES <input type="checkbox"/> NO <input type="checkbox"/>
If so, please list:	

If there was one aspect of your induction that could be improved what would it be, and how might we improve it?	
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Are you aware of the where to find school policies?	YES <input type="checkbox"/> NO <input type="checkbox"/>
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Have you used the staff handbook?	YES <input type="checkbox"/> NO <input type="checkbox"/>
What information did you need that was not covered in your induction?	

Any other comments:
