

Farrowdale House

INDEPENDENT PREPARATORY SCHOOL



Induction Policy

Rationale

Our priority is to raise standards and improve the quality of education for all our pupils. We believe staff who are well supported will be more confident in their roles and will help achieve this successfully. Therefore, all newly appointed staff, and those changing role, will receive a programme of structured support and guidance as appropriate to their role.

Aims

For staff to

- Integrate successfully into the school;
- Gain experience and develop professional expertise;
- Fulfil their job description successfully;
- Have opportunities for observation and discussion of their work with senior staff to discuss any difficulties that may be experienced;
- Identify their potential for career development and take advantage of opportunities for CPD;
- Consolidate their performance;
- Have opportunities to join in and contribute to discussions on school policy.

Procedures

Teaching Staff

All new staff should be given appropriate induction advice, training and resources by the Headteacher or Proprietor. This should include:

- National Curriculum documents
- Staff Handbook,
- Policy documents.
- Schemes of work,
- Assessment advice, recording, reporting, resources and procedures,
- Class and set lists, health, safety and personal information
- Information on whole school resources.
- Timetables,

- SEND information, behaviour and inclusion procedures.

The headteacher or Proprietor will ensure new staff are given a guided tour of the school, identifying locations of resources, procedures, staff and other relevant information.

All new staff will be allocated a mentor to provide advice and support on a daily basis or new role requirement.

New staff have access to the head teacher/Proprietors to discuss additional training needs and difficulties they may be experiencing, in addition to Performance Management procedures. An informal discussion at the end of the first month and then half termly during the first year with a staff colleague will be held to identify and resolve any concerns.

ECTs

Induction for ECTs will be provided, following guidance from the DFE and the LA, taking account of the use of individual Career Entry Profiles.

Induction advice and resources will be provided as for all teaching staff by the induction tutor (Proprietor)

Each ECT's induction should

- Match particular development needs, identified during training;
- Provide appropriate development related to the teacher's strengths
- Identify targets to be achieved for the first year of teaching;
- Provide opportunities for the teacher and induction tutor to record agreed targets and an action plan for their achievement, linking the teacher's needs with the School Strategic Plan and targets.

ECTs are allocated a mentor for day-to-day advice and support.

ECTs take part in the normal monitoring procedures and are provided with feedback to support assessment and development of the new teacher's practice. Senior staff provides additional supportive observation and feedback. The head teacher/Proprietors are available to discuss any additional training needs and difficulties that may be experienced.

All staff will take part in Performance Review procedures.

New Children and their Parents

We aim to integrate new children happily and successfully into school.

The Head teacher/Proprietors are responsible for the induction of new children and their parents. The minimum programme will include:

- Meeting with the Head teacher/Proprietors to discuss child's needs and provide school information.
- Guided tour around the school with an opportunity to meet the designated class teacher and class.
- School prospectus, School Events Dates, Behaviour Code, uniform and PE requirements
- Opportunity for the child to spend some time in school with the class before joining full time (taster day)

The class teacher will be responsible for the day-to-day induction of the child providing:

- A named buddy to support the child in daily routines
- Equipment - a reading book, exercise books, pencil and bag storage
- Information on homework, PE games, play/lunch arrangements, newsletters
- Assessment in liaison with SENDCO to identify learning/emotional needs
- Pastoral support and parental contact

Reviewed: August 2022