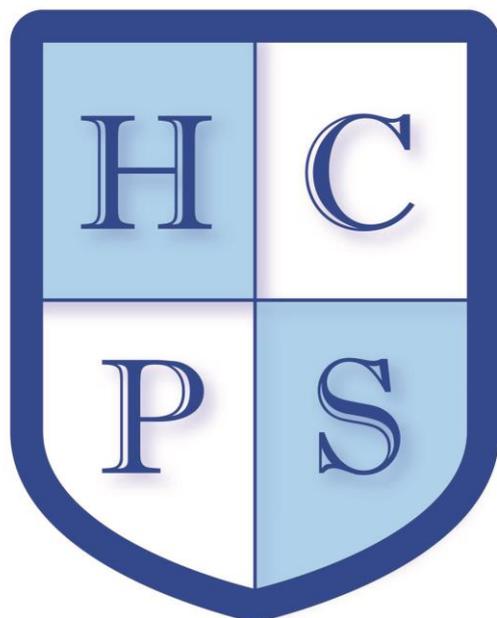


Hunslet Carr Primary School



Staff Induction

**High Expectations
Caring
Positive Attitude
Successful**

Policy reviewed: March 2017

Next review: March 2019

High Expectations, Caring, Positive Attitude & Successful

STRENGTHS OF OUR SCHOOL



The Children

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

The Community

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

The Curriculum

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

The Staff

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

THE CURRICULUM WE HOPE TO PROVIDE



Skills

Fluent and confident in Reading, Writing and Maths
Communicate with confidence
ICT skills fit for the future
Life skills – social, money, time, cooking
Safety skills – Swimming, healthy choices
Problem solving skills – Patience & Resilience

Attitudes

Confident, proud and independent
The believe that 'Impossible is Nothing'
Understand and celebrate a range of cultures
Take responsibility for themselves & others
Be honest and learn from their mistakes
Respectful, caring and helpful

Experiences

To have 1st hand experiences of...
Going away on a residential trip
Visiting a range of places of worship
A chance to look after an animal
Relevant trips to theatres/farms/beaches
Taking part in public performances
Work experiences & further education

Knowledge

High school ready English & maths
To know about local places of interest
To know where we are in the world
Life skills – money, time, cooking
Information about possible careers
To know major historical facts
To know their own strengths

Purpose of the policy

The aim of thorough induction is to incorporate new members of staff and volunteers into Hunslet Carr Primary School as smoothly as possible and to maximise the standing and impact of their role within the School.

This policy applies to all employees and also, as appropriate, to volunteers who will receive a tailored induction programme which will include appropriate information, training, observation, and mentoring.

Safeguarding Children and Child Protection will feature prominently in every induction programme.

The first weeks and months are vital to the success of any appointment. The arrangements made for introducing a new employee or volunteer to the duties of the post, and to the school as a whole, provide the foundation for successful and safe contribution to the school.

The Induction Programme is designed to help new employees and volunteers become familiar with the requirements of their position and learn about the school culture, ethos and working practices effectively and efficiently so that they become knowledgeable and confident as quickly as possible.

In accordance with the single equalities policy, we seek to ensure that all staff are aware of pupil needs and have what they need to achieve to their full potential, according to their capabilities, regardless of their disability, sexuality, gender, race, culture, social, economic, ethnic, religious background and denominational diversity.

Hunslet Carr Primary School recognises that the welfare of each child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

The Induction Programme should be cross-referenced to the NQT Induction requirements and probationary periods for support staff, as appropriate. The induction process will

- Provide information and training on the school's policies and procedures
 - Provide safeguarding training and information
 - 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 new colleagues sense of job satisfaction and personal achievement.
 - Explain the school's expectations to ensure that all staff and volunteers new to the school understand what is expected of them and gain support to achieve those expectation
 - Identify and address any specific training needs
- The induction programme will include:

- an induction checklist of the policies, procedures and training to be covered
- an induction timetable
- details of help and support available
- details of work shadowing, if appropriate
- a diary of induction meetings
- details of other relevant individuals with responsibility for induction e.g. the designated mentor or supervisor

The role of the Headteacher:

- To manage effectively the induction of new staff to ensure they are familiar with the practices and policies of the School.
- To provide an appropriate induction mentor.
- To provide in service training, opportunities for observations, attendance at courses, links with the other Schools, BBEST partnership and LA where necessary.
- To provide opportunities to meet staff informally to share ideas and queries.
- To provide non-contact time as appropriate.
- To ensure the new staff member is made aware of the School's context and ethos.
- To ensure that a programme for induction is taking place and that all relevant staff have received appropriate training and support needed in order to carry out their new roles.
- To monitor the process of induction and the implementation of this policy.

Role of the Mentor:

- To support new members of staff in transition to their new role and position within School.
- To ensure the new staff members undertakes all aspects of the Induction checklist
- To provide a positive, professional and friendly welcome.
- To be the inductees first point of contact.
- To be available for regular discussion.
- To co-ordinate support and guidance from all agencies and partnerships.
- To familiarise new staff with:
 - Their role within the classroom and wider community.
 - Understand the school's safeguarding procedures.
 - Their areas of responsibility.
 - Current staff.
 - Daily routines and timetables for the hall, PE, playground and assemblies.
 - Planning formats/systems.
 - Policies, including those relating to safeguarding and child protection.
 - Staff handbook
 - Resources

Role of the new staff member:

- To behave in a professional and friendly manner with existing staff and endeavor to 'get involved' wherever possible.
- To build on strengths, skills, understanding and knowledge.
- To keep records to support their professional development.
- To attend relevant courses aimed at developing them in their role.

Policy created March 2017.

To be reviewed and evaluated biannually.

Appendix 1 – Induction Checklist.

Teacher Induction File

Checklist

Key Members of Staff

| Activity | Explained by | Date |
|--|--------------|------|
| Begin to know who the school's Senior Leaders are | | |
| Begin to know the different members of staff in your phase | | |
| Begin to know the different members of the school's inclusion team | | |
| Begin to know the school's office staff | | |

Safeguarding

| Activity | Explained by | Date |
|---|--------------|------|
| Know who the designated members of staff for Child Protection are | | |
| Know the procedure for completing a cause for concern form | | |
| Have read and understood the school's Child Protection policy | | |
| Understand how to sign in/out at the front desk each day with your photo ID | | |
| Have read and understood the fire drill information for your classroom | | |
| Know where to find the first aid kits and sick bowls | | |
| Know where to find the first aid/incident log book, how to complete it and who should be given which copy | | |

House Keeping

| Activity | Explained by | Date |
|---|--------------|------|
| Know your photocopier ID number and how to use the photocopier and print option from your computers | | |
| Know your car parking space | | |
| Have been given a Hunslet Carr email address and know about the school's computer system – Teacher's Only | | |
| Have been shown where the school staff room is and the staff toilets around school | | |
| For all contract and Payroll issues know that Lynne Smith is the person to ask | | |

Resources

| Activity | Explained by | Date |
|---|--------------|------|
| Have been given a school lap-top and shown how to log on and sync to the school system | | |
| Have been given a school ID badge in order to sign in each day and exit/enter school building | | |
| Have been given a school T-Shirt in order to teach PE | | |
| Know where to find the school's home reading scheme, art equipment, topic boxes | | |

Procedures / Policies

| Activity | Explained by | Date |
|---|--------------|------|
| Have been given a copy of the latest Staff Handbook | | |
| Have been given a copy of the latest Learning and Teaching Policy | | |
| Have been given a copy of the latest Feedback Policy | | |
| Have been given a copy of the latest Behaviour Policy | | |
| Have been given a copy of the latest Calculation Policy | | |
| Know the staff meeting times and PPA timetable | | |
| Understand the school's family style dining system | | |