



Induction Policy

The Local Governing Body of Wyndham Primary Academy adopted this policy In September 2013

It will be reviewed annually, no later than September 2016



Induction Policy

Issue 1 – September 2013

The Spencer Academies Trust has delegated Full responsibility to the Local Governing Body (LGB) of Wyndham Primary Academy for the SEN Policy. It is the LGB's responsibility to ensure this Policy is implemented and reviewed in accordance with statutory and legislative arrangements.

The Spencer Academies Trust may, on an annual, basis undertake audits to confirm that appropriate arrangements are maintained by the Academy.



Wyndham Primary Academy

Issue No.	Date	Approved	Signature	Revision Notes
1	September 2013	A Scotland		Formal Issue

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1.0 Statement of intent

Our priority is to raise teaching and learning standards and improve the quality of education for all our pupils. We believe that staff who are well supported and confident in understanding their roles and responsibilities will help us to achieve this more successfully.

This policy includes procedures for:

- Teaching staff (including supply staff)
- Non-teaching staff
- New children
- Parents
- Governors
- Parent helpers

The policy will be implemented in accordance with agreed aims and other relevant policies including Continuing Professional Development (CPD), Teacher Appraisal, Health & Safety, Equal Opportunities and Race Equality.

2.0 Induction Process

Induction at Wyndham Primary takes two forms:

- All new starters at Wyndham Primary in any of the above categories are inducted according to this policy.
- Induction for all staff takes place within the first two weeks of being employed/ starting a placement at Wyndham Primary Academy.

As part of the induction, the following policies and guidelines are discussed and made available to staff. Staff will be expected to be familiar with them and sign to say they have read and understood:

- Administration of Medicines
- Attendance
- Behaviour
- Child Protection including abuse reporting.
- Emergency Management Plan
- Health and Safety including First Aid Policy



- Home-school agreement
- Homework
- Induction
- Internet Safety Policy
- Marking
- Physical intervention and physical contact with pupils
- Presentation/Handwriting
- Risk Assessment
- Safeguarding
- School Prospectus
- School visits
- Sickness Absence Management
- Staff handbook
- Stress Management
- Teacher Appraisal
- Teacher Pay and Conditions
- Whistle Blowing

3.0 Aims & Objectives

These induction procedures aim to provide all stakeholders new to the school with a programme of structured support and guidance as appropriate to their role to enable them to:

- Integrate successfully into the school.
- Consolidate their performance.
- Gain experience and develop expertise.
- Identify their potential.
- Have opportunities to join in and contribute to school life.



4.0 Procedures

The following procedures are used during the induction process at Wyndham:

4.1 Teaching Staff

All new staff will be given appropriate induction advice, training and resources by the Induction Manager. See Appendix 2.

Phase Managers 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 provided with a mentor for advice and support on a daily basis or new role requirement.

New staff will have access to the Principal, Vice Principal or their Phase Manager to discuss additional training needs and difficulties they may be experiencing, in addition to Performance Appraisal procedures. See Appendix 2.

4.2 Newly Qualified Teachers (NQTs)

Induction for newly qualified teachers will be provided following guidance from the DFE available at;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/188225/statutory_20guidance_20on_20induction_20for_20newly_20qualified_20teachers_20nqts_20in_20england.pdf.pdf

Induction advice and resources will be provided as for all teaching staff.

The Vice Principal will be the Induction Tutor and will meet weekly to support and mentor.

4.3 Supply Staff

Supply staff will be welcomed by a Phase Manager and receive a copy of the 'Supply Teacher Information' overview.

4.4 Non-Teaching Staff

4.4.1 Teaching Assistants

Initial induction will be provided by the Vice Principal. The Phase Manager will continue with the Induction process.

All TA staff will take part in Performance Management procedures.

4.4.2 Administrative Staff

The Office Manager is responsible for induction advice and training.



For further induction information See Appendix 2.

4.5 Kitchen Staff and Midday Supervisors.

The Catering Manager is responsible for induction advice and training of Kitchen Staff.

The Home-School Co-ordinator is responsible for the induction and training of Midday Supervisors. See Appendix 3

4.6 Governors

The Chair of Governors is responsible for the induction of new governors in liaison with the Clerk to Governors. See Appendix 4.

All new governors will be provided with a mentor.

4.7 New Children starting in Foundation Stage at the start of the school year

See Appendix 5

The Foundation Stage Manager and class teachers are responsible for the induction of new children and their parents. Parents are encouraged to play an active role in the transition process and are warmly welcomed into the Foundation Stage setting. We offer:

- Home visits to meet the child and Parents in a familiar setting to build positive relationships and complete relevant paperwork.
- Sessions for new children to meet teachers and other children in their new classroom setting.
- A Parent introductory talk from the Principal, Mrs O'Brien, to provide information on how to prepare children for school and how support can be given with the transition.
- A phased entry into the Foundation Stage.

4.8 Parents and Children Joining During the School Year

The Vice Principal and Home-School Co-ordinator are responsible for the induction of new children and their parents. See Appendix 5

Parents and children will be asked to sign a school agreement when they register.

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

A named buddy (if possible speaking the new child's first language) to support the child in daily routines:

- Information on homework and play/lunch arrangements.



- All additional needs including SEN and medical will be shared with the class teacher and SENCO.
- Additional pastoral support and parental contacts.

4.9 Parent Helpers/Students

All Volunteers will be recruited using the Safer Recruitment Guidelines.

The Home-School Co-ordinator will organise parent helper timetables and provide a mentoring role for them.

The Vice Principal will Induct and Mentor students. Their Phase Manager will carry out assessments necessary for the students.



Appendix 1

Induction Sheet

Name: _____

HEALTH & SAFETY By _____ Date:

Trips and Visits

Fire Evacuation

CURRICULUM By _____ Date:

INCLUSION By _____ Date:

SEN

Child Protection

BEHAVIOUR By _____ Date:

ADMINISTRATION By _____ Date:

DATA PROTECTION By _____ Date:

Copy on file



Appendix 2

Staff Induction Programme

Name of Inductee:

Name of Mentor:

Start Date:

Action	Date Completed
<p><i>On Appointment</i></p> <ul style="list-style-type: none"> • Personnel file set up • Application form filed and copy sent to personnel department • References received, filed and copies sent to personnel department • Qualifications check and copies filed • CRB completed and entered onto single central record • Medical form completed and sent to personnel department • Bank details completed and sent to personnel department • Starters form completed and sent to personnel department • Details entered onto School Management System • Set up on School Management System, Learnanywhere VLP, e-mail, Otrack etc. • Mentor allocated 	
<p><i>Before starting employment</i></p> <ul style="list-style-type: none"> • Job description in place and agreed including hours of work, meetings, non-contact time, community expectations etc. • School Vision, aims and GREAT expectations discussed and understood • Staff Handbook received to be read before next meeting • Tour of school, introduction to staff, who is who, roles and responsibilities etc. • Location of and access to key resources / areas as appropriate to job • Routines, timetables and systems e.g. breaks, lunchtimes etc. discussed and understood • Planning, assessment and marking procedures are shared and discussed. 	



<ul style="list-style-type: none"> • Relevant contact details given out and collected • Communication procedures discussed and understood • Use of phones including mobiles and photocopier and personal use charges discussed and understood • Safeguarding policies and procedures discussed and understood i.e. Child Protection, Health and Safety and Whistleblowing 	
<p>Within first two weeks</p> <ul style="list-style-type: none"> • Laptop and iPad allocated to all teaching staff, Safe Use discussed and understood • Training on ICT network, school management system, e-mail, calendar etc • Staff Handbook and Professional Conduct discussed and understood • Health and Safety procedures / responsibilities discussed and understood • Medical procedures and policies discussed and understood • Attendance Management and Illness procedures discussed and understood 	
<p>Within first month</p> <ul style="list-style-type: none"> • Contract received and correct • Review meeting • Performance Management process and portfolio started, targets set etc. • Training needs identified 	
<p>After first half term</p> <ul style="list-style-type: none"> • Review meeting • Actions: 	
<p>After first term</p> <ul style="list-style-type: none"> • Review meeting • Actions: 	
<p>After second term</p> <ul style="list-style-type: none"> • Review meeting • Actions: 	
<p>End of first year</p> <ul style="list-style-type: none"> • Final review meeting • Induction form signed off and filed 	



Induction period completed

Signed Inductee

Date

Signed Mentor

Date

Signed Head Teacher

Date



Appendix 3

Kitchen and Midday Supervisor Induction Programme

Name of Inductee:

Name of Mentor:

Start Date:

Action	Date Completed
<p>On Appointment.</p> <ul style="list-style-type: none"> • Personnel file set up • Application form filed and copy sent to personnel department • References received, filed and copies sent to personnel department • Qualifications check and copies filed • CRB completed and entered onto single central record • Medical form completed and sent to personnel department • Bank details completed and sent to personnel department • Starters form completed and sent to personnel department • Details entered onto School Management System • Mentor allocated 	
<p>Before starting employment</p> <ul style="list-style-type: none"> • Job description in place and agreed including hours of work, meetings, non contact time, community expectations etc. • School Vision, aims and GREAT expectations discussed and understood • Staff Handbook received to be read before next meeting • Tour of school, introduction to staff, who is who, roles and responsibilities etc. • Location of and access to key resources / areas as appropriate to job • Daily routines e.g. breaks, lunchtimes, nest cover etc. discussed and understood • Relevant contact details given out • Communication procedures discussed and understood • Use of phones including mobiles and photocopier and personal use charges discussed and understood 	



<ul style="list-style-type: none"> • Safeguarding policies and procedures discussed and understood i.e. Child Protection, Health and Safety and Whistleblowing 	
<p>Within first week</p> <ul style="list-style-type: none"> • Uniform allocated to all kitchen and midday supervisors. • Staff Handbook and Professional Conduct discussed and understood • Health & Safety procedures/ responsibilities discussed and understood • Medical procedures and policies discussed and understood • Holiday time discussed and understood • Attendance Management and illness procedures discussed and understood. • Relevant information to help them carry out their roles effectively 	
<p>Within first month</p> <ul style="list-style-type: none"> • Contract received and correct • Review meeting • Training needs identified 	
<p>After 6 month probation</p> <ul style="list-style-type: none"> • Final review meeting • Induction form signed off and filed 	

Induction period completed

Signed Inductee **Date**

Signed Mentor **Date**

Signed School Business Manager **Date**



Appendix 4

Governor Induction Programme

Name of Inductee:

Name of Mentor:

Start Date:

Action	Date Completed
<p>On Appointment</p> <ul style="list-style-type: none"> • Welcome letter and copy of Governors Handbook from Clerk to Governors • Arrange meeting with the Principal, Chair and Clerk to Governors • Arrange visit to have a guided tour of the school • Provided with school contact details – telephone, email address, website • CRB completed and entered onto single central record • Mentor allocated • Introduce to Training Link Governor. • National Governors Association and E-Learning Login details provided by Clerk. • New Governor Induction Training booked for new Governor 3 months after being in post. • Provided with a copy of following documents: <ul style="list-style-type: none"> ○ GREAT Expectations ○ School Development Plans ○ Latest Ofsted Report ○ Provided with a list of school policies ○ Provided with a list of Governing Body and roles and responsibilities and email contacts ○ Provided with calendar of school and governor dates meetings and events • Receive and complete: <ul style="list-style-type: none"> ○ Governor skills and interest audit ○ Register of Business Interest Form. ○ Code of Conduct Form for Governors ○ Standing Orders ○ Eligibility Form 	



Induction period completed

Signed Inductee **Date**

Signed Clerk to Governors **Date**

Signed Chair of Governors **Date**



Appendix 5

Pupil Induction Programme

INDUCTION TICK LIST

CHILD'S NAME _____ D.O.B. _____

ITEMS TO BE COVERED	TICK
Complete with family <ul style="list-style-type: none"> - Admission Form – please make sure you get name of previous school and age of siblings/schools attend - Ethnic Category Form - Consent Form - Home School Agreement - Mode of Travel - Health Visitor Name and Contact Details (Foundation Stage only) 	
Explain Behaviour & Discipline Policy Foundation Stage Version	
Explain Fair Processing Notice	
Leave of Absence Procedures / Sickness Procedures	
School Uniform	
Meet Teacher	
Lunch Arrangements – are they entitled to FSM – do they have anything they can't eat – do they eat meat?	
Does their child have any Special Needs	
Do they have any medical condition/allergies	
Have they been vaccinated for TB YES / NO	
Have they been vaccinated for Sicklecell YES / NO	
Are they a D.E – if so explain half days only for first week if you think appropriate. Please make a note if they attended school in their home country.	
Any family issues we need to be aware of i.e parents separated – who has legal responsibility – is there anyone who is NOT allowed access etc	
Uniform Price List (Foundation Stage Only)	
DOCUMENTS TO BE COPIED	
Either Passport or Birth Certificate (Both if possible) for PARENT & CHILD	
Double check – is the child on Passport, child in front of you!	
AVAILABLE IN SCHOOL TO PURCHASE	
Book Bags £3.50	
School Badges £2.00	
ANY ADDITIONAL INFO YOU MAY WANT TO ADD	