

Spalding Parish Church of England Day School

*We are a caring Christian Community built on Compassion,
Trust, Friendship and Hope.*

Induction Policy



Date of Policy:

September 2017

Date of Review:

September 2019

Adopted by Governing Body:

September 2017

Signed by Chair of Governors:

Katherine Wright

1) Introduction

Spalding Parish Church of England Day School is striving to become a learning community through a culture of continuous improvement. Our main purpose is learning - for both staff and pupils. Through the continuous learning of our staff and governors the school improves and develops, bringing ever greater benefits for our pupils. The support and guidance given to all new members of staff contributes to maintaining the excellence and enjoyment in our school whilst ensuring continuity of provision for our children. It enables new personnel to maximise their contribution and further their professional development.

This policy covers procedures for: Teaching Staff (including supply staff); Support Staff; Non-Teaching Staff (including administration, caretaking and catering); Governors; Parent Helpers and Work Experience Students; new children (Foundation and those joining later) and their families. The policy will be implemented in accordance with agreed aims and other relevant policies including Continuing Professional Development (CPD), Performance Management, Health and Safety and Equal Opportunities policy, Safeguarding and Child Protection.

2) Commitment to Learning

Effective induction is a vital foundation for continuous learning by supporting the effective performance and continuing professional development of all staff and governors new to the school. Induction is a process which starts before a person joins the school and continues through the first year at the school and beyond. Induction is a process which aims to increase the effectiveness of all staff and governors both as individuals and as team members, by ensuring they understand the policies and expectations of the school and by supporting highly effective performance. This policy applies to teaching and support staff. It thus enables them to contribute to the school's vision and goals and to fulfil its guiding principles. The induction process will ensure mutual benefit for the individual and the school. We recognise that the induction of new staff is vital to the ethos and efficiency of the school. We operate as a team offering support and encouragement to each other and this should start from a new member of staff's first introduction to us.

3) Aims and Objectives

The aim of induction is to help new staff become fully effective as soon as possible in their new post. The induction process at Spalding Parish Church of England Day School will:

-  Introduce new staff to the school and the school's working practices;
-  Develop the whole school ethos, including developing awareness of the Christian ethos and character of the school;
-  Familiarise the new staff with the physical layout and resources within the school;
-  Provide new staff with information pertinent to their role within the school;
-  Ensure teachers new to the profession have the best start in their careers and are supported in effective practice;
-  Ensure all staff new to the school understand what is expected of them at the school and gain support to achieve those expectations;
-  Provide a supportive and welcoming ethos for new staff members;
-  Build co-operation between staff of all sections of the school;

-  Contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meet the needs of pupils, parents and the wider community;
-  Contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective work at the school;
-  Deliver effective and up-to-date training in relation to statutory guidelines including *Safeguarding* and *Child Protection*;
-  Ensure that all staff are valued and recognised as the school's most important asset.

4) Approach

Management and Organisation of Induction

One of the Assistant Head Teachers is responsible for the overall management and organisation of Induction, including Newly Qualified Teacher Induction across the whole school. This includes a whole school planning and quality assurance role and ensures that every new member of staff has a mentor to support their induction and will oversee the agreed provision and support procedures for relevant staff. An experienced member of the teaching staff holds specific responsibility for NQTs induction. It is our belief, however, that the implementation of the induction programme is the collective responsibility of all members of staff as part of our ethos of supporting and caring for one another through our experiences as learners.

DBS of staff

All members of staff will be DBS cleared before commencing work. However, in exceptional circumstances a member of staff may work pending the return of their DBS. In these cases the individual will be fully supervised. This supervision will be reviewed every two weeks.

Induction Visit

Once appointed the new member of staff will be encouraged to visit the school prior to taking up appointment with us. During this meeting or on arrival at the school, the new member of staff will be issued with all or parts of the following information:

-  A copy of the Staff Handbook;
-  A copy of the School Prospectus online;
-  Appropriate sections of the current School Improvement Plan;
-  Access to relevant school policies including Code of Conduct, Safe Working Practice, Whistle Blowing, Child Protection, Safeguarding, Behaviour and Anti bullying, Acceptable Computer Usage, Health and Safety, Equality policy;
-  A copy of teachers' conditions of service/job description or guidelines/job description for support staff;
-  Child Protection training information;
-  The name of a nominated member of staff/mentor from whom guidance can be sought.

Teaching Staff

All teaching staff will also have an initial meeting with a member of the Senior Leadership Team who will:

-  Provide curricular information including National Curriculum documentation, long, medium and short term planning, assessment procedures, key priorities in terms of school development and vision and professional development.

Support Staff

Learning Support Assistants (LSA's) will receive guidance from the Class Teachers with whom they will work and additionally from the SENCo in the case of support for pupils with specific educational needs. Any relevant aspects of their job description will be discussed.

Mentor/Nominated Staff Mentor

As each member of staff takes up the post they will be supported by a mentor/nominated colleague from whom they can seek advice and guidance. All mentor staff will be as supportive and welcoming as possible to their new colleague.

Role of Mentor/Nominated Staff Mentor

The role of the staff member working alongside the new teacher/support staff is a crucial one. As well as encouragement and support they will provide day-to-day advice on the routines of the school, forward planning, resources etc.

Role of NQT Mentor/Induction Tutor

The induction mentors are responsible for supporting the NQT through overseeing their induction programme, using modelling, coaching and instruction to enable a smooth induction into school and enable early difficulties to be addressed successfully. The lead induction mentor will hold responsibility for ensuring the Induction programme is in place and overseeing formal review meetings whilst the induction mentor will take a much more hands-on approach including leading informal fortnightly meetings and taking responsibility for observations that form part of the NQT cycle. In addition to this the induction tutor will:

-  Have an initial discussion with the NQT to decide priorities for induction following on from the Initial Teacher Training priorities.
-  Organise review discussions – every half term.
-  Collate information to inform the review discussions.
-  Produce a tailored support programme building on the NQT's Career Entry and Development Profile.

NQT Mentors/Induction Tutors will be supported in their role by:

-  Being provided with information from the LA, TTA and school, relevant to the induction process;
-  Being offered training provided by the LA on the Role of the Induction Tutor;
-  Having meetings with the member of staff responsible for the overall induction programme in the school;

-  Having their role as an induction tutor as part of their performance management process;
-  Monitoring and feedback of the induction provision in the school undertaken by the member of staff responsible for the overall induction programme;
-  Feedback from the school and from the LA on the quality of their work.

All new members of staff including NQTs will receive support and encouragement from their relevant mentors alongside the Head Teacher and the Deputy Head Teacher throughout the period of induction and beyond.

Newly Qualified Teachers

We recognise that newly qualified teachers represent an exciting opportunity to bring new ideas and a fresh outlook to any school. However, we are aware they do require a careful induction programme if the initial years are to be successful ones. At Spalding Parish Church of England Day School all staff in school have a role to play in supporting the teacher new to the profession. Subject leaders, Phase leaders and members of the senior leadership team have a particular part in the process of ensuring that expertise and advice is available as necessary.

For Newly Qualified Teachers the school provides a programme of support, monitoring and assessment. The timetable for this programme is provided at a whole school level and at an individual NQT level. Each Newly Qualified Teacher is provided with an Induction Tutor who will either be a named senior, experienced and competent member of staff. The Induction Tutor is responsible for the day to day management of the induction of Newly Qualified Teachers.

School Induction programme for Newly Qualified Teachers

At Spalding Parish Church of England School all new teachers are expected to undertake their professional responsibility in striving to meet high standards (refer to Teachers Standards). The induction programme at the school consists of support, monitoring and assessment elements and NQTs are expected to engage in the programme.

Within the resources available in the school new teachers are allocated a mentor. All new teachers are invited to visit the school before they take up post and are met on their first day by their mentor / line manager. All new teachers are provided with copies of school policies and the school's staff handbook and are expected to develop their understanding of them. All new teachers will meet with the Head Teacher within their first fortnight in post.

Induction Tutors are responsible for the day to day management of their NQT's induction, and will meet with their NQT regularly. The Induction Tutor reviews progress, set targets, and identifies support strategies with the NQT. NQTs will receive feedback on their strengths and areas for development. All newly qualified teachers are observed teaching during their statutory induction period and this is undertaken by the Induction Tutor, a senior member of staff or an experienced teacher as appropriate (see the NQT induction programme for details).

As an NQT in our school and in line with the NQT Induction Guidelines the following support procedures will apply:

-  An initial meeting to discuss Career Entry and Development Profile (CEDP).
-  Fortnightly informal meetings with mentor.
-  Timetable of support to observe teaching within own school context and at least one other.
-  A dedicated meeting with the school SENCo.
-  10% non-contact time, to be taken as 1/2 a day a week or 1 day a fortnight.
-  3 formal observations by mentor or SLT including at least 1 from Head Teacher plus another 2 linked to the school's 'Monitoring and Evaluation' cycle (1 per term).
-  At least two more formal meetings with mentor to set termly targets and review progress in NQT standards for formal assessment.
-  Attendance at day conference for NQTs and at least one other NQT specific course.
-  Participation in staff training and school improvement activities.
-  Formal meeting with Head Teacher to negotiate and agree final job description, outlining clearly roles and responsibilities both as they stand from appointment and as they evolve.

Three formal assessments will be undertaken during the NQT induction period. These will be documented on forms that are sent to the LA and must be signed by the NQT, Induction Tutor and Head Teacher.

Each NQT has 10% professional development time during their statutory induction period. This is in addition to the teaching and professional development time that other substantive teachers would expect in the school. Each NQT has a planned programme to ensure the 10% professional development time is used to the maximum effect. The induction programme for staff new to teaching is designed to induct them into the profession and into the school.

NQTs use the Career Entry and Development profile as a basis of planning the initial stages of their induction. Each NQT develops with their Induction Tutor their own induction and support plan. Each NQT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio.

The Induction Tutor and school maintains a documented record of the NQTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken. Newly Qualified Teachers who are not meeting the induction standards or making satisfactory progress towards them will develop with the Induction Tutor a detailed action plan. The school will increase the support necessary to implement the action plan within the available resources within the school. As appropriate the LA will be involved to ensure the action plan can be implemented.

School Induction for experienced staff

Supporting more experienced teachers throughout their career is also important to us as a school. This may be the early years of a teacher's career, their first experience as a subject leader, a teacher approaching threshold amongst others.

All new experienced staff will be allocated a line manager alongside a mentor, and every effort will be made to ensure this is not the line-manager, within the resources available in the school. All new staff

will be invited to visit the school before they take up post. All new staff will be met on their first day by their mentor / line manager. All new staff will be provided with copies of school policies and the school's staff handbook and be expected to develop their understanding of them. All new staff will meet with the Head Teacher within their first fortnight in post.

An induction programme will be provided for new staff and their attendance is expected. Such induction support will involve:

-  At least two informal meetings with members of the SLT to discuss progress of self and pupils, providing an open and honest way of dealing with any initial difficulties with school procedures or new areas of learning. The first meeting should take place within the first 4 full weeks of term.
-  The support of a Learning Community. As a school we are committed to being a Learning Community and part of this is being able to acknowledge and learn from our mistakes.
-  Formal and informal observations and feedback following the schools Monitoring and Evaluation schedule and relevant support.
-  A commitment to new learning through attendance at all in-house training provided throughout the year.
-  Performance Management, in-line with national guidance.

All new staff will have a review of their induction after one month, three months and twelve months with their line manager. All new staff will be provided with an explanation of the school's performance management arrangements (see the school's performance management policy) within which they will be expected to participate. All new staff will be expected to contribute to the spirit and life of the school to ensure a conducive environment for learning for all school members, students and staff.

School Induction programme for Learning Support Assistants (LSA's)

At Spalding Parish Church of England Day School we recognise the impact that non-teaching staff can have on our learning community. All support staff will be invited to the school prior to taking up the post. An induction programme will be designed for each new member of support staff. As part of the induction procedures for non-teaching staff, new staff will be:

-  Allocated a line manager to support professional development needs and requirements.
-  Given opportunities for informal support by a colleague within the same role to support the settling in process.
-  Able to access all relevant in-house training.
-  Given access to all relevant documentation specifically linked to role, including timetables, group lists, pupil information, resources and information relating to assessment, recording and reporting.
-  Entitled to at least two formal meetings with line manager to review progress and negotiate additional individual needs for performance management.

At the end of the first year performance will be reviewed and further interviews will be in accordance with school's overall performance management policy. New support staff will also have the opportunity to attend induction training provided by the Local Authority where appropriate.

All new staff will have a review of their induction after one month, three months and twelve months, with their line manager. Following the induction period all support staff will enter the performance management programme for the school. New support staff will be encouraged to network with other support staff through the Local Authority networks and gain support.

Governors.

Governors have a vital role to play in providing support, advice and guidelines for the school. To enable the fulfilment of this role all new Governors will be given current relevant school information, policy documents and School Strategic Plan and School Data. The Chair of Governors is responsible for the induction of new governors. The Governor responsible for Governor training, with the help of the Clerk to Governors, should provide the following information and resources:

-  Opportunities for a tour of the school meeting staff;
-  An initial discussion with the Head Teacher outlining current management and curriculum philosophy and processes and role of governor and committee structure;
-  An introductory meeting with the Chair of Governors;
-  School prospectus including staffing, Ofsted and KS2 test information;
-  A Guide to the Law document;
-  School and Board of Governors Policy documents including Articles and Instruments of Governors;
-  Dates and times of whole Board of Governors and subcommittee meetings;
-  Copies of minutes of recent, relevant meetings;
-  Access to relevant school documentation;
-  Information about the school and it's practices;
-  Guide to Lincolnshire – Welcome to Governors Pack;
-  Information and access to Governor courses.

All new governors should be provided with a Governor mentor to support with information current policies and practice. The Governors' training officer (Governor responsible for Governor training) should arrange to discuss the success of the induction arrangements at least twice during the first year to improve the quality and relevance of the induction arrangements.

Supply Teachers

The Head Teacher is responsible for supply cover and the subsequent induction of supply staff. All regular supply will have a meeting during their placement to establish expectations and priorities. Such adults working within school will also be given the relevant handbook identifying systems/structures, communication, daily/termly routines. As part of their induction Supply staff will be:

-  Welcomed by the Head, Assistant Head(s) or School Business Manager;
-  Directed to a copy of both the school's supply booklet and a copy of the Staff Handbook. Both are located in all classrooms;

-  Given relevant information on the class, curriculum and daily programme and advice on procedures by a colleague in the Year Team or the Phase Leader if appropriate;
-  Contacted by the class teacher and provided with a timetable and lesson plan if the class teacher's absence is planned in advance;
-  Able to access the Head and/or Assistant Head(s) if difficulties arise.

Administrative Staff

The Office Manager is responsible for the appropriate induction advice and training. All new staff will be provided with a named mentor to give support with daily practice and procedures. Induction information should include information on the school, including the staff handbook, the school aims, policies, resources and procedures; health, safety and security information; training to implement ICT programmes and school administrative procedures, acceptable computer usage, access to confidential information, where appropriate, on children, staff and resources, opportunity to comment on policy and practice.

All staff will take part in performance review procedures. An induction and review meeting should be held with the Office Manager at the end of the first month and then termly during the first year to identify and provide relevant support.

Lunchtime Assistants

The School Business Manager, aided by the Senior Lunchtime Supervising Assistant, are responsible for the induction of lunchtime staff. A named mentor will be provided to give support with daily practice and training. Induction should include:

-  Relevant information on the school, aims and policies;
-  Information of Health and Safety;
-  First Aid training;
-  Security and behaviour policies and procedures;
-  Relevant information to help them carry out their roles effectively.

All staff will take part in performance review procedures.

Parent Helpers and Work Experience Students

One of the Assistant Head Teachers, aided by the HLTA with responsibility for volunteers, are responsible for the induction of parent helpers and work experience students. The minimum programme will include:

-  Completion of the DBS process;
-  An induction talk to include important aspects such as confidentiality, safeguarding, health and safety and child protection;
-  Domestic arrangements;
-  Guided tour around the school with an opportunity to meet the designated class teacher and class.

New Foundation Children

We aim to integrate new children happily and successfully into Spalding Parish Church of England Day School. The Phase Leader with responsibility for the Foundation Stage is responsible for arrangement for induction in liaison with the Head Teacher, Assistant Head Teacher(s), and relevant staff at feeder settings. The Foundation Phase Leader will make contact with relevant settings in the Spring Term and arrange a plan of visits to meet staff and children during the Spring and Summer terms. The purpose of these visits is to:

-  Provide opportunities for the children to get to know new teachers and members of staff and feel confident and positive about the transition to their new school;
-  Access and identify information on individual child's and the cohort's progress;
-  Identify strengths and weaknesses, and make arrangements to match individual needs for support, welfare and SEN provision;
-  Provide relevant information to group children in class according to ability, behaviour, physical and emotional needs;
-  Provide information on aspects of transfer;
-  Manage induction visits to SPCEDS for children and their parents.

Parents and Children joining during the School Year and other Year Groups

The Head Teacher, aided by the Assistant Head Teacher(s) and relevant staff, are responsible for the induction of new children and their parents. The minimum programme will include:

-  Meeting with the Head Teacher or Assistant Head Teacher 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, Home School Agreement, uniform and PE requirements;
-  Opportunity for the child to spend some time in school with the class before joining full time if appropriate.

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 record book, exercise books, pencil;
-  Assessment in liaison with SENCo to identify appropriate learning and emotional needs;
-  Pastoral support and parental contact.

5) Resources

Induction activity is planned in the context of the school's vision, goals and guiding principles, and national standards for teacher induction and for other specific roles and responsibilities. Resources are prioritised to support induction.

Financial and other resources for induction are allocated annually and apportioned in accordance with the induction needs of staff and governors. Resources will be available for the whole school programme of induction and to meet the needs of specific staff in helping them to meet the standards required by the school.

6) Assessment, Recording and Reporting.

Attached are checklists for induction of teaching staff, staff changing responsibilities and support staff as appropriate. All assessments are to be formally recorded using the appropriate framework and copies filed in individual's Personnel Files. Any queries regarding induction in any form are to be referred to the Head Teacher.

7) Monitoring and Review

Monitoring and review of the induction policy will be carried out at regular intervals. The Assistant Head Teacher is responsible for the co-ordination and implementation of the Induction Policy and is also responsible for monitoring the impact of current induction systems. Both will support colleagues through induction by sharing relevant information about current developments and providing direction in induction procedures within the school.

8) Conclusion.

The support and guidance given to all new members of staff contributes to maintaining the excellence and enjoyment in our school whilst ensuring continuity of provision for our children. As such we believe that effective induction procedures are vital to the development of all staff working within our Learning Community.

Spalding Parish Church of England Day School
Teaching Staff Induction Checklist

Name of person supervising the induction:

This will normally be the Head Teacher/Assistant Head Teacher, who is responsible for making sure an effective and timely induction takes place, although this does not mean to say they are the person who will actually do all of the induction.

Member of Staff:

Pre-Induction

Item to be covered	Who	Initials
Arrange pre visit if possible		
Appoint mentor		
Agree who will be covering which aspects of induction		
Prepare induction pack (Send if necessary)		
Prepare job description		

This guide can be modified to meet the needs of the inductee.

Induction - General

1. Remember not to overload the inductee. For the first few weeks you can build in quiet time for the inductee to consolidate what they have learnt and get to know other colleagues on a social basis.
2. Give the inductee the checklist and explain that:
 -  It is phased in sections over a year;
 -  There will be some advance reading and the onus is on them to digest the key points;
 -  You will work through the appropriate section asking them to initial each item when they feel they have had sufficient information on it;
 -  There will be an evaluation;
 -  They should let you know if there are any concerns;
 -  As each section is completed and signed you will photocopy it and let them have a copy.
3. Book your time for the next section of the induction checklist or any other items to do with induction. Look ahead to see what you need to do and what the Inductee needs to do.

Spalding Parish Church of England Day School
Teaching Staff Induction

A. By End of First Week		Date completed	SLT initials	Teachers initials
1.	Layout of the school			
2.	Introduction to staff			
3.	Introduction to Mentor			
4.	Person responsible for induction			
5.	Explain checklist document/induction procedures			
6.	Health and Safety issues/procedures <ul style="list-style-type: none"> ● Person responsible for H/S ● Fire procedure ● First Aid and Accident reporting ● Children's medical info 			
7.	Security/key codes etc.			
8.	Confirmation of timetables/rotas/assemblies			
Arrange first fortnight meeting time				

B. By End of First Term		Date completed	SLT initials	Teachers initials
1.	Staff communication process			
2.	Relevant CPD including Safeguarding			
3.	Special Needs information/procedures <ul style="list-style-type: none"> ● Meeting with SENCO 			
4.	Arrangements for planning and liaison with Year Group/Phase teachers			
5.	Discussion of implementation of school policies <ul style="list-style-type: none"> ● Behaviour policy/sanctions/rewards 			
Arrange next meeting date				

C. By End of Second Term		Date completed	SLT initials	Teachers initials
1.	Feedback on how inductee is doing			
2.	School policies <ul style="list-style-type: none"> ● Curriculum policies ● Reporting ● Child Protection 			
3.	Main points of School Improvement Plan			
4.	Staff Training/Development – inductee needs			
5.	Discussion of implementation of school policies <ul style="list-style-type: none"> ● General policies 			

Arrange next meeting date				
D. By End of Fourth Term		Date completed	SLT initials	Teachers initials
1.	Feedback on how inductee is doing			
2.	Discussion of implementation of school policies <ul style="list-style-type: none"> • Outstanding Curriculum policies and SOW 			
3.	Performance Management			
4.	Staff Training and Development – inductee needs?			
5.	Revisit job description			
Arrange next meeting date				

E. By End of First Year		Date completed	SLT initials	Teachers initials
1.	Feedback on how inductee is doing			
2.	Check all policies/procedures/info have been covered			
3.	Agree Performance Management schedule			
General discussion				
Areas for further discussion/development etc.				
Evaluation of induction process – Date for completion				
Any other issues				
Signed (SLT)				
Signed (Inductee)				
Date				

Copies to Head Teacher

Spalding Parish Church of England Day School
LSA Induction

Name:

Job Title:

Start Date:

Head Teacher's/SLT Checklist

To be explained/discussed/covered during the induction process within the first 4 weeks of employment.

		Date completed	SLT initials	LSA initials
1.	Introduction to Class Teacher/SENCo/LSA mentor			
2.	Person responsible for induction			
3.	Explain checklist/induction procedures			
4.	Health and Safety issues/procedures <ul style="list-style-type: none"> ● Person responsible for H/S ● Fire procedure ● First Aid and Accident reporting ● Children's medical info 			
5.	School security			
6.	General staff communication procedures			
7.	School calendar – INSET day arrangements			
8.	Clarification of working hours			
9.	Role in discipline/behaviour/anti bullying strategies			
10.	Deployment timetable (if appropriate)			
11.	Relevant CPD including Safeguarding			
12.	Staff Performance Management			
13.	Appropriate aspects of School Improvement Plan			

Class Teacher's/SENCo induction checklist to be worked through with new LSA

To be explained/discussed/covered during the induction process within the first 4 weeks of employment.

		Date completed	Teacher/SENCo initials	LSA initials
1.	Layout of class/equipment etc.			
2.	Classroom rules and procedures			
3.	Classroom routines			
4.	Introduction to class/SEN pupils			
5.	Clarification of role, tasks and duties			
6.	Which pupils have additional support needs			
7.	Which pupils have medical or behavioural difficulties and how to respond			
8.	Arrangements for planning, liaison etc.			
9.	Role in giving encouragement and praise, maintaining discipline and supporting learning			
10.	Gradual introduction to selected tasks and duties			
11.	Confident with initial tasks and duties			
12.	Introduction to wider range of tasks and duties			
13.	Confident with wider range of tasks and duties			

Please complete and Induction Evaluation form by

and return to CPD Lead.

Admin Induction

Name:

Job Title:

Start Date:

Office Manager Checklist

To be explained/discussed/covered during the induction process within the first 4 weeks of employment.

		Date completed	SLT initials	Admin initials
1.	Introduction to mentor			
2.	Person responsible for induction			
3.	Explain checklist/induction procedures			
4.	Health and Safety issues/procedures <ul style="list-style-type: none">● Person responsible for H/S● Fire procedure● First Aid and Accident reporting● Children's medical info			
5.	School security			
6.	General staff communication procedures			
7.	School calendar – INSET day arrangements			
8.	Clarification of working hours			
9.	Role in discipline/behaviour/anti bullying strategies			
10.	Deployment timetable (if appropriate)			
11.	Relevant CPD including Safeguarding			
12.	Staff Performance Management			
13.	Appropriate aspects of School Improvement Plan			

Office Manager's Checklist to be worked through with administrative staff

To be explained/discussed/covered during the induction process within the first 4 weeks of employment.

		Date completed	SLT initials	Admin initials
1.	Layout of office			
2.	Administration procedures			
3.	Office routines			
4.	Introduction to staff			
5.	Clarification of role, tasks and duties			
6.	Arrangements for planning, liaison etc.			
7.	Gradual introduction to selected tasks and duties			
8.	Confident with initial tasks and duties			
9.	Introduction to wider range of tasks and duties			
10.	Confident with wider range of tasks and duties			

Please complete and Induction Evaluation form by _____ and return to CPD Lead.

Name:

Status:

Start Date:

AHT/HLTA Checklist

To be explained/discussed/covered during the induction process within the first 4 weeks of employment.

		Date completed	SLT initials	Vol. initials
1.	Introduction to mentor			
2.	Person responsible for induction			
3.	Explain checklist/induction procedures			
4.	Health and Safety issues/procedures <ul style="list-style-type: none">● Person responsible for H/S● Fire procedure● First Aid and Accident reporting● Children's medical info			
5.	School security			
6.	General communication procedures			
7.	School calendar – INSET day arrangements			
8.	Clarification of working hours			
9.	Role in discipline/behaviour/anti bullying strategies			
10.	Deployment timetable (if appropriate)			
11.	Relevant CPD including Safeguarding			
12.	Confidentiality			
13.	Code of Conduct			

Name:

Date of Birth:

Start Date:

Key Information:

Class Teacher's induction checklist to be worked through with new pupil

To be explained/discussed/covered during the induction process within the first 2 weeks of admission.

		Date completed	Teacher initials	PL initials
1.	Layout of class/equipment etc.			
2.	Classroom rules and procedures			
3.	Classroom routines			
4	Playground routines			
5	Lunchtime routines			
6.	Introduction to class/pupils			
7.	Code of Conduct			
8.	Expectations for work			
9.	Homework			
10.	Targets			
11.	Extra-curricular activities			
12.	Class mentor			

Please complete and Induction Evaluation form by

and return to AHT.