

LANGLEY SCHOOL **INDUCTION POLICY**

Induction is about helping a new member of staff integrate into the school and become an effective contributor. It involves enabling the new staff member to acquire new skills and knowledge so that they are able to fulfil their role in the school. Induction is important to all new staff regardless of experience and should also be available for staff who are promoted/take on a new role. An important aspect of the Induction for all staff is that they should read, agree to and sign the Langley School Code of Conduct.

Aims

- to help staff feel valued
- to understand the ethos of the school and the standards expected of them
- to enable staff to do their job effectively
- to ensure staff are familiar with school routines, procedures, policies and staff
- to develop the skills of staff
- to promote quality of teaching and learning

Organisation

To achieve these aims any new member of staff should be allocated a mentor (often a member of the paired team). The new member of staff should be able to ask for a different mentor if for any reason they are not happy with the designated mentor. The mentor's role should be a supportive role, offering advice and being able to give information required and ensure the member of staff is familiar with school policies and procedures. Ideally the mentor should have received some training for this role.

There should be non-contact time for both to meet, and for observations and visits to take place.

Care needs to be taken to ensure that a new member of staff is not overwhelmed with information at the beginning.

Objectives

- Planned meetings with mentor
- Opportunities, where appropriate for:
 - observing other classes
 - visiting other schools
 - mentor observing member of staff
 - planning with mentor
 - teaching alongside mentor
 - courses/training

Examples of how induction may work for certain groups of staff are given below:

The newly qualified teacher (NQT)

The LA has established a code of practice to which we intend to adhere and build upon.

At Langley NQT induction will include:-

1. A clear commitment to support new teachers.
2. The appointment of a mentor/critical friend to support, counsel, inform and advise.
3. The provision of non-contact time for both NQT and mentor to meet on a weekly basis.
4. Time out of school to:
 - a) Attend LA training and courses for both the NQT and mentor. Cover provided by the LA.
 - b) Visit other local schools deemed to be relevant.
 - c) Time to observe/work with good practitioners within school.
- 5) A planned programme of training to meet the needs of the NQT. This should appear in the professional development plans and possibly the SDP if the timescale is appropriate.
- 6) Meetings with the Executive Head Teacher/Head of School/other senior staff.
- 7) Access to LA advisers, services or support should there be a need.

Teachers new to the school

An experienced teacher will have been appointed because of relevant skills, experience, personality and potential. Their needs may, in many ways be similar to those of the NQT. Their induction will include:-

- 1) The appointment of an informal mentor/critical friend - this could be the head of department or another teacher.
- 2) Time to visit other classes within the school. Cover will be provided although clearly not be as extensive as the provision made for an NQT.
- 3) Time to study relevant school policies and procedures - either during assembly or if necessary using cover provided from within the school. The mentor will draw attention to urgent or unique activities.
- 4) Meetings with the Assistant Head teacher who is their line manager and the Executive Head Teacher/Head of School.
- 5) Classroom observation by the Assistant Headteacher, Executive Head Teacher/Head of School.
- 6) Access to in-service training to meet their specific professional needs.

The newly qualified TA

It is hoped that a newly qualified TA will come to the school with fresh ideas, vigour and enthusiasm. This may well be their first full-time job, and as a result he or she will need help in adjusting to working life as well as the school. Their induction will include:-

1. The HLTA will act as mentor to the new member of staff.
2. Access to appropriate courses and time off to make relevant visits to other schools and nurseries to develop their professional skills.

3. Meetings with, Executive Head Teacher, Head of School or an Assistant Head Teacher
 - i. Initially for positive feedback/general advice and
 - ii. To discuss any problems

The New TA

This person will have been appointed because of their past experience, skills and personality. They will have experience of working in different establishments and in different ways. Their induction will include:-

- 1) The HTLA will act as mentor to the new member of staff.
- 2) Supervision and support by the class teacher and an Assistant Head Teacher.
- 3) Meetings with the Executive Head Teacher or Head of School or an Assistant Head Teacher.
- 4) Access to the professional development programme.

Office Staff (Admin Assistant//Bursar)

This person may or may not have previously worked in schools. Support will be provided by the office staff post holders and the Headteacher and Deputy Headteacher. Their induction will include:-

- 1) Attend LA training relevant to the post
- 2) Supervision and support by colleagues and Executive Head Teacher and Head of School.
- 3) Access to the professional development programme.
- 4) Attendance at Special School Secretaries' and Bursars' Group meetings where appropriate.

The above sets out the structure for supporting new staff at Langley. As with all personnel issues we need to be prepared to be flexible and amend the procedure when necessary. In this way we can facilitate the integration and maximise the potential of staff, and thus enhance the learning experiences of the children.

Reviewed March 2018