



PAPILLON HOUSE SCHOOL

Induction Policy

This policy outlines Papillon House School's procedures for induction of all staff including teaching staff, support staff and volunteer staff.

The policy will be implemented in accordance with agreed aims and other relevant policies including *Performance Management, Health and Safety, Equal Opportunities, School Improvement Plan, Safeguarding and Behaviour*.

Responsibilities

- The overall responsibility for ensuring that an effective induction policy and programme are communicated lies with the Business Manager.
- The Induction Co-ordinator and Business Manager will ensure all contents of this policy are included during induction of all new staff and volunteers.
- Where appropriate, staff must sign to say that they have read and understand the contents of the relevant policies.
- All staff and volunteers must be made aware that the policy is available.
- The Business Manager will review this policy every two years or as appropriate.

Purpose

Papillon House School is committed to safeguarding and promoting the welfare of the children in its care. The induction of new staff and volunteers is important to integrate a new employee into the School so that he/she is encouraged to become an effective and motivated member of the team. Induction is essential in maintaining and developing the ethos of the school and helping each new staff member to settle in quickly and happily into school.

Induction Programme

Staff who are well supported and confident in their roles will help us to raise standards and improve the quality of education.

The Induction Policy and Procedures aim to provide all newly appointed staff, and those changing role, with a programme of structured support and guidance appropriate to their role to enable them to:

- integrate successfully into the school or new role;
- consolidate their performance
- 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

An effective induction programme is not a one-off event but takes place over a period of some weeks and is an ongoing process to ensure that the new employee settles in well and is confident carrying out the full scope of his/her duties. Essential information should be supplied to the new employee in a planned and systematic way to avoid information overload and to ensure that he/she is able to absorb it.

The induction programme should involve input from the managers and work colleagues who are best placed to supply the new employee with the full range of relevant information and assistance.

Procedures

All new staff will be provided with a Staff Induction Programme which will include a range of information about the organisation and his/her new job, including guidance on:

- school structure;
- the purpose and key responsibilities of his/her new role;
- fire, first aid and health and safety procedures;
- the individuals with whom he/she will be working;
- the staff handbook (employment manual)
- expected standards of behaviour and the behaviour policy;
- probationary arrangements;
- completion of all necessary documentation relating to his/her appointment; and
- all policies, procedures and rules, including those concerning safeguarding, child protection, e-safety, performance management and equal opportunities.

A member of the Senior Leadership Team will ensure new staff are given a guided tour of the school, identifying locations of resources, procedures, staff and other relevant information.

The manager should use an induction checklist to ensure that the new employee is provided with an induction pack containing all the relevant information relating to these areas. The induction checklist should be signed by the new employee and returned to the Business Manager within one month of employment commencing to confirm that this stage of the induction programme has been carried out.

Review meeting

A review meeting should be held with the new employee at the end of his/her first month of employment to discuss how the first few weeks with the organisation have gone, and to identify any gaps in his/her induction.

The opportunity should be taken to review the individual's job description and answer any queries that the employee may have about his/her duties and responsibilities.

The review meeting should also be used to agree some short-term objectives, to be reviewed at the end of the first three months of employment. The next review date should be set to take place in eight weeks' time (three months into employment).

Teaching Staff

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

New teaching staff will have access to the Head Teacher 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.

Newly Qualified Teachers (NQTs)

Induction for newly qualified teachers will be provided, following guidance from the DfE, taking account of proposals to use individual Career Entry Profiles. Induction advice and resources will be provided as for all teaching staff.

NQTs' 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 line manager to record agreed targets and an action plan for their achievement, linking the teacher's needs with the School Strategic Plan and targets.

The NQT's induction programme may include: opportunities to visit schools to observe good practice; a planned programme of training for curriculum, classroom management and personal development; regular discussions with experienced teachers.

The NQT will be allocated a mentor for day-to-day advice and support. NQTs teach 90% of the normal teaching day. NQTs will take part in the normal monitoring procedures and are provided with feedback to support assessment and development of the new teacher's practice. Additional supportive observation and feedback is provided by senior staff. The Director and Head Teacher are available to discuss any additional training needs and difficulties that may be experienced. An NQT will not be expected to take lead responsibility for a curriculum area in their year team.

Reviewed and revised April 2015

Reviewed and revised May 2017

Last review September 2017 – minor changes to induction checklist

Alex Labbett, Business Manager

**Induction Checklist**

Action	Who Responsible	Signed
Safeguarding		
Undertaking training on the School's Child Protection and Safeguarding Policy known as Safeguarding policy.	Alex / Alicia	
Been informed of the identity of the Designated Safeguarding Lead	Alex / Sue	
Undertaken NSPCC online child protection training and undertaken any other relevant training as identified for the role	Alex / Sue	
Undertaken Home Office Prevent Training (http://www.elearning.prevent.homeoffice.gov.uk/home)	Alex / Sue	
I have been given, read and signed to say I understand these policies: (Please sign against each policy below).	Sign below	
A copy of the Child Protection and Safeguarding Policy		
A copy of the First Aid Policy		
A copy of the Health & Safety Policy including Fire Safety		
A copy of part one of Keeping Children Safe in Education (This will be emailed to you and a hard copy is available in the blue folder)		
I have read and understood these policies: (These policies are found in the induction folder)		
The Behaviour Policy and Positive Handling Policy		
The Staff Code of Conduct (in the Employment Manual)		
The Employment Manual (Staff Handbook) (Located on staff room computer and in therapy drive and in Induction Folder)		
The E-Safety policy		
The Security Policy		
The Educational Visits Policy		
I have had the following General Information:		
Been given a copy of the Induction Policy	Alex / Sue	
Information on the School including the School Aims, the School Website and the School Prospectus	Alex	

Guided tour around the school with an opportunity to meet with Teachers and Special Needs Assistants.	Alex / Sue	
Tour of Fire Extinguishers & Fire Exits	Alicia	
Been given relevant information on timetables and group lists for relevant classes	Line Manager	
Been given information regarding the different Staff roles and responsibilities	Alex / Sue	
Been given a copy of the Performance Management policy and had one month review meeting to identify objectives and provide the relevant support.	Alex	
Participated in an introduction to Autism workshop, if appropriate. (within first term employment)	Sue	
Other Documentation I have completed and returned to School Secretary		
Horse Riding Application Form (Helper)	Michelle	
Personal Information Form	Michelle	
Teachers Only		
Teachers Induction Pack (including curriculum map, assessment advice, resources, procedures, ICT)	Katie	
PPA arrangements	Katie	
SNAs Only		
The opportunity to work alongside a colleague undertaking a similar job where possible	Class Teacher	
Information concerning the child/children for whom they are responsible if appropriate	Class Teacher	
Information on assessment, record keeping	Class Teacher	

PLEASE HAND THIS SHEET TO ALEX LABBETT ONCE COMPLETED. THIS MUST BE RETURNED BY THE END OF THE FIRST MONTH OF EMPLOYMENT. PLEASE REMEMBER THAT IT IS YOUR RESPONSIBILITY TO COMPLETE THIS CHECKLIST. IF YOU NEED ANY SUPPORT OR INFORMATION TO HELP YOU TO DO SO, PLEASE CONTACT SUE OR ALEX.

Signed:

Name:.....

Date:.....

* Blue Text = handed out during induction meeting

Updated September 2017

Alex Lobbett