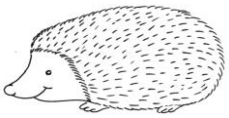
HEDGEWOOD PRIMARY SPECIAL SCHOOL



Hedgewood School

New Staff Induction Policy

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Background

This policy outlines the programme that is used at Hedgewood School to induct any newly appointed staff (both teaching and non teaching) and governors. It gives a framework within which all staff and governors can work together to ensure a smooth induction for new staff.

The Induction Programme for newly appointed staff is the first part of the School's Staff Development Programme, which involves *all* staff – both teaching and non teaching.

Staff are our most expensive resource and form a large part of the investment of the school and therefore the induction programme is planned and budgeted for in the School Development/Improvement Plan.

Philosophy

At Hedgewood School we feel it is important that *all* staff – both teaching and non teaching are inducted into the whole team and that induction should begin as soon as practicable after the appointment.

Hedgewood School encourages the philosophy of a 'whole school approach' to the life and work of the school. All members of the school community are valued and respected as individuals and as members of the whole school team. It is important that new staff are welcomed into the whole school team, helped to establish their role and position within that team. It is vital that new staff are given every assistance in settling into school quickly and happily and gain a knowledge and understanding of the philosophy and ethos of the school, the routines and practices that take place and the way in which the school operates.

Responsibilities - Who Supports Newly Appointed Staff?

The induction of all new staff, including support staff, is an important aspect of school life and is essential in maintaining and developing the school ethos. It is essential that all new staff know who is responsible for giving them support.

At Hedgewood School the Induction Programme for newly appointed staff operates under the direction of the Headteacher. The Headteacher & Assistant Headteachers act as induction managers for newly appointed staff as well as being the Staff Development Manager. Induction is there to help, reassure, guide, counsel, inform and listen, and is responsible for monitoring the progress and professional development of newly appointed staff, guiding new staff through the school documentation, for whole school issues and for organising the appropriate support meetings.

The Key Stage Manager or mentor of a newly appointed teacher such as NQT has an important role in the induction programme. This colleague acts as a 'friend', guide, supporter and adviser on a day-to-day basis, as well as sharing planning on a weekly and termly basis. A teacher who is appointed to take on a teaching role other than that of a class teacher, for example a Booster Class, would have one particular teacher colleague to act as their supporter. This person would take on a similar role to that of the key stage manager.

Key Stage Managers or mentors who are to work with a newly appointed teacher, discuss their role in the Induction Programme with the Assistant Headteachers or Headteacher before the new staff member starts work at the school.

The induction of a new Headteacher is the responsibility of the Chair of Governors, the Assistant Headteacher and the Leadership Team. The Headteacher and Assistant Headteachers induct those newly appointed teachers who become members of the Leadership Team.

Curriculum Learning Managers will give information, support and advice about the curriculum.

The Team Manger and Class teacher of a teaching assistant plays a role in their Induction Programme. They are responsible for integrating new appointees into the year group team and familiarising them with year group/class routines and procedures.

The Teaching Assistant Mentor is responsible for integrating a new teaching assistant into the team, offering support as a mentor and during the weekly TA meetings.

All other staff in school are involved in the induction of any newly appointed staff. All staff assist in integrating a new colleague into the Whole School Team. They share experiences and ideas, help in practical ways and offer support. Newly appointed staff are encouraged to approach any member of staff with any queries they might have. The Headteacher adds the newly appointed staff to the Training plans for the year and consults new staff regarding their training needs.

Financing the Induction Programme

The Headteacher and Governors at Hedgewood School recognise the necessity for allocation of funds from the school budget in order to finance the Induction Programme.

The school might need to budget for supply cover so that the Headteacher/ Key Stage Manager can spend time with new staff in the classroom and/or in discussion and training sessions.

The Headteacher will need to budget for newly appointed staff to attend relevant courses.

Money for extra class/curriculum resources and for photocopying documents in the induction pack will be required.

The Induction Programme

Aims of the Induction Programme

- To make all staff feel welcome and at ease in their new environment.
- To enable new staff to settle happily into school so that the quality of learning experienced by the children can be maintained and improved.
- To enable new staff to understand the philosophy, values and ethos of the school and to observe good practice so that it can be reflected in their own work.
- To develop new staff's understanding of Autism.
- To ensure new staff understand and employ TEACCH principles, structures and learning approaches.
- To enable new staff to establish clear learning routines and systems of work.
- To support new staff to develop their understanding of a total communication environment and how best to support our pupils with language and communication difficulties.
- To enable new staff to make a full contribution, taking on all their responsibilities as soon as possible.
- To foster positive relationships between existing and newly appointed staff and to ensure there is a system of support in place.

Immediately after a successful interview, the Headteacher welcomes a new colleague to the school and answers any questions. At this stage, new staff members are made aware of certain documents (they made be directed to the schools website to view these documents or given a paper copy if requested) these include:

- School Brochure
- Staff code of conduct
- Staff Handbook
- Holiday list (including training schedule)
- School website

New colleagues are shown around the school and their classroom is identified. New teachers, if possible, meet their key stage manager/mentor and other members of the year group team, such as TA's, SMSA's

Pre Commencement Visits

Ideally, a new colleague should visit the school several times before starting. This could be in term time or during a holiday. Newly appointed TA's do not need to visit as often as a new teacher. Teachers meet the Key stage Team Managers, if they have not already done so. If a colleague is appointed at the start of the new school year, it might be practible to use part of a Training hours to continue the induction programme.

At this stage, the induction manager makes available and explains further documentation including:-

- Child Protection Policy and Safeguarding Procedures:
- School Policies including ;Safeguarding and child protection policy; Behaviour and Safety policy; Social media & Safe use of ICT policy;
- Whole School Curriculum policy & overview
- School record keeping systems;
- Timetables and rotas;
- Term Planner (this includes the dates of all major events in the school year);
- Class lists and class records (teachers only).
- NAS Autism Accreditation Standards

A full list of possible items in an induction pack for new staff is in Appendix 1. Some items may not be appropriate for non teaching staff.

New teachers meet the Headteacher and Leadership Group.

The Headteacher explains the school's staffing structure and introduces new colleagues to as many staff as possible. A second guided tour of the building helps identification of other classrooms, curriculum resource centres and stores etc.

It might be appropriate for newly appointed teachers to 'shadow' the class teacher of the children they will be teaching.

Initial Induction Meeting – Teaching Staff

The Assistant Headteachers or NQT mentor meets new teacher(s) early in their first term to plan details of the induction programme for the school year. The Assistant Headteachers or Team Managers can be approached informally at any time regarding induction.

Regular new teaching staff support meetings, taking the form of discussions/seminars are agreed. These could be 'twilight' meetings or held during the school day, if cover can be organised.

Initial Induction Meeting – Non Teaching Staff

The Initial Induction of non-teaching staff will take place through discussion with the Assistant Headteachers, when any questions will be answered. Each new member of staff will be allocated to a supervisor who will support the new non-teaching staff via training and in establishing daily routines. The supervisor can be approached informally at any time.

The meeting might include recent policy documents or statements, concerns or queries about the children and the general life and work of the school in relation to non teaching staff.

Key Stage Meetings and Learning Manager meetings

Regular weekly key stage meetings help to integrate newly appointed staff into various teams. Colleagues at such meetings can assist greatly by answering any questions about the day-to-day work of the school.

Meeting with the Headteacher/ Assistant Headteachers

Newly appointed staff meet the Headteacher to discuss their job description.

Induction Programme

The induction programme should cover the following where appropriate:

The school

- Map or plan
- Environment
- Organisation
- Basic routines, procedures and documents outlined in the Staff Handbook, (registration, School protocols and policies, TEACCH approach and principles, total communication, positive behaviour support, assessment, recording and reporting, NAS Autism Accreditation , duties, emergency procedures, Health and Safety, etc)

The staff

- Staffing structures (staff handbook)
- Responsibilities (teaching and non teaching staff)
- Lines of communication (i.e. to whom does the newly qualified teacher turn to help?)

Pastoral Organisation

- Emotional wellbeing
- Positive Behaviour support
- General principles of pupil care and guidance
- Assemblies
- Safeguarding & Child Protection Plans and Training

Resources

- Within school and locally
- Location/supplier
- Procedures for obtaining
- Ordering
- Stock control
- Strategies for use

Classroom Management

- Organisation
- Display
- Strategies for creating suitable teaching environments for Pupils with Autism, key TEACCH principles, structure, systems.

Extra Curricular Activities

- Range
- Organisation
- Staff involvement

Other parts of the Induction Programme

The induction programme incorporates the two 'professional' days for teaching staff. Non teaching staff will be asked to attend twilight training sessions.

All teaching staff attend regular staff and curriculum meetings. Non teaching staff attend where appropriate.

Curriculum Managers should meet new teachers to discuss curriculum policies and schemes of work.

The assigned mentors will meet new teachers to discuss teacher assessment, record keeping, reporting to parents etc.

The above elements of the induction programme are tailored individually for newly appointed teachers, depending on their previous experience and expertise.

Areas with which mentors may support/help newly appointed teachers:

- Day to day organisation
- Class and school routines
- Classroom timetables
- Individual pupil support procedures, including liaison with Family Support Workers
- Short term plans
- Initial and long term plans
- Annotations and reflective feedback and presentation of observation folders and learning journeys
- Record keeping – B-Squared , teacher assessment , class lists, reading records and other records
- Home work
- Use of the photocopier

Extra Information

1. Open evenings
2. Festival activities
3. Class visits
4. Class assemblies

Governors

Governors are an important part of the management structure of the school and need time to acquaint themselves with policies and other key documents. New Governors will be assigned an experienced Governor who will mentor them through their first year.

All new Governors will be given an induction pack. Appendix 4a contains an induction checklist for new Governors.

Appendix 1 (Induction Resources for New Staff)

- Child Protection Policy and Safeguarding Policy and Procedures
- School Proformas
- School Development Plan/School Self-Evaluation document
- Behaviour and Safety Policy
- TEACCH guidance for classroom environment and set up
- Blank timetable sheet
- Class list
- Code of Conduct for staff
- Curriculum Documents Format
- Guidance for the Foundation Stage including EYFS profiles (Early Years Teachers only)
- Curriculum Learning Managers / TLR Teams
- PPA/NCT timetables
- Health and Safety Policy
- Holiday list
- Training feedback / notes
- English framework
- Medical register
- National curriculum handbook
- Maths framework
- Policies file (including list of all policies and statements)
- Pupil records
- Registration procedures
- School brochure
- School rules/Code of Conduct
- School timesheets
- Staff absence handbook
- Staff handbook
- Staff structure/list
- Staff meeting dates
- Teachers reading record notes
- Whole School Timetables
- Educational Visits Policy

Appendix 2 (Induction of New Staff: Roles and Responsibilities)

Staff responsible for their induction on arrival	School Role	Directly responsible for the induction of the following staff
Governors	Headteacher	Assistant Headteachers All teaching staff Clerical staff
Headteacher Teachers	Assistant Headteachers	All staff (general support)
Headteacher & Assistant Headteacher	Learning Managers	Teaching and support staff in the department
Headteacher & Assistant Headteachers NQT Mentors	NQT's	NQT's
School Administrative Office	School Administrator	Clerical Staff All staff (Admin Support)
Assistant Headteachers , Key Stage Managers & Class teachers	Teaching Assistants	New Teaching Assistants
Senior Midday Supervisor	SMSA	New Supervisory Staff

Appendix 3 (Policies and Documentation Checklist)

- The following documentation is in your classroom and should be given to you before you start working in the school.
- The documents belong to the school and should be left behind when you leave.
- The documents are provided to support your teaching. Please read them as soon as possible, especially the Staff Handbook and Curriculum Polices.
- Please inform the office staff if there is a document missing.

Document/Policy	Received	Read
1/ Staff Handbook		
2/ Code of Conduct		
3/ Health and Safety Policy		
4/ TEACCH environment guidance		
5/ Teaching and Learning Policy		
6/ Whole School Curriculum Policy		
7/ Educational Visits Policy		
8/ Behaviour and Safety Policy		
9/ English Framework		
10/ Maths Framework		
11/ Child Protection & Safeguarding Policy		
12/ Planning, Assessment and Record keeping Policy		
13/ Learning Journey/Observation Folder/ Red Record Guidance		
14/ Training schedule		
15/ Observation and Monitoring Cycle		
16/ Annual Reviews and ILPs Templates		
17/ Yearly Planner		
18/ NAS Autism Accreditation Standards		
Curriculum Policies		
1/ English		
2/ Mathematics		
3/ Science		
4/ Computing		
5/ Religious Education		
6/ Design Technology		
7/ History		
8/ Geography		
9/ Physical Education		
10/ Music		
11/ Art and Design		
12/ PSHCE and Citizenship		
13/ Emotional Health and Wellbeing/ Social Understanding		
13/ Annotations and Reflective feedback /Marking Policy		

Appendix 4 (Induction Procedures Check List)

To help you settle in as quickly as possible you should have the following meetings or discussion with staff. Please keep a record for future reference.

Activity/Meeting/Discussion	Member(s) of staff	Issues for Discussion	Date Completed
Welcome/staff introductions and initial meeting with Headteacher on or before taking up post	HT		
Be allocated an Induction Mentor /Initial meeting with Induction Mentor	HT	Share school policies e.g. Safeguarding & Child Protection, Behaviour and Saftey etc.	
Be given important diary dates/school calendar, meeting times etc.	HT		
Be given staff list/structure	HT		
Be given a list of current policies and shown their location on shared drive (school network)	HT		
Be given details about registration procedures, timings for the day, playtime and lunchtime routines, protocol when ill etc.	HT		
Be given a tour of the building and shown resource areas, noticeboards etc.	Admin/TA		
Be shown photocopier, fax, telephone system etc.	Admin		
Complete Health and Safety Induction	Bursar	Health & Safety Induction Checklist	
Be given a copy of the school prospectus, SDP and SEF	HT/ AHT		
Be given a copy of the Employee Code of Conduct	HT/ AHT		
Consider immediate training needs and arrange training (e.g. systems)	HT/ AHT		
Complete declaration of business interests form (if applicable)	Bursar		
Complete Workstation Assessment (if applicable)	Bursar		

Meetings with staff			
Initial meeting with key stage manager	Mentor	Planning schemes, timetables, behaviour policy, resources and curriculum files.	
Assessment recording and reporting	Mentor	To discuss plans, record keeping, assessment, reports	
Homework	Mentor	Homework diaries, provision	
Initial meeting with staff in same phase	Mentor	To discuss plans, expectations, setting, standards, groupings.	

Start Date: _____

Completion Date: _____

Signed: _____ **(Staff Member)**

Signed: _____ **(Induction Tutor/Line Manager)**

Appendix 4a (Induction Checklist for new Governors)

After an appointment a new Governor should:	By Whom	Required/ not	Completed
Be invited to visit the school to have a tour of the school and meet members of staff	HT		
Be given information about the role of Governors generally and how our Governing Body works specifically – details of sub committees etc.	CHAIR		
Be given a copy of the last minutes and Headteachers report of the last full Governors meeting	HT		
Be introduced to key school documents such as SDP, Raise Online by specific training	CHAIR		
Be given a copy of the Legal Guide to Governors	CHAIR		
Be given the names and details of all other Governors	CHAIR		
Be invited to visit the school again, either to attend an assembly, to have a school dinner or to work in classrooms etc.	HT/CHAIR		
Be made aware of training available and be encouraged to attend induction training run by LA as soon as possible	HT		
Ensure Governors section has details of new Governor	HT/CHAIR		
Be given a copy of the School Development Plan and School Profile	HT		
Complete and send off a CRB disclosure form	HT		
Be asked to complete a a declaration of business interests form	HT		
Be given a copy of the Code of Conduct	HT		
Be given a copy of the Finance Policy	HT		
Be given a copy of the Barnsley Scheme for Financing Schools	HT		
Be given a list of current policy documents	HT		
Be given a copy of the last OFSTED inspection report	HT		
Be given the dates of the next sub committee times and termly meetings	HT		
Be given a copy of the school prospectus	HT		
Be given a copy of the SDP	HT		

Signed: _____ Date: _____

Appendix 5 (Record of Extra Meetings)

Date	Member of Staff	Meeting/Issues for Discussion

Appendix 6 (Important contact telephone numbers)

School: 02088456756

Appendix 7 (Checklist for staff leaving Hedgewood School School)

Applicable for staff who are retiring, taking up another post, taking maternity leave or extended leave.

Action to be completed or item to be handed back to school	**Signature of member of staff receiving the items**	**Date**
Dates (leaving/returning) in writing		
Communicate diary commitments, dates, appointments		
Return school keys and fobs		
Return identification badge		
Return IT equipment (laptop/s, camera, video camera, visualiser)		
Ensure planning is saved on Shared drive		
Ensure class records are up to date and handed over		
Deactivate individual log in details/passwords		
Return all school property: books etc (see below for a list of items, this list includes some specific resources e.g numicon. but is not intended to be exhaustive)		
Leave future contact details (optional)		

I understand and agree that I will not access any school sites using known passwords.

I understand and agree to respect that information about the school, staff and pupils is confidential.

Signed (staff member): _____ Date: _____

Signed (line manager): _____ Date: _____

Review of the Policy

This policy is reviewed regularly and updated as necessary. Amendments are based on the experiences of recently appointed staff and the induction manager and take account of their comments at all stages and if necessary, modifies it during the school year.

Date reviewed:

Reviewed by: