



Bellfield Infant School

Induction Policy

Introduction

At Bellfield Infant School we welcome new staff and value the contribution they make. We commit to supporting them during their induction and aim to ensure a smooth transition onto the staff team. When inducting Newly Qualified Teachers, the school complies with DfE requirements for induction and fulfils its roles and responsibilities for the induction year - as set out in the DfE guidelines.

Induction for all staff

On appointment the new member staff is given:

- Opportunity to visit school on at least 2 school days prior to commencement, one of which is a transition day for employee to meet children and parents.
- During the first week, the mentor will ensure that the new member of staff is directed towards the induction folder in the Policies area on the school's curriculum server. Here they will find all the policies that all staff should be aware of and training they are required to undertake.
- A safeguarding meeting with the Pastoral Leader will take place during the first day..

It is the responsibility of the Headteacher for Appraisal and Induction to ensure all new staff are appointed a suitable mentor. The new member of staff is required to complete the induction checklist attached to this policy. It is the responsibility of the Mentor to ensure the completion of the check list. Any feedback is returned to the Headteacher for Appraisal and Induction to ensure the induction process is relevant and any necessary revisions are made in the next policy review.

Specific Induction for Newly Qualified Teachers / Direct Teacher Training students.

On Appointment they should:

- Be given an induction with an appointed person (mentor)
- Meet their appointed mentor and year group colleagues
- Be given details of their timetable, cover arrangements and responsibilities
- Fully participate in all professional development (including observations and meetings)

The induction programme will support the NQTs/ students ongoing development with particular relevance to NQTs and graduate/registered teachers during the first year.

Written by: G.Simm

Date: Autumn 2018

Date of next review: Autumn 2019



Appendix 1

This checklist provides a framework for the planning, delivery, and evaluation of the staff induction process at school level.

It is recommended that it is used as a guide by the mentor of the new employee to help provide a successful induction into the school.

New staff member Start Date

Mentor.....

Before Employment,

action to be taken from the date the appointment is confirmed:	Who	Signed
Appoint an experienced colleague to mentor the new appointee and help them settle in.	HT	
Ensure they understand their role.	HT	
Inform team of new staff member's arrival and start date.	HT	
Identify and request any necessary equipment e.g. computer, telephone, furniture, basic stationery, adaptations for disabled staff etc. with Finance Administrator/Caretaker.	HT	
Ensure the new staff member understands the arrangements for their first day i.e. time of arrival, who will meet them and where.	Mentor	
Ensure initial staff induction on the first day.	Mentor	
Identify essential training and book if required.	Mentor	

Please sign to confirm that all required actions have been completed HT/Mentor

Signature.....

Signature.....

Induction Checklist

To be signed and kept in the Induction file on completion.

Action required	By whom	When	Signed
Welcome and introduction to all school staff, including: Buildings manager, office staff, subject co-ordinators, SLT.	HT/DHT	First day	
Familiarise new staff with their environment and facilities they may find useful e.g. toilets, storage areas etc.	HT/DHT/Mentor	First day	
Provide necessary locker keys, ID badges, computer passwords, e-mail account, building security door fob,	HT/DHT/Mentor	First day	
Ensure new member of staff understands fire alarm procedure, signing in / out, procedures. Location of fire exits	HT/DHT/Mentor	First day	
Ensure employee familiar with Staff Handbook contents.	Mentor	First day	
Ensure information given re: Work times, Parking, PPA, Break and Lunch times, Staff fund, Timetables, Register (SIMS)	Mentor	First day	
Ensure employee is familiar with all relevant policies including: Safeguarding Behaviour Teaching and Learning Marking Assessment	Mentor	First day	
Ensure names and relevant information of Vulnerable children in class identified	Pastoral Lead	First day	
Provide information regarding children identified with SEN in class.	SENCo	First day	
Personal safety guidelines, dealing with violence,	Mentor	First day	
Accident and incident reporting	Mentor	First day	
If required complete a vulnerable person risk assessment	Mentor	First day	
Provide essential guidelines Accidents, Asthma, Diabetes, Anaphylaxis, medicines.	Mentor	First day	
Provide an opportunity for new staff to discuss any day to day issues with a member of the leadership team.	Mentor	First week	
Undertake Prevent training online and hand in certificate	Mentor/Pastoral Leader	First two weeks	
Check that all relevant Policies and documents have been accessed	Mentor	First three weeks	

Review of Induction Process

Please record below any good practice that you feel could be shared across the school.

How can the staff induction process be improved?

Staff members signature _____ Date _____

To be completed and discussed with the Mentor at the end of the first half term.