

CHULMLEIGH ACADEMY TRUST

INDUCTION OF NEW STAFF POLICY

**Adopted by the Resources Committee on behalf of the Board of Directors:
29.1.13**

The Programme outlined below has been designed in order to help new staff to settle into the Academy quickly and with confidence. We want all staff to feel valued and supported and therefore this document is directed to all new colleagues, although much of the detail refers to newly qualified teachers.

The induction programme aims to:

1. Support and assist new staff to settle into the Academy quickly and with confidence.
2. Provide appropriate support and in-service training
3. Provide a suitable workload, given the constraints of the timetable to be delivered.
4. Monitor the work of new staff in order to provide constructive feedback.

In order to achieve these aims, new teaching staff are appointed a mentor who will work closely with them to encourage and to provide the day to day support and advice needed. The mentor will usually be the new colleague's line manager.

The Induction Programme

All new members of staff broadly follow the induction programme as outlined below. However, because new staff will have varying needs the programme is negotiable and might vary from staff member to staff member.

Teamleaders should:-

- i. Contact the new member of staff and explain their role in the induction process.
- ii. Use the Induction checklist to ensure all relevant documentation has been provided and all introductions planned (see appendix A).
- iii. For new teaching staff Teamleaders should arrange a preliminary visit to discuss departmental details. This will include schemes of work, their timetable and working with the Teaching Assistants.

By the End of the First Day

Teamleaders should:-

- i Speak to the new member of staff and explain their role in the induction process.
- ii Use the Induction checklist to ensure all relevant documentation has been provided and all introductions planned (see appendix A)

A Deputy Executive Headteacher or a designated Curriculum Manager will check that the designated procedures before joining the Academy have taken place and that the checklist has been completed. They should also inform new staff of any immediate training that might be available to them.

The Following section is only applicable to New teaching staff.

During the first month a Deputy Executive Headteacher and mentor will, together with the N.Q.T, draw up an action plan based on the Career Entry Profile. NQTs will follow the Academy NQT induction schemes and the DfE guidance in their publication “Induction for Newly Qualified Teachers (England)”.

Induction of new teaching staff

Meetings to provide ongoing training and monitoring will be arranged as necessary. These will take place on Monday afternoons.

Time: 3.40 p.m.

Venue: Deputy Executive Headteacher’s Office or Curriculum Manager’s Office

The First Year

During his or her first term at the Academy, the new member of staff will be closely monitored and supported by his or her mentor. An action plan will be created. In the case of a newly qualified teacher, lessons will be observed frequently (at least four times per term) with feedback sessions following each observation. One observation will be undertaken by the Executive Headteacher, one by a Deputy Executive Headteacher and two by the Curriculum Manager.

Towards the end of the first term, a written report will be negotiated among a Deputy Executive Headteacher, the Curriculum Manager and the new member of staff. The report will contain a review of progress made, targets and an agreed induction programme for the next term. Part or all of this report might be made available to Directors. The action plan will be reviewed.

During the second term, new staff will be encouraged to observe other members of their team and team members from other areas of the Academy. Observation and support of the new member of staff will continue but the exact nature of the induction programme will depend on the needs identified in the written report. The action plan will be reviewed.

During the final term, where appropriate, new staff will be encouraged to observe good practice in other institutions. They will continue to be monitored and supported by the Curriculum Manager and/or mentor. Towards the end of the term, a final report will be negotiated amongst a Deputy Executive Headteacher, the Curriculum Manager and the new member of staff. This report will set targets for the coming year and will form the basis for the first appraisal of the team member. In the case of a newly qualified teacher, the report will be presented by the Executive Headteacher to the Directors. On successful completion of the year, Directors will write confirming this to the newly qualified teacher. The action plan will be reviewed. During all three

terms, observations will be recorded on the action plan. This final term will also form the first part of the new member of staff's appraisal.

Induction Programme

1. Introduction and routines

- a) Brief explanation of Academy organisation
- b) The importance of establishing good standards (Code of Conduct)
- c) Classroom management:
 - Receiving and dismissing classes
 - Expectations – work/behaviour
 - Punctuality – staff/students
 - Noisy classes
 - Students unprepared for lessons
 - Use of whiteboard and visual aids
 - Setting homework
- d) Explanation of the induction programme record sheet
- e) Introduction of the Academy's ICT systems

Session Leader: Deputy Executive Headteacher

1. Curriculum Planning/Discipline Procedures

- a) Schemes of work/forecast sheets
- b) Differentiation
- c) Discipline procedures
- d) CEP Action Plan
- e) Development Planning/Finance

Session Leader: Curriculum Manager

2. Pastoral

- a) Registers
 - i. Collecting, marking, absence
 - ii. Recording information in registers
 - iii. Absence checks
- b) Homework – timetable, checking and use of diary
- c) Reward system
- d) Role of Prefects
- e) School Council

Session Leader: Deputy Executive Headteacher/Head of House

3. Reports/R.O.A./Parent Evening

- a) Progress files and assessment
- b) Termly and end of year reports
- c) Parent Evenings

Session Leader: Deputy Executive Headteacher/Head of House

4. Academy Aims and what makes us Successful

Session Leader: Executive Headteacher

5. Timetable

- a) Planning cycle
- b) Staffing
- c) Schedule

Session Leader: Deputy Executive

Headteacher/Head of House

NOTE

If the new member of staff is a Curriculum Co-ordinator or a Pastoral head, the above sessions 'Curriculum/Pastoral' will be used for management training.

6. Review of first half term

Session leader: Curriculum Manager

7. Special Needs

- a) Role of Co-ordinator Special Needs
- b) Special Needs procedures
- c) Session Leader

Session Leader: SENCO

8. Health & Safety/Medical

- a) General
- b) Fire drill/use of appliances
- c) Emergency medical procedures
- d) Drugs/medicines

Session Leader: Deputy Executive Headteacher

9. INSET

- a) The importance of training
- b) INSET procedure
- c) Cover/work for classes

Session Leader: Deputy Executive Headteacher

10. Administration

- a) Role of Administrator
- b) Pay and Conditions
- c) Financial procedures where appropriate

Session leader: Academy Business Manager

11. Extra Curricular Activities

- a) The importance of extra curricular activities
- b) The outdoor education programme
- c) Procedures for organising field work/trips

Session Leader: House Head

STAFF INDUCTION CHECK LIST**Name:** **Department:**

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Tour of Academy	
Introduction to Department (if applicable also mentor)	
Staff Handbook including Dress Code	
Academy Calendar/Term and Holiday Dates	
Departmental Handbook	
Fire Regulations / First Aid	
Issue of Keys	
Academy Structure	
Meet Executive Headteacher	
Absence Arrangements	
Hours of Work	
Procedures for Claiming for Overtime, Travel etc	
Refreshments	
Toilets	
10 to 9 Meeting – arrangements	
Health and Safety Representative	
Union Representative	
Issue of Stationery	
Child Protection procedures	
Contact with Students	
Academy Day	
Inset Arrangements	
Directors	
ICT and Internet access	
Arrangements for Photocopying	
Post – incoming and outgoing	
Use of telephone/mobile phones	
Parking	
Business & Enterprise Centre	
Confidentiality and Data Protection	
Library	
Going off site	
Photograph to be taken	

INDUCTION PACK FOR NEW STAFF

Staff Handbook, Academy Calendar, Term and Holiday Dates, Departmental Handbook, Academy Structure, Inset Folder, CT28 Record of Private Telephone Calls.

Staff Diary (T)

Student/Staff Timetable (T)

(Appendix B)

INDUCTION PROGRAMME RECORD SHEET

SESSION 1	Introduction & Routines	SESSION 2	Curriculum Planning / Discipline Procedures
Date:		Date:	
Place:		Place:	
Session Leader:		Session Leader:	

SESSION 3	Pastoral	SESSION 4	Reports/R.O.A./Parent Evening
Date:		Date:	
Place:		Place:	
Session Leader:		Session Leader:	

SESSION 5	Academy Aims & what makes us Successful	SESSION 6	Timetable
Date:		Date:	
Place:		Place:	
Session Leader:		Session Leader:	

SESSION 7	Review of first half term	SESSION 8	Special Needs
Date:		Date:	
Place:		Place:	
Session Leader:		Session Leader:	

SESSION 9	Health & Safety / Medical	SESSION 10	Inset
Date:		Date:	
Place:		Place:	
Session Leader:		Session Leader	

SESSION 11	Administration	SESSION 12	Extra Curricular
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			Activities
Date:		Date:	
Place:		Place:	
Session Leader:		Session Leader:	