

## PENS MEADOW SCHOOL

### INDUCTION POLICY

Date of Policy: February 2017

Policy reviewed:

Policy next review date: February 2019

Member of staff responsible: Deputy Head teacher

#### **Introduction**

This policy has been specifically tailored to meet the needs of all adults who are coming to work at Pens Meadow School. It is flexible in that it comprises a programme of activities capable of being applied to adults whose experience and qualifications may vary and who may hold differing positions within school. The difference in role and position will be reflected in the recommended activities and record forms.

#### **Aims**

This policy aims to:

- Ensure that all relevant policies and documents including the schools Safeguarding policy, staff code of conduct and part 1 of Keeping Children Safe in Education (Sept 2016) have been received and that the individual understands the content within each
- Provide appropriate information about the school, its pupils, and procedures/routines to ensure a smooth transition into the staff team;
- Ensure that all adults working at Pens Meadow School are fully conversant with the aims of the school and understand the values underpinning these aims;
- Ensure that all adults are confident in asking for and receiving support

#### **Induction Process**

##### ***Newly Qualified Teacher (NQT)***

It is a statutory requirement that all teachers obtaining Qualified Teacher Status (QTS) must undergo an induction period of three terms or equivalent if part time, during which they will undertake a programme of monitoring and support alongside an assessment of performance in line with the new Teachers' Standards from September 2012.

The Teachers' Standards which the Newly Qualified Teacher (NQT) will be required to meet will cover areas such as planning, teaching, classroom management, recording and reporting and professional requirements.

All NQTs enter the profession in possession of a Career Entry and Development Profile (CEDP), in which they have highlighted their strengths and specified areas for further professional development. Since the CEDP will be used to set targets for induction and professional development, the programme must be individualised to ensure that the NQT's needs are met. NQTs should have a 90% timetable to allow the induction programme to take place.

An NQT is not to be given a job description which makes unreasonable demands. The NQT should normally serve the Induction Period in a post which:

- a. Does not demand teaching outside the age range and subject(s) for which the NQT has been trained.
- b. Does not present the NQT on a day-to-day basis with acute or especially demanding discipline problems.
- c. Involves regular teaching of the same classes.
- d. Involves similar planning, teaching and assessment processes to those in which teachers working in substantive posts in the school are engaged.
- e. Does not involve additional non-teaching responsibilities without the provision of appropriate preparation and support

Along with the Head, an Appropriate Body (Dudley LA) is responsible for an NQT's training and supervision during induction. It is the Appropriate Body which decides whether an NQT has met the Induction Standards based on the Head's recommendation.

The Professional Mentor will primarily deliver the Induction Programme. However, the relevant TLR will be largely responsible for the induction of the new teacher into departmental procedures and practices and it is envisaged that the TLR will also be involved in the gathering of evidence for assessment, e.g. via lesson observation. In addition, it is hoped that other members of the department may feel able to offer support as unofficial mentors to the new teachers.

The framework for the induction programme is laid down in the Induction Standards from 1 September 2012. Prior to taking up the appointment, the NQT will make one or more initial visits to the school during which the new teacher meets with the Professional Mentor and the relevant TLR for an introduction to the school, department, and induction procedure respectively. The NQT will be provided with the schools Safeguarding policy, staff code of conduct and a copy of Keeping Children Safe in Education (Sept 2016).

The induction programme has a different focus for each of the three terms:

- a. **First Term.** Support will concentrate on issues fundamental to the development of good classroom practice using the targets set out in the new teacher's CEDP and issues raised in discussion with the Professional Mentor or other members of staff. In terms of assessment, the focus will be on the extent to which the NQT is meeting the Teachers' Standards as laid down in September 2012.
- b. **Second Term.** While the Professional Mentor offers continuing support in issues concerning the new teacher, the focus for assessment will be on progress towards the Teachers' Standards.
- c. **Third Term.** The focus will be upon the successful fulfilment of the Teachers' Standards as well as upon the NQT's further professional development.

As the emphasis throughout is upon the NQT's individual needs, the induction programme must necessarily remain flexible in terms of the issues raised and discussed. However, all NQTs will be encouraged to continue to develop their skills of self-evaluation, to take opportunities to observe more experienced staff at work, and to attend any relevant INSET available.

Each NQT will meet with their Mentor monthly.

The Professional Mentor will observe the NQT teaching during each term. These observations will be followed by review meetings at the end of each of the induction cycles. The evidence gathered from these meetings and any observations carried out by other members of staff will be used as the basis for a summative assessment of the NQT. The NQT will be provided with copies of all records.

At the end of the final induction term, the assessments made by the Induction Tutor and other staff will provide the basis for the Head's recommendation of satisfactory completion of the Induction Period.

**For Reference:**

Teachers' Standards (2012).

Career Entry and Development Profile

***Permanent Staff***

Prior to any appointment, candidates are invited to visit Pens Meadow School and will be provided with information in the form of a school prospectus. Candidates are also encouraged to visit the school website for additional information.

Once appointed, staff may visit the school to meet with their line manager, before taking up the post. On beginning their new appointment, they will be allocated a named induction mentor who will be responsible for the induction process under the overall supervision of the induction co-ordinator (DHT). They will also be allocated a named pastoral lead.

The induction programme comprises of four key elements:

*1. Introduction to our school expectations, procedures and documentation including familiarisation with key legislation (Appendix 1)*

All new staff are given an induction folder which contains copies of key policies and documents used within school (Appendix 2). This folder also contains articles and background reading on several conditions/syndromes. All new staff meet with either the head teacher or deputy head teacher on introduction to ensure they are fully understand expectations as outlined in the staff code of conduct.

*2. Meetings with key personnel*

The aim of these meetings is to get to know and understand the roles and responsibilities of other people within school and the contribution they make. It also enables new staff to gain a greater understanding of their individual roles and the part they can play in promoting the school's ethos and culture.

*3. Life in the Classroom*

Due to the complex nature of all of the pupils at Pens Meadow School, it is vital that new staff fully familiarise themselves with individual pupil clipboards. These contain a variety of information about pupil communication strategies, behaviour, health, risk assessments and school targets.

#### *4. Regular meetings to evaluate progress*

A probationary period is usually for 6 months and is a contractual obligation for those employees covered within the scope of this policy. It is a period whereby the performance, attitude and conduct of a new member of staff is monitored and reviewed to ensure that they meet the standards required of them under their contract of employment. Failure to monitor and review the employee during the probationary period will result in the period being null and void for dismissal purposes.

The way in which performance including capability, attitude and conduct is assessed will vary depending on the responsibilities of each employee's job, grade and work environment but will normally include:

- Quality of work performance
- Quantity of work
- Flexibility of the employee
- Customer care attitude and performance
- Commitment to safeguarding children / child protection procedures
- Attendance, timekeeping and health record
- Reliability
- Relationship with other employees
- Initiative
- Conduct and behaviour
- Observance of appropriate Health and Safety policies and procedures

A probationary period includes 3 formal review meetings with the employee and their immediate line manager.

Ongoing meetings are held with

#### ***Long Term Supply/Student/Volunteer Induction***

In accordance with statutory guidelines, all staff, including temporary staff and volunteers, are provided with induction training that includes: the school's Safeguarding Policy, the staff Code of Conduct, the identity of the Designated Safeguarding Lead and a copy of Part One of Keeping Children Safe in Education (KCSIE) (Appendix 3).

Pens Meadow School encourages a variety of people including ex-pupils to return as volunteers to continue to develop their work-related learning skills. Where a volunteer's level of cognition is such that they would be unable to read, process and understand the induction paperwork, then we request that this is signed on their behalf by an advocate (parent, PA etc.).

#### ***All Other Adults including short term supply/work experience***

All other adults working in school are expected to adhere to the school safeguarding policy and procedures including following the school code of conduct. A 'meet and greet' session takes place on arrival into school, where these expectations are shared (Appendix 4). A member of staff gives a tour of the building and an overview of class procedures and processes.

### ***Governor Induction***

Newly appointed governors receive general information from Dudley MBC Governance regarding their role and responsibilities.

They also receive a copy of a **Handbook for School Governance** that is tailored specifically for Pens Meadow School Governors. (This forms part of the Financial Management Standards in Schools and a copy can be obtained from the School Business Manager.)

The Chair of Governors is responsible for the induction of new governors.



## Permanent Staff Induction

Welcome to Pens Meadow School.

We hope that you have found your induction session useful and that the information provided has given you the opportunity to familiarise yourself with the expectations, systems and processes here at Pens Meadow.

As a school we take our responsibility to safeguard our pupils seriously and understand that staff need to be equipped in order to carry out this role. The documents provided today will form the basis of your safeguarding training at Pens Meadow and we ask all staff to sign for their receipt. Any safeguarding concerns should be passed onto the Designated Safeguarding Lead, Jodie Colbourne or Alison Austin in her absence.

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I confirm that I have taken part in an induction session at Pens Meadow School and have been issued with the following documents. I understand that it is my responsibility to read, understand and follow the information given. I know that if I have any questions about the information given that there are several people I can speak to including my induction mentor or pastoral lead.

1. School induction folder including Safeguarding policy, behaviour policy
2. Pens Meadow Staff Code of Conduct
3. Keeping Children Safe in Education, 2016
4. Guidance for Safer Working Practices, October 2015
5. Named induction mentor
6. Named pastoral lead
7. Probation information
8. School compliance documentation

Name:
























Role:

Signed:

Date:

## Appendix 2 Permanent Staff Induction Reading List

The following list is not exhaustive but should include the documents below.

Name
 All About Me PMLD
 All About Me
 Behaviour management policy June 2016
 BMS A
 Goal Setting IEP
 H and S Fire Instructions Pensnett
 H and S Fire Instructions Ridge Hill
 How I Communicate Child C
 IEP
 Intimate_Care_Policy
 Managing Allegations against Staff or Vo...
 Marking, Annotation and Feedback polic...
 MOVING & HANDLING
 Online Safety Policy September 2016
 Part one Keeping Children Safe in Educat...
 PEEP
 Physical interventions
 PM Staff Code of Conduct December 2016
 Positive Touch Policy
 Safeguarding Policy December 2016
 SWP October 2015
 Total communciation policy
 Use of Mobile Technology



### Long Term Supply/Student/Volunteer Induction

Welcome to Pens Meadow School.

We hope that you have found the information provided useful and that this has given you the opportunity to familiarise yourself with the expectations, systems and processes here at Pens Meadow.

As a school we take our responsibility to safeguard our pupils seriously and understand that the adults working with our pupils need to be equipped in order to carry out this role. The documents provided today will form the basis of your safeguarding awareness at Pens Meadow and we ask all staff to sign for their receipt. Any safeguarding concerns should be passed onto the Designated Safeguarding Lead, Jodie Colbourne or Alison Austin in her absence.

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I confirm that I have taken part in an induction 'meet and greet' at Pens Meadow School and have been issued with the following documents. I understand that it is my responsibility to read, understand and follow the information given. I know that if I have any questions about the information given that I should speak to the class teacher in the first instance.

1. Safeguarding policy
2. Online Safety Policy
3. Pens Meadow Staff Code of Conduct
4. Guidance for Safer Working Practices, October 2015
5. Keeping Children Safe in Education, 2016 (Part 1)
6. Pens Meadow School Fire Instructions

I agree that the following processes have been completed.

I have handed my DBS and photo identification to a member of staff for verification.

I have read and signed Schools Confidentiality Agreement

I have read and signed Child Care Self Suitability Form (N/A agency as should be through employer)

A member of staff has given me a tour of the building and an overview of class procedures and processes.

Name:

Role:

Signed:

Date:





### Short Term Supply/Work Experience

Welcome to Pens Meadow School.

We hope that you have found the information provided useful and that this has given you the opportunity to familiarise yourself with the expectations, systems and processes here at Pens Meadow.

As a school we take our responsibility to safeguard our pupils seriously and understand that the adults working with our pupils need to be equipped in order to carry out this role. The documents provided today will form the basis of your safeguarding awareness at Pens Meadow and we ask all staff to sign for their receipt. Any safeguarding concerns should be passed onto the Designated Safeguarding Lead, Jodie Colbourne or Alison Austin in her absence.

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I confirm that I have taken part in an induction 'meet and greet' at Pens Meadow School and have been issued with the following documents. I understand that it is my responsibility to read, understand and follow the information given. I know that if I have any questions about the information given that I should speak to the class teacher in the first instance.

1. Safeguarding leaflet
2. Pens Meadow School Fire Instructions
3. Pens Meadow Staff Code of Conduct Overview

I agree that the following processes have been completed.

I have handed my DBS and photo identification to a member of staff for verification.

I have read and signed Schools Confidentiality Agreement

I have read and signed Child Care Self Suitability Form (N/A agency as should be through employer)

A member of staff has given me a tour of the building and an overview of class procedures and processes.

Name:

Role:

Signed:

Date:

## Appendix 5



### Staff – Hours of work outside school hours

Pens Meadow School.

As a school we take our responsibility to safeguard our pupils seriously and understand that the adults working in our school need to be equipped in order to carry out this role.

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I confirm that I have been issued with the following documents. I understand that it is my responsibility to read, understand and follow the information given. I know that if I have any questions about the information given that I should speak to my line manager in the first instance.

1. Safeguarding leaflet
2. Pens Meadow School Fire Instructions
3. Pens Meadow Staff Code of Conduct Overview
4. Any safeguarding concerns should be passed onto the Designated Safeguarding Lead, Jodie Colbourne or Alison Austin in her absence.

I agree that the following processes have been completed.

Name:

Role:

Signed:

Date: