



St. Luke's Catholic Primary School

Induction Policy 2024-25

<b>Academic Year</b>	<b>Designated Senior Person</b>	<b>Deputy Designated Senior Person</b>	<b>Nominated Governor</b>	<b>Chair of Governors</b>
2022-23	EM		L McMurtrie	P Stitt
2023-24	Eileen Murtagh	Nichola Jevons	M Powell	P Stitt
2023-24	Eileen Murtagh	Nichola Jevons		P Stitt

Policy Review Dates

<b>Review Date</b>	<b>Changes made</b>	<b>By whom</b>	<b>Date shared with staff/governors</b>
September 2023	Dates and personnel	E Murtagh	September 2023
September 2024	Dates and personnel	E Murtagh	September 2024
September 2025			



St Luke's Catholic Primary

Induction Policy

Mission Statement

As God's family we learn, love and laugh.

Together: Love one another, forgive one another

Work together, play together,

Worship together, be happy together.

## **The Induction Programme for all New Staff**

Induction is an essential part of all efficient organisations. St. Luke's Catholic Primary recognises that good induction leads to improved staff satisfaction and well-being, as well as greater efficiency and performance.

Induction enables new staff to feel secure and settled, and gives existing staff an opportunity to communicate the vision of the school, thus ensuring the smooth transition of values and expectations, whilst maintaining team-work and a sense of togetherness. Induction processes are essential for all staff new to the schools, at whatever level they may be joining the organisation.

This policy covers all new staff, including teaching staff, support staff, admin staff and trainees (PGCE, and Schools Direct). The induction processes will vary according to the job role. This policy sets out the expectations and protocols for all new staff joining. Staff that transfer from one school to another within the Trust would not be expected to

### Aims of the Induction Programme

- Make all new staff feel part of the school team, understanding the ethos, philosophy and routines of the school
- Explain the school's Safer Code of Conduct to ensure that all staff, volunteers and governors new to the school understand what is expected of them at the school and gain support to achieve those expectations
- Provide Child Protection and Safeguarding Training and Information – including outlining responsibilities
- Provide information and training on key school Policies and Procedures, particularly those in which immediate actions might need to be taken such as Fire Evacuation.
- Enable the colleague to contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meeting the needs of pupils, parents and the wider community
- Contribute to the colleague's sense of job satisfaction and personal achievement
- Identify and address any specific training needs This policy also applies to volunteers and governors who will all receive a tailored induction programme which will include the necessary information, training, observation, and mentoring for the role in question.

The Induction Programme for newly appointed staff operates under the direction of the Headteacher. Induction processes are there to help, guide and inform. Line managers or mentors (ECT's and trainees) are responsible for monitoring the progress and professional development of newly appointed staff, ensuring knowledge of whole school issues and for organising the appropriate support meetings.

Training on Safeguarding Children and Child Protection will occur in every induction programme. The Induction Programme will be cross-referenced to the ECT Induction requirements and probationary periods for support staff, as appropriate. Induction is an organic on-going and evolving process that realistically takes weeks and months. The ethos of the school is that learning is a shared responsibility and there is an expectation that new members joining the team will be proactive in asking for information and help – however big or small.

Initial Induction Meeting – Teaching Staff responsible for Induction of new teachers, will meet with them on the visit day to commence induction. This will continue once employment has commenced. Induction should be completed within the first four weeks of full employment.

#### **Initial Induction Meeting – Non Teaching Staff**

Non-teaching staff will meet with a member of teaching staff on their first day of employment, when any questions will be answered. Each new member of staff will be allocated to a more experienced member of Support Staff, who will informally support and provide information about timetabling, routines and other day to day operational matters.

The Induction Programme should cover the following where appropriate:

The school

- tour of school
- Environment
- Student profile (Pupil Premium children, ethnicity, those on Education Health Care Plans Special Educational needs)
- Organisation

- Basic routines, procedures and documents outlined in the Staff Handbook, (registration, marking policy, assessment, recording and reporting, duties, emergency procedures, Health and Safety) The staff

- Staffing structures (Staff Handbook)

- Responsibilities (teaching and non-teaching staff)

- Lines of communication (i.e. to whom does the newly qualified teacher or any other teacher or member of staff, turn to for help?) Pastoral Organisation

- Behaviour Policy, including use of rewards and sanctions

- General principles of pupil care and guidance

- Assemblies

- Safeguarding and Child Protection Plans and Training

Other parts of the Induction Programme

All teaching staff attend regular staff and curriculum meetings. Non-teaching staff attend where appropriate. All staff will be allocated an informal mentor or “buddy” with whom they will meet formally once a half term. New members of staff joining the Senior Management/leadership Teams (SLT), will meet with the Headteacher and class teachers will meet with SLT and support staff with an Higher Level Teaching Assistant.

Team or Phase Leaders should, if at all practicable, meet new teachers before their job commences to discuss Curriculum policies and Schemes of work. They will also cover teacher assessment, record keeping and reporting to parents as appropriate throughout the year. The Sendco will discuss the Special Needs provision within the school with new teachers.

**Areas with which Team Leaders may support/help newly appointed teachers:**

- Day to day organization
- Class and school routines
- Classroom timetables
- Behaviour policy and routines, including awards
- Short term plans
- Initial and long-term plans
- Year group use of exercise books
- Marking and presentation for the school/year group
- Record keeping
- Use of the photocopier
- Trips and visits
- Curriculum teams and wider-learning days/weeks

Governors are an important part 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. New Governors will be signposted to appropriate induction training.

## Appendix 1: (Induction Checklist for new staff)

Induction Element	Completed	Notes
Meet inductor for introduction and tour of the school		
Introduced to team members and individual working environment		
Check DBS and identity		
Child protection and safeguarding training		
Confidentiality and information sharing protocols		
Given staff handbook, list of current staff and class list		
Use of personal mobiles, dress code and code of conduct		
Health and safety aspects relating to individual's work environment and the whole school		
School behaviour and rewards systems explained and understood		
Focus on Teaching and learning re: curriculum and assessment		
Met with staff member for Inclusion re: special needs provision		
Immediate training needs identified		
Directed to curriculum policies and SDP on staff drive/network/Teams		
Essential policy documents read: <ul style="list-style-type: none"> <li>• Safeguarding Policy (including Prevent Action Plan)</li> <li>• Inclusion Policy</li> <li>• Behaviour and Anti-bullying Policy</li> <li>• Whistle-blowing Policy</li> </ul>		
<ul style="list-style-type: none"> <li>• Health and Safety Policy</li> <li>• Supporting Pupils at School with Medical Condition</li> </ul>		

## Appendix 2 (Induction Checklist for Governors)

After an appointment a new Governor should:	By Whom:	
Be given information about the role of Governors generally, and how our Governing Body works	Chair	
Be given a copy of the last minutes	Clerk	
Report of the last full Governors meeting	Clerk	
Be introduced to key school documents such as School Development Plan and School Evaluation, by specific training	Chair	
Be given a copy of the Governors Code of Conduct CHAIR	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 lunch and to see learning in action	Head	
Be made aware of training available and be encouraged to attend induction training run by the Diocese and LA as soon as possible	Clerk / Chair	
Ensure Governors section has details of new Governor on school website	Bursar	
Complete and send off a DBS disclosure form	Clerk	
Be asked to complete a declaration of Business Interests form	Clerk	
Be given the dates of the next sub committee times and termly meetings	Chair	
Made aware of key documents such as Financial Procedures and where to access statutory policies	Chair	

EMM September 2024

Policy approved by Governors

Signed:  Chair of Governors

Signed:  Headteacher

Date: October 2024



