

Elmsett C. of E. V.C.P. School



Staff Induction Policy

**Adopted by the Governing Body at the full
committee meeting held on
25th March 2013**

Signed:

Terry Smyth, Chair of Governors



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Staff Induction Policy

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Document Control

Updated:	March 2013
Person responsible:	Headteacher
Written by:	Headteacher with Staff and Resources Committee
Monitored by:	Headteacher
Reviewed by:	Resources Committee
Next review:	5 years or as needs dictate

1. The Process of Induction

This process enables a newcomer to become a fully effective member of Elmsett Primary School as quickly and as easily as possible. To do this the new member of staff needs our support so they can develop:

- Knowledge - of people, routines, procedures and relevant facts
- Skills - professional, personal and interpersonal
- Attitudes - an understanding of and sympathy with the ethos of the school

2. Elmsett Primary School

At our school we always try to create a climate of support for colleagues new to the school in which they are encouraged to develop and build on the skills they have already acquired prior to joining us. In the case of newly qualified teachers they will be encouraged to build on the foundations laid through initial training.

3. Induction Programme

Upon appointment to the school, a mutual agreed time will be arranged with a member of the senior leadership team in order for the newly appointed member of staff to begin to:

- acquire appropriate initial knowledge of the school
- allow opportunity for questions and explanations
- consolidate understanding and knowledge of the geography of the school, its routines and key practices

At this stage the school implements and follows the procedures of the Suffolk County Council newly qualified teacher induction programme. Relevant and appropriate paperwork will be handed to the new colleague and explained.

All new staff go through an induction process and are assigned a mentor to work through the induction process with them. This will include a meeting on their first day and further meetings at 6, 12 and 18 weeks. The mentor is available at all times to discuss any issues that may arise.

4. Mentor

The school will ensure all newly appointed teachers receive the correct amount of NQT and PPA release time. Every newly appointed colleague is

assigned a mentor who is responsible for day to day matters and is able to assist and advise as necessary.

For newly qualified teachers the mentor will liaise with the Headteacher over any needs as and when they arise. Monitoring of the newly qualified colleague will include a weekly meeting with the mentor and an informal fortnightly feedback by the mentor to the Headteacher. As well as being concerned with the colleague's professional development, the mentor is there to respond to any personal matters which might arise and to introduce the new colleague at mutually convenient times to all staff and, over a more extended timescale, to governors.

The Headteacher must be informed by staff of anything likely to affect the wellbeing of the community, school, the team or the children.

5. Staff Meetings and Continuous Professional Development

Newly appointed colleagues will participate in Staff Meetings and Professional Development Days as arranged by the school.

6. Appraisal

Appraisal procedures are followed (see [Teacher Appraisal](#) policy as appropriate) and anyone new to the school will become involved in this programme after an appropriate settling in period.

7. Conclusion

Newly appointed colleagues can expect a climate of personal and professional support from all existing staff at all times. This will enable the newcomer to quickly and effectively become an active, valued member of our team in order to give our children the best possible education.