



THE FOREST FEDERATION

Induction Guidelines

Reference to INDUCTION BOOKLET and other school policies / guidelines – printed in pack. Continuous Professional Development, Performance Management, Health and Safety, Safeguarding Policy

At the Forest Federation 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. We feel it is important that *all* staff – both teaching and non-teaching are inducted into the whole team and that induction should begin as soon as practicable after the appointment. When inducting Newly Qualified Teachers, the school seeks to comply with DfE requirements for induction and to fulfil its roles and responsibilities for the induction year - as set out in the DfE guidelines.

The Forest Federation encourages the philosophy of a 'whole school approach' to the life and work of the school. All members of the school community are valued and respected as individuals and as members of the whole school team. It is important that new staff are welcomed into the whole school team, helped to establish their role and position within that team. It is vital that new staff are given every assistance in settling into school quickly and happily and gain a knowledge and understanding of the philosophy and ethos of the school, the routines and practices that take place and the way in which the school operates.

Induction for all staff

Senior leaders ensure that the new member of staff is taken through the induction book (this can be delegated) and that the new member's team also induct them into their area of working (using checklist below for generic items and specifics for class teacher handover).

Specific Induction for Newly Qualified Teachers

Before taking up an appointment NQTs should have:

- the chance to meet their new headteacher, mentor and immediate colleagues;
- found out which class or classes they are taking;
- been given details of their timetable and responsibilities;
- received information on the school's philosophy, practice, guidelines, schemes of work, etc;
- have any relevant details support and guidance.

Immediately after taking up an appointment, NQTs should have:

- received induction File which contains useful information about: professional matters, the organisation and management of the school, health and safety, child protection etc.
- met the team they will be working with and received information about their class;
- identified the senior member of staff who is responsible for them;
- Be given a NQT mentor
- Be provided with a reduced timetable (10%) for the first 12 months to allow time for CPD
- arranged meetings with their mentor to discuss their professional development needs and future progress, During such meetings a detailed programme for the year should be drawn up.

During the first year NQT's should:

- have opportunities to visit other classrooms and other schools;
- have opportunities to observe colleagues and be observed;
- attend in-service sessions especially for NQT's as well as other appropriate courses; have opportunities to meet other newly qualified teachers.
- attend NQT development day as provided by the LA.
- The induction programme will support the NQT's ongoing development with particular relevance to NQTs and graduate/registered teachers during the first year.

This support will include:

- structured reflection time with a mentor;
- support and advice from mentors and other colleagues on whole school issues, planning and teaching;
- observation and feedback;

- in-service training;
- observation of experienced teachers and visits to other schools;
- guidance on such issues as parent consultation, report writing and assessment arrangements;
- opportunities to reflect on progress with senior staff;
- an individualised induction programme which helps the NQT to develop areas of their teaching
- through setting targets and using actions plan to consistently monitor, reflect and improve the quality of teaching.
- NQTs to have 10% reduction in timetable to allow for the development of teaching skills;
- Also, 10% preparation, planning and assessment time;
- induction tutors to have time to carry out their role;
- observation arrangements either internally or for external visits.



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INDUCTION CHECKLIST

New staff member

Start Date

Date of induction with Headteacher / Senior staff

Date of induction with team.....

Prompts (in no order, * is repeated in formal induction book)	check
Welcome	
Walk round site if not seen (with ambassadors)	
Mission statement / aims*	
Key diary dates coming up (trips, events, meetings)	
Term dates*	
Day structure*	
Staff and responsibilities* (organisation)	
Code of conduct* (separate doc to print)	
Job description* (separate doc to print)	
School improvement priorities* (separate doc to print)	
Child protection*	
Location of School policies / guidelines /risk assessments	
Health and safety* Caretaker logs robert@gtaylorltd.co.uk Emergency communication (Print emergency contacts card) Emergency, fire, asbestos etc. Health care plans - Asthma, Diabetes, Anaphylaxis, Medicines Accident and incident reporting Onsite first aiders, medical room Fire and other evacuation procedures (do they have current first aid certificate?) Business continuity Local arrangements Lone working / working at height etc. Electrical checks Personal safety guidelines, dealing with violence, wellbeing initiatives, work/life balance, occupational health, counselling. E-Safety ASPEN for children	
Security*	
Responsibilities	

<p>risk assessments door codes, sign in etc. Keys / ID badges Storage of personal possessions Phones Cameras Social networking</p>	
<p>Photocopier code*</p>	
<p>Communication* Pigeon holes Email and Fusion / exchange / school calendar* https://server.allsaints-rangemore.staffs.sch.uk/owa/ (same as computer log in) https://server.allsaints-rangemore.staffs.sch.uk/fusion/session/login.php (same as computer log in) Text service (RM only) https://www.teachers2parents.co.uk/ (password separate) Notice boards</p>	
<p>Logs* Cause for concern form Behaviour log (when investigating a behavioural incident) Discussion log with parents and pupils Discriminatory incident log Staff discussion log Accident (pupil and staff) Violent incident</p>	
<p>Signing out ICT and documents security of pupil data*</p>	
<p>Data protection*</p>	
<p>Whistle blowing*</p>	
<p>Absence*</p>	
<p>Communications with parents, community letter heads*</p>	
<p>Ordering / resources required*</p>	
<p>Complete VDU workstation Risk assessment*</p>	
<p>Expenses claims*</p>	
<p>Housekeeping i.e. Tea money*</p>	
<p>Parking*</p>	
<p>Food / hot drinks and smoking*</p>	
<p>Extra Curricular Activities, Range, Organisation, Staff involvement</p>	
<p>Visits / visitors</p>	
<p>Performance management*</p>	
<p>CPD* Discussion about the employees training and development needs. This should include identifying particular talents and interests the individual has that could contribute to the school which have not been identified during the recruitment process.</p>	
<p>Timesheets where relevant*</p>	
<p>Union information*</p>	
<p>Environmental impact / energy / water /recycling etc.</p>	
<p>Confidentiality*</p>	
<p>How to use telephone – 9*</p>	
<p>Log in for computer, email, sims, parent pay*</p>	
<p>Website / newsletters*</p>	
<p>SPECIFIC TO TEACHERS – hand over new team member or new teacher induction</p>	
<p>Staff meeting overview (and briefing)* (print separate sheet)</p>	
<p>Are any adaptations necessary i.e. disabled staff etc.</p>	
<p>Day structure specific to class (whole school)* Timetables</p>	
<p>Registration procedures* (SIMS, register completion)</p>	
<p>Check log ins etc.* (including resources like abacus, wordsmith, espresso, Hamilton)</p>	
<p>Class lists and Specific children info Where children’s hanging files and info is kept.</p>	

Seating arrangements Relationships Attainment Targeted children for progress, intervention plans (attainment/progress gaps) SEN Behaviour Social and emotional needs Agency work* Health care plans* (disability / medical etc.) Provision plans Adjusted timetables Any particular other issues, things they need to know i.e. parents, requirements etc. Where pupil records are kept and logs filed	
Home school diaries* (and agreement)	
Planning and curriculum in detail (file with long term plans etc.*) National Curriculum Document; Long term plans and rolling cycles School planning papers	
Assessment* Learning ladders Cycles Resources	
Handwriting expectations*	
Homework guidelines, resources such as journals, spellings.* Reading and reading scheme Times tables club Where logs are kept	
Resources in classroom - books, charts, etc. Resources around school i.e. science, maths etc.	
Rewards and sanctions * Expectations and systems Logs Notifying office	
Marking policy*	
Worship*	
Prayers*	
Lunchtime procedures	
Uniform expectations*	
Non negotiables classroom environment (print separate sheet) Display around school	
Reporting to Governors*	
If you have a supply teacher*	
Accident recording / letters*	
Directed time and INSET*	
EVOLVE log in*	

Items to set up:

- Computer log in
- SIMS (currently just RM)
- Parent Pay (RM)
- Pigeon hole
- Sign in board name

SIGN INDUCTION FILE