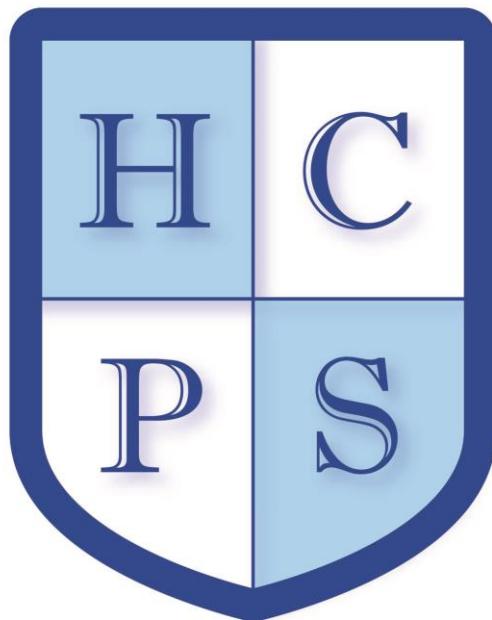


# Hunslet Carr Primary School



## Staff Induction

**High Expectations  
Caring  
Positive Attitude  
Successful**

Policy reviewed: March 2019

Next review: March 2021

***High Expectations, Caring, Positive Attitude & Successful***

## **STRENGTHS OF OUR SCHOOL**



### **The Children**

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

### **The Community**

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

### **The Curriculum**

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

### **The Staff**

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

## **THE CURRICULUM WE HOPE TO PROVIDE**



### **Skills**

Fluent and confident in Reading, Writing and Maths  
Communicate with confidence  
ICT skills fit for the future  
Life skills – social, money, time, cooking  
Safety skills – Swimming, healthy choices  
Problem solving skills – Patience & Resilience

### **Attitudes**

Confident, proud and independent  
The belief that 'Impossible is Nothing'  
Understand and celebrate a range of cultures  
Take responsibility for themselves & others  
Be honest and learn from their mistakes  
Respectful, caring and helpful

### **Experiences**

To have 1<sup>st</sup> hand experiences of...  
Going away on a residential trip  
Visiting a range of places of worship  
A chance to look after an animal  
Relevant trips to theatres/farms/beaches  
Taking part in public performances  
Work experiences & further education

### **Knowledge**

High school ready English & maths  
To know about local places of interest  
To know where we are in the world  
Life skills – money, time, cooking  
Information about possible careers  
To know major historical facts  
To know their own strengths

## **Purpose of the policy**

The aim of thorough induction is to incorporate new members of staff and volunteers into Hunslet Carr Primary School as smoothly as possible and to maximise the impact of their role within the School.

This policy applies to all employees and also, as appropriate, to volunteers who will receive a tailored induction programme which will include appropriate information, training, observation, and mentoring.

Safeguarding Children and Child Protection will feature prominently in every induction programme.

The first weeks and months are vital to the success of any appointment. The arrangements made for introducing a new employee or volunteer to the duties of the post, and to the school as a whole, provide the foundation for successful and safe contribution to the school.

The Induction Programme is designed to help new employees and volunteers become familiar with the requirements of their position and learn about the school culture, ethos and working practices effectively and efficiently so that they become knowledgeable and confident as quickly as possible.

In accordance with the single equalities policy, we seek to ensure that all staff are aware of pupil needs and have what they need to achieve to their full potential, according to their capabilities, regardless of their disability, sexuality, gender, race, culture, social, economic, ethnic, religious background and denominational diversity.

Hunslet Carr Primary School recognises that the welfare of each child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

The Induction Programme should be cross-referenced to the NQT Induction requirements and probationary periods for support staff, as appropriate. The induction process will

- Provide information and training on the school's policies and procedures
- Provide safeguarding training and information
- 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 new colleagues sense of job satisfaction and personal achievement.
- Explain the school's expectations to ensure that all staff and volunteers new to the school understand what is expected of them and gain support to achieve those expectation
- Identify and address any specific training needs The induction programme will include:
  - an induction checklist of the policies, procedures and training to be covered
  - an induction timetable
  - details of help and support available
  - details of work shadowing, if appropriate
  - a diary of induction meetings
  - details of other relevant individuals with responsibility for induction e.g. the designated mentor or supervisor

**The role of the Headteacher:**

- To manage effectively the induction of new staff to ensure they are familiar with the practices and policies of the School.
- To provide an appropriate induction mentor.
- To provide in service training, opportunities for observations, attendance at courses, links with the other Schools and LA where necessary.
- To provide opportunities to meet staff informally to share ideas and queries.
- To provide non-contact time as appropriate.
- To ensure the new staff member is aware of the School's context and ethos.
- To ensure that a programme for induction is taking place and that all relevant staff have received appropriate training and support needed in order to carry out their new roles.
- To monitor the process of induction and the implementation of this policy.

**Role of the Mentor:**

- To support new members of staff in transition to their new role and position within School.
- To ensure the new staff members undertakes all aspects of the Induction checklist.
- To provide a positive, professional and friendly welcome.
- To be the inductees first point of contact.
- To be available for regular discussion.
- To co-ordinate support and guidance from all agencies and partnerships.
- To familiarise new staff with:
  - Their role within the classroom and wider community.
  - Understand the school's safeguarding procedures.
  - Their areas of responsibility.
  - Current staff.
  - Daily routines and timetables for the hall, PE, playground and assemblies.
  - Planning formats/systems.
  - Policies, including those relating to safeguarding and child protection.
  - Staff handbook
  - Resources

**Role of the new staff member:**

- To behave in a professional and friendly manner with existing staff and endeavour to 'get involved' wherever possible.
- To build on strengths, skills, understanding and knowledge.
- To keep records to support their professional development.
- To attend relevant courses aimed at developing them in their role.

Policy created March 2019.

To be reviewed and evaluated biannually.

## **Appendix 1 – Induction Checklist.**

### **Teacher Induction File**

#### **Checklist**

Over the course of the next 3 weeks, working with your induction mentor you should try to complete this checklist. Your induction mentor should arrange a time in the diary to have a 30-minute catch-up meeting before the end of your first month, 3<sup>rd</sup> month and 6<sup>th</sup> month.

#### **Key Members of Staff**

<b>Activity</b>	<b>Explained by</b>	<b>Date</b>
Know who the school's Senior Leaders are and their responsibilities		
Know the different members of staff in your phase – teachers and support staff		
Know the different members of the school's inclusion team		
Know the school's office staff, site supervisor, cleaning supervisor and dinner supervisor.		
Know members of the school's governing body including the Chair and Vice Chair		

#### **Safeguarding**

<b>Activity</b>	<b>Explained by</b>	<b>Date</b>
Have read and understood the school's Child Protection and Safeguarding policy		
Have read and understood the school's Health and Safety policy		
Know who the designated members of staff for Child Protection are		
Have arranged with Andy Hinchcliffe to undertake the relevant safeguarding training CP/CSE/FGM		
Have had CPOMs explained and log in given by Andy Hinchcliffe.		
Know the procedure for completing a cause for concern on CPOMs		
Have read and understood chapter 1 of Keeping Children Safe in Education		
Have read and understood the school's policies around the use of technology and the internet		
Understand how to sign in/out at the front desk each day with your photo ID		
Have read and understood the fire drill info for your classroom, the hall & other key areas		
Know where to find the first aid kits and sick bowls		
Know who the senior first aiders are in school		
Know where to find the 1 <sup>st</sup> Aid/incident log, how to complete it & who should be given a copy		
Know the procedure for safely storing and administering medicine in school		
Have met with Charlie Sharpe (EVC) to understand how to log a risk assessment for an event/trip.		

## House Keeping

Activity	Explained by	Date
Know how to use the photocopier and print option from your computers		
Know how to access the school calendar		
Know your house team and have relevant badge.		
Have been given a Hunslet Carr email address and know about the school's computer system		
Can use the SIMs computer system		
Have been given a Trackit (behaviour online system) username and password		
Have been shown where the school staff room is and the staff toilets around school		
Know procedure and responsibilities when poorly/off sick		
Understands the Attendance Management Policy – stages and timings.		
For all contract and Payroll issues know that Dee Jackson is the person to ask		
Understands the 'Family Day' initiative for staff		

## Resources

Activity	Explained by	Date
Have been given a school lap-top and shown how to log on and sync to the school system		
Have been given a school ID badge in order to sign in each day and exit/enter school building		
Have been given a school T-Shirt in order to teach PE		
Know where to find the school's lexiled reading books, art equipment, topic boxes etc		
If a teacher, have received a CPD journal.		
Understand the links with Education Employee Assist resource, in supporting staff well-being		

## Procedures / Policies

Activity	Explained by	Date
Have copies of all of the school's latest Clarity Documents		
Know where to find the school's 'How we' guides for Parents		
Understand GDPR and discussed school procedures		
Have been given a copy of the latest Staff Handbook		
Have been given a copy of the latest Learning and Teaching Policy		
Have been given a copy of the latest Feedback Policy and understand responsibilities.		
Have been given a copy of the latest Behaviour Policy		
Understands the Trackit System and examples of behaviours for each colour.		
Know the staff meeting times as well as assembly, singing, allotment, library and PPA timetables.		
Understand the school's family style dining system/timings		
Know where to find the school's policies on the website <a href="http://www.hunsletcarr.co.uk">www.hunsletcarr.co.uk</a>		