



**West Cliff Primary School**

## **Induction Policy 2015**

At West Cliff Primary School, we believe in quality of induction of all staff. We aim for all new staff to feel welcome and at ease, and equipped with the knowledge and confidence to provide high quality teaching and learning for our pupils. To this end we provide each new member of staff with an Induction Mentor and an Induction Programme.

### **The Role of the Induction Mentor**

The role of the mentor is to provide professional support, not to monitor. The most obvious person is the Headteacher, where possible.

The mentor's task is to identify the needs and concerns of the new applicant and to plan opportunities for the new colleague to learn about all aspects of school life. The assistance of other members of staff in this process can be invited where appropriate.

The Induction period is also a process of building on the strengths and abilities of individuals and empowering them to bring their unique skills and vision to the post.

Both new teachers and the school have a responsibility for induction and should take an active role in the process.

The Induction should include the following tasks, which should be co-ordinated by the mentor and staff member, and planned for over the induction period (1 year).

It should include:

- A full school tour, including the sites available for learning outside the classroom.

### **Provision of documentation:**

- Policy documents and schemes of work;
- Staff handbook;
- Beach handbook;
- Timetable and classes to be taught;
- All necessary curricular documents, including the statutory requirements relating to the National Curriculum;
- School Improvement Plan.

- Documents relating to planning out of school activities, including risk assessments.

### **Arranging Talk Time:**

- To meet staff colleagues;
- To meet core curriculum co-ordinators;
- To meet the Administrator;
- To meet the SENCo;
- To meet the Assessment Co-ordinator;
- To meet the Chair of Governors;
- To meet the pupils;
- To meet mentor;
- To meet support staff.

Some of these meetings will be informal others will have a time allocation of half an hour as appropriate.

### **Providing details of school policies and procedures in these areas.**

To include curriculum co-ordinators.

- Policies for Teaching and Learning;
- Record keeping and writing reports;
- Staff meetings, committees and consultation procedures;
- Health and Safety;
- The distribution of responsibilities and duties, including those of support staff;
- Discipline and types of sanction; (Behaviour and Discipline Policy)
- Security, including emergency telephone numbers and evacuation procedure;
- The role of the governing body;
- Procedures relating to staff employment matters, including rights to join a trade union.
- To discuss methods for Teaching and Learning, including the use of outdoor education and beach schools. This may involve sharing previous experiences from existing staff.

### **Providing information on resources available:**

- Details of equipment and other resources; library, audio visual aids, reprographic equipment, ICT equipment;
- Identifying beach school resources and opportunities for learning outside the classroom.
- Resources available locally; libraries, museums, field centre, names of LEA advisers, EDA

### **Clarifying expectations for pupils:**

- Standards of achievement expected/targets (phase leader/subject co-ordinator)
- Standards of behaviour expected, including attitudes;

- How progress is monitored and reported (Assessment Co-ordinator)
- Assessment and Marking arrangements (policy phase leader/assessment co-ordinator)
- Arrangements for extra curricular activities;
- Provision for pupil welfare (SEN, PSHE Child protection)

### **Providing information on the school as a community**

On parents:

- Parents' evenings;
- Visits to school;
- Consultation and reporting procedures;

On the neighbourhood;

- The school's priority admission area;
- Community liaison schemes;
- Neighbouring schools;
- Pre-school/infant/junior/secondary/post-16 liaison;
- Links with outside agencies, including business

On the local education authority;

- The role and administrative structure;
- The LEA Advisory and Inspection Service;
- Educational psychologists;
- Education social officers;
- Other agencies.

### **And most important ....**

#### **Identifying the needs and strengths of the appointee**

- Transitional needs from previous post;
- Help required to carry out new tasks competently;
- Career entry profile and performance management record;
- Other evidence of personal skills and abilities.

A new member of staff can be encouraged to assume some responsibility for his or her own induction. This could include the following:

#### **Reflecting on own needs and abilities**

- Review personal repertoire of skills, knowledge and experience;
- Relate these to demands of new post: how can they contribute to the aims of the school and school development? Where is the shortfall?;
- Consider how any shortfall could be made good.
- Identifying any training needs that could be required, including reference to learning outside the classroom.