Policy for the Induction of all Newly Appointed Staff

Principles

At Wildern we will:

- Make all staff feel welcome and at ease in their new environment.
- Ensure that all new staff have a smooth transition into the school.
- Ensure that all new staff are aware of their own new role and their role within the school team.
- Ensure new staff understand the vision and ethos of the school.
- Ensure that there is a system of support in place.

Practice

Prior to starting at Wildern, all teaching staff will be invited to spend an induction day at Wildern in preparation for their start. This will be for all starters throughout the year.

All new staff will be provided with:

- An Induction Checklist and Record. This outlines all the documents, policies and procedures newly appointed staff need for an effective induction [see attached].
- An Induction Colleague.
- An Induction Pack: map; staff list; responsibility flow diagram; school calendar.
- An Appraisal / IPP (Individual Performance Plan) Reviewer where appropriate.
- Access to the online Staff Handbook.
- CPD (Continuing Professional Development) portfolio.
- Training with regards school ethos, expectations and systems
- Professional development at Wildern
- Well-being at Wildern.

All newly appointed staff will be allocated an Induction Colleague on arrival or promotion to a new post within school.

All new staff to Wildern will be allocated an Appraisal / IPP reviewer on arrival, where appropriate.

The Induction Colleague will then arrange an initial meeting with the new member of staff.

All newly appointed staff (both to the school and to a post) will have an Induction meeting with their Induction colleague within the first two weeks of starting their role.

For newly appointed staff to Wildern in the initial induction meeting with their Induction Colleague the first section of the Induction checklist will be completed.

This will then be followed up by a second Induction meeting with the Induction Colleague within one month of the first meeting in order to check progress.

A further two Induction meetings will take place within the first year; one per term – the purpose of these meetings being to check progress and discuss any concerns which have arisen.

The Induction form should be passed to personnel at the end of the Induction process.

All new teaching staff will undertake a joint observation (and a post observation discussion) of an experienced colleague with a member of SLT in order to identify good practice in terms of teaching and learning. Also a learning walk with their DoL/SL within their subject area will take place to further experience life within their new team.

All newly appointed teaching staff to Wildern will be observed by the subject leader/DOL twice within the first 6 weeks of taking up the post (once in the first 2 weeks) - following the joint observation process. DOPAs will observe newly appointed teaching staff who are tutors twice within the first half-term within tutor time.

All new colleagues will be invited to attend Wildern Way training to support their understanding of the processes at Wildern.

Responsibilities:

HR will:
- Inform SJW of any new staff to Wildern or any newly promoted staff so an Induction Colleague can be allocated.
- Distribute the appropriate paperwork and monitor its completion, alerting SJW of any concerns with this.

The Assistant Headteacher with responsibility for CPD will:
- In discussion with SLT allocate an appropriate Induction Colleague.
- Ensure that the Induction Colleague is aware of their role and responsibilities.
- Act upon any issues arising from the Induction process.
- Organise the joint co-observations with SLT.
- Organise (if not at the start of the year) Health and Safety, safeguarding, Prevent, GDPR and e-safety training.
- Organise ICT training with IT manager.
- The DoL/SL will:
- Observe new staff twice within the first half term of arriving at Wildern. Once in the first two weeks to ensure minimum standards are observed.
- Follow up any issues that arise from observations, induction meetings and DD sessions to ensure a smooth transition.

The DOPA will:
- Ensure that the new tutors are observed twice within the first half term of arriving at Wildern to ensure proper standards of tutor time are observed.

The Induction Colleague will:
- Ensure that Induction meetings are held at the allocated times.
- In conjunction with the newly appointed staff, ensure that the Induction paper work is completed.

The IT manager will:
- Provide all usernames/passwords and e mail addresses
- Provide training regarding all ICT across the school.

The Newly Appointed Member of staff will:
- Attend all meetings on time.
- Ensure that the CPD co coordinator is informed of any issues arising from the Induction process.
- In conjunction with the Induction Colleague, ensure that the Induction paper work is completed.

Linked Policies: Code of Conduct
Probationary Period
Staff Capability

Induction Checklist and Record – to be completed at Meeting One within the first two weeks of arrival at Wildern

Name:

Team: *Teaching / Admin / Learning Support / Site Management / Lunchtime Supervision / Technician / Community / LRC / Cover Supervisors / Student Services / IT / Kitchen*

Commencement date:

Induction Colleague: **date of initial meeting:**

Checklist	Tick when done	Date
Welcome to school and layout of site: • Introduction to other members of the team * • Explanation of the Induction Programme * • Tour of buildings * • Security arrangements * • Telephone arrangements *		
The school: • Staff structure * • Governors • Tea / coffee arrangements • The role of resources / admin office / new school pool*/google drive/SLG • Parents in school		
Conditions of employment: • Contract of employment, including salary, hours of work, induction of NQTs, holidays and pay arrangement *		
Rules and Procedures: • Internal communication * • Team meetings * • Absences * • Cover arrangements / school diary • Duties • Punctuality • Professional dress code		
Policies (to be discussed at meeting) • Online Staff Handbook * • Behaviour Management (and e-ref procedure) • Professional development* • Induction * • Appraisal * • Site emergency shutdown *Health and Safety* • Health and safety policy * • First aid facilities * • Fire procedures * • Accident procedure – children and adults * • Defects reporting procedure *		

Employee development		
• Details of Appraisal Review Cycle / Staff Review Cycle * • CPD * • Identification of Reviewer and entry into the appropriate cycle * • Investors in People *		

Meeting Two: (To be arranged within 4 weeks of initial meeting)

Date of meeting:

Key areas of discussion and any concerns arising:

Meeting Three – To take place in the second term of induction

Date of meeting:

Key areas of discussion and any concerns arising:

Meeting Four – To take place in the third term of induction

Date of meeting:

Key areas of discussion and any concerns arising:

My induction programme has been satisfactorily completed.

Signed: Date: [Induction Colleague]

Signed: Date: [employee]
PLEASE HAND BACK TO HR

 * all staff

Pre- first Induction meeting checklist

Before your initial induction meeting please ensure that you have copies (or have access to) the following things:

	Notes – any areas to discuss at first meeting
• A current job description	
• A school prospectus	
• A CPD file and Top tips file	
• Staff badge	
• A staff handbook (online access)	
• IT log on passwords	
• School email address	
• School policies – Know where they are on the system	
• Have been given Appraisal / IPP reviewer	
• Wildern acronym checklist	
• IT initial training meeting checklist	

Pre- first Induction meeting
ICT checklist

	Notes – any areas to discuss at first meeting
• Location of IT offices	
• Services provided by IT team	
• Use of email system for reporting faults	
• Explanation of different networks	
• Wildern website – how to access and use	
• Email – how to access and use	
• SLG – how to use	
• WIN – how to access and use Google classroom	
• Projectors – how to use	
• Speakers – how to use	
• Smartboard – basics	
• Care of equipment	
• E-ref – how to access and use	

Wildern acronyms explained

ADOL	Assistant Director of Learning (leads a curriculum)
AFL	Assessment for Learning
ALP	Attendance Legal Panel
ASP	Analyse School Performance (Government Assessment System)
AST	Advanced Skills Teacher
BLINK	Bite sized information events
BOT	Back On Track
BM	Breakfast Meeting DoL A – Core Subjects DoL B – To be confirmed DoL C – To be confirmed
C and M	Creative and Media department
CDG	Curriculum Development Group – a half termly meeting of all Directors of Learning and Subject Leaders
CLA	Child Looked After
CLP	Current Level of Performance
CM	Curriculum Meeting
CM+	Curriculum Meetings of smaller departments e.g. media
CPD	Continuing Professional Development – any staff training activity within school is referred to as CPD
CW	Curriculum Workshop
DD	Digging Deeper
Directed Time	Time when a teacher must be available to carry out duties, including attending staff and parent meetings, under the direction of the headteacher/principal – a maximum of 1265 hours in a school year
DOL	Director of Learning (leads a curriculum area)
DOPA	Director of Progress and Achievement (leads a year group)
DSL	Designated Safeguarding Lead
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
ELSA	Emotional Literacy Support Assistants
EM	Ethnic Minority
EP	Educational Psychologist
E-Ref	Rewards and Sanctions points system
ESP	Extra Support Programme
ETC Alliance	Excellence Transformation Collaboration Alliance (Teaching School)
FFT	Fischer Family Trust (external data package)
FS	Functional Skills
FSM	Free School Meals
GDPR	General Data Protection Regulations
Genius	Staff CPD Sessions
HIAS	Hampshire Inspectors and Advisory Service
IEP	Individual Education Plan
IIP	Investors in People – an award given to organisations for their commitment to staff development
IPP	Individual Performance Plan
ITT	Initial Teacher Training (all training teachers – PGCE and SCITT)
LOP	Levels of Progress
LPG	Lead Practitioner Group
LRC	Learning Resource Centre (the library)
MAC	Most Able Children
MAT	Multi Academy Trust
MFL	Modern Foreign Language
Mixed Ability	A teaching group in which all children of all abilities are taught together

MSS	Moral and Social Studies
NPQH	National Professional Qualification for Headteachers
NQT	Newly Qualified Teacher
PAN	Published Admissions Number
PDG	Pastoral Development Group (DOPA / ADOPA)
PG	Predicted Grade
PLG	Professional Learning Group
PLR	Personal Learning Reviews – these are once a term target setting meetings held with the tutor
PLTS	Personal Learning and Thinking Skills
PM	Pastoral Meeting
PP	Professional Prediction
PPA	Planning, Preparation and Assessment – 10% guaranteed non-contact time for teachers
PPI	Pupil Premium Indicator
QTS	Qualified Teacher Status
RQT	Recently Qualified Teacher – a teacher in their second year of teaching
RR	Rights and Respect
SCITT	School Centred Initial Teacher Training
SDG	Senior Development Group – a meeting of all curriculum leaders and year leaders
SDP	School Development Plan – the identified key priorities for the school
SEF	Self Evaluation Form – all schools are required to complete one of these for Ofsted
SEMH	Social, Emotional and Mental Health
SEN E	SEN Student with and Educational Health Care Plan
SEN K	SEN Student identified with additional needs
SEN I	SEN Student for information
SENCO	Special Educational Needs Coordinator
SIMs	School Information Management System
SL/SLC	Subject Leader/Subject Learning Co-ordinator
SLE	Specialist Leaders in Education
SLG	SIMs Learning Gateway
SLL	Senior Leader of Learning
SLT	Senior Leadership team
SOW	Schemes of Work
SPAG	Spelling, Punctuation and Grammar
SSAT	Specialist Schools and Academies Trust
STEM	Science, Technology, Engineering and Maths
TA	Teaching Assistant
TAC	Team Around the Child
TAF	Team Around the Family
TG	Target Grade
TLRs	Teaching and Learning Responsibilities
UPR	Upper Pay Range
WAD	Wildern Assessment Data – the system within school of collecting data on students – linked to academic progress and attitude
WCMC	Wildern Community Management Committee
WCS	Wildern Current Step (replaces CLP in Years 7 & 8 and alongside CLP in Years 9-11)
WIN	Wildern Interactive Network
WINK	Wildern Interactive Nights of Knowledge (parent learning evenings)
WIT	Wildern Intelligent Tracker (divides students into 10 categories based on ability)
WIN	Wildern Interactive Network
WPP	Wildern Primary Partnership
Young Career	Anyone under 18 years of age who helps to look after a family member who is disabled, physically or mentally ill or has a substance misuse problem

Guidelines for Induction Meetings with internally promoted teaching staff

All newly internally promoted staff to posts of Subject Leader / Director of Learning / Director of Progress and Achievement should receive four meetings with their induction colleague within the first year.

The first of these meetings should take place within the first month of starting the new post.

All other meetings should take place at agreed times throughout the year in relation to key events in the calendar.

These are NOT line management meetings and should be seen as more informal coaching meetings.

Suggested areas for discussion in the meeting might be:

- Expectations in the new role.
- Job description.
- Key Policies.
- The writing of SDP / SEF.
- Managing the report writing process within the department.
- Budgets – how to complete budget request etc.
- Data.

These are only suggestions and not an exhaustive or definitive list. Meetings will need to be guided by the needs of the individuals.

All newly internally promoted staff to posts which are not Subject Leader / Director of Learning/ Director of Progress and Achievement should have an initial induction meeting and then meetings as appropriate and needed throughout the year.