



Induction Policy

We learn to love and love to learn with Jesus

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INDUCTION POLICY

This policy outlines procedures at Our Lady Catholic Primary School for the induction of teaching staff, support staff, volunteer staff, governors and new children.

The policy will be implemented in accordance with agreed aims and other relevant policies, including:

- Continuing Professional Development (CPD);
- Performance Management;
- Health and Safety;
- Equalities;
- School Development Plan;
- Safeguarding and Child Protection;
- Code of Conduct
- Behaviour.

1. Dissemination:

- Headteacher, with the support of the Senior Leadership Team (SLT) and the School Business Manager (SBM), to ensure all contents of this policy are included during induction of all new staff;
- Where appropriate, staff must sign to say that they have read and understand the contents of this policy;
- All staff, volunteers and visitors should understand that the policy can be found on our school website but that hard copies are available on request;

2. Introduction:

Our Lady Catholic Primary School is committed to safeguarding and promoting the welfare of the children in its care. The induction programme is a vital process that is undertaken to support newly appointed staff, volunteers and students.

The induction of new staff, including support staff, is an important part of school life and essential in maintaining and developing the ethos of the school. The teaching staff are the schools most expensive resource and it is important that we invest time and effort to help each new staff member to settle in quickly and happily into school.

An effective induction programme for teachers and support staff is essential to maintain continuity of purpose and benefit from the additional expertise the new member of staff will bring.

3. Aims:

Our priority is to raise standards and improve the quality of education for all our pupils in a safe and welcoming environment. We believe staff who are well supported and confident in their roles will help achieve this more successfully.

This Induction policy and the induction procedures aim to provide all newly appointed staff, and those changing role, with a programme of structured support and guidance appropriate to their role to enable them to:

- Integrate successfully into the school or new role;
- Consolidate their performance;
- Gain experience and develop professional expertise;
- Fulfil their job description successfully;
- Have opportunities for observation and discussion of their work with senior staff to discuss any difficulties that may be experienced;
- Identify their potential for career development and take advantage of opportunities for CPD;
- Have opportunities to join in and contribute to discussions on school policy;
- Clearly understand their safeguarding duties.

4. Procedures:

All new staff will be provided with a Staff Induction programme, which will include information on safeguarding, child protection, health and safety, online safety, individual roles and responsibilities, first aid, provision for SEND and the principles of our behaviour policy.

5. Supply Staff:

Supply staff should be welcomed by a member of the administration team. Their photographic identity will be verified and they will be issued with the appropriate visitor badge. On their first visit, will receive an information pack called *Information for Supply Teachers*, which will provide details about the school day and make clear our expectations. The pack will also include information on procedures for safeguarding and health and safety. The supply teacher will be advised if there is to be a fire alarm test and will be asked to make themselves familiar with the escape route in the classroom they will be working in. They will also be shown where the staffroom and toilets are.

6. Teaching Staff:

All new staff should be given appropriate induction advice, training and resources. This will include:

- Key information on safeguarding and child protection procedures at our school;
- Access to all statutory school policies and other key documents (including Safeguarding, Child Protection, Health and Safety, KCSiE (Part 1); Behaviour, Online Safety, Acceptable Internet Use, Educational Visits, etc);
- Prevent training;
- Staff Handbook and Code of Conduct;

- Roles and responsibilities of all staff;
- Class lists and timetables (including PPA arrangements);
- Information regarding curriculum planning and assessments;
- SEN information;
- Information on whole school and year group resources (including ICT);
- Access to the school network and provision of a school-based email account.

A member of the SLT will ensure new staff are given a guided tour of the school, identifying locations of resources, procedures, staff and other relevant information.

All new teaching staff will be allocated a mentor to provide advice and support on a daily basis. New staff will be able to meet with the Headteacher/Assistant Headteacher to discuss additional training needs and difficulties they may be experiencing, in addition to Performance Management procedures. An induction record sheet will be completed (see Appendix 1). Informal discussions will take place at the end of the each week to check how each new member of staff has settled in. At the end of the first half term, the staff member will meet with a governor to review how successful the induction process was and to check that they have settled into their new role successfully (see Appendix 2).

7. Early Career teachers (ECTs):

Induction for ECTs will be provided, following guidance from the DfE and the Local Authority (LA) or LBDS. Induction advice and resources will be provided as for all teaching staff. ECT induction should:

- Match particular development needs, identified during training;
- Provide appropriate development related to the teacher's strengths;
- Identify targets to be achieved for the first year of teaching;
- Provide opportunities for the teacher and line manager to record agreed targets and an action plan for their achievement, linking the teacher's needs with the SDP priorities and targets.

All ECTs take part in an induction-training programme arranged by either the LA. This programme may include:

- Opportunities to visit schools to observe good practice;
- A planned programme of training for curriculum, classroom management and personal development;
- Regular discussions with experienced teachers involved in the programme.

ECTs are allocated a mentor for day-to-day advice and support. ECTs teach 90% of the normal teaching day. ECTs take part in the normal monitoring procedures and are provided with feedback to support assessment and development of the new teacher's practice. Additional supportive observation and feedback is provided by senior members of staff. The Headteacher and Assistant Headteachers are available to discuss any additional training needs and difficulties that may be experienced. ECTs are not expected to take lead responsibility for a curriculum area in their induction year.

8. Teaching Assistants:

Induction information for Teaching Assistants (TAs) should include:

- Key information on safeguarding and child protection procedures at our school;
- Access to all statutory school policies and other key documents (including Safeguarding, Child Protection, Health and Safety, KCSiE (Part 1); Behaviour, Online Safety, Acceptable Internet Use, Educational Visits, etc);
- Prevent training;
- Staff Handbook and Code of Conduct;
- Roles and responsibilities of all staff;
- Class list and information concerning the child/children for whom they are responsible (if appropriate);
- Information regarding curriculum planning and assessments;
- Information on resources including SEN resources;
- Information on whole school and year group resources (including ICT);
- Timetables (including PPA arrangements);
- The opportunity to work shadow the existing post holder or person undertaking a similar job (where possible);
- Access to the school network;
- Provision of a school-based email account.

All staff will take part in Performance Review procedures with a member of the SLT. Regular meetings also take place with TAs to address any issues or questions. All TAs are subject to a 6 month probation period for new roles. During the probation period, the TA will have regular meetings with their line manager to discuss any issues that may have arisen and to identify any training opportunities that have been identified. This support will help to maximize the potential of the TA's contract being made permanent. However if the TA is not confirmed into post, HR will advise of the Appeals Process.

9. Administrative Staff:

Herts County Council is responsible for the appropriate induction advice and training for administrative staff. In addition to the induction information and documents listed above, they will also receive:

- Key information on safeguarding and child protection procedures at our school;
- Access to all statutory school policies and other key documents;
- Prevent training;
- Staff Handbook and Code of Conduct;
- Roles and responsibilities of all staff;
- Training to implement IT programmes and school administrative procedures;
- Access (including log in) to confidential information, where appropriate, on children, staff and resources;

All staff will take part in Performance Review procedures and to identify and provide relevant support.

10. Premises Staff:

The Site Manager is responsible for the induction of all cleaning staff. Induction should include:

- Information on Safeguarding and Child Protection policy and procedures (including KCSiE Part 1);
- Key information contained in the Staff Handbook and Code of Conduct;
- Health and Safety and Security issues;
- Relevant information to help them carry out their job description effectively, including guidance on safe use of chemicals, cleaning products and equipment;
- Opportunities to comment on policy and practice;
- Prevent training.

All staff will take part in Performance Review procedures.

11. Lunchtime Assistants:

The Assistant Headteacher is responsible for the induction of lunchtime staff. A named mentor will be provided to give support with daily practice and training. Induction should include:

- Key information on Safeguarding and Child Protection policies and procedures (including reading and signing Part 1 of the KCSiE document);
- Key information contained in the Staff Handbook and Code of Conduct;
- Relevant information regarding the school, aims and policies;
- Health and Safety and Security issues;
- Behaviour policies and procedures;
- First Aid training;
- Prevent training;
- Relevant information to help them carry out their roles effectively.

All staff will take part in Performance Review procedures.

12. Governors:

Governors have a vital role to play in providing strategic support for the school, In order for them to be successful in this critical role, all new governors will be given an Induction Pack (containing a range of key documents and information). The Chair of Governors is responsible for the induction of new governors. The induction process should include:

- Opportunities for a tour of the school and to meet with staff;
- Provision of School Prospectus (including staff roles and responsibilities);
- Information on Safeguarding and Child Protection policies and procedures (including the KCSiE document);
- Safeguarding and Prevent training;
- Governing Board Roles and Responsibilities;
- Dates and times of Full Governing Body meetings and the Governors' Annual Planner;
- Access to previous Governing Body meeting minutes and the Governor Visits Policy;
- Information on and access to governor courses;

- A copy of the school's latest SDP and SEF;
- School and Governing Board Policy documents.

All Governors must agree to the terms of reference, Governors' conduct and add their Declaration of interest to Governor Hub. The Governor responsible for training should arrange to discuss the success of the induction arrangements at least twice during the first years to improve the quality and relevance of induction arrangements.

13. Children:

We aim to integrate new children happily and successfully into Our Lady Catholic Primary School. Before starting in their new class, the parents are provided with key information, including the school prospectus, the home-school agreement and information about school lunches, clubs and the school uniform.

In Nursery and Reception classes, parents attend an induction meeting during the previous summer term to provide them with all the key information they will need when they join the school in September.

Where a child starts during the school year, the child and their parents will normally meet the Headteacher or Assistant Headteacher to discuss school expectations and routines - as well as establish if the child has any needs that the school will need to make additional provision for. They will normally attend a short session in class to meet their class teacher and classmates, prior to starting their first full day. On their first day, the new child will be given a buddy to help show them around the school and answer any questions they may have. Teachers are aware how important the first few days can be for new children and will always seek to meet or talk with their parents regarding how well they settled in - as well as answer any further questions. Information provided from their previous school, including information regarding safeguarding, is shared with the class teacher and Inclusion leader to ensure a smooth transition.

14. Volunteers:

The SBM and/or Assistant Headteacher are responsible for the induction of parent helpers/volunteers. The induction program will include:

- Key information on Safeguarding and Child Protection policies and procedures (including reading and signing Part 1 of the KCSiE document);
- Completion of a DBS check (if necessary);
- Health and Safety Policy/Guidance;
- Fire Safety procedures;
- Online safety and mobile phone procedures;
- Guided tour of the school with an opportunity to meet the designated class teacher and class;
- Information regarding the working day and current staff structure;
- Clear guidance on reading practice where appropriate;
- A volunteer risk assessment is carried out for each volunteer.

15. Review of Policy:

This policy is monitored and reviewed by the Headteacher and Governors of the school and will be updated annually. This policy will be reviewed in Autumn 2026.

Signed by Headteacher: _____

Date: 03.07.25

Signed by Chair of Governors _____

Date: 3rd July 2025

Policy Originator	Richard Curry
Governor Responsible	Kelly Donkor
Status	Statutory
Last reviewed	17th September 2024
Ratified on	3rd July 2025
Review period	Annual

Appendix 1



Our Lady Catholic Primary School - Induction Record

Name:

Role:

Start date:

Key induction person:

Disqualification – I understand I must inform the Headteacher if I am disqualified. (please tick)

Staff Code of Conduct policy read and signed? (please tick)

Key safeguarding information shared and copy of KCSiE read and signed? (please tick)

Safeguarding and Child Protection, Preventing Radicalisation and Acceptable Use Policy read and signed? (please tick)

Behaviour Policy discussed, including Anti-Bullying and Anti-Racism? (please tick)

Equality Policy and Objectives reviewed and discussed? (please tick)

Children Missing in Education read and signed? (please tick)

Information regarding Health and Safety shared (including information about the school's Emergency Plan)? (please tick)

Information regarding the class shared (including SEND)? (please tick)

Information regarding resources shared? (please tick)

Online Safety Policy read and signed? (please tick)

Safer Working Practice document shared? (please tick)

I have read, understood and will comply with the above policies/documents/school procedures

Signed: _____ Date: _____

Date for induction review with Safeguarding Governor: _____

Appendix 2



Our Lady Catholic Primary School - Staff Induction Audit

Could you please consider the following aspects of starting your job here at Our Lady Catholic Primary School and make some notes on each prior to meeting with a governor. All your comments are treated as confidential and are intended to ensure we induct staff as effectively as possible.

When you first started, were you given key information, such as the staff handbook, code of conduct and guidance regarding safeguarding procedures?

Have you been given support with key tasks when needed e.g. expectations with planning, assessment, completion of subject leader action plans, how to support the children you are working with?

Do you feel your professional development has been taken into consideration? Which aspects of school based CPD have been most (or least!) useful? Why?

Do you feel the leadership team are approachable should you have any issues or concerns you wish to discuss? Can you give any examples?

Do you feel you are part of a supportive staff team? *Please explain...*

Signed: _____ Date: _____