



# Staff & ECF Induction Policy

*'At the forefront of education, our vision is to provide opportunity and excellence in all branches of learning. By creating a flagship school that is a 'Centre of Excellence' in all scores of disciplines, academic and beyond, each unique child's potential is explored and natural talents discovered. At Langney Primary Academy our vision is to uphold the balance between EXCELLENCE (standards) and the ENJOYMENT of learning. Our school environment places emphasis on physical, social and emotional health to ensure an active body and mind for our pupils, parents and staff (Vision Statement March 2019).'*

Approval Date	Policy Reviewer	Title	Chair of Governors
19.7.2020	Benjamin Bowles	Head of School	Jane McCarthy-Penman

Frequency of Policy Review	Annually
Model Policy	-
Added to Staff Drive	31.8.2021

## LANGNEY PRIMARY ACADEMY



### Welcome to Langney Primary Academy

#### Rationale

At Langney we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. Learning should be based on an atmosphere of mutual tolerance and respect, in which all learners feel valued as individuals and are actively involved in the learning process. Learning should be a rewarding and enjoyable experience for everyone. At Langney we believe that everybody has the right to achieve to their full potential.

Effective induction is a vital foundation for continuous learning, supporting the effective performance and continuing professional development of all staff and students new to the school. Induction is a process which starts before a person joins the school and continues through the first year at school and beyond. Induction is a process which aims to increase the effectiveness of all staff and students both as individuals and as team members, by ensuring they understand the policies and expectations of the school and by supporting highly effective performance. This policy applies to all staff on site based on their role. It thus enables them to contribute to the school's vision and goals and to fulfil its guiding principles. The induction process will ensure mutual benefit for the individual and the school.

Our induction process will

- Contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meet the needs of pupils, parents and the wider community
- Contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective work at the school
- Ensure teachers new to the profession have the best start in their careers and are supported in effective practice.
- Ensure all staff new to the school understand what is expected of them at the school and gain support to achieve those expectations
- Build cooperation between staff of all sections of the school
- Ensure that all staff are valued and recognised as the school's most important asset.
- Promote and support positive staff wellbeing from the outset.

# **LANGNEY PRIMARY ACADEMY**

## **Why is an Induction Process Important to Langney as the employer?**

The selection process for a new staff member is only the beginning of the working relationship between employer and employee, the future of this relationship depends considerably on how the new employee settles into the job.

## **Why is an Induction Process important to the employee?**

However keen new employees may be, they may have worries about how:

- they will get on with their colleagues;
- understand the standards and rules of the setting;
- make a good impression on their manager or supervisor;
- be able to do their job.

## **Management and Organisation of Induction**

The Senior Leadership Team (SLT) is responsible for the overall management and organisation of Induction, including Early Career Teacher Induction across the whole school.

## **Early Career Teachers**

For Early Career Teachers (ECT) the school provides an induction programme of support, monitoring and assessment for two academic years. The timetable for this programme is provided at a whole school level and at an individual ECT level.

Each Early Career Teacher is provided with a Mentor who will be a named experienced and competent member of staff. In Year One, there will be weekly ECT mentor meetings and in Year Two these will be fortnightly.

The Mentor is responsible for the day to day management of the induction of Newly Qualified Teachers.

Mentors will be supported in their role by:

- Being provided with information from the LA, DfE and school, relevant to the induction process
- Being offered training provided by the L.A. on the Role of the Mentor
- Having meetings with the member of staff responsible for the overall induction programme in the school
- Having their role as a mentor as part of their performance management process through the monitoring and feedback of the induction provision in the school undertaken by the member of staff responsible for the overall induction programme.
- Asking for feedback from the school and from the L.A. on the quality of their work.

## **School Induction Programme for Early Career Teachers**

The induction programme for staff new to teaching is designed to induct them into the profession and in the school.

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At the school all new teachers are expected to undertake their professional responsibility in striving to meet high standards.

All Early Career Teachers are allocated a Mentor.

Early Career Teachers will also have the support of a Professional Tutor at LPA. This is a member of the Senior Leadership Team. The Professional Tutor organises placements, oversees Early Career Teachers and their Mentors.

All Early Career Teachers are invited to visit the school before they take up post.

All Early Career Teachers are met on their first day by their mentor/line manager.

All Early Career Teachers are provided with access to copies of school policies and be expected to develop their understanding of them.

All Early Career Teachers will meet with the Head of School within their first week in post.

Early Career Teachers will receive feedback on their strengths and areas for development

Mentors are responsible for the day to day management of their ECT's induction, and will meet with their ECT regularly. The Mentor meetings reviews progress, set targets, and identifies support strategies with the ECT.

All Early Career Teachers are observed teaching during their statutory induction period and this is undertaken by the Mentor, a senior member of staff or an experienced teacher as appropriate.

Three formal assessments will be undertaken during the ECT induction Year One period. These will be documented on forms that are sent to the L.A. and must be signed by the ECT, Mentor and Head of School.

Each ECT has 10% professional development time during their statutory induction Year One period. This is in addition to the teaching and professional development time that other substantive teachers would expect in the school.

Each ECT has a planned programme to ensure 10% professional development is used to the maximum effect.

Each ECT develops with their Mentor their own induction and support plan.

Each Early Career Teacher is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio.

The Mentor and school maintains a documented record of the ECT's induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments and professional development activities undertaken.

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Early Career Teachers who are not meeting the induction standards or making satisfactory progress towards them will develop with the Induction Tutor a detailed action plan. The school will increase the support necessary to implement the action plan within the available resources with the school: as appropriate the L.A. will be involved to ensure the action plan can be implemented.

### **Induction for Experienced Staff**

All new experienced staff will be allocated a line manager.

On occasions, new experienced staff will be allocated a mentor, and every effort will be made to ensure this is not the line-manager, within the resources available in the school.

All new staff will be invited to visit the school before they take up their post.

All new staff will be met on their first day by their mentor/line manager.

All new staff will be provided with access to copies of school policies and will be expected to develop their understanding of them.

All new staff will meet with the Head of School within their first week in post.

An induction meeting will be provided for new staff and their attendance is expected.

All new staff will have a review of their induction after one month, three months and six months with their line manager.

All new staff will be provided with an explanation of the school's performance management arrangements (see school's performance management policy) within which they will be expected to participate.

All new staff will be expected to contribute to the spirit and life of the school to ensure a conducive environment for learning for all school members, students and staff.

### **Induction of Support Staff New to the role**

All support staff will be invited to the school prior to taking up the post.

All new support staff will have a line-manager who will discuss their job description with them.

An induction programme will be designed for each new member of support staff.

All new staff will have a review of their induction after one month, three months and six months, with their line manager.

Following the induction period all support staff will enter the performance management programme for the school.

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### Induction Document

# How to Hit the Ground Running at Langney!

Here are some things to help you get settle at Langney quickly

\*\*Some of these activities are subject to change due to COVID19. September Inset Days will update any changes\*\*

- The main car park at the back of the school has very few spaces and these are not designated apart from the Executive Headteacher space (which reads 'Headteacher'). If there are no spaces available, you will need to find parking on the streets surrounding the school. It is advisable to car share with a colleague when possible.
- All staff must wear their photo ID badge at all times.
- The front door code will be shared with you. You will also receive a key fob which will allow you to gain access through the rear door (entrance from staff car park).
- Normal school hours with the children are 8:40 am until 3:10pm.
- There is always a member of Senior Leadership Team on duty in the playground from 8.30am. to 8:50am.
- The school gates open at 8:30am and the children remain on the playground, supervised by their parents, until 8:40am. External doors are then opened by assigned teachers to answer any parent queries. It is expected that children go straight to the classroom for early morning work activities. A member of SLT remains on the gate until 08:50.
- The school gate closes at 8:50am. Pupils will need to enter the school through the main office after this time.
- Pupil attendance registers are taken in class, using electronic SIMS Register.
- Pupil attendance registers close at 8:50am. If a child is late, this will be recorded electronically as "L" (late) by the school secretary. If a child arrives between 8:50am-9:00 the secretary records it as late. If a child arrives after 9:00am it is recorded as an authorised late.
- Dinner order and payments are taken online by parents.
- Assembly
  - **Monday – Friday** – led by an SLT member either in person or virtually to focus on School Values, School Motto, Equality & Diversity and British Values.
  - **Fridays** – Funky Friday Celebration Assembly on alternating weeks (Week A and B). Each class will be assigned as either Week A or Week B. Assembly is led by teachers and pupils, starting at 9:15am.
- Morning Breaktimes
  - 10:30-10:45 (Early Years Foundation Stage)
  - 10:30-10:45 (Yr123)
  - 11:00-11:15 (Yr456)
- Staggered Lunchtimes - There are two lunchtime sittings  
Yr R 1 2 3 - 11.30 - 12.30  
Yr 4 5 6 - 12.30 -1.30

Classes in year groups will be called into the school hall or eat in their classrooms, please see detailed sheet in September.

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- All teachers must bring their classes to the playground. Your packed lunch trolley will be wheeled around to the hall by lunch monitors.
- At the start of the afternoon session, teachers must be at the assigned door ready to greet their class and set expectations for walking around the school. Electronic registers should be taken and sent to the main school office immediately afternoon session commences.
- Key Stage 1 have “Run the World” in their PM break session.
- The school finishes at staggered times, please see the detailed sheet in September.
- There are many after school clubs on offer. Teachers will have a list of which clubs children from their class will be attending and are responsible for taking them to the club to ensure attendance and safety. Teachers must first take the rest of the class to the playground / classroom exit to be released to a parent/carer.
- It is the teachers’ responsibility to ensure the children can see the parent/carer who is collecting them. Teachers must use the Departure Policy to ensure they know who is expected to collect each child and the ‘password’ if it is someone different.
- Changes to the daily routine and important school messages are found on the electronic interactive whiteboard which is displayed in the staffroom. This should be checked by all staff first thing in the morning.
- Google calendar is available to all staff and teachers have a log in to record any dates they may need to. The office will also add any dates as necessary.
- Teachers may write their own messages to staff on the normal whiteboard in the staffroom. Staff absences are also recorded on this board.
- Langney is two form entry (except for Year 4 and 5 which are three form entry) and the classes are known by their class name. The theme for class names this year are Harry Potter characters.
- All classes are in the main school building however the Year 3 classes are located in the two single mobiles, located at the back of the school.
- Clair is the Office Manager and works alongside Sarah (school secretary) in the office - they will do anything for you and are exceptionally helpful. Wendy S is our attendance office member and can assist with any
- Frank is the Caretaker and Ronnie is the Assistant Caretaker - any damage or things that required fixing should be reported to them via the incident book. (This is a folder located in the front office).
- The staff toilets are located across from the staffroom.
- You may report any accidents, near misses or acts of aggression / violence using the forms found on top of the pigeon holes in the staffroom. Please pass these to the Head of School for recording.
- CPoms is our online Safeguarding reporting tool. Teresa Compton is the DSL and can be contacted directly on extension 133.
- You will be issued with a school email address which should only be used for work purposes.
- Tea and coffee is always available in the staff room. Please keep the staff room tidy and put any dirty crockery in the dishwasher. Please use your own cup and utensils.
- There is a fridge in the staff room to store food –please remove uneaten food before it festers!
- Lunch can be purchased through the school kitchen but must be ordered in the morning. The kitchen is run by Pabulum. Please ask the office for your parentpay details. We are a cashless school and lunches/trips are paid for online through parentpay for families.
- Please plan appointments in holiday time as much as possible. The children need their teacher/teaching assistant in front of them every day. Look after yourself and talk to someone in school so that little problems don’t grow into big issues. Langney adhere to

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the Swale policies for pay and conditions. There is staff Counselling Service through the Employee Assistance Programme if required – details from the Head of School.

- All classroom resources will be available and each subject leader is able to order what is needed for their subject through a bidding process. Subject resources are linked to the School Development Plan.
- Each class has a Smart Board run from a class desktop computer. The ICT technician is available as part of our SWALE ICT Service. All contact must be made through the ICT portal. The icon for this is located on your classroom desktop.
- We have a school website: [www.langneyprimary.co.uk](http://www.langneyprimary.co.uk) which should have the most up to date information for school.
- The school also uses google drive where teachers can save planning and other resources, this can be accessed from home. Planning should be saved in the designated planning drive as it will be monitored.
- All approved school policies may also be found on the google drive under 'Whole-School' and then 'Policies.'
- Everyone will cover playground duties on a rota system. Decisions about using the grass will be made by the teacher on duty. Likewise wet play will be decided by staff on duty. If it is wet play there are games in classrooms and staff (teacher / TA) must relieve each other for a break.
- The School Behaviour Policy is available on google drive in the School Policies file or on the school website. Please ensure you read this policy and adhere to it at all times.
- A Communication Log is located in a shared folder on google drive. Please record and date any incidents you deal with / difficult conversations with parents. A paper trail is always vital.
- An SEND Handbook is in each class. This is where any class records for children with SEND are kept. It also includes other information such as how to support children with SEND. These should be locked in the lockable area on each classroom.
- All classes have access to a TA. Planning must be shared with TAs at a mutually agreed time. TAs should be utilised to make the maximum impact on the children's learning. Some TAs have a more flexible role and will be delivering intervention programmes across the school.
- Effective feedback to the children, be it via marking or conversations and children's self-regulation (assessing where they are and knowing what they need to do to improve) are the two most effective strategies to improve learning. Please facilitate this in every lesson. Please see the Feedback and Marking Policy. AHT will be able to support you if you have any questions.
- Assessment for Learning underpins all classroom practice at Langney. Tracking the progress of the children will be a regular part of the things we do. You will have an Assessment Folder. Please ensure you record formative assessments for every lesson. Should you have any questions, please speak to AHT.
- Parents' Evenings will take place twice a year. Structured Conversations for SEND pupils will take place during the school day three times per year.
- At the beginning of each term a curriculum newsletter should be sent to parents and uploaded onto the website.
- Displays should be presented well and represent and support children's learning. Please ensure you read and adhere to the school's Display Policy.
- Homework "Langney Keeps Learning" will be set regularly and based on the current learning (please see the Homework Policy).

### Health & Safety

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- **Fire Procedure** - If you hear the fire alarm take the children in an orderly fashion out of the allocated fire exit. The teacher should be leading the line and the TA at the back if you have one. If the TA has time, please close any windows and close the door behind.
- The children line up in the back playground at the edge of the field, facing St. Catherine's College. If you are responsible for a small group take them out of the building by the nearest exit and move to this collection point
- Registers will be taken out to the playground by the office staff. Teachers should do a headcount straight away and then use the register to call out names. If all pupils are present and accounted for, the teacher should stand at the front of the line (by the field edge) and put their hand up. Any missing persons must be highlighted to the Head of School immediately. **On no account should anyone return to the building until told to do so.**
- If you are not in your classroom, please ensure you follow the evacuation procedures poster which can be found in every area within the school.
- We do have a Lockdown Procedure and Policy. Please familiarise yourself with this. We will practice Lockdown throughout the year.
- Any other issues around health and safety should be raised within your PD Meeting / Support Staff Meetings. Health and Safety is a standing agenda item for all meetings.
- CPoms safeguarding recording - Record only facts and ensure the electronic form is correctly dated. All concerns will be sent to the Designated Teacher for Child Protection – at Langney this is Mrs. Compton and in her absence Mr Bowles. All staff must meet the statutory requirements and have child protection training which is renewed every 3 years.
- Any medical issues should be dealt with in the First Aid Room (located in the main corridor). Notes on any First Aid given should be kept in the First Aid folder. Check with a school first aider for support. Any head bumps or grazes must be notified to the First Aiders – who will make sure they receive a head bump letter and will be contact parents if needed.
- We do have some asbestos in the school; this is low risk as long as it is not disturbed in any way and fully detailed in the Asbestos Survey. Nothing should be attached in any way to any walls or in ceilings in the building without first checking with Mr. Pickford that this will be safe.

## A quick checklist to help new staff members

When a new member of staff joins the school the following procedures are followed to induct and support the staff member into their new role:

### Teachers

Will be given or given access to:

- This induction pack
- School Behaviour Policy
- Teaching & Learning Protocol
- Feedback and Marking Protocol
- Child Protection Policy

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- Location of Child Protection CPoms link
- Code of Conduct for Employees
- School Improvement Plan
- Vulnerable Group Register
- Information about individual children in the class
- SEND Handbook
- Timetables – e.g. PE, Main Hall
- List and location of school policies and procedures

Will be briefed on:

- Location of policies
- Location of resources, text books etc
- Message board
- Assembly details
- Staff meetings
- Continuing Professional Development
- The Performance Appraisal Process
- Children who are at risk and who the Designated Child Protection Teacher is
- Fire Safety procedures.

We will try and ensure where possible that:

- The first day at the beginning of the school year is an INSET day, wherever possible.
- A day is spent in school before starting, including time to meet with outgoing teacher and Teaching Assistant for the class
- All staff and governors are introduced to the new member of staff as soon as is practically possible.

### Early Career Teachers (ECTs)

In addition to the above, ECT's will receive:

- A designated mentor
- Guaranteed, weekly non contact time (PPA), 10% of timetable
- 10% time for a planned programme of professional development and induction support in their first year
- 5% time extra development time in their second year.
- Regular meetings to monitor progress through the core standards
- Regular classroom observations, prior to termly review meetings
- Agreed focus for observations in advance which are linked to the Action Plan
- Action plan which he/she works to which is renewed and updated at each review meeting
- Support to complete documentation
- Support and guidance from the Leadership Team
- Prioritised CPD allocation, according to individual need
- Access to an experienced Teaching Assistant to work with
- No expectation of curriculum co-ordination role or out of school hours learning commitments.

### Teaching & Individual Needs Assistants (TA/INA)

Will be given:

- This induction pack

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- A Teaching Assistant contact to ask for advice
- An opportunity to “job shadow” for an initial fixed period if the TA has never worked in a school before
- Detail of the appraisal process
- Line management contact
- Access to all school policies, procedures, documentation and reference books
- Liaison time with their class teacher and/or SENCO if an INA
- Copies of Individual Provision Maps and record sheets where relevant
- Ongoing training opportunities as and when appropriate to their stage of development
- Supported induction for the first year
- Location of Child Protection concern recording sheets and name of DSL.

### **Mid-Day Supervisory Assistants (MDSA) / Play Leader**

Will be given:

- This induction pack
- Playleader induction pack
- A Playleader contact to ask advice
- An opportunity to “job shadow” for an initial fixed period if the Play Leader has never worked in a school before
- Line Management contact
- Access to all school policies, procedures and documentation
- Location of Child Protection concerns recording sheets and name of DSL.
- Where possible, a locker.

### **Student Teachers**

Will be given:

- This induction pack
- An introduction to the class teacher.
- Time to discuss the placement requirements including mentoring, evidence and reporting formats.
- Access to all school policies, procedures and documentation as appropriate.

### **WRITTEN CHECKLIST**

A written checklist of the items that need to be covered in the Induction Process is on the following pages. This gives a structure to the induction and allows the new employee and manager to know what has or has not been covered at any given time. The checklist is used for all new employees and will be reviewed regularly to ensure it is kept current and up to date. The checklist is also adapted and tailored for each new employee according to their identified needs.

The Induction Process spreads over several months.

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### **Day1 – Example Schedule**

A	Head of School	Welcome, Tour, Arrangements, House Rules, Liaison,	8.30 - 9.30
B	Office Manager	Security ParentPay Roles of Office staff	9.30 - 10.30
C	ICT Lead	IT Setup Google Suite Demo Computing Specialism Overview	10.30 - 11.30
D	AHT Pastoral	Safeguarding Lockdown Arrival/Departure Positive Behaviour & Discipline	12.30 - 2.00
E	H&S Lead	Preliminary Health and Safety	2.00 - 2.30
F	Educare	Safeguarding Online CPD - CP in Education. Online Safety. Prevent.	2.30 - 3.30

### **Day 2 Example Schedule**

G	AHT QFT	Core Subjects Introduction Handwriting Spelling Assessment Folder OTrack	9.00 - 10.30
H	AHT	Foundation Subjects Introduction Science	10.30 - 12.00
I	SENDCo	Procedures & Provision	12.30 - 1.15
J	Self	School Policies in Whole School Drive	1.15 - 3.15
K	Head of School	Any questions!	3.15 - 3.30

# Induction Checklist

Staff/Trainee

Name	
Start Date	
Mentor	
Line Manager	

# LANGNEY PRIMARY ACADEMY

## SECTION 1: Induction Days for New Staff

### Your job and finding your way around

	ACTIVITY	COMMENTS / INITIALS	DATE COMPLETED
Session A	<b>Welcome and introduction to immediate colleagues and other colleagues as appropriate.</b> <ul style="list-style-type: none"> <li>• Handover of prepared documentation</li> <li>• Line manager confirmation</li> </ul>		
Session A	<b>Domestic Arrangements</b> <ul style="list-style-type: none"> <li>• Refreshments (tea/coffee making facilities, arrangements for lunch)</li> <li>• Location of toilets</li> <li>• Tour of school</li> <li>• Location of teacher resources around the school</li> <li>• Parking arrangements</li> </ul>		
Session A	<b>Explanation of “House Rules”</b> <ul style="list-style-type: none"> <li>• No-smoking Policy</li> <li>• Alcohol Policy</li> <li>• Personal phone calls/photocopying</li> <li>• Security of personal belongings</li> <li>• Confidentiality</li> <li>• Dress code</li> </ul>		
Session A	<b>Liaison</b> <ul style="list-style-type: none"> <li>• Staff meetings, team meetings, PPA Cover</li> <li>• Governing Body</li> <li>• Friends of Langney (PTA)</li> </ul>		
Session A	<b>Systems for Communicating with Parents</b> <ul style="list-style-type: none"> <li>• Text messaging parents via Parentmail</li> <li>• Sending emails to parents via Parentmail</li> <li>• Sending photocopied letters home to parents</li> <li>• Staff Parentmail APP</li> <li>• Parent Incident Log</li> </ul>		
Session B	<b>Security &amp; Admin</b> <ul style="list-style-type: none"> <li>• ID card</li> <li>• Key fob</li> <li>• Security of school site</li> <li>• Keys (if applicable)</li> <li>• Salary payment arrangements, bank details, P45, national insurance number</li> </ul>		
Session C	<b>IT Set Up</b> <ul style="list-style-type: none"> <li>• Desktop Computer is working (classrooms only)</li> <li>• Teacher laptop is assigned.</li> <li>• Teacher tablet is assigned.</li> <li>• Photocopying Card is given</li> <li>• School server access provision is set up</li> <li>• Google Mail set up</li> <li>• Google Drive set up</li> <li>• Use of Internet / mobile phones is explained</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Awareness of E-Safety and E-Safety Policy is distributed and explained</li> <li>• Staff Acceptable Use Policy and Password Security Policy is distributed and explained</li> </ul>		
<b>Session D</b>	<b>Safeguarding</b> <ul style="list-style-type: none"> <li>• Child Protection / Safeguarding Policy is distributed and explained.</li> <li>• New employee is aware is introduced to Safeguarding Lead and Deputy Safeguarding Leads.</li> <li>• New employee is given training in the completion of Incident / Welfare Forms</li> <li>• A copy of Langney's Safeguarding Aide Memoire is distributed and explained.</li> <li>• Employee Code of Conduct Policy is distributed, explained and signed.</li> <li>• The need to maintain privacy and confidentiality (including any confidentiality policies) is explained.</li> <li>• Intimate Care Policy is distributed and explained.</li> <li>• Pupil Collection Policy is distributed and explained.</li> <li>• Arrange safeguarding training through <a href="#">educare</a>.</li> <li>• Arrange e-safety training using educare website.</li> </ul>		
<b>Session D</b>	<b>Positive Behaviour and Discipline</b> <ul style="list-style-type: none"> <li>• School Behaviour Policy is distributed and explained.</li> <li>• Resources for implementation of policy are provided (e.g. Yellow Slips, Rainbow Stickers).</li> <li>• Thrive Approach explained</li> </ul>		
<b>Session E</b>	<b>Preliminary Health &amp; Safety issues</b> <ul style="list-style-type: none"> <li>• Fire/Bomb procedures, including visit to assembly points</li> <li>• Accident and Incident reporting (Accident / Act of Violence or Aggression / Near Miss)</li> <li>• Location of Safeguarding Incident / Welfare Concern Forms (in staffroom), child protection procedure prompts and named LADO.</li> <li>• Location of First Aid Room.</li> <li>• List of named first aiders.</li> </ul>		
<b>Session G</b>	<b>Introductory induction with AHT QFT/PAL</b> <ul style="list-style-type: none"> <li>• Explanation of roles and relationships within the team/school</li> <li>• Discussion of new employee's role and responsibilities as per the job description</li> <li>• Induction programme to be discussed and dates set to meet with line manager (e.g. to review non-negotiables for Teaching and Learning).</li> <li>• Set date for first Performance Management review meeting</li> <li>• For non-teaching staff, complete Probationary and Appointment Support Review Form for every meeting and save in personnel file: <ul style="list-style-type: none"> <li>• 8 week (2 months)</li> <li>• 16 weeks (4 months)</li> <li>• 24 weeks (6 months)</li> </ul> </li> </ul>		

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	<ul style="list-style-type: none"> <li>• 36 weeks (9 months)</li> <li>• 42 weeks (managers 10.5 months)</li> <li>• 46 weeks (non-managers 11.5 months)</li> </ul>		
<b>Session G</b>	<b>Introductory induction with AHT QFT/PAL</b> <ul style="list-style-type: none"> <li>• Brief introduction to Writing Process</li> <li>Reading Approach</li> <li>Maths S&amp;F</li> <li>Assessment Folder</li> <li>O Track Intro</li> </ul>		
<b>Session H</b>	<b>Introductory induction with AHT T&amp;L</b> <ul style="list-style-type: none"> <li>• Brief introduction to Handwriting</li> <li>Spelling</li> <li>Science</li> <li>Foundation Subjects</li> </ul>		
<b>Session I</b>	<b>Introductory SEND Induction</b> Please see table below		

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### **Staff Induction Checklist for SEND Including ECTs**

The SENCo and SEND Leadership Team will provide the following induction -

Action	Date Completed
<b>Induction to be Led by the School</b>	
1. School SEND Priorities	
2. Understanding the profile of the class - Meeting with SENDCo and previous class teacher to discuss SEND needs and strategies for pupils in the class/ share relevant documentation	
3. External agency reports within the class profile	
4. Sharing of any individual behaviour plans and / or individual risk assessments.	
5. Inclusive QFT Strategies/ Adaptive teaching (mainstream Core Standards/ East Sussex SEN Matrix)	
6. Observations of experienced teachers with a focus on SEND provision and strategies	
7. Visit to SRP/ Specialist setting to carry out observations.	
8. The Graduated approach: <ul style="list-style-type: none"> <li>• Key dates/ actions in the process</li> <li>• Provision mapping, including entry entry and exit data</li> <li>• Intervention delivery and record keeping</li> <li>• Measuring Impact</li> </ul>	
9. Overview of provisions on offer	
10. School SEND referral process - raising a concern	
11. Behaviour management/ de-escalation strategies	
12. Use of teaching assistants	
<b>School and Trust SEND Documentation which <u>MUST</u> be read</b>	
13. Trust Best Practice Guide	
14. Trust SEND Principles	
15. School SEND Policy	

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16.	School SEND Information report  <b>Online Training to be Completed</b>	
17.	Educare - The SEND Code of Practice <a href="https://www.myeducare.com/totara/catalog/index.php?catalog_fts=SEND&amp;orderbykey=score&amp;itemstyle=narrow">https://www.myeducare.com/totara/catalog/index.php?catalog_fts=SEND&amp;orderbykey=score&amp;itemstyle=narrow</a> Or The National College- Certificate in the SEND Code of Practice <a href="https://thenationalcollege.co.uk/hub/view/course/certificate-in-send-cop">https://thenationalcollege.co.uk/hub/view/course/certificate-in-send-cop</a>	

## LANGNEY PRIMARY ACADEMY

### SECTION 2: TO BE COMPLETED WITHIN FIRST FOUR WEEKS WITH ASSISTANT HT i/c Induction / LINE-MANAGER (not NQT)

#### Employee Development

	ACTIVITY	COMMENTS / INITIALS	DATE COMPLETED
1.	<b>Explanation of school staff Performance Management Review Process</b> <ul style="list-style-type: none"> <li>Appraisal and Capability Policy is distributed and explained.</li> </ul>		
2.	<b>Discussion to identify immediate training and development needs</b> <ul style="list-style-type: none"> <li>Self-assessment against Teachers' Standards and immediate training / development needs prioritised.</li> <li>Self-assessment against Teaching and Learning Non-Negotiables and immediate training / development needs prioritised.</li> </ul>		
3.	<b>Introduction to the school</b> <ul style="list-style-type: none"> <li>Prospectus</li> <li>School Improvement Plan</li> <li>Ofsted Inspection Reports</li> </ul>		
4.	<b>Recap with AHT QFT/PAL</b> <ul style="list-style-type: none"> <li>Further induction and support to assess - Writing Process Reading Approach Maths S&amp;F Assessment Entry O Track Entry</li> </ul>		
5.	<b>Recap with AHT T&amp;L</b> <ul style="list-style-type: none"> <li>Further induction and support to assess - Handwriting Spelling Science Foundation Subjects</li> </ul>		

## LANGNEY PRIMARY ACADEMY

### SECTION 3: TO BE COMPLETED WITHIN FIRST FOUR WEEKS WITH OFFICE MANAGER

#### Office and Systems Awareness

	ACTIVITY	COMMENTS / INITIALS	DATE COMPLETED
1.	<b>Communications Systems</b> <ul style="list-style-type: none"><li>• Post distribution and collection</li><li>• Courier service</li><li>• Use of telephone system and extension numbers</li><li>• Text messaging parents via Parentmail</li><li>• Sending emails to parents via Parentmail</li><li>• Sending photocopied letters home to parents</li><li>• Staff Parentmail APP (to be downloaded onto personal phone)</li></ul>		
2.	<b>Instruction in Office Organisation</b> <ul style="list-style-type: none"><li>• Reporting sickness and time off for medical appointments</li><li>• Cascade System</li></ul>		
3.	<b>Instruction in Office Organisation</b> <ul style="list-style-type: none"><li>• Stationery and office supplies</li><li>• Placing order requests</li><li>• Petty cash arrangements</li><li>• Budget (if applicable)</li></ul>		
4.	<b>Transport</b> <ul style="list-style-type: none"><li>• Mini-bus booking</li><li>• Aware of Guidance on Safe Use of Vehicles and Minibus Guidelines (if applicable)</li><li>• Minibus driver training required (if applicable)</li></ul>		

## LANGNEY PRIMARY ACADEMY

### SECTION 4: TO BE COMPLETED WITHIN FIRST FOUR WEEKS WITH HEAD OF SCHOOL

	ACTIVITY	COMMENTS / INITIALS	DATE COMPLETED
1.	<b>Introduction to Key Contacts</b> <ul style="list-style-type: none"> <li>• In the school</li> <li>• Partner schools</li> <li>• School Improvement</li> <li>• Outside Agencies</li> <li>• County Hall</li> </ul>		
2.	<b>SWALE Absence Management Policy</b> <ul style="list-style-type: none"> <li>• Copy of Absence Management Policy given and discussed</li> <li>• Return to work interviews and sickness “triggers”</li> <li>• Annual and other leave arrangements (depending upon terms and conditions and employment)</li> </ul>		
3.	<b>Employee Relations</b> <ul style="list-style-type: none"> <li>• Trade Union membership</li> <li>• Local Union representative</li> <li>• Joint consultative arrangements</li> </ul>		
4.	<b>Parent Complaints Policy</b> <ul style="list-style-type: none"> <li>• Complaints Policy is distributed and explained</li> </ul>		

## LANGNEY PRIMARY ACADEMY

### SECTION 5: TO BE COMPLETED WITHIN FIRST FOUR WEEKS WITH HEALTH AND SAFETY CO-ORDINATOR

#### **Health, Safety and Welfare**

	<b>ACTIVITY</b>	<b>COMMENTS / INITIALS</b>	<b>DATE COMPLETED</b>
1.	<b>Explanation of your responsibility for Health &amp; Safety</b> <ul style="list-style-type: none"> <li>• Distribution and discussion about school's Health and Safety Policy</li> </ul>		
2.	<b>Other relevant Health, Safety and Welfare policies specific to the role</b> <ul style="list-style-type: none"> <li>• Asbestos In The Workplace</li> <li>• Crisis Management Plan</li> <li>• Drugs and Alcohol in the Workplace</li> <li>• Electricity At Work</li> <li>• Manual Handling</li> <li>• Stress Management</li> <li>• Violence At Work</li> <li>• Incident Reporting and HSE Reporting</li> <li>• New and Expectant Mothers At Work</li> <li>• Contractors</li> </ul>		
3.	<b>First Aid Arrangements</b> <ul style="list-style-type: none"> <li>• Distribution and discussion about school's First Aid Policy</li> <li>• Location of nearest First Aid Box</li> <li>• Names, location and extension numbers of qualified First Aiders/Appointed Persons</li> </ul>		
4.	<b>Fire Precautions</b> <ul style="list-style-type: none"> <li>• Emergency evacuation procedures</li> <li>• Name of local workplace fire officer / warden</li> <li>• Location of fire extinguishers / fire blankets etc</li> <li>• Location of fire alarm call points</li> <li>• Location of fire assembly points</li> </ul>		
5.	<b>Display Screen Equipment (DSE)</b> <ul style="list-style-type: none"> <li>• DSE Policy and Guidance explained</li> <li>• Training completed and reviewed</li> <li>• Workstation Assessment checklist (e.g. correct positioning, chair adjustment, screen controls etc.) completed and workstations brought into line with the minimum requirements</li> <li>• Procedures for eye tests explained</li> </ul>		
6.	<b>Personal Safety at Work / Lone Working</b> <ul style="list-style-type: none"> <li>• Distribution and discussion of Personal Safety / Lone Working Policy.</li> <li>• Local arrangements re: violence at work issues including lone working</li> <li>• Any necessary training booked.</li> </ul>		
7.	<b>Positive Handling and Physical Intervention</b> <ul style="list-style-type: none"> <li>• Positive Handling / Physical Intervention Policy and Guidelines on Czone</li> <li>• Any necessary training booked.</li> </ul>		

## LANGNEY PRIMARY ACADEMY

<b>8.</b>	<b>Moving and Handling (a) Object / Loads and (b) People</b> <ul style="list-style-type: none"> <li>• General information relating to service and employee duties</li> <li>• Moving and handling risk assessments</li> <li>• Any necessary training booked</li> <li>• Specific training / induction e.g. hoists and other equipment</li> </ul>		
<b>9.</b>	<b>Administration of Medicines</b> <ul style="list-style-type: none"> <li>• Medication policy / procedures</li> <li>• Any necessary training booked.</li> </ul>		
<b>10.</b>	<b>Communicable Disease / Hygiene</b> <ul style="list-style-type: none"> <li>• Policy / Guidance on Communicable Diseases (czone)</li> <li>• Any necessary training booked.</li> </ul>		
<b>11.</b>	<b>Food Hygiene</b> <ul style="list-style-type: none"> <li>• Induction in local procedures</li> <li>• Specific to actual role where qualification is required</li> <li>• Any necessary training booked</li> </ul>		
<b>12.</b>	<b>Control of Substances Hazardous to Health (COSHH)</b> <ul style="list-style-type: none"> <li>• Location, use and storage of any substances used</li> <li>• COSHH risk assessments – location and contents of and updated</li> </ul>		
<b>13.</b>	<b>Occupational Health and Safety</b> <ul style="list-style-type: none"> <li>• Role of the Occupational Health Team and support available</li> <li>• External Counselling Service</li> <li>• Role of Health and Safety Team</li> </ul>		

## LANGNEY PRIMARY ACADEMY

### SECTION 6: TO BE COMPLETED WITHIN FIRST FOUR WEEKS WITH EDUCATIONAL VISITS CO-ORDINATOR

#### Health, Safety and Welfare

	ACTIVITY	INITIALS OF RESP. MANAGER	DATE COMPLETED
1.	<b>Off-Site Educational Visits</b> <ul style="list-style-type: none"><li>• Distribution and discussion about school's Educational Visits Policy</li><li>• Training undertaken in the use of Exeant</li><li>• Training undertaken in the writing a risk assessment for an off-site educational visit.</li></ul>		

### SECTION 7: TO BE COMPLETED WITHIN FIRST SIX MONTHS

Name.....

#### Policies Required to be Read and Understood

	ACTIVITY	Employee Signature	DATE COMPLETED
1	<b>SEND</b>		
2	<b>Capability of Staff</b>		
3	<b>PSHE / SRE / DATE</b>		
4	<b>Code of Conduct</b>		
5	<b>Teacher Appraisal</b>		
6	<b>Teachers' Pay</b>		
7	<b>Behaviour</b>		
8	<b>Data Protection</b>		
9	<b>Code of Conduct</b>		
10	<b>Home - School Agreement</b>		
11	<b>Teaching &amp; Learning</b>		
12	<b>Staff Absence</b>		
13	<b>Anti Bullying</b>		

## LANGNEY PRIMARY ACADEMY

14	Arrival and Departure		
15	Lockdown		
16	Educational Visits		

### Referenced in Statutory Guidance Read and Understood

	ACTIVITY	Employee Signature	DATE COMPLETED
1	Child Protection and Safeguarding		
2	Section 1 of Keeping Children Safe		
3	Early Years Foundation Stage		
4	Supporting Pupils with Medical Conditions and Administration of Medicine		