



# Ghyll Royd School

A foundation for life

# Induction of new staff Policy

Policy Leader: Mr David Martin

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## **Staff Induction Programme**

**Name** \_\_\_\_\_ **Date of Joining** \_\_\_\_\_

Welcome to Ghyll Royd School. The main aim of this induction programme is to help you adjust to your new appointment quickly and smoothly and enable you to be productive and comfortable in your new role.

The programme will allow you to:

- a) acquire information relating to your new working environment.
- b) appreciate the school's objectives.
- c) familiarise yourself with the layout of the school and its facilities.
- d) become a valued team member.
- e) make contact with staff in different areas of the school.
- f) identify staff development issues through regular review meetings.

You Induction Mentor is: \_\_\_\_\_ He/she will guide you through your first year.

As the Induction Mentor responsible for the programme, I will arrange an introductory meeting during the first few weeks of term, and will maintain regular contact with you thereafter. If you have any queries or concerns, please do not hesitate to contact me.

Ghyll Royd School is committed to safeguarding and promoting the welfare of young children and expects all staff and volunteers to share this commitment.

### ***Rationale (what induction is and why it is important)***

Ghyll Royd school is continually striving to become a highly effective learning school through developing a culture of continuous school improvement. Our main purpose is learning - for both pupils and staff. Through the continuous learning of our staff, our school improves and develops, and brings even greater benefits to our pupils.

Effective induction is the critical foundation for continuous learning by supporting the effective performance and continuing professional development of all staff and governors new to the school. Induction is a process which starts before a person joins the school and continues through the first year at the school and beyond. Induction aims to increase the effectiveness of all staff and governors 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 teaching and support staff and should enable them to contribute to the school's vision and goals and to fulfil its guiding principles. The induction process will ensure mutual benefit for every individual new to our school.

### ***Purposes (who benefits and what benefits are required)***

Our induction process will:

- contribute to improving and developing the overall effectiveness of our school, raising pupil achievement, and meet the needs of all pupils, parents and the wider school community;
- contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective team work at our school;
- ensure all teachers new to the profession have the best start in their careers and are supported in developing highly effective practice;
- ensure all staff new to our school understand what is expected of them and gain the support to achieve those expectations;
- build co-operation between all staff in our school; and
- ensure that all staff are valued and recognised as the school's most important asset.

### ***Guidelines (how staff development will be implemented)***

All of our induction activities are planned in the context of the school's vision, goals and guiding principles, and the core standards for teacher induction and for other specific roles and responsibilities. Resources are prioritised to support induction.

Financial and other resources for induction are allocated annually and apportioned in accordance with the induction needs of staff and governors. Resource will be available for the whole school programme of induction and to meet the needs of specific staff in helping them to meet the standards required by the school.

## **Management and Organisation of Induction**

The Head is responsible for the overall management and organisation of Induction, including Newly Qualified Teacher Induction across the whole school. This includes a whole school planning and quality assurance role.

### **Newly Qualified Teachers - ECT**

The school has selected and entered into an agreement for *Bradford Metropolitan Council* to act as the Appropriate Body (AB).

For ECTs the school provides a programme of support, monitoring and assessment. The timetable for this programme is provided at a whole school level and at an individual ECT level.

Each ECT is provided with an Induction Tutor who will be a named senior, experienced or competent member of staff.

The induction tutor provides the ECT with day-to-day monitoring and support and must:

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ECT's professional development with the AB where necessary;
- create an action plan at the beginning of each induction period based on evidence of progress towards the relevant standards;
- carry out six reviews of progress during the induction period ;
- undertake three formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate (normally three termly, or pro-rata for part-time staff);
- ensure that at least six observations of the ECT's teaching take place and that the ECT is provided with copies of written feedback records within two days;
- ensure ECT's are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and
- take prompt and appropriate action where an ECT appears to be experiencing difficulties.

Induction tutors will be supported in their role by:

- being provided with information from the AB, Teaching Agency and school, relevant to the induction process;
- being offered training provided by the AB on the Role of the Induction Tutor;
- having meetings with the member of staff responsible for the overall induction programme in the school;
- having their role as an induction tutor 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; and
- asking for feedback from the school and from the AB on the quality of their work.

### **School Induction programme for Newly Qualified Teachers**

The induction programme for staff new to teaching is designed to induct them into the profession and into the school. At the school all new teachers are expected to undertake their professional responsibility in striving to meet high standards.

Within the resources available in the school all new teachers are offered a mentor who will be a named member of staff.

All new teachers are invited to visit the school before they take up post.

All new teachers are met on their first day by their mentor / line manager.

All new teachers are provided with copies of school policies and the school's staff handbook and will be expected to develop their understanding of them.

All new teachers will meet with the Headteacher within their first week in post.

NQTs will receive feedback on their strengths and areas for development.

Induction Tutors are responsible for the day to day management of their ECT's induction, and will meet with their ECT regularly. The Induction Tutor reviews progress, sets targets, and identifies support strategies with the ECT.

All newly qualified teachers are observed teaching during their statutory induction period and this is undertaken by the Induction Tutor, a senior member of staff or an experienced teacher as appropriate (see the ECT induction programme for details).

Three statutory assessment forms will be completed during the ECT induction period. These will be documented on the AB customised forms that are sent to the AB and must be signed by the ECT, Induction Tutor and Headteacher.

Each ECT has 10% professional development time during their statutory induction period plus an extra 10% planning, preparation and assessment time. This is in

addition to the teaching and professional development time that other substantive teachers would expect in the school.

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

Each ECT develops with their Induction Tutor their own induction and support action plan.

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

The Induction Tutor 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.

Newly Qualified Teachers who are not meeting the core standards or making satisfactory progress towards them will develop a detailed action plan with the Induction Tutor. The school will increase the support necessary to implement the action plan within the available resources in the school. As appropriate, the LA will be involved to ensure the action plan is successfully implemented.

### **Induction for experienced staff**

All new experienced staff will be allocated a line manager and a mentor from within the resources available in the school.

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

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

All new staff will be provided with copies of school policies, the school's staff handbook and be expected to develop their understanding of them.

All new staff will meet with the Headteacher within their first week in post.

An induction programme 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 the 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. New support staff will have the opportunity to attend induction training provided by the Appropriate Body.

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.

New support staff will be expected to network with other support staff through school networks to gain available support.

The Induction Programme is intended to ensure that all new staff are given the support and guidance needed to assimilate them effectively into the school. It runs beside the informal procedures that already exist and acts as a safety net to make certain that all aspects are covered.

### **THE INDUCTION CO-ORDINATOR – Headteacher**

The Headteacher has responsibility for ensuring all areas of the induction process are addressed. Any concerns / queries should be discussed with his/her and copies of meetings and observations passed on to him/her.

### **INDUCTION MENTOR**

This person has responsibility for introducing the new member of staff into school life. For an NQT this is a formalised post. With regard to a fully qualified teacher, this is more of an informal, supportive role. With regards to an EYFS Practitioner the mentor will be either a Phase Leader, a Pre-School Room Leader or your Line Manager. The Mentor is there to give help and advice on a daily basis.

### **A lesson observation should be undertaken in the first half term.**

Regular reports, both formal and informal should be given to the Induction Coordinator.

### **Confirmation of Safeguarding & Staff Code of Conduct Induction**

Name: \_\_\_\_\_ Post: \_\_\_\_\_

Ghyll Royd School and Pre-School is committed to safeguarding and promoting the welfare of our pupils and always expects all staff and volunteers to share this commitment by complying with the school's Safeguarding Policy and Procedures and the Staff Code of Conduct. Child protection and staff conduct feature prominently in every induction programme and include the following documents:

- Safeguarding: Child Protection Policy
- Staff Code of Conduct with pupils
- Whistleblowing Policy
- Keeping Children Safe in Education for Staff and Volunteers
- E Safety Policy
- Diversity & Equality Policy
- Inclusion Policy
- Staff Handbook
- Positive Behaviour Policy
- Anti bullying Policy
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The Designated Safeguarding Lead is Rebecca Picken and the Deputy Safeguarding Lead is Hadley Nicholson.

I confirm that:

- I have read and understood the above documents.
- I have attended an induction meeting with the DSL on Child Protection and the Staff Code of conduct.
- I have been made aware of my duty to safeguard and promote children's welfare.
- The procedure for reporting concerns about a pupil has been explained to me.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Schedule of Induction Activity

Name

Event	Time scale	Purpose	Staff involved	Initial	Date
Finance and contract	Before start date	<ul style="list-style-type: none"> <li>• Contract N/A</li> <li>• Job Description</li> <li>• Person Specification</li> <li>• Payroll N/A</li> </ul>			
Meet Induction Coordinator	Before start date	<ul style="list-style-type: none"> <li>• Tour of School</li> <li>• Employee Handbook</li> <li>• Security Codes N/A</li> <li>• Computer Login N/A</li> <li>• 365 Login</li> <li>• Use of Google Calendar</li> <li>• Contact details</li> <li>• Reporting sickness</li> <li>• Introduce Induction Mentor</li> </ul>	Induction Coordinator		
Policy Statements and procedures	Before start date	<ul style="list-style-type: none"> <li>• Discuss and Sign Staff Code of Conduct and its application.</li> <li>• Discuss appropriate boundaries when working with children, language, physical contact, relationships.</li> <li>• Child Protection and Safeguarding Policy (Website) Procedures</li> <li>• Dealing with allegations</li> <li>• Positive Handling.</li> <li>• KCSiE Part 1,</li> <li>• Working Together to Safeguard Children.</li> <li>• Anti-bullying</li> <li>• E-Safety</li> <li>• Whistleblowing</li> </ul>	Induction Mentor		
Duties and Routines	Week 1	<ul style="list-style-type: none"> <li>• Codes for doors</li> <li>• Fire drill</li> <li>• Registers</li> <li>• Times of the day</li> <li>• Assemblies</li> <li>• Dates list (go through)</li> </ul>	Induction Mentor		

		<ul style="list-style-type: none"> <li>• Health and Safety – Coshh, Manual handling, Working at height.</li> <li>• Lone Working</li> <li>• Fire Safety (Website)</li> <li>• First Aid - Allergies, Bodily Fluids Policy</li> <li>• Risk Assessment</li> <li>• Serious Incident form (Staffroom)</li> <li>• Hazard Identification form (Staffroom)</li> <li>• Child Protection form (Staffroom)</li> <li>• Parental contact form (Staffroom)</li> </ul>		
Personnel	Week 1	<p>Explain roles of relevant members of staff:</p> <ul style="list-style-type: none"> <li>• Subject Leaders</li> <li>• Pre-School/Teaching Staff</li> <li>• Admin staff</li> <li>• Dining/Maintenance</li> </ul>	Induction Mentor	
Teaching and Learning	Week 1	<ul style="list-style-type: none"> <li>• <i>Meet relevant Staff</i></li> <li>• <i>Schemes of work</i></li> <li>• <i>Planning</i></li> <li>• <i>Marking Policy</i></li> <li>• <i>Good Discipline Policy</i></li> </ul>	<i>Induction Mentor to arrange meetings with Subject Leaders</i>	
Assessment, Reporting and Recording	Week 3	<ul style="list-style-type: none"> <li>• <i>Assessment policy</i></li> <li>• <i>Recording of results</i></li> <li>• <i>Reports</i></li> <li>• <i>Parents' evening records</i></li> </ul>	<i>Assessment Coordinator</i>	
SENCO	Week 4	<ul style="list-style-type: none"> <li>• <i>Procedures for identifying learning support needs for pupils</i></li> <li>• <i>Procedures for identifying G &amp; T pupils</i></li> </ul>	SENCO	

<i>Performance Review</i>	<i>Week 10</i>	<ul style="list-style-type: none"> <li>• <i>Observations (first to be done within 3 months)</i></li> <li>• <i>PRAD (Performance Review and Development) Systems to be introduced after 6 months</i></li> </ul> <p><i>Ongoing assessment against</i></p> <ul style="list-style-type: none"> <li>• <i>Job Description</i></li> <li>• <i>Person Specification</i></li> <li>• <i>CPD to be discussed</i></li> </ul>	<i>Induction Mentor</i>		
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*Italics indicates induction elements for Teacher*