



بیلوا انڈیان سکول  
BILVA INDIAN SCHOOL

### **Vision**

Our vision is for all students to develop at Bilva Indian School as independent learners with self-belief and respect for others, with a lifelong love for learning and a strong foundation for future success

## **Induction policy**

## Introduction

This policy applies to all employees and also, as appropriate, to volunteers, trainees and governors who will all receive a tailored induction programme which will include appropriate information, training, observation and mentoring. *Child Protection and Health and Safety procedures* will feature prominently in every induction programme.

### 1. Aims

We believe that a happy staff is central to raising standards in our school. Our aim is to give new members of staff the support they need in order to become competent and reflective practitioners and ensure that they feel valued and able to work as effectively as possible.

The aims of the induction process are to:

- enable staff to contribute to the school's ethos, vision and values
- provide information and training on the school's policies and procedures
- provide child protection training
- enable staff to contribute to improving and developing the overall effectiveness of the school, raising pupil achievement and meeting the needs of students, parents, school staff and the wider community
- explain the school *Code of Conduct* to ensure that all staff, volunteers and governors new to the school understand what is expected of them at the school and gain support to achieve those expectations
- identify and address any specific training needs.

### The induction programme

The programme includes:

- an induction checklist of the policies, procedures and training to be covered
- details of help and support available, mentoring and shadowing if appropriate
- familiarization of the working environment.

### 2. Roles and responsibilities

While the roles and responsibilities for induction are clearly outlined, it is the intention that a supportive ethos is generated where new staff are encouraged and supported by every colleague within the school.

The principal/ vice principal is responsible for the overall management and organization of induction, including newly qualified teachers (NQT) induction across the whole school.

## **The senior leadership team**

The senior leadership team (SLT) members:

- ensure that induction takes place
- have an induction programme arranged
- are provided with the induction checklist by human resources (HR)
- receive appropriate information as required in the checklist from HR.
- are provided with the reporting arrangements
- know how to advise access to relevant policies and procedures.

### **3. The governing body**

This body:

- monitors the establishment and implementation of induction arrangements in the school
- takes into account the school's responsibility to provide the necessary monitoring, support and assessment for NQTs when selecting new staff.

### **4. The mentors for NQTs**

These members:

- are aware of and able to implement the induction requirements
- arrange an effective programme of internal and external training, guidance and support
- liaise and collaborate with all partners in the induction process
- monitor the NQT's progress towards satisfactory completion of induction, gathering evidence for fair and rigorous assessments
- inform the co-ordinator about the NQT's progress and contributes to the school's monitoring and evaluation of its induction provision
- discuss and review, with the NQT, their teaching and progress against their objectives and the induction standards.

### **5. Induction programmes**

The school induction programme for new teaching staff includes the following activities.

- All new staff are invited to visit the school before they take up post.
- All new staff have access to the school's policies and the school's staff handbook and are expected to develop their understanding of them.
- All new staff meet with the principal/vice principal within their first week in post.

- An induction programme is provided for new staff and their attendance is expected. This includes training on *Child Protection and Health and Safety Procedures*.
- All new staff are provided with an explanation of the school's performance management arrangements (see the school's *Performance management policy*).
- All new staff are expected to contribute to the spirit and life of the school to ensure a conducive environment for learning for all members of the school community.
- New teachers meet the head of differentiation, SEND and inclusion within the first week of employment to discuss the needs of particular students.

## **6. The induction process for teachers**

The process includes the following features.

- All new teachers, as mentees, are allocated an induction mentor.
- Induction mentors are responsible for the day-to-day management of their mentees' induction and meet with them regularly and as frequently as necessary.
- The induction mentor reviews progress, sets targets and identifies support strategies with the mentee.
- All mentees are observed teaching during their statutory induction period and this is undertaken by the induction mentor, a senior member of staff or an experienced teacher as appropriate.
- The induction mentor and school maintains a documented record of the NQT's induction including plans, notes of meetings, records of monitoring and assessment activities including classroom observations and professional development activities undertaken.
- Mentees who are not meeting the induction standards or making satisfactory progress towards them develop, with the induction mentor, a detailed action plan. The school provides the support necessary to implement the plan within the available resources within the school.
- Following the successful completion of the induction period NQTs will participate in the school performance management process for teachers and teaching assistants.

## **7. The school induction programme for support staff**

Support staff follow a similar process to teachers with minor variations.

- All new support staff have a line manager who will discuss their job description with them.
- All new staff are invited to visit the school before they take up post.
- An induction programme is provided for new staff and their attendance is expected. This includes training on *Child Protection and Health and Safety Procedures*.
- Support staff have targets and review meetings in line with the support staff probation policy.
- Following the successful completion of the probation period, support staff will follow the school procedures relating to performance management.