Shaftesbury Junior School

Induction Policy

'We care, we share, for the future we prepare'

Approved by:	Headteacher	**Date:**	9th December 2025
Last reviewed on:	December 2025		
Next review due by:	December 2026		

This policy reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

We support the 'City of Sanctuary' vision that the UK will be a welcoming place of safety for all and proud to offer sanctuary to people fleeing violence and persecution. We endorse the City of Sanctuary Charter, and agree to act in accordance with City of Sanctuary values and apply the network principles within our work.

We recognize the contribution of people seeking sanctuary. Sanctuary seekers are welcomed, included and supported within our context.

Statement of intent

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

This policy includes procedures for:

- **Teaching staff (including supply staff)**
- **Non-teaching staff**
- **New children (Year 3 and those joining later)**
- **Parents**
- **Governors**
- **Volunteers**

The policy will be implemented in accordance with agreed aims and other relevant policies including Continuing Professional Development (CPD), Performance Management, Health & Safety, Safeguarding and Single Equality.

Aims & Objectives

These induction procedures aim to provide all stakeholders new to the school a programme of structured support and guidance as appropriate to their role to enable them to:

- Ensure the safety and well-being of all pupils;
- Integrate successfully into the school;
- Consolidate their performance;
- Gain experience and develop expertise;
- Identify their potential;
- Have opportunities to join in and contribute to school life.

Procedures

Teaching Staff

All new staff will be given appropriate induction advice, training and resources by their line manager and year leader. This should include:

- National Curriculum documents;
- Staff Handbook;
- School Prospectus;
- Policy documents, including School Development Plan;
- Year group schemes of work;
- Assessment advice, recording, reporting, resources and procedures;
- Class and set lists, Health & Safety and personal information;
- Information on whole school and year group resources, including ICT;
- Timetables;
- Safeguarding information, including systems and reporting procedures;
- SEND information.

The Head/Deputy will ensure new staff are given a guided tour of the school, identifying locations of resources, procedures, staff and other relevant information, including completing an induction form.

All new staff will be allocated a mentor to provide advice and support on a daily basis or new role requirement.

New staff have access to Head, Deputy or their line manager to discuss additional training needs and difficulties they may be experiencing, in addition to Performance Management procedures. An informal discussion at the end of the first month and then half termly during the first year with a staff colleague will be held to identify and resolve any concerns.

ECTs

Induction for early career teachers will be provided following guidance from the DfE and the LA. Induction advice and resources will be provided as for all teaching staff.

Each ECT's 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 School Development Plan and targets.

All ECTs take part in the induction training programme arranged by the provider. This programme will include – opportunities to visit schools to observe good practice, a planned programme of training for curriculum, classroom management and personal development and regular discussions with experienced teachers involved in the programme.

ECTs are allocated a mentor, usually in their year group, for day-to-day advice and support.

ECTs teach 90% of the normal teaching day. This is implemented by having a day/half day, a week/fortnight depending on arrangements agreed by the ECT and mentor, and PPA arrangements.

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 staff, if and when appropriate. The Head and Deputy are available to discuss any additional training needs and difficulties that may be experienced.

ECTs may represent their year group curriculum support and other working groups and may provide information for their year group from the consultant. They are not expected to take lead responsibility for a curriculum area in their year group.

Supply staff

Supply staff should:

- Be welcomed by the Head or the Deputy Head;
- Receive, each visit, a handout 'Supply Teacher Information';
- Be given relevant information on the class, curriculum and daily programme and advice on procedures by the leader or a colleague in the Year Team, if appropriate;

- Be contacted by the class teacher and provided with a timetable and lesson plan, if the class teacher's absence is planned in advance;
- Have access to Head and Deputy Head if difficulties arise.

Non-Teaching Staff

Teaching Assistants

The SEND Co-ordinator is responsible for the induction of TAs. The Class Teacher and Headteacher provide additional support.

Induction should include:

- Introduction to school staff;
- The opportunity to work shadow the existing post holder or person undertaking a similar job, where possible;
- Information on the school with access to the Staff Handbook and group lists for relevant classes;
- Information concerning the child/children for which they are responsible, if appropriate;
- Information on resources including SEND resources;
- Information on assessment, record keeping, the marking policy, the behaviour policy;
- Training in the use of the photocopier, comb binder, laminator;
- Introduction to the computer system;
- Health & Safety information;
- Information on training opportunities;
- Opportunity to comment on policy and practices;
- Introduction to the structure of English and Mathematics;
- Introduction to the full job description allowing time for clarification of statements and discussion.

All staff will take part in Performance Review procedures.

An informal discussion will be held with the SEND Co-ordinator during the first month and thereafter termly in the first year to identify and provide relevant support. This is agreed through the regular monthly meetings.

There will be at least monthly TA meetings.

Administrative Staff

The Officer Manager and Headteacher are responsible for the appropriate induction advice and training. All new staff will be provided with a named mentor to give support with daily practice and procedures.

Induction information should include:

- Information on the school, including the School Prospectus and school aims;
- Policies, resources and procedures;
- Health and Safety and security information;
- Training to implement ICT programmes and school administrative procedures;
- Access to confidential information, where appropriate, on children, staff and resources;
- Opportunity to comment on policy and practice.

All staff will take part in Performance Review procedures.

An induction and review meeting should be held with the Headteacher at the end of the first month and then termly during the first year to identify and provide relevant support.

Premises Officer/Cleaning/Kitchen Staff

The Premises Officer, in liaison with the Headteacher, is responsible for the induction of all cleaning staff. The school cook is responsible for the induction of kitchen staff.

Induction should include relevant information on the school:

- The school brochure, access to aims and policies, including Health & Safety and Security issues;
- Relevant information to help them carry out their job description effectively;
- Opportunity to comment on policy and practice.

All staff will take part in Performance Review procedures.

Lunchtime Supervisors

The Lunchtime Manager 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:

- Relevant information on the school, aims and policies;
- Information of Health & Safety, First Aid, security and behaviour policies and procedures;
- Relevant information to help them carry out their roles effectively.

All staff will take part in Performance Review procedures.

Governors

Governors have a vital role to play in providing support, advice and guidelines for the school. To enable the fulfilment of this role all new governors should be given current relevant school information, policy documents and School Development Plan data.

The Chair of Governors is responsible for the induction of new governors in liaison with the Headteacher. The named governor for governor training, with the help of the Clerk to the Governors, should provide the following information and resources:

- Opportunities for a tour of the school, meeting staff;
- School brochure including staffing, Ofsted and KS2 test information;
- DfES information handbook on the role of governors;
- School and Governing Body Policy document, including Articles and Instruments of Governors;
- Dates and times of whole governing body and sub-committee meetings;
- Access and information of previous governing body minutes, latest governing body report to parents and school newsletters;
- Information and access to governor courses.

All new governors should be provided with a governor mentor to support with information, current policies and practice. The governors' training officer should arrange to discuss the success of the induction arrangements at least twice during the first year to improve the quality and relevance of the induction arrangements.

New Children

The class teacher is responsible for arrangement of induction in liaison with the Headteacher, SEND Co-ordinator, EAL Leaders and relevant staff. The KS1 Transition Co-ordinator will make contact with infant schools in the Spring Term and plan a series of visits to meet staff and children during the Spring and Summer Terms.

The purpose of these visits is to:

- Provide opportunities to gain the children's confidence and trust in a known person;
- Access and identify information on individual child's and the cohort's progress;
- Identify strengths and weaknesses, and make arrangements to match individual needs for support, welfare and SEND provision;
- Provide relevant information to group children in class according to ability, behaviour, cultural, physical and emotional needs;
- Provide information on aspects of transfer;
- Manage induction visits to Shaftesbury Junior for children and their parents;

Parents and Children Joining During the School Year

The Office Manager/ EAL leaders are responsible for the induction of new children and their parents. The minimum programme will include:

- Meeting with the Office Manager to discuss child's needs, check for asylum seeking status and provide school information;
- If the pupil has EAL, an EAL Leader will arrange an additional meeting to assess level of support required;
- If parents need support with translation into English, school will seek to support this informally initially through use of contacts or technology. If formal translation is required, this will be done through a recognized translator.
- Office Manager to give guided tour around the school with an opportunity to meet the designated class teacher, EAL Leader (if the child has EAL) and class;
- School Prospectus, school event dates, behaviour code, Home-School Agreement and PE requirements;
- Opportunity for the child to spend some time in school with the class before joining full-time, if appropriate.

The class teacher will be responsible for the day-to-day induction of the child providing:

- A named buddy to support the child in daily routines;
- Equipment – a reading book, exercise books, pencil and bag storage;
- One page profile to be completed by pupil;
- Information on homework, PE games, play/lunch arrangements, newsletters;
- Assessment in liaison with the SEND Co-ordinator to identify appropriate learning and emotional needs;
- Pastoral support and parental contact.

The school recognizes that families re-locate for a number of reasons, including fleeing from violence and persecution. We are proud to be a welcoming place for all and offer sanctuary to those who seek it.

Volunteers

The Headteacher, aided by the SENDCo is responsible for the induction of volunteers. The minimum programme will include:

- Completion of the DBS process;
- Domestic arrangements;
- Guided tour around the school with an opportunity to meet the designated class teacher and class;
- Training in the use of the photocopier;
- Introduction to the computer system;
- Health and Safety information.