



## **Roman Road Primary School**

**Induction for New Staff,  
Volunteers and Students  
Policy  
Including during COVID 19  
(September 2020)**

**Reviewed and ratified:  
Review Date September 2023**

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## **Policy for Induction (Including All Staff, Pupils, Students, Volunteers and Newly Qualified Teachers)**

This policy sets out the arrangements in respect of the induction of children and adults new to Roman Road Primary.

### **1. The Induction of Pupils**

**1.1 Pupils joining the Nursery and Reception Classes at the start of the new academic year:** There will be a structured induction programme to include:

- An information meeting for parents and carers with a presentation by the Headteacher and Early Years Foundation Stage Lead, an introduction to other key members of staff. An opportunity to visit the classroom and meet the staff and the presentation of an information pack and Parents' Prospectus along with the opportunity to share information about pupils between parents/carers and staff.
- Reception pupils will be invited to visit their new class in the summer term. This day provides a time when the current pupils are out of class, visiting their new teachers, and therefore enables new children the opportunity of exploring their new environment when it is quiet and less daunting. Children will visit in groups, to provide a greater adult to pupil ratio. New start Nursery children will be visited at home. Pupils joining Pre-school or nursery as part of the induction are asked to attend Parent and Toddler group before the start.
- The start for Nursery pupils will be phased, with the oldest pupils starting first and for Reception pupils, the children will start on the first day of school term.. This enables the staff to get to know the pupils and for the introduction to school life to be a gradual, positive experience. All Reception pupils will be invited to stay for school lunch. .
- Parents are encouraged to say a confident goodbye to their child before leaving. Prolonged separation can lead to children being more unsettled. It is quite usual for one or two pupils to be a little upset although experience shows that this usually only lasts for a few minutes once the parent has left. Should a child become distressed, the school staff would contact parents/carers as it is in no-ones interest for a child to be distraught. In this rare instance, parents and school staff would discuss and agree appropriate strategies to settle the child.
- A Parents' Evening will be held within the first term to enable parents to discuss how well their child has settled in and ways in which they can support learning at home.

**1.2 Pupils joining school at other times:** The Admission person will arrange for the parents/carers and child to visit school at a convenient time to fill out the necessary forms and produce the required documents. A Parents' Prospectus would be provided and a letter will be sent to parents with a starting date after the admission meeting . Parents/carers will be asked to bring the child to the main entrance on the first day, where they will be met by the Teacher or Teaching Assistant and shown to class with their parents/carers. The class teacher will choose a special friend from the class, to take care of the new pupil for the first few days. If appropriate the Learning mentor will be involved in this transition.

**1.3 Pupils joining who are New To English (NTE)**

- Parents will be invited to school to an information session about Roman Road School.
- There will be support from TA and the Teacher in the child's class during class time to enable the child to successfully integrate within the classroom and school environment.

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- Communication with parents will also be through an interpreter where necessary i.e telephone consultations, parent evenings and for any urgent communication.
  - Classrooms will include relevant resources for NTE children to enable access to the curriculum.

## **Update for COVID 19**

**During COVID 19 induction procedures remain the same, however there are no tours around school. Initial meetings with parents is no longer in the conference room but at the school reception area. Digital tours are available on line and the parents of new joiners are made aware of this.**

**There are no home visits ie for Early Years. Other induction procedures are as above**

## **2. The Induction of new staff**

- 2.1 Students and NQTs will communicate with the DHT and mentors prior to placements. They will receive an Induction Information pack that will be explained on induction. Safeguarding arrangements will be in place before start date ie Safer Recruitment – CRB/DBS, references etc. Students and placements to complete an in house Safeguarding form.
- 2.2 Students will be provided with induction pack and will agree a suitable mentoring programme with their mentor

## **3. The Induction of Volunteer Helpers**

- 3.1 **During COVID 19 there will not be any volunteers. Secondary school student placements to be reviewed spring 2021.** There will be an information session offered for all volunteers throughout each academic year, where the Induction Leader will carry out a basic induction and ensure all volunteers are subject to a Criminal Record Bureau check before helping in school.
- 3.2 Volunteers will receive a copy of the “Induction Information pack” on their first day
- 3.3 Whilst Governors are volunteers, they have specific responsibilities and duties; please see the Governor Handbook.

## **4. The Induction of Staff**

- 4.1 New staff will meet with DHT on their first day, or if possible prior to taking up post. They will be asked to read the documents in the Induction Information Pack and relevant policies. They will have three days to read policies prior to signing in agreement to policies. Policies to be read

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are the Acceptable Use Policy and Agreement, the Safeguarding Policy, Health & Safety Policy, SEN Policy, Behaviour Policy and Code of Conduct policy, Data Protection Policy. All available in hard copy and via the Website. A signed record sheet to be kept to evidence induction training.

Students and NQTs In their first two weeks will also be expected to read the appropriate SOW for the year group they are in and be aware of other policies such as Teaching and Learning, Literacy, Numeracy, Marking, Assessment. Their mentor will support with this.

4.2 All students will have a named 'Induction Mentor' that will be the class teacher. NQTs mentor will be the one of the two Phase Leaders.

4.3 Newly Qualified Teachers (NQTs) will have a planned Induction Period, with regular meetings with their mentor, classroom observations, termly assessments (reported to the LEA) and a programme of professional development activities. They will have 10% release time as well as their release for Planning Preparation and Assessment.

4.4 NQTs will discuss their development needs with their mentor. Also outcomes from observations and meetings.

4.5 Any difficulties in meeting the National Standards for Qualified Teachers will be identified at the earliest opportunity, with appropriate support put in place and the Head teacher would be notified.

## **5. Health and Safety**

Health and Safety must always be considered when carrying out any activities. If there is a conflict between a policy, procedure, or scheme of work and a Health and Safety consideration, the latter will always take precedence.

## **Induction of Newly Appointed Staff**

### **Aims**

The aim of our induction programme is to effectively introduce colleagues to a new role within the school, whether they be a new recruit, or an existing member of staff whose job has changed owing to promotion or other reasons.

The induction programme we provide is an investment in terms of time and energy and, therefore, we aim to bring staff up to high performance level in the shortest possible time. This enables them to make the smoothest transition into the job which they have been recruited to do and to become confident and effective contributors to achieving the school's targets and objectives laid out in the School Improvement Plan.

We view induction as the beginning of the process of ongoing professional development. While the programme will be adjusted appropriately for each individual, the central aims are

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- to make all staff feel welcome and at ease in their new environment
  - to inform the individual what the school is all about
  - to learn more about the individual and their immediate and long term needs
  - to clarify the role the individual will play within the school
  - to ensure the effectiveness and efficiency of all staff in their own role and within the whole school team
  - to foster positive relationships between existing and newly appointed staff
  - to explain what the school can and will do to help the individual make an effective contribution
  - to give information relevant to the workplace
  - to ensure that there is a system of support in place

### **Induction Responsibilities**

Whereas it is the Induction Co-ordinator's overall responsibility to ensure each new member of staff receives their induction entitlement, it is in everybody's interest that each member of staff is able to contribute towards the fulfilment of our school aims.

At Roman Road Primary we encourage the philosophy of a whole school approach to the life and work of the school. All members of the school community are valued and respected as individuals as well as members of the whole school team. It is important that new staff are welcomed into the team, helped to establish their role and position within that team and enabled to grow and develop as team members.

Therefore, we accept corporate responsibility towards new members of staff for making them aware of day to day routines and procedures.

In return, you are responsible for

- making a commitment to your job and the success of the school aims
- working with colleagues
- aiming always for your best and being prepared to try to achieve more
- developing yourself and your job
- discussing anything you don't understand and sharing any worries or concerns

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## **Joining Roman Road Primary School Our induction for new members of staff**

Our induction guidance is for all members of the staff, whether in a teaching or nonteaching role. We hope these notes will help you to settle quickly into your new post and to enjoy your work as a member of our school.

We are committed to you as a member of our staff. Essentially the guidance will help you to learn about our school and how you can achieve its aims through your work.

So that every member of our school community feels safe, respected and determined to give their best, we expect from everyone high standards of personal conduct and consideration for all others at all times, in order that we may attain the highest possible standards in teaching, in learning and in achievement.

We take every opportunity to emphasise

- high expectations in everyday skills
- good manners
- independence and initiative
- pride in achievement
- pride and respect for the achievements of others

### **The Induction Programme**

Following a successful interview you will be invited to look around the school again and, wherever possible, your classroom will be identified.

In the case of a new teacher you will, if possible, meet your phase group partner/supporter and other members of the phase group team such as nursery nurses or teaching assistants. In the case of a new nursery nurse or teaching assistant, you will, if possible, meet the

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teachers. You will also be offered some suitable dates when you could visit the school again. **(COVID 19 may prevent some of the above if ongoing in 2021)**

### **Your Contract and your Job Description**

When you join our staff you will meet with the Head Teacher to discuss your contract and job description. In the case of non-teaching staff, the hours you work each week will be reviewed each year, usually in the spring, in the light of the needs of the school and the budget for the coming year.

### **Settling in**

We pride ourselves that new members of staff are given the support and guidance they need in the early days when there are many questions you may wish to ask. In our school there is always someone on hand to whom you may turn for advice and help and ask any of your questions on organisation, administration and routines essential to the smooth running and effectiveness of our school.

### **Who supports you?**

The Induction Programme for newly appointed staff operates under the direction of the Deputy Head Teacher who consults regularly with the Head Teacher. The Deputy Head Teacher acts as Induction Coordinator as well as Training and Development Coordinator and is there to help, reassure, guide, counsel, inform and listen, as well as monitoring the progress and professional development of newly appointed staff.

The Induction Coordinator will advise on whole school issues, organise the appropriate support meetings and guide you through the school documentation. This documentation will include

The Induction Information Pack includes the following:

- School Brochure
- Acceptable Use Policy and Agreement
- the Safeguarding Policy
- Health & Safety Policy
- SEN Policy
- Behaviour Policy and Code of Conduct policy □ Data Protection Policy.
- New teachers and NQTs will also be expected to read the appropriate SOW for the year group they are in and be aware of other policies such as Teaching and Learning, Literacy, Numeracy, Marking, Assessment.
- COVID 19 – Risk Assessment for September 2020 onwards

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**COVID 19 - Where applicable (such as the Safeguarding, Induction and Behaviour Policy) the packs contain up to date and relevant information around COVID. Policies also on web site.**

The Induction co-ordinator (also responsible for Safeguarding) will meet new staff on their first day to train in Child Protection, Code of Conduct, Health and Safety

The SEN Coordinator will meet to discuss the Special Needs provision within school and applicable to class allocation.

The teacher mentor and phase group leader for new staff and NQTs have an important role in the Induction Programme. They support and advise on a day-to-day basis, as well as coplan weekly. They will discuss their role with new staff on the first day. They share a responsibility for integrating new staff / NQTs into the year and phase.

The Assessment Coordinator, Literacy Lead, Maths Lead will meet to discuss assessment arrangements, planning, marking requirements.

Newly appointed teachers who also become members of the Senior Management Team are inducted into this team by the Head Teacher and Deputy Head Teacher.

### **The Roman Road Ethos**

We are proud of the fact that our school is offering its pupils a sound education and making good provision for their spiritual and moral development. We are all firmly committed to raising achievement in line with the aims of the school.

Our pupils show consistently good attitudes towards learning in a secure and orderly working atmosphere. They know of our high expectations for their academic achievement and responsible behaviour. We aim for self-discipline but, if necessary, our code of behaviour is firmly and consistently upheld. This is crucial if our high standards of conduct are to be maintained so, whatever our job, we provide the role models for the children and we all lead by example.

If we share these aims

- our children will enjoy school
- our children will feel safe and secure at school
- our children will give us their best effort
- our children will build good relationships with staff
- our children will be praised and rewarded for their effort as well as their achievement
- our children will have a high sense of self worth
- our children will be increasingly polite and considerate towards others
- our children will create an environment conducive to learning and achievement



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The partnership between staff, parents, pupils and governors , for the benefit of all, is a strong feature of the school. Everyone is important and our continued success is dependent upon equipping you to do your job to the best of your ability, and enabling you to develop your knowledge and skills.

We encourage and support your development by offering induction, job specific and additional training, performance management interviews and, where relevant, training appropriate to Newly Qualified Teachers, Overseas Teachers or School Improvement Plan needs.

### **Review of the Policy**

This policy is regularly reviewed and updated where necessary. Such updating will be based on the experience of recently appointed staff and **current concerns ie COVID 19.**

The Induction Coordinator will be continuously evaluating the Induction Programme at all stages and may modify it if necessary during the school year.

John Gordon