

Induction Policy



At Headlands School we are proud of the way in which we work together as a team. It is important to us that when a new member of staff, student or volunteer joins our school they instantly feel welcomed, valued and supported.

We recognise that an effective induction provides new staff, students and volunteers with key information and also facilitates settling in, getting to know colleagues and provides an understanding of the 'norms' of the workplace. In addition to this, it provides the new member of staff, student or volunteer with an understanding of their role and how it fits with the vision and ethos of the school. The aim of the induction process is to help any new member of staff, student or volunteer become an effective and integral member of the Headlands team as soon as possible. Equal opportunities during the induction process will apply, irrespective of hours or status.

All newly appointed staff, work experience students, Initial Teacher Training (ITT) students and voluntary helpers will undertake an induction and complete a comprehensive induction checklist alongside the Headteacher or member of the Senior Leadership Team as part of their induction process. The member of staff who has led the induction will remain in frequent contact with the new employee, ITT student or voluntary helper in order to create an open and honest relationship where any problems or concerns can be discussed.

Informal support and communication is also recognised as an invaluable part of the induction process. All staff at Headlands should be willing to give day-to-day support to colleagues/visitors and new members of staff are encouraged to seek information/advice from any other member of staff as/when necessary.

Early Career Teachers

Early Career Teachers (ECTs) will undergo the same induction as permanent teaching staff. In addition to this we will follow the Early Career Framework 2019 (ECF) when supporting new teachers. This framework builds on and complements ITT. The ECF underpins what all ECTs should be entitled to learn about and learn how to do based on expert guidance and the best available research evidence. All ECTs will be assigned a suitably qualified mentor in school.

Supply Teachers

Wherever possible we use Higher Level Teaching Assistants (HLTAs) or Cover Supervisors who are familiar with the children and the routines of school. However, there are times when this is not possible and a supply teacher will be used to cover classes in the absence of a teacher. Supply teachers who are unfamiliar with the school will be given a tour of key areas in school such as the staffroom, toilets and classroom in which they will be teaching. A member of the office staff will also provide them with a Supply Teacher Information Pack. The supply teacher will be encouraged to liaise closely with school staff to ensure consistency for pupils.

Governors

Governors are an important part of the management structure of the school and also need time to acquaint themselves with policies and other key documents which are applicable to their new role. After an initial meeting with the Chair of Governors, new governors will be assigned an experienced governor who will support them through their first year. New governors will be encouraged to access a three-part Governor Induction training course through Kirklees Learning Services.

Safeguarding

At Headlands CE JIN School, we recognise that it is essential that everybody working in school understands their safeguarding responsibilities. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. As part of the induction process, all new staff, governors, ITTs and voluntary helpers must ensure that they have read the school's most up to date Safeguarding Policy alongside Keeping Children Safe in Education Part 1 and the Staff Code of Conduct. All staff, ITTs, governors and voluntary helpers must complete either a face to face Basic Awareness Safeguarding course or an E-learning Safeguarding Course (An Awareness of Child Abuse and Neglect) as part of their induction process.

At Headlands CE JIN School, we recognise that Disclosure and Barring Service Checks (DBS) are a key part of determining someone's suitability to work in a school or nursery. DBS checks in education are designed to prevent unsuitable candidates from entering the workforce and having access to children and young people. All new staff, governors and voluntary helpers will require an [enhanced DBS check](#) with a check of the [children's barred list](#), because they will be engaging in regulated activity with children. Letters of assurance will be sought for supply teachers, ITT and work experience students (over the age of 16) in order to clarify that their employment agency/higher education establishment has carried out the necessary checks on their behalf.

Further Training and Staff Development

The initial induction process is just the starting point; ongoing staff development is closely linked to annual school development priorities and feeds into a schedule for personal appraisal and review. Development and training activities will be available to all members of staff as part of the whole school Continuing Professional Development (CPD) programme or at the request of the member of staff if any personal training/support needs are identified.