



The Leys Primary & Nursery School
Learning TodayLeading Tomorrow

Induction Policy

Date of issue: September 2023

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Author	The Leys Primary and Nursery School
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1. Policy Statement

The Leys Primary and Nursery School is committed to safeguarding and promoting the welfare of all children in its care, as well as supporting the wellbeing and professional growth of all adults employed or volunteering within the school.

A thorough induction process is essential to ensure that all new staff, volunteers, and students understand their roles and responsibilities, become familiar with the school's culture, ethos, and procedures, and can contribute confidently and effectively to the life of the school.

2. Aims of the Policy

The purpose of this policy is to ensure that all new colleagues — including those new to the school, changing roles, or joining on a temporary basis — receive structured guidance and support to enable them to:

- Integrate successfully into their new role and the wider school community.
 - Understand and meet expectations outlined in their job description.
 - Consolidate their performance and develop professional competence.
 - Engage in regular professional dialogue and feedback with their line manager or team leader.
 - Identify areas for development and take advantage of appropriate professional development (CPD) opportunities.
 - Receive safeguarding and child protection training and understand their responsibilities.
 - Contribute to the overall effectiveness of the school, including raising pupil achievement and supporting the needs of pupils, parents, and the community.
 - Understand and adhere to the school's Code of Conduct and associated policies.
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3. The Induction Programme

All induction programmes will include:

- An induction checklist covering policies, procedures, and required training.
 - Details of available support, mentoring, and shadowing opportunities.
 - Familiarisation with the school environment, resources, and key staff.
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4. Induction for All Staff

All new staff will receive appropriate induction advice, training, and resources, including:

- Staff Handbook and School Prospectus, including school vision, values, and aims.
- Access to key policies and procedures, including the Code of Conduct.
- Class lists, class profiles, and year group planning materials.
- Assessment, recording, and reporting procedures.
- Safeguarding and Child Protection training.
- SEND information, resources, and inclusive teaching strategies.
- Overview of ICT systems and shared resources.
- Timetables, PPA arrangements, and key calendar dates.
- Health and Safety information.
- The Hertfordshire Steps/ Positive Regard core principles.
- Staff structure and key roles and responsibilities.
- Educational Visits Policy and Procedures.
- Training opportunities and CPD information.
- The opportunity to shadow a current post holder, where possible.

Each member of staff will have a designated line manager or team leader who provides daily support and guidance. Informal discussions will take place regularly to identify any challenges and offer further assistance.

New staff are also encouraged to meet with the Headteacher to discuss any additional training needs or areas requiring further support.

5. Early Career Teachers (ECTs)

Induction for ECTs will follow the DfE Statutory Guidance and local authority procedures.

The ECT induction programme aims to:

- Address specific development needs identified during training.
- Build upon individual strengths and set clear targets for professional growth.
- Support the ECT in achieving these targets through mentoring and professional dialogue.
- Provide structured opportunities for training, observation, and reflection.

Each ECT will:

- Be allocated a mentor for daily support and guidance.
- Have a 90% teaching timetable to allow time for professional development.
- Participate in a local authority induction programme, including training and visits to observe effective practice.
- Receive regular observations and feedback from senior staff.

ECTs are not expected to lead a curriculum area during their induction period.

6. Administrative Staff

The School Business Manager is responsible for the induction of all administrative staff, which includes:

- Training in school administrative systems and IT software.
- Access to confidential information where appropriate.

- Guidance on school procedures, communication systems, and safeguarding responsibilities.
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7. Premises Staff

The School Business Manager will oversee the induction of premises staff and contractors, covering:

- Health and Safety, security, and emergency procedures.
 - Safe use of cleaning materials, chemicals, and equipment.
 - Information and training relevant to their role.
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8. Supply Staff

The Team Leader will coordinate the induction of supply teachers.

On arrival, supply staff will:

- Be welcomed by a member of the administration team.
 - Have their ID verified and be issued with a visitor badge.
 - Information for Supply Teachers (see Class box), which includes:
 - The school day and key expectations.
 - Safeguarding, Health & Safety, and evacuation procedures.
 - Class information and relevant pupil health or medical plans.
 - SEND strategies and classroom guidance.
 - Be advised of any scheduled fire alarms and familiarise with evacuation routes and the staffroom.
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9. Mealtime Supervisors

The Senior Lunchtime Manager is responsible for the induction of all mealtime supervisors.

Induction includes:

- First Aid, pupil wellbeing, and behaviour management procedures.
 - Anti-bullying policy and safeguarding expectations.
 - Security and supervision protocols.
 - Support from a named mentor during the early stages of employment.
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10. Governors

The Chair of Governors will oversee the induction of new governors.

Each new governor will receive a Governor Induction Pack and an introduction to key policies, roles, and statutory responsibilities.

11. Volunteers

(Refer also to the Volunteer Policy.)

Middle Leaders are responsible for the induction of parent helpers and volunteers, which includes:

- Completion of the DBS process and safeguarding training.
- A guided tour of the school and an introduction to key staff.
- Training in the use of office equipment, where appropriate.
- Access to relevant policies, including:
 - Safeguarding and Child Protection
 - Health and Safety
 - Fire Safety

- E-Safety

12. Dissemination

The Headteacher is responsible for ensuring that the contents of this policy are fully covered during the induction process for all new staff members.

Where appropriate, staff will be required to sign to confirm that they have read, understood, and agree to adhere to the contents of this policy.

The School Staff Induction Checklist is reviewed and updated annually in line with current guidance and developments in primary education. The most recent version is available on the school's Google Drive.

All new staff are given access to this checklist and the relevant induction training before commencing their duties.

Staff Induction Plan 2023-24

INDUCTION CHECKLIST:	Teaching Staff	MSA	Admin
Programme of Remote Induction Day (to complete with set tasks)	Add completion dates	Add completion dates	Add completion dates
1. Level 1 Safeguarding training - National College https://nationalcollege.com/courses/certificate-in-safeguarding-staff-23-24			
2. Prevent Radicalisation training National College https://www.support-people-vulnerable-to-radicalisation.service.gov.uk/portal#awareness-course Course 1 only			
3. Online Safety training https://safeguarding.thekeysupport.com/online-safety-the-essentials/ Filter and Monitoring- Staff Facesheet  Filtering_monitoring_staff_factsheet			F & M only
4. Cyber Training https://www.ncsc.gov.uk/information/cyber-security-training-schools			

5. Staff Handbook School vision, values and aims  Staff Handbook 2023-24			
6. Classroom practice (Behaviour & Assessment) Staff Induction folder- Staff Handbook		Behaviour	
7. SEND Staff Induction folder - Provisions/Provision tracker/ Provision maps (To Do list https://drive.google.com/drive/u/0/folders/1wGFXbgowwILBaScus1UpTszE8uGIEVaT - EHCP's to be aware of - Pen pictures/ SEND trackers https://drive.google.com/drive/folders/1BTDS9RImEcsbvdGZqNKwbq9vO7tiufJx?usp=share_link - Talk of the Town/Word Aware / SLCN strategies - Dyslexia Friendly school / inclusive learning environment - Autism awareness (AET) https://nationalcollege.com/webinars/teaching-pupils-with-autism-primary (ks1/2) https://nationalcollege.com/webinars/supporting-children-with-autism-early-years (EYFS) - Equality & Inclusion (National College) https://nationalcollege.com/courses/equality-diversity-and-inclusion		SEND needs/ ECHP	SEND needs/ ECHP
8. Health & Safety National College https://nationalcollege.com/courses/health-and-safety-education-providers-2023-24			
9. GDPR https://drive.google.com/drive/folders/1wgl6n6FK_d5Jqesj-4rYAmXIXEQ8Zd1q?lfs=2			
10. Mental Health & Trauma training National College https://thenationalcollege.co.uk/hub/view/webinar/adverse-childhood-experiences			
<u>Meeting with Subject leaders:</u> Reading Sarah Lea Maths- Dr Andrew Christie Writing Joanie Garner Pupil Premium Marie Doherty Senco jessica pomroy			

<u>Early Reading Training with Sarah Lea</u>			
<u>Meeting with DSP at school</u> Child Protection training which includes Child Missing from Education Child Sexual Exploitation Female Genital Mutilation Cpoms training			
<u>Meeting with School Business Manager</u> Health and Safety Procedures (asbestos) Medical Care Plans Receive contract of employment from Herts CC			
<u>Meeting with Site Manager</u> Fire Drill Sign in app Request security tag and name tag			
In School Training - 6 hours Herts Steps Training			
<u>Admin tasks</u> Google log in Chromebook allocation (teachers only) Marvellous Me app log in Cpoms log in and training (not MSAs)			
<u>Essential policies to read:</u> Child Protection Staff Code of Conduct https://www.leys.herts.sch.uk/ki-policies-and-procedures.html			

The Leys Primary School & Nursery -
Training or Induction course evaluation form.

Participant name -

Job role -

Course or workshop taken-

Please rate your overall impression of the course/workshop (1 being the worst & 10 the best)

1 2 3 4 5 6 7 8 9 10

How effective was the programme in meeting the objectives identified?

Excellent

Very Good

Good

A little

Not much

Was the topic explained in a way you could understand & relate to?

Very much so

Yes

Mostly

Not at all

Do you feel more confident about this topic after completing the course/workshop?

Very much so

A little more than before

Maybe

Not at all

What do you feel you have learned by completing this course/workshop?

How will completing this course now impact your day to day work in school?

Do you feel you need more help or input in this area & if so what do you feel school can do to support you?