



# DGPS Staff Induction Policy 23-24

**Written by:** Christopher Seeley & Katherine Gilbert

## **Motto**

Learning Together, Growing Together

## **Vision & Values**

At Dove Green, we are creating a world class British school that promotes a respectful, happy, caring and inclusive community. We strive to prepare all students to become lifelong learners and responsible citizens, ready to meet the challenges of the future. In partnership with families and the wider community, our goal is to create purposeful, enriched opportunities for students that inspire them to become leaders of their own learning and develop the knowledge, critical thinking skills, and character necessary to succeed in an ever-changing world. We are dedicated to providing stimulating learning experiences through an evolving, challenging curriculum, fully reflecting the culture of the UAE and the wider world.

## **DGPS Way**

At Dove Green Private School, we are:

**Determined learners**  
**Global thinkers**  
**Positive achievers**  
**Striving for success**

## **AIMS FOR OUR STAFF**

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

These induction procedures aim to provide all newly appointed staff and those changing role with a programme of structured support and guidance as appropriate to their role to enable them to:

- integrate successfully into the school;
- consolidate their performance;
- gain experience and develop professional expertise;
- fulfil their job description successfully;
- have opportunities for observation and discussion of their work with senior staff to discuss any difficulties that may be experienced;
- identify their potential for career development and take advantage of opportunities for CPD;
- have opportunities to join in and contribute to discussions on school policy.
- Be aware of the school's commitment to the Wellbeing agenda

## **PROCEDURES**

### **Supply Staff**

Supply staff should:

- be welcomed by the head or an assistant head;
- receive, on the first visit, a handout 'Information for Supply Teachers' which forms part of the Staff Handbook;
- be given relevant information on the class, curriculum and daily programme and advice on procedures by the year 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 assistant heads if difficulties arise.

## **Teaching Staff**

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

This should include:

- National Curriculum documents
- Staff Handbook,
- School Brochure
- Policy documents, including School Aims and Strategic Plan
- Year group schemes of work,
- Assessment advice, recording, reporting, resources and procedures,
- Class and set lists, medical information and personal information
- Information on whole school and year group resources, including ICT
- Timetables,
- SEN information.
- Child Protection procedures
- Racial Equality and Equal Opportunities practices and procedures
- Training in the use of the photocopier, laminators etc
- Introduction to the computer system by IT staff
- Health and Safety information
- Information on training opportunities
- Opportunity to comment on policy and practices.

The head/assistant head will ensure new staff are given a guided tour of the school

- identifying locations of resources,
- procedures, staff and other relevant information.

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, with the Principal and then half termly during the first year with a staff colleague will be held to identify and resolve any concerns.

## ECTs

Induction advice and resources will be provided as for all teaching staff.

Each ECT's induction should

- match 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 Strategic Plan and targets.

All ECT's will:

- Training in the use of the photocopier, comb binder, laminator.
- Introduction to the computer system
- Health and Safety information
- Information on training opportunities
- Child Protection procedures
- Racial Equality and Equal Opportunities practices and procedures
- Opportunity to comment on policy and practices.

All ECCTs take part in a school induction-training programme arranged with the ECT. This programme may include:

- opportunities to visit schools to observe good practice;
- a planned programme of training for curriculum, classroom management and personal development;
- 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.

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.

The head and assistant heads are available to discuss any additional training needs and difficulties that may be experienced.

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

### **Non-teaching Staff TAs**

The SENCO is responsible for the induction of LSAs.

Advice and training is provided by a LSA nominated buddy. SENCO, class teacher, Head teacher and Assistant Head teacher 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 policy information. • Timetables and group lists for relevant classes
- Information concerning the child/children for which they are responsible if appropriate
- Information on resources including SEN 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 and Safety information
- Child Protection procedures
- Racial Equality and Equal Opportunities practices and procedures
- Information on training opportunities
- Opportunity to comment on policy and practices.

Introduction to the structure of the literacy and numeracy hours

All staff will take part in Performance Review procedures. An informal discussion will be held with the induction deputy head teacher during the first month and thereafter termly in the first year to identify and provide relevant support. There will be monthly team meetings.

## **Administrative Staff**

The Administrative Officer and head teacher 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 brochure, the school aims,
- policies, resources and procedures;
- health, safety and security information;
- Child Protection procedures
- Racial Equality and Equal Opportunities practices and procedures
- 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 head teacher at the end of the first month and then termly during the first year to identify and provide relevant support.

## **Cleaning/Caretaking/Kitchen Staff**

The Operations Manager, in liaison with the Principal, is responsible for the induction of all cleaning staff.

The Operations Manager 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 and Safety and Security issues;
- Relevant information to help them carry out their job description effectively.
- Opportunities to comment on policy and practice.
- Child protection procedures
- Racial Equality and Equal Opportunities practices and procedures

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 Improvement Plan data.

The Chair of Governors is responsible for the induction of new governors.

Then named governors for governor training with the help of the Clerk of Governors should provide the following information and resources:

- Opportunities for a tour of the school meeting staff
- School brochure including staffing, DSIB and Assessment information
- Handbook on the role of governor
- School and Governing Body Policy document including Articles and Instruments of governors.
- Dates and times of whole governing body and subcommittee meetings
- Access and information of previous governing body minutes, latest governing body report to parent 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 Students**

We aim to integrate new children happily and successfully into our school's programme of work and opportunities.

- The reception teacher has a consultation with parents of children before they begin school.
- There is an induction morning for parents where they meet some class reps, members of the Governing Body, meet the school catering team and sample some school meals, and see samples of our uniform.

- The parents receive a school starting pack which includes several informative leaflets.
- The children visit their new class on two occasions prior to the admission with their parents. Their lunchtime supervisor also attends to meet the children and new parents

The purpose of these visits is to:

- I. provide opportunities to gain the children's confident knowledge and trust in a known person.
- II. Access and identify information on individual child's and the cohort's progress,
- III. Identify strengths and weaknesses, and make arrangements to match individual needs for support, welfare and SEN provision.
- IV. Provide relevant information to group children in class according to ability, behaviour, physical and emotional needs.
- V. Provide information on aspects of transfer.
- VI. Manage induction visits to Dove Green Private School for children and their parents.

### **Parents and Children Joining During the School Year**

The Headteacher aided by the Primary Assistant Heads are responsible for the induction of new children and their parents. The minimum programme will include meeting with the Head teacher /Assistant Heads/class teacher to discuss child's needs and provide school information:

- Guided tour around the school with an opportunity to meet the designated class teacher and class.
- School brochure,
- School Events Dates,
- Behaviour Code,
- Home School agreement uniform and PE requirements
- Opportunity for the child to spend some time in school with the class before joining full time if appropriate
- Health & Safety Procedures
- The annual questionnaire is adapted and sent out in the first 3 weeks.

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
- Information on homework, PE games, play/lunch arrangements, newsletters
- Assessment in liaison with SENCO to identify appropriate learning and emotional needs · Pastoral support and parental contact
- The class teacher will give a written report about how the child is settling into the school at two weeks after arrival and again at six weeks.

### **Parent Helpers**

The Head teacher aided by the SENCO are responsible for the induction of parent helpers. The minimum programme will include:

- 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, comb binder, laminator.
- Introduction to the computer system
- Health and Safety information
- Child protection procedures

**Signed:**



**Print Name:** Christopher Seeley

**Designation:** Principal DGPS

**Date:** September 2023

**Next Review:** September 2024

Appendix 1

## **Dove Green Primary School** **Induction for new staff**

### **Paperwork needed**

- Job description
- School brochure
- Staff handbook including core values & rules
- Behaviour and discipline policy
- Health and Safety policy
- Latest newsletter
- School Improvement Summary
- Personal timetable
- Curriculum responsibility (where applicable)
- Needs of a particular child/IEP (where applicable)

### **Provide**

- Pigeon hole
- Base if no class

### **Discussion with head / deputy**

- Core Values / ethos
- Confidentiality / working in school
- Child Protection procedures
- Fire drill procedures
- CPD – creating a portfolio
- Performance Management/ line manager
- Clubs / personal interests

## **Training arranged**

- Child Protection
- Physical restraint
- Any development identified at interview or induction meeting

## **From Staff**

- CRB form completed

## **Follow up**

In addition to the annual performance Management cycle, the new member of staff will hold a termly meeting with the Headmaster/senior member of staff.