



# Staff Induction Policy



**Approved by:** Governing  
Body

**Date:** December 2025

**Last reviewed on:**

December 2025

December 2026

**Next review due by:**

Our aim is that every new member of staff, new parent and new child will be made to feel welcome and given assistance to enable them to become aware of our aims, policies and organisation. We will meet this aim by induction programmes appropriate to the position.

## **1. NEW MEMBER OF TEACHING STAFF**

1. Before interview, applicants have had a broad, but clear, job description. Applicants must know what they are applying for prior to interview.
2. Before beginning in post, new members of staff are encouraged to revisit the school and, if possible, their future class. If they wish access to their classroom in the holiday prior to taking up post, every attempt is made to give them this opportunity.
3. Before they take up the post, their phase leader will go through our staff handbook and induction process with them
4. Before they take up post a set programme of curriculum and organisational briefings will have been agreed with all existing staff over half term (see appendix A).
5. The first meeting the with the Headteacher takes place early in the first half term, to establish:-
  - a. success of induction so far;
  - b. any specific duties;
  - c. possible professional development opportunities.
6. All new teachers, other than ECTs, will have a designated member of staff as a mentor.
7. In the case of ECT, an agreement is taken with The Creative Learning Partnership Trust Induction to offer additional training and support, and an in-school mentor is appointed.

## **2. SUPPLY STAFF**

1. A copy of the school handbook is available in the staff room.
2. When supply is used for a planned absence, the class teacher leaves a detailed daily plan, and ensures that the school routine sheet is at the front of the handbook. Timetable on desk/plans to be available as soon as possible if not first day.
3. The member of staff in the nearest teaching base to that of the supply teacher is available for advice and/or assistance if required.

## **3. GOVERNORS**

1. The induction programme for governors is contained in the Governor's Induction Policy.

# Induction checklist for new staff

Use this to help you arrange induction for new staff. Adapt it for your context and the employee's role.

When?	Task	Completed?
<b>Before the employee's first day</b>	Identify who will be responsible for induction, including assigning 'buddies' and/or mentors	<input type="checkbox"/>
	Set up employee's: <ul style="list-style-type: none"> <li>• IT/intranet account</li> <li>• Email account</li> <li>• ID/security pass</li> <li>• Laptop/tablet/phone</li> <li>• Working space (if applicable)</li> </ul>	<input type="checkbox"/>
	Make sure first week of induction is scheduled and planned, and relevant members of staff are notified, e.g. notify your designated safeguarding lead (DSL) about carrying out safeguarding training	<input type="checkbox"/>
	Check that the induction pack is up to date (e.g. with latest copies of policies, procedures and staff lists), and send it out	<input type="checkbox"/>
<b>First day</b>	Introduce colleagues, pupils, 'buddy' and/or mentor	<input type="checkbox"/>
	Take employee on a tour of the school	<input type="checkbox"/>
	Outline health and safety procedures, e.g. fire drill procedures and meeting points, the process for signing in and out of school, and recording incidents	<input type="checkbox"/>

	<p>Remind employee of:</p> <ul style="list-style-type: none"> <li>• The school timetable, including timings of staff meetings, assemblies and registration</li> <li>• Expectations around staff conduct, e.g. use of mobiles, social media and dress code</li> <li>• Conditions of employment, and absence and disciplinary procedures</li> </ul>	<input type="checkbox"/>
	<p>Help employee get familiar with IT account, phone system and reprographics, e.g. photocopier (as applicable)</p>	<input type="checkbox"/>
	<p>Explain the school's behaviour and rewards system- provide the policy</p>	<input type="checkbox"/>
<b>First week</b>	<p>Arrange for employee to meet DSL and have safeguarding training- safeguarding checklist to be completed</p>	<input type="checkbox"/>
	<p>Schedule training sessions with relevant members of staff, e.g. the SENCO and the school business manager</p>	<input type="checkbox"/>
	<p>Make sure employee meets with line manager at the end of the first week to:</p> <ul style="list-style-type: none"> <li>• Review progress</li> <li>• Identify training and development needs</li> </ul>	<input type="checkbox"/>
	<p>Make sure employee's line manager outlines the school's performance management system and begins to determine objectives</p>	<input type="checkbox"/>
<b>First month to 6 months</b>	<p>Arrange additional training for the employee based on the review of the first week</p>	<input type="checkbox"/>
	<p>Arrange follow-up session between employee and DSL to refresh safeguarding training</p>	<input type="checkbox"/>
	<p>Ensure regular 1-to-1 meetings are held between employee and:</p> <ul style="list-style-type: none"> <li>• Buddy and/or mentor</li> <li>• Line manager</li> </ul>	<input type="checkbox"/>
	<p>Evaluate the success of the employee's induction programme, and use findings to inform future practice</p>	<input type="checkbox"/>