



REIGATE GRAMMAR SCHOOL

Staff Induction Policy

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I. Aims

We recognise the importance of introducing each new member of staff to our school.

Our teaching staff **induction** programme aims to:

- Provide timely **support** and **information**, without overload, before staff start at RGS;
- Introduce new teachers to **key staff** and **line managers**;
- Provide opportunity to share ideas about **Teaching and Learning**;
- Emphasise the importance of **pastoral care** and the role each teacher will play as a **tutor**;
- Link up with a **mentor** from another department to help integrate each new teacher to the social life of the staff team;
- To provide **training** on such matters as report writing, assessment and marking and planning lessons.

Safeguarding is an integral part of staff induction and covers the following:

- **Child Protection Training** either online, delivered by one of the DSLs or by another external provider;
- Staff receive and read a copy of the **Safeguarding Policy**; including information about the role and identity of the DSLs and detail on the school's safeguarding response to children missing in education
- Staff receive and read a copy of the **Code of Conduct** which includes guidance on staff – pupil relationships and communications, including the use of social media;
- Staff receive and read a copy of **Part I of KCSIE** and **Annex A**;
- Staff receive and read a copy of the **Whistleblowing Policy**;
- Staff receive and read a copy of the **Behaviour policy and Anti-bullying Policy**
- Staff receive and read a copy of the **E-Safety Policy**
- Staff receive and read a copy of the **Acceptable User Policy**.

All staff meet with one of the DSL/DDSLs as part of the induction process.

2. The Process for Induction of Teaching Staff

After a new appointment is confirmed, the Head of Department makes contact with the new teacher and arranges date/s for a visit to school. During this visit, the teacher will be provided with any necessary materials required to plan lessons and timetabled classes will be discussed.

All teachers are asked to help with extra-curricular activities and the line manager for the relevant activity will also make contact soon after appointment to discuss what aspects of Sport, Duke of Edinburgh Award, CCF etc. the teacher would love to help with. This serves to engage the teachers with another group of staff and area of school life.

At the start of the summer term, new staff are invited to attend a New Staff Induction Day usually scheduled towards the end of June. During this full day with us, we dedicate the morning to some collaborative work on Teaching and Learning and Pastoral Care. This allows us to introduce teachers to our Learning Framework, an agreed statement about our aims for all learning activities, and our Assessment and Marking policy. It also provides useful context to engage staff in our self-reflective approach to staff development and our continual focus on learning from each other for self-improvement. The Pastoral Care session covers the work of a good tutor and key Child Protection training, including introduction to the DSLs. Staff are given their school laptop with basic training on how to access files and brief introduction to our MIS system. Our HR Manager takes staff through the basics about pay days and other related matters and uses this opportunity to collect any outstanding information and paperwork. Heads of Year and Section meet the staff in their teams, usually over coffee break, and after lunch, new staff have time in departments with the Head of Department or other designated subject specialist to cover any subject specific matters. Each new teacher is provided with a soft and/or hard copy file of information covering routines of school life as well as their teaching timetable. We provide an alternative date in late August for the very few new staff who cannot make the full day in June.

New staff are welcome to come into school as many times as they wish. Those who are available often attend for longer periods, for example a week shadowing the department and helping out, while most new teachers have limits on the time so they can only be away from their current role to attend a couple of days.

At the start of the term, new teachers have training in how to use our MIS including how to register, write a report and look up pupil data and communicate with parents. We also provide a social function to introduce new staff to the wider team at RGS and as a warm welcome to all those newcomers. Mentors are asked to introduce themselves to their new teachers. New middle leaders are linked with an appropriate Head of Department or Head of Year to give another point of contact for questions and integration to the common room. ECTs have their own subject mentor and induction tutor but all other new staff are linked to another teacher from a different department to give wider access to both information and social links. All new members of staff are welcome to attend any of the Induction Sessions which are run for the ECTs.

In the first term, a member of SLT will observe each new teacher in the classroom followed by a coaching conversation linking feedback to the Learning Framework. The Head of Department will also observe a lesson and new staff have the opportunity to observe their peers in our peer observation weeks.

Information about report writing and other task specific documentation is distributed in time for the first round of each process.

Where new teaching staff join us part way through an academic year, we provide a meeting time with one of the Deputy Heads to go through Child Protection and all the above induction matters.

3. The Process for Induction of Non-Teaching Staff

All non-teaching staff meet with one of the DSLs before they begin work at RGS to complete Safeguarding training and meet at least one of the DSLs in person.

See Support Staff Induction Procedure for further details.

Our staff body is our most valuable asset and the time taken to make new staff feel welcome and supported is one of the most important things we can do. All departments love having new members to their teams as they bring new ideas and a fresh look at what we do. Contributions to improvement are very much encouraged from new staff and this is important but less tangible reason why most new staff quickly settle into the RGS team.

Other related policies and procedures include:

- ECT Induction Procedures
- Recruitment Policy
- Safeguarding Policy
- Staff Code of Conduct