



CALLINGTON COMMUNITY COLLEGE (FOUNDATION SCHOOL)

INDUCTION POLICY

Principles

Induction marks the beginning of the college's relationship with a new member of staff, and is of fundamental importance in setting standards and patterns of behaviour for the future. To be successful it should be more than simply passing on information.

Aims

- To welcome new members of staff in an engaging and informative way.
- To enable a newcomer to the college to become effective as quickly and easily as possible.
- To aid the new member of staff in getting to know people around the college, logistical locations and rooms that are key to their teaching timetable.
- To enable new members of staff to access a toolkit for getting started including ICT facilities, log in codes, Fronter and SIMS.
- To ensure all new appointments are involved in an induction programme.

Objectives

- To provide an effective and efficient checklist to be used with all newcomers.
- To provide a planned programme of support during initial period linked to individual needs.
- To provide support for colleagues who move into new roles.
- To provide support for colleagues returning after absence.
- To provide information on how professional performance will be assessed.

Implementation

- Staff Development Group to annually review induction procedures.
- Checklists are available for all Line Managers as appropriate.

- A planned programme of meetings is in place.
- NQT and New Staff Co-ordinator to regularly review progress of induction programme.

Check Lists

- a) General for all personnel covering whole college issues e.g. car parking, security, first aid.
- b) Role specific - to give guidance to immediate Line Manager.
- c) Review list to be used at the end of initial term.

In addition to these, from September 2008 all NQTs have followed an induction procedure as indicated by the DfEE (The Education (Induction Arrangements for School Teachers)(England) Regulations 2008). Using the 'Professional standards for Teachers in England and Wales 2007', the school will assign mentors which will observe and assess all newly qualified teachers against the Core standards.

The whole system of induction must be flexible enough to address the wide variety of need; and consultation to ensure the appropriateness of the level of support must be on-going.