

Duddon Saint Peter's School



Work Experience & Induction Policy

Rationale

Current legislation states that work experience employment or placements must be arranged either:

- By the LA, or
- By the governing body of a school acting on behalf of the LA. (Section 112 of the School Standards and Framework Act 1998).

Students undertaking work experience are subject to the same laws as those governing the employment of young persons.

People undergoing work experience are accepted under the school's safer recruitment policies.

The school believes that work experience should be:

- part of the learning entitlement for all students in its maintained schools and should be made equally available irrespective of academic ability, race or gender
- seen as a means of achieving learning outcomes for students which are part of a broad, balanced and integrated curriculum
- viewed as a key aspect of both the schools' careers education and guidance and personal and social development programme
- clearly linked to the student's learning objectives.

School responsibilities

- The school has a member of staff responsible for co-ordinating work experience placements. Arrangements will be made to meet the students and organise a timetable for the time spent in school by the student. Liaison with all members of staff will ensure that the student is able to make the most of all opportunities within school.
- Arrangements for health and safety management and risk assessment procedures are in place and students will be made aware of these procedures for their safety and that of the pupil's safety.

- Consideration will be given to the student's learning objectives when organising tasks etc.
- Communication will take place between other organisations involved in the programme eg, secondary schools / colleges.
- An assessment of students' learning outcomes will be completed in conjunction with the school/college/relevant body.

Induction

These induction procedures aim to provide all newly appointed staff and those changing role with structured support and guidance 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 other 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.

Teaching Staff

All new staff will be given appropriate induction advice, training and resources by the Head teacher or other appropriate staff member, as well as a meeting with the Head teacher for discussion. This should include:

National Curriculum documents

Staff Handbook

School Prospectus

Policy documents, including School Aims and SSDP, Safeguarding, Restraint, Intimate Care, Whistle blowing, Acceptable use, Code of Conduct

Year group schemes of work / planning

Assessment advice, recording, reporting, resources and procedures

Class lists, health, safety and personal information

Information on whole school and year group resources, including ICT

Timetables

SEN information

The Head teacher or appropriate staff members 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 will have access to the Head teacher or CPD Leader 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 and

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

NQTs

Induction for newly qualified teachers will be provided, following guidance from the DfE and the LA. Induction advice and resources will be provided as for all teaching staff.

Each NQT's induction should:

- match particular 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 SSDP and targets.

Staff Handbook

School Prospectus

Policy documents, including School Aims and SSDP, Safeguarding, Restraint, Intimate Care, Whistle blowing, Acceptable use, Code of Conduct

NQTs are allocated a mentor for day-to-day advice and support. NQTs teach 90% of the normal teaching day. NQTs 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 staff. The Head teacher is available to discuss any additional training needs and difficulties that may be experienced. They are not expected to take lead responsibility for a curriculum area.

Support Staff

Advice and training is provided. The SENCO, class teacher and Head teacher Head teacher provide additional support.

Induction should include:

- Introduction to school staff
- The opportunity to work shadow a person undertaking a similar job where possible
- Information on the school with access to the Staff Handbook and policy information
- School Prospectus
- Policy documents, including School Aims and SSDP, Safeguarding, Restraint, Intimate Care, Whistle blowing, Acceptable use, Code of Conduct
- 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, laminator etc.
- Introduction to the computer system

- Health and Safety information
- Information on training opportunities
- Opportunity to comment on policy and practices
- All staff will take part in Performance Management procedures
- An informal discussion will be held with the Head teacher during the first month and thereafter termly in the first year to identify and provide relevant support

Administrative Staff

The Administrative Officer and Head teacher are responsible for the appropriate induction advice and training. Induction information should include:

- information on the school, including the school brochure, the school aims, policies, resources and procedures
- health, safety and security information
- 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 Management procedure
- 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

Staff Handbook

School Prospectus

Policy documents, including School Aims and SSDP, Safeguarding, Restraint, Intimate Care, Whistle blowing, Acceptable use, Code of Conduct

Cleaning/Caretaking/Kitchen Staff

The caretaker, in liaison with the Head teacher, is responsible for the induction of all cleaning staff. The school cook 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

Staff Handbook

School Prospectus

Policy documents, including School Aims and SSDP, Safeguarding, Restraint, Intimate Care, Whistle blowing, Acceptable use, Code of Conduct

Lunchtime Assistants

The Head teacher is responsible for the induction of lunchtime staff. Induction should include:

- relevant information on the school, aims and policies
- information of Health and Safety, First Aid, security and behaviour policies and

procedures

-relevant information to help them carry out their roles effectively

Staff Handbook

School Prospectus

Policy documents, including School Aims and SSDP, Safeguarding, Restraint, Intimate Care, Whistle blowing, Acceptable use, Code of Conduct

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 SSDP data. The Chair of Governors is responsible for the induction of new governors. All new governors should be provided with a governor mentor to support with information current policies and practice. 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 Prospectus including staffing, Ofsted and KS2 test information
- DfE information handbook on the role of governor
- School and Governing Body Policy document including Articles and Instruments of government
- dates and times of whole governing body and sub committee meetings
- access and information of previous governing body minutes, latest governing body report to parent and school newsletters
- information and access to governor courses

Signed:

Governor responsible

Signed:

Head teacher

Date: *January 2016*

Date of review *Spring 2017*