



UNIVERSITY OF
CAMBRIDGE
PRIMARY SCHOOL

Staff Induction Policy

Approved by:
Executive Leadership Team

Last reviewed on:
May 2023

Next review date:
May 2024

RELEASING THE
IMAGINATION:
CELEBRATING
THE ART OF
THE POSSIBLE



1. Rationale

At the University of Cambridge Primary School, we aim for every new member of the team¹ to feel welcome as they embark on their professional journey with us. The first weeks and months are vital to the success of any appointment and this policy sets out the actions that will be taken to enable all new team members to have the knowledge and support they need to perform their role from the beginning of their time at the school. Safeguarding Children and Child Protection will feature prominently in every induction programme.

2. Overview

- a. The arrangements made for introducing a new employee, volunteer or governor to the duties of the post, and to the school as a whole, are referred to in this policy as “**the Induction Programme.**”
- b. The Induction Programme is designed to help new employees, volunteers and governors become familiar with the requirements of their position and learn about the school culture, ethos and working practices effectively and efficiently; so that they become knowledgeable and confident as quickly as possible.
- c. The Induction Programme should be cross-referenced to the Early Career Teacher (ECT) Induction requirements and probationary periods for support staff, as appropriate.
- d. The Induction Programme will:
 - provide information and training on the school’s policies and procedures.
 - provide child protection training and assess its effectiveness.
 - enable the colleague to contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meeting the needs of pupils, parents and the wider community.
 - contribute to the colleagues’ sense of job satisfaction and personal achievement.
 - explain the school’s code of conduct to ensure that all staff, volunteers and governors new to the school understand what is expected of them at the school and gain support to achieve those expectations.
 - identify and address any specific training needs.
- e. The Induction Programme will include:
 - a checklist of the policies, procedures & training to be covered during induction (Appendix 1);
 - an induction timetable;
 - a diary of induction meetings, recorded in the **Staff Calendar**;
 - details of help and support available (see Appendix 3);
 - details of work shadowing, if appropriate;
 - details of other relevant individuals with responsibility for induction e.g. the designated mentor or supervisor.

¹ The term “team member” or “staff” refers to the following roles: employees, volunteers agency staff and governors.

3. Induction Leaders

- a. The Executive Headteacher is responsible for the overall management and organisation of induction of new employees, supply teachers, agency staff and volunteers; however, the operational logistics of this are delegated across the wider team.
- b. The operational induction is delegated as follows:

NEW MEMBER OF STAFF	OVERSEEING INDUCTION
Senior Leaders	Executive Leaders
Teachers (including supply/agency)	Senior (Phase) Leaders
Early Career Teachers (ECTs)	ECT Lead Mentor & ECT Mentors
Initial Teacher Trainees	ITT Lead & ITT Mentors
Learning Coaches (including supply/agency)	Director of Inclusion
Administrators & Site Management	Director of Business
Cleaners	Site Manager
Volunteers	Director of Inclusion

- c. The Chair of Governors is responsible for the overall management and organisation of induction of governors.
- d. **ALL** people responsible for induction should:
 - make arrangements to welcome a new member of the team, volunteer or governor.
 - ensure that immediate needs are identified before taking up the position. where possible.
 - provide a tour of the school and information about facilities, answering questions and giving practical advice.
 - introduce key personnel.
 - ensure that an induction programme is provided, delivered and evaluated.

4. Pre-Employment

The Induction Programme begins prior to a new team member's official start date, as laid out below:

- a. Before interview, applicants have had a broad, but clear, job description.
- b. Before beginning in post, new team members 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.
- c. Before they take up post, new members of employed staff will be given access to the online platform EVERY where they can view policies in the core staff reading agreement. These policies include:
 - Code of Conduct
 - Discretionary Leave of Absence
 - Our People Strategy
 - Teaching & Learning Policy
 - Safeguarding & Child Protection Policy
 - Keeping Children Safe in Education
 - SEND Code of Practice
 - Intimate Care Policy
 - GDPR Data Handling
 - Acceptable Use Agreement

5. Role-specific guidance

Although **ALL** staff **MUST** read the above listed policies, further guidance will be required depending on the role of the new team member. Areas which should be considered for each category of staff are set out below.

Please note: These are not intended to be exhaustive and careful consideration should be given in relation to each post and the experience of the post holder. In particular, an individual's professional capacity to receive this information, e.g. supply teachers will not have access to online platforms so should receive paper copies.

Role	Additional guidance should be given on:
Senior Leaders	<ul style="list-style-type: none"> • Safeguarding & Child Protection Policy, including PREVENT & Online Safety training • Whole school emergency procedures • See Teachers/Learning Coaches list
Teachers Supply Teachers Learning Coaches Supply Learning coaches	<ul style="list-style-type: none"> • Safeguarding & Child Protection Policy, including PREVENT & Online Safety training • Part 1 of Keeping Children Safe in Education • Fire & emergency procedures, including First Aid & Health & Safety • Relevant schemes & curriculum overviews for academic subjects • Procedures for planning and resourcing lessons • Procedures for recording, reporting and resourcing assessment • Class and set lists, including SEND information • Information on whole school and year group resources • Timetables & access to relevant platforms, such as ScholarPack • School Development Plan • Behaviour Policy • Code of Conduct & Our People Strategy <p><i>When supply is used for a planned absence, the class teacher leaves a detailed daily plan. This document has a one-page overview of key school ethos and routines on the reverse. The member of staff in the nearest teaching base to that of the supply teacher is available for advice and/or assistance if required.</i></p>
Administrative Staff	<ul style="list-style-type: none"> • Safeguarding & Child Protection Policy, including PREVENT & Online Safety training • School administrative systems and procedures • Specific job-related training, e.g. finance, recruitment, administration etc.
Governors	<ul style="list-style-type: none"> • Safeguarding & Child Protection Policy, including PREVENT & Online Safety training • Current relevant school information: including policies & data documents and the School Development Plan • Last OFSTED and performance data • Code of Conduct • Access to Governor Hub • Dates and times of whole governing body & subcommittee meetings • Access and information of previous governing body minutes • Latest governing body report to parent and school newsletters • Information and access to governor training courses
Volunteers	<ul style="list-style-type: none"> • Safeguarding & Child Protection Policy • Part 1 of Keeping Children Safe in Education • Fire and emergency procedures, including First Aid & Health & Safety • Code of Conduct • Specific job-related training, e.g. Behaviour Policy
Contractors	<ul style="list-style-type: none"> • Safeguarding & Child Protection Policy • Information on school culture and ethos, e.g. through Overview (Appendix 3) <p><i>This applies to regular contractors, such as Aspens & Premier.</i></p>

6. Timescales

- a. Regardless of when a team member begins, the following will occur:
 - Pre-employment actions will take place.
 - The induction lead will conduct the Induction Programme from first day of employment.
 - The induction lead will meet for an induction review during **Week 3** of employment, to establish the success of induction so far; any specific duties; possible professional development opportunities or as a space to discuss any other areas of celebration or concern.
- b. For those starting after the September INSET, they will receive safeguarding training from a DSL within their **first week of employment**.
- c. Following a 3 week review, the completed induction document will be signed and a copy passed to the Director of Business to file in the new employee's personnel file.

Appendix 1 | Induction Checklist

New Team Member		Role	
Induction completed by		Role	
Date <i>Week 1</i>		Review Date <i>Week 3</i>	

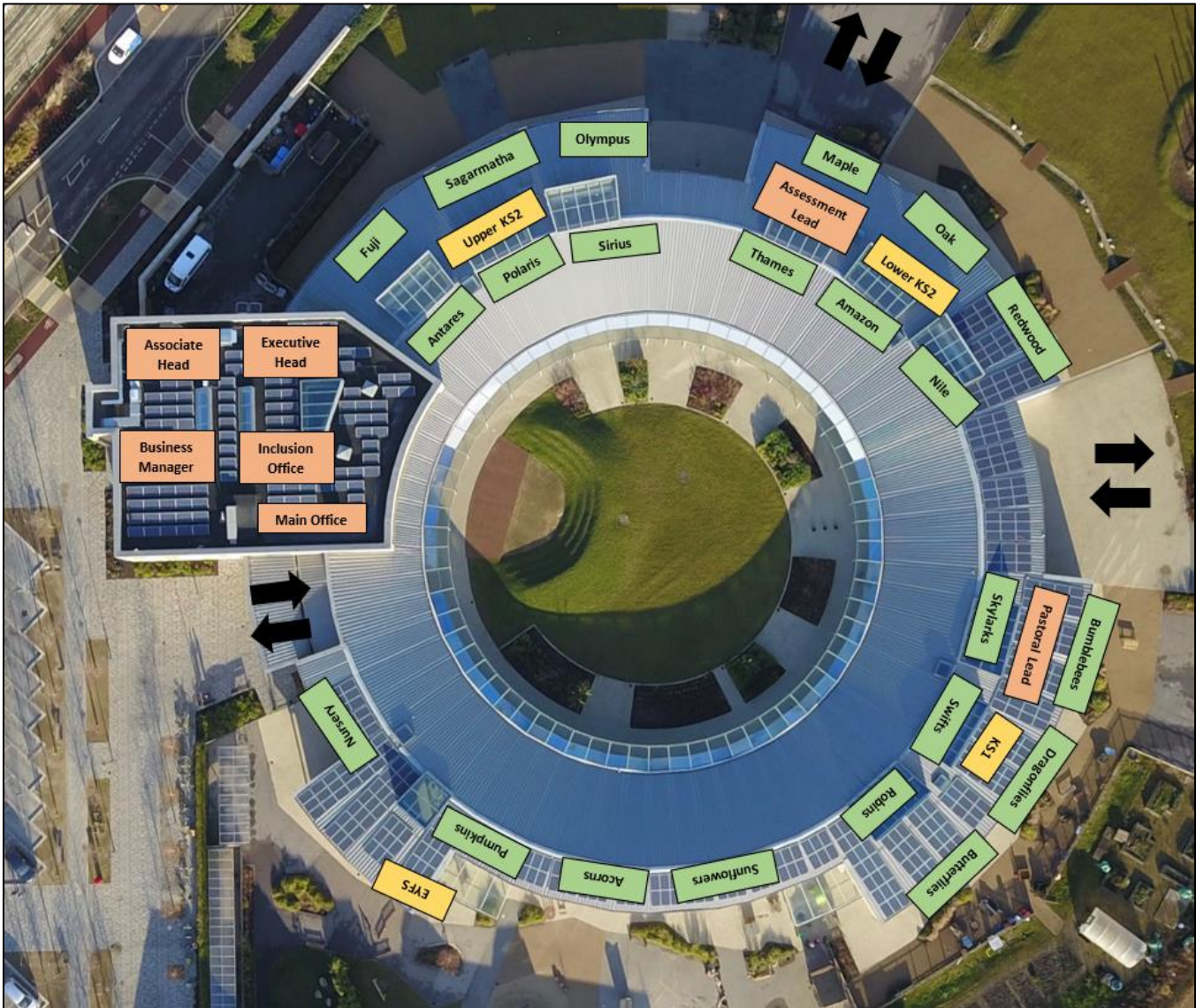
WHEN	TASK	COMPLETED			
Before the employee's first day	Identify who will be responsible for induction, including assigning mentor (if ECT).				
	Source a laptop or iPad and have it asset tagged to the employee.				
	Arrange email address and relevant accounts (see Appendix 3, page 2).				
	Make sure first week of induction is scheduled and planned, and relevant members of staff are notified, e.g. DSL to carry out safeguarding training.				
	Ensure new team member has provided the administrative team with their DBS number and certificate.				
Signed <i>Induction Lead</i>		Signed <i>New Team Member</i>		Date	

First Day	Arrange for new team member to have safeguarding training and ensure they know how to access the Safeguarding & Child Protection Policy.				
	Give employee copy of Appendix 3: New Staff Induction (Two-Page Overview)				
	Introduce colleagues, children and buddy/line manager.				
	Take new team member on a tour of the school. This should include: <ul style="list-style-type: none"> Layout of school, including location of facilities such as toilets Entrances/Exits for each building Car park Resource and stock areas Lunchtime/breaktime arrangements, including tea/coffee 				
	Outline safeguarding, health and safety procedures. This should include: <ul style="list-style-type: none"> Demonstration of how to log concern on MyConcern Fire drill procedures and meeting points Process for signing in and out of school Recording incidents on EVERY 				
	Inform new team member of: <ul style="list-style-type: none"> School opening times and timetables for meetings and assemblies etc. Registration procedures and timings (see Appendix 4: ScholarPack) Expectations around staff conduct, e.g. use of mobile phones & dress code Conditions of employment, including hours of work & absence procedures 				
	Familiarise new team member with their ICT accounts, the internal phone system and printing/photocopying.				
	Explain the school's behaviour and rewards system.				
	Get photography taken by KGS for school website. Send James T 100-word blurb about self for school website.				
	Signed <i>Induction Lead</i>		Signed <i>New Team Member</i>		Date

First Week	Make sure new team member meets DSL and has safeguarding training.				
	Make sure new team member attends induction training sessions with relevant members of staff, e.g. the SENCO and the Director of Business.				
	Make sure new team member's line manager outlines the school's performance management system and begins to determine objectives.				
	Ensure new team member (Learning Coach only) understands the 6 month probationary period.				
Signed <i>Induction Lead</i>		Signed <i>New Team Member</i>		Date	

Week 3	Check that new team member is now familiar with MyConcern.				
	Arrange additional training for the employee based on their review of the first few weeks.				
	Arrange follow-up session between employee and DSL.				
	Ensure regular 1-to-1 meetings are held between employee and buddy and/or line manager.				
	Evaluate the success of the employee's induction programme and use findings to inform future practice.				
Signed <i>Induction Lead</i>		Signed <i>New Team Member</i>		Date	

Appendix 2 | School Map



Appendix 3 | New Staff Induction (Two-Page Overview)

All communication to parents goes through the school office. Reply to emails via the 'enquiries' address and make calls from there. All parent details are on ScholarPack.

What documents will help me?

Teaching & Learning Policy

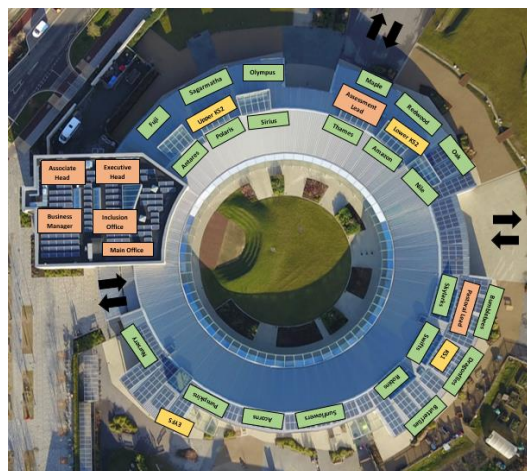
Everything you need to know about the school values, ethos, marking & assessment.

Code of Conduct

Everything you need to know about the day-to-day of working at UCPS, including absence; what to wear; processes and leave.

Learning Coach Guidance

Everything you need to know about the role of learning coaches and being a team.



I'm stuck! Who should I go to?

Teachers

Your year group team or phase Senior Leader

Learning Coaches

Your year group team, phase SL or Aimee

HR enquiries

Amy



Safeguarding

Catherine, Aimee, Ali, Katie

SEND & Inclusion

Kat, Aimee, Maggie, Ali



IT/Computing

Email itservicedesk@meridiantrust.co.uk
or see Amy

Key Phrases & Routines

3, 2, 1: Ring the chime, children will be silent and wriggle fingers in the air.

Learning Streets are not corridors.
Please take children out through the outside doors.

Children do not come into the building at breaktimes, only to use the toilets. Send all children outside.

Children must walk in single file, silently to assemblies/lunch/when there's a fire drill.

Assembly on Mondays in the hall:
Years 1-3 at 8:45; Years 4-6 at 14:50

Server

Education > Planning > Year > Year group > Term
Education > Inclusion > Year > Year group > Class

Education > Curriculum > Find subject for helpful resources
Education > Inclusion > Find templates & helpful resources

To access the server remotely, follow [this guide](#).

Printing

Amy will give you a printing code. Print to Virtual Print Queue. It will be held for 24 hours.
Go to any printer around school, type in your code & release printing. Guillotines in Learning Streets.

What should I have in my classroom?

Class stationery

- Hole punch
- Stapler
- Staples
- Staple remover
- Laminating sheets
- White stickers
- Sellotape
- Sellotape dispenser

The laminator is in the school office.

Children stationery

- Pencils
- Handwriting pens (LKS2 and up)
- Rulers
- Scissors
- Colouring pens
- Colouring pencils
- Whiteboards
- Whiteboard pens
- Whiteboard rubbers

Spare stationery can be found in the cupboards outside the school office.

Classroom Resources

- Table tidy boxes large & small (clear)
- Exercise books for:
 - **Writing** - A4 dark blue
 - **Writing Journal** - A4 light
 - **Phonics or Personal dictionary** - A5 dark blue
 - **Maths** - A4 Yellow (squared)
 - **Maths Journal** - A5 dark blue
 - **Humanities** - A4 pink
 - **Spanish** - A5 orange
 - **STEM** - A4 green (half squared/half lined)
 - RE - A3 Spiral bound (1 per class)
 - PSHCE - A3 Spiral bound (1 per class)
 - **Writing Showcase** - A4 purple
- Printed pupil name labels for exercise books
- Printed pupil name labels for coat pegs & shoe boxes
- Water bottle holders x 5
- PE storage bags x 6
- World Map
- Globe

Technology

- Teacher laptop, charger & bag
- Learning Coach iPad, charger & case
- Interactive Board:
 - HDMI cable
 - Touch cable
 - Remote
 - Board pen
- Class iPad
- Visualiser
- Phone (internal dialling only)
- Inclusion laptops or iPads as needed (refer to transition documents, see Kirstin)

Posters

- Golden Agreements
- Attendance Matters
- Doors Shut (Lates)

What should I have logins to? Who should I see about it?

Operational

- MyConcern [Katie Glenister-Soós](#)
- EVERY [Amy White](#)
- Scholarpack [Amy White](#)
- Yeargroup blog [James Tweddle](#)
- Medical Tracker [Jolyon Flutter](#)
- Evolve [Amy White](#)
- Parent Mail [Danielle Leonard](#)

Curriculum

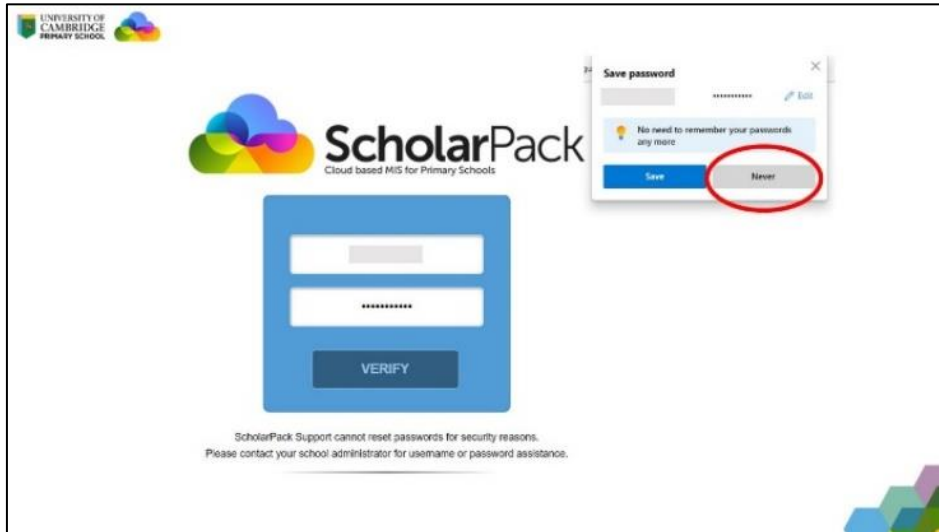
- Tapestry [Jolyon Flutter](#)
- Testbase [James Tweddle](#)
- No More Marking [Rob Drane](#)
- Numbots [Ellen Millar](#)
- TimesTable Rockstars [Ellen Millar](#)
- White Rose [Ellen Millar](#)
- Jasmine PE [Hannah Ellis](#)

- Historical Association [Rachel Beattie](#)
- National Online Safety [Kirstin MacVicar](#)
- Natterhub [Kirstin MacVicar](#)
- Spanish SoL [Matteo Spezialetti](#)

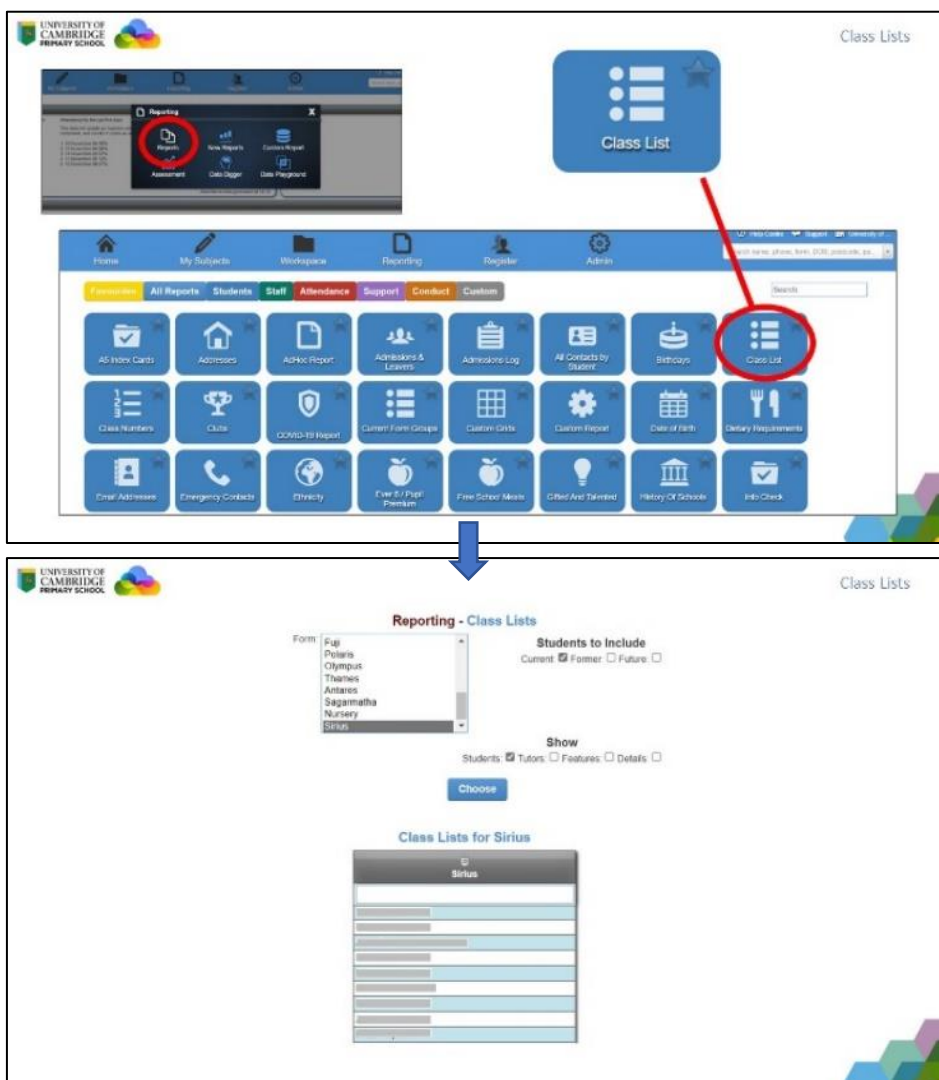
Appendix 4 | Introduction to Scholar Pack

Additional guidance on using ScholarPack for assessment can be found in the Assessment Policy.

Signing in



Generating a class list (e.g. for fire registers)



Finding pupil information

The dashboard features a top navigation bar with tabs: Home, My Subjects, Workspace, Reporting, Register, and Admin. A search bar is located in the top right corner. The main content area includes:

- Attendance Overview:**
 - Attendance by day of the week:
 - Monday 86.7%
 - Tuesday 86.51%
 - Wednesday 86.7%
 - Thursday 94.32%
 - Friday 94.32%
 - Saturday 94.7%
 - Attendance for the last five days:
 - 16 November 84.88%
 - 15 November 84.56%
 - 14 November 85.93%
 - 11 November 85.13%
 - 10 November 86.27%
 - Lowest attendance by date:
 - 14 November 82.87%
 - 16 November 84.68%
 - 20 September 84.0%
 - 15 November 84.56%
 - 21 September 85.00%
- Whole school this year:** A green circular progress indicator.
- Bulletin:** A section for entering bulletins, currently showing "No bulletin entered".
- Live Feed:** A section for entering Golds, NAs, and absences, with a "Live Feed" button.



The 'Attendance' page provides a detailed view of student attendance. It includes:

- Overall Statistics (91 sessions):**

Description	Count	%	Percentage
Total Present	86	94.51%	94.51%
Present	86	94.51%	94.51%
Late	5	5.49%	5.49%
Missed	0	0%	0%
Total Absent	0	0%	0%
Authorized	0	0%	0%
Unauthorized	0	0%	0%
After Reg Closed	0	0%	0%
Total Sessions	91		
Gaps in Register	1		
- Weekly Breakdown:** A table showing attendance for each week from 20/09/2022 to 26/01/2023. Columns include Week Beginning, Mon, Tue, Wed, Thu, Fri, and Sat.
- Attendance Reports:** Buttons for Attendance Overview, Attendance Date Range, Attendance History, and Attendance Counts.
- Daily Attendance:** A table showing attendance for each day of the week (Today, Monday, Tuesday, Wednesday, Thursday, Friday, This week).
- Attendance Notes:** A section for entering notes, currently showing "No Attendance Notes".

Inputting silvers or reflections

The 'Conduct' page is used for recording student behaviours and reflections. It features:

- Behaviour List:** A vertical list of behaviours with their respective counts:
 - Discipline: 0
 - NA: 1
 - Golds: 0
 - Silvers: 2
 - NA: 0
 - Points: 0
 - Referrals: 4
 - Standards: 0
 - Incidents: 0
 - Exclusions: 0
 - Internal: 0
- Add New Silver Form:**
 - Reason: Select a Reason (dropdown)
 - Monitor Student(s): Input field
 - Points: 0 (dropdown)
 - Additional Students: Add Students button
 - Notes: Input field
 - Date: 16/11/2022 (calendar icon)
 - Add Silver button
- Student Feed:** A list of recent silvers, showing the student name, date, and the teacher who added the silver.
- Monitoring:** A section indicating that the student is not currently being monitored, with a "Start Monitoring" button.