New Staff Induction Programme

Teaching and Support Staff 2026.27

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Rationale

A whole-school programme to help every new colleague understand our culture, systems and expectations, become confident in their role and contribute effectively to excellent outcomes for pupils.

This programme should be read alongside the Staff Handbook, relevant school and Trust policies, role-specific guidance and, where applicable, the separate statutory ECT induction programme.

1 Welcome and purpose

Starting at a new school involves learning new people, routines, systems and expectations. The Chantry School induction programme is designed to provide a consistent core experience for all new staff, while allowing role-specific induction for teachers, teaching assistants, pastoral, administrative, technical, site and other support colleagues.

The programme brings teaching and support staff together wherever the information and expectations are shared. Additional sessions, shadowing or coaching will be arranged where a role requires specialist knowledge.

Aims

- welcome new colleagues and help them develop a strong sense of belonging to The Chantry School;
- ensure all staff understand safeguarding, professional conduct, health and safety and their statutory responsibilities;
- make school routines, systems, communication and key contacts clear from the outset;
- establish consistent expectations for behaviour, attendance, inclusion and support for pupils;
- help staff understand the school's curriculum, teaching and learning approach and how every role contributes to pupil outcomes;
- provide appropriate role-specific training, mentoring, coaching and professional development;
- create regular opportunities to ask questions, reflect on progress and identify further support.

Principles

Induction at The Chantry School is a planned programme of welcome, professional learning and ongoing support rather than a single event. It provides all new colleagues with a common understanding of our culture, values, safeguarding responsibilities, expectations and ways of working, while recognising that effective induction must also respond to an individual's role,

experience and professional development needs. It begins before or on the first day of employment and continues through the first year, with key learning revisited, applied and reviewed over time.

2 Responsibility and support

Role	Responsibility
Headteacher	Provides overall oversight, ensuring induction reflects school priorities, culture, statutory responsibilities and expectations for all staff.
Deputy Headteacher	Leads and coordinates the whole-school new staff induction programme. Leads New Staff Induction and Development Meetings at the points identified on the school calendar to revisit key learning, review how induction is being applied in practice, answer questions, identify barriers and agree any additional support or professional development required.
Senior Leadership Team	Delivers or coordinates relevant induction in areas of operational or statutory responsibility, for example safeguarding, behaviour, attendance, SEND/inclusion, GDPR, health and safety and other updates arising from national or local guidance.
Head of Department / Line Manager	Provides day-to-day and role-specific induction, clarifies responsibilities and standards, checks completion of the induction checklist, supports integration into the team and holds regular review conversations.
Designated Safeguarding Lead / safeguarding team	Ensures safeguarding and child protection induction is completed and understood, including school reporting systems and current statutory guidance.
Mentor / identified colleague	Provides an accessible and informal point of contact, wherever possible from outside the new colleague's department or immediate team. Supports wider-school integration, practical questions and a sense of belonging, while remaining separate from formal line-management responsibilities.
New member of staff	Engages fully with induction, completes required reading and training, seeks clarification when needed and applies school policies, procedures and expectations consistently.

ECTs take part in this whole-school induction as new colleagues, but their statutory induction entitlement, mentoring, progress reviews and assessment are managed separately through the school's ECT programme.

Before the first day

Where possible, practical arrangements should be prepared in advance so that new colleagues can focus on people, culture, pupils and their role from the outset. The line manager should ensure that the following are in place or clearly communicated:

- confirmation that required pre-employment and safer recruitment checks are managed separately through Trust/school recruitment procedures.

- essential pre-reading, including safeguarding information that can appropriately be shared before starting;
- ID badge, keys/access arrangements, workspace and role-specific equipment where required;
- IT account, email, relevant systems access and guidance on where to find school policies and resources;
- start time, first-day arrangements, timetable or working pattern and key calendar dates;
- named line manager and mentor/buddy or key contact;

New member of staff and mentor partnership

Each new member of staff will, wherever possible, be allocated a mentor from outside their department or immediate team. This is an informal arrangement designed to provide a friendly point of contact, help the colleague settle into the wider school and support a sense of belonging. There is no requirement to record mentoring conversations. Any concerns should be raised with the Line Manager or Deputy Headteacher, as appropriate; safeguarding concerns must be reported through the school's safeguarding procedures.

New member of staff	Mentor
Make contact with their mentor and use the relationship as an additional source of support.	Make early contact and provide a welcoming, approachable point of contact outside the new colleague's department or immediate team.
Ask practical questions about school routines, culture, systems and ways of working.	Help the colleague understand everyday school routines, culture and informal ways of working, signposting to the correct person where needed.
Share how they are settling in and identify any areas where further guidance would be helpful.	Check in informally during the first weeks and at sensible points across the year, listening and helping the colleague identify appropriate support.
Engage with opportunities to meet colleagues and become part of the wider school community.	Help the new colleague make connections beyond their immediate team and develop a sense of belonging across the school.
Raise formal role, performance, safeguarding, HR or employment matters through the appropriate school route.	Maintain appropriate confidentiality while being clear that safeguarding, professional conduct or other formal concerns must be passed to the appropriate person.

3 Core induction for every member of staff

The essential elements of induction and mandatory training will be completed before pupils return to school, through the New Staff Induction Day and the Professional Development Days at the start of the academic year. This ensures that all new colleagues are appropriately prepared before the school term begins. Core training will include safeguarding and child

protection, KCSIE, professional conduct, behaviour and attendance expectations, health and safety, online safety, data protection, SEND and inclusion, and essential school systems and procedures. Delivery may be through face-to-face briefings, online training, policy reading, practical demonstrations or role-specific activities.

Core area	Minimum induction content
Safeguarding and child protection	KCSIE Part One; school Child Protection/Safeguarding Policy; DSL and deputies; reporting and recording concerns; child-on-child abuse; allegations and low-level concerns about adults; whistleblowing; Family Help/early help; information sharing.
Online safety	Online harms; filtering and monitoring responsibilities relevant to the role; safe use of school systems; professional boundaries and reporting routes.
Professional conduct	Staff Code of Conduct/Staff Behaviour Policy; professional boundaries; confidentiality; social media; acceptable use; equality, dignity and respectful professional relationships.
Behaviour and culture	Ready, Respectful, Responsible; routines; rewards and sanctions; classroom and corridor expectations; on-call/escalation systems; bullying, discriminatory and prejudice-related incidents.
Attendance and safeguarding	Why attendance matters; staff responsibilities for registers and punctuality where relevant; reporting concerns; safeguarding response to repeated or prolonged absence from education.
SEND, inclusion and disadvantaged pupils	Inclusive practice; SEND systems and passports; reasonable adjustments; adaptive support; high expectations for all; removing barriers; awareness of disadvantaged and vulnerable pupils.
Health, safety and site procedures	Fire and evacuation; lockdown/emergency procedures; first aid; accidents and near misses; security, visitors, ID badges; lone working/manual handling or other role-specific requirements.
Data protection and information security	UK GDPR/data protection; confidentiality; secure handling of pupil/staff information; cyber security; phishing; passwords and use of approved systems.
School systems and communication	Email, calendar, MIS/Arbor and other relevant platforms; staff briefings; absence reporting; rooming/site orientation; key contacts and where to find policies/resources.
Curriculum, teaching and learning	School curriculum principles; high expectations and inclusion; teaching and learning priorities; assessment and feedback; literacy/reading; supporting independence. Role-specific application for classroom and pupil-facing support staff.
Pastoral systems and pupil support	Year teams; safeguarding/pastoral referral routes; medical needs; SEND; mental health and wellbeing support; careers/personal development where relevant.
Professional development and appraisal	School CPD model; departmental/team development; appraisal/performance development arrangements; professional learning opportunities and support available.

4 Current DfE safeguarding expectations

For September 2026, Keeping Children Safe in Education (KCSIE) 2026 requires all staff to understand the school systems that support safeguarding as part of induction. All staff should receive Part One of KCSIE and the relevant school policies, and should receive appropriate safeguarding and child protection training, including online safety, at induction.

- Child Protection/Safeguarding Policy, including procedures for child-on-child abuse;
- Behaviour Policy, including measures to prevent bullying, cyberbullying and prejudice-based or discriminatory bullying;
- Staff Behaviour Policy/Code of Conduct, including low-level concerns, allegations and whistleblowing;
- the school's safeguarding response to children who are absent from education, particularly repeated or prolonged absence;
- the role and identity of the DSL and deputies;
- online safety, including awareness of applicable filtering and monitoring expectations.

The 2026 guidance also reinforces a child-centred approach, prompt action on concerns, accurate record keeping, appropriate information sharing and awareness of community-based Family Help. The induction programme should therefore be reviewed annually, and sooner where statutory or school procedures change.

5 Induction programme across the first year

Exact dates will be published on the school calendar. The Deputy Headteacher will lead New Staff Induction and Development Meetings at the identified points below; other sessions are led by the relevant senior or operational leader. In line with evidence on effective professional development and implementation, induction should revisit important learning, give colleagues opportunities to apply it, receive feedback, set appropriate goals and agree clear next actions rather than treating attendance at a session as completion in itself.

When	Focus	Lead
Before pupils return: New Staff Induction Day and Professional Development Days	Welcome and key contacts; Staff Handbook and essential policies; safeguarding and child protection; KCSIE Part One; Staff Code of Conduct; behaviour and attendance expectations; health and safety; online safety; data protection; SEND and inclusion; site orientation; IT access and essential school systems; timetable/working	Deputy Headteacher / DSL / relevant senior and operational leaders

	arrangements; emergency procedures. This essential training is completed at the start of the academic year before pupils return.	
Weeks 1–2	Behaviour systems and routines; attendance; safeguarding reporting systems; SEND and inclusion; data protection; communication systems; role-specific procedures; mentor/contact check-in.	Relevant senior leaders / Line Manager
Weeks 3–6	Teaching and learning and/or effective support for learning; curriculum context; disadvantaged pupils; reading/literacy; assessment or role-specific systems; practical questions arising from the first weeks.	Deputy Headteacher / Lead Practitioners / HoD or Line Manager
First New Staff Induction and Development Meeting – as calendared	Review how induction is going; revisit school culture, priorities and key systems; discuss what has been applied in practice; identify barriers or uncertainties; agree support, feedback, goals and next actions.	Deputy Headteacher
By end of first half term	Line-manager review of checklist and role expectations; confirm mandatory training completed; identify gaps; arrange shadowing/coaching where needed.	Line Manager
Further New Staff Induction and Development Meeting(s) – as calendared	Revisit and build on prior induction; review confidence and integration; consider the impact of support or CPD; revisit behaviour, attendance, inclusion and safeguarding where appropriate; connect staff to wider professional learning and school improvement priorities.	Deputy Headteacher / relevant leaders
End of academic year – formal review / appraisal	Formal review at the end of the academic year in accordance with the individual's contract and current Trust/school appraisal or review procedures. This provides an opportunity to reflect on the first year, recognise progress and contribution, review professional development and agree appropriate next steps. Any concerns arising during the year should have been raised promptly and supported through clear actions and review points. Feedback on the induction experience should also be gathered to help improve the programme for future new staff.	Line Manager / HR as appropriate

6 Role-specific induction

Teaching staff

- department curriculum, schemes of learning, subject-specific pedagogy and assessment;

- class information, SEND Passports, disadvantaged pupils and other relevant pupil information;
- school teaching and learning expectations, adaptive teaching, scaffolding and movement towards pupil independence and autonomy;
- homework, marking/feedback and reporting arrangements;
- quality assurance and professional development arrangements;
- exam board/specification and examination procedures where relevant.

Support staff

- clear role boundaries, priorities and line-management arrangements;
- role-specific systems, procedures, equipment and compliance training;
- where pupil-facing, effective support for learning, behaviour routines, SEND/inclusion and safeguarding responsibilities;
- where supporting teaching, approaches that promote pupil independence rather than over-support;
- team-specific workflows, service standards, communication and escalation routes.

Staff with leadership or management responsibility

Additional induction should cover delegated responsibilities, line management, safer recruitment where relevant, appraisal, budget/resource responsibilities, quality assurance, complaints or incident management and the school/trust policies applicable to the role.

7 New staff induction checklist

The checklist should be completed by the new colleague and line manager. Evidence may be recorded electronically.

Induction requirement	Complete	Date / notes
Safeguarding briefing completed; DSL/deputies and reporting routes known	☐	
KCSIE Part One read and understood	☐	
Child Protection/Safeguarding Policy read	☐	
Staff Code of Conduct / Staff Behaviour Policy read	☐	
Behaviour Policy and school routines understood	☐	
Attendance procedures and safeguarding response to absence understood	☐	
Online safety, filtering/monitoring awareness and acceptable use completed	☐	
Whistleblowing, allegations and low-level concerns procedures understood	☐	
Prevent and equality responsibilities completed/understood	☐	

Health and safety, fire, lockdown/emergency and first aid arrangements understood	☐	
GDPR/data protection and cyber security training completed	☐	
SEND, inclusion and disadvantaged pupil expectations introduced	☐	
School communication, calendar and relevant IT/MIS systems introduced	☐	
Role-specific induction completed	☐	
Mentor / key contact identified	☐	
First line-manager review completed	☐	
New Staff Induction and Development Meeting(s) with the Deputy Headteacher attended as calendared	☐	
Learning from induction/CPD applied and reviewed; further support, feedback, goals or actions identified and followed up	☐	

8 Review conversation prompts

These prompts can be used by the Deputy Headteacher and line managers to keep induction supportive, purposeful and responsive.

- Do you feel clear about what is expected in your role?
- Do you know what to do if you have a safeguarding concern about a pupil or an adult?
- Which school systems and routines now feel secure, and which need further clarification?
- How confident are you with behaviour and attendance procedures relevant to your role?
- Do you know how to access SEND, pastoral and pupil information needed to carry out your role effectively?
- What has helped you feel that you belong at The Chantry School and are part of your team?
- What have you applied from induction or professional learning so far, what difference has it made, and what training, observation, shadowing, coaching, feedback or practical support would help next?
- Are there any workload, wellbeing or practical issues that need to be discussed with your line manager?

9 Monitoring and annual review

The Deputy Headteacher will evaluate the programme using feedback from new staff and line managers, completion of induction requirements and evidence about how effectively key expectations are understood and applied. The programme will be reviewed and adapted in response to feedback, emerging needs, changes to DfE guidance, Trust and school policy, safeguarding requirements and school improvement priorities.

Induction should not rely solely on policy reading or one-off training. Effective practice includes structured briefings, modelling, opportunities to observe or shadow colleagues, regular check-ins, role-specific coaching, feedback, goal setting, action planning and planned opportunities to revisit important learning. This supports the movement from initial understanding to confident, consistent practice.

Evidence-informed design: the structure of this programme has been checked against current DfE safeguarding expectations, the EEF's guidance on effective professional development and implementation, and The Key's current guidance on staff induction. These sources support clear ownership, preparation before arrival, a core induction entitlement, role-specific adaptation, mentoring/buddy support, staged delivery, opportunities to revisit learning and evaluation of the programme.

10 Key national references for 2027-27

Department for Education: Keeping Children Safe in Education 2026 (in force from 1 September 2026)
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Department for Education: Part one: overview for all staff (supplements, but does not replace, Part One)
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2/part-one-overview-for-all-staff

HM Government / Department for Education: Working Together to Safeguard Children 2026
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

Department for Education: Preventing and tackling bullying and harassment of school staff (2026)
https://www.gov.uk/government/publications/preventing-and-tackling-bullying-and-harassment-of-school-staff

Education Endowment Foundation: Effective Professional Development (2021)
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development

Education Endowment Foundation: A School's Guide to Implementation, third edition (2024)
https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation

The Key for School Leaders: Staff induction: your step-by-step guide (reviewed 23 July 2024)
https://schoolleaders.thekeysupport.com/staff/recruitment-and-induction/induction/staff-induction-guide-checklist/

The Key for School Leaders: School staff induction policy: examples (reviewed 29 July 2025)
https://schoolleaders.thekeysupport.com/policy-expert/staff/staff-induction-policy-examples/

Document note: This revised programme combines the previous separate teaching and support staff induction arrangements into one whole-school framework. Ongoing support, review, appraisal and any formal employment procedures are managed through the relevant current Trust and school policies.

12 Equality Impact

The School's responsibilities towards promoting equality, diversity and inclusion have been considered when drafting this policy.

Appendix 1: New Staff Mentor Allocation

Mentoring is an informal part of the induction programme. Each new member of staff will, wherever possible, be allocated a mentor from outside their department or immediate team. The mentor provides a friendly point of contact to help the new colleague settle into the wider school, ask everyday questions and develop a sense of belonging. No formal records of mentoring conversations are required.

Any concerns a new member of staff has should be raised with their Line Manager or the Deputy Headteacher, as appropriate. Safeguarding concerns must always be reported through the school's safeguarding procedures.

New member of staff	Allocated mentor