



# **TEACHER INDUCTION PACK**

**2025 – 2026**

**EARLSMEAD PRIMARY SCHOOL**

*SUCCESS for All*

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Dear Colleague,

Welcome to Earlsmead Primary School!

We hope you enjoy your time as part of our hardworking and dedicated team. We aim to set every new staff member up for success. This induction programme is one way that we can help to make that happen.

We recognise that our pupils will achieve most from well-informed, highly motivated staff. New staff will be supported during their induction period. We aim to complete induction promptly but thoroughly.

This induction pack contains material which will support you to learn more about our school and how we do things. You will then be able to contribute to the maintenance of high standards of performance in your job and to the general ethos of the school.

At the beginning of your induction programme, please ensure that you have familiarised yourself with the following:

1. **Your Job Description** – you should have received a copy of your Job Description prior to your appointment.
2. **The Staff Code of Conduct** – you should have received a copy of this prior to your appointment.
3. **School Policies** – Saved in the Shared Area (T Drive) under ‘Policies’
4. **The School Website** – this includes lots of information on our policies, values, organisation, staff etc.
5. **Fire Safety exit points and assembly points** – KS2 Playground.

Ms Graham  
Headteacher

# Staff Induction Sheet

Earlsmead Primary School

Name:	
Role:	
Start Date of Employment:	

By the **end of the first day**

You should have been shown/told about:

Timetable and class lists		
Where to put your coat and bag/personal belongings		
Toilets – staff and pupils		
First Aiders – who they are		
Location of the medical room (Welfare)		
Who manages whom - Staff schemata		
Fire drills and procedures		
Security of the building, signing in and out		
Duties and Rotas		
Staff briefings and meetings		
Car parking		
Staff lunch		
Use of phones/private calls		
IT log in and email details		

By the **end of the first week**

You should have been shown/told about:

Code of Conduct		
Safeguarding Training including Child Protection & E-Safety Policies		
School aims and values		
Mission statement		
SEND Policy		
Behaviour Policy		
SIMS - Registers and Assessment		
Health and Safety Policy		
Intimate Care Policy including Reducing the Risk of Allegation		
Behaviour systems (Class Dojo)		
Lunchtime procedures		
Keeping fire doors and exits clear of obstruction		
Self-certification of sickness		
Request for Leave of Absence Form		
Accident and illness procedures		
Accident forms		
Information on curriculum expectations		

Between **weeks one to six**  
 You should have been shown/told about:

Teacher: \_\_\_\_\_

Marking and Feedback Policy		
Electrical safety		
Supervision of pupils – activity duties		
Using the: Photocopier Laminator Guillotine Shredder Risograph		
Requesting IT support		
Risk Assessments for all activities		
School trip documents		
Homework procedures		
Diaries – school office		
Location of curriculum resources		
Annotating pupils' work		
Interactive whiteboard/plasma screen		

Lesson plan formats		
Pupil assessment files		
Annual reviews		
End of year reports		
Tracking Thursdays		
End of term assessments (core & foundation)		
Achievement assemblies		
School Improvement Plan		
Stock ordering		
Classroom book corners		
Inclusion folders		
School library		
Edukey		

Inc

## Mission Statement

At Earlsmead Primary School we encourage all members of our school community to strive to be the best they can be and develop new skills that empower them for life-long learning in order to become confident, valuable members of society.

We create an inclusive, supportive, safe and challenging environment where all contributions are valued.

Learning is motivating and independence is encouraged hence all become reflective, self-learning team members with a positive sense of wellbeing and a love of learning.

## Our Vision

Working in partnership with children, parents, staff and governors, as a community we will achieve Success for All through:

*Securing resilience*

*Understanding values and respecting others*

*Committing to our learning*

*Community involvement Equality*

*for all*

*Striving to do our very best*

*Setting high expectations*



## Health and Safety

All members of staff are responsible for the health and safety of everyone in the school community. Please report any potential safety hazard or risk to the Site Team. Any faults that need to be looked at can be written on the whiteboard opposite the site team cupboard.

Please read the Health and Safety Policy.

First aiders – displayed on the wall of each classroom.

## Our Staffroom

- Everyone is welcome.
- There are no 'special' chairs.
- Please put your washing up in the dishwasher.
- Please take your turn to unload the dishwasher – a rota is on the staffroom board.
- Please keep kitchen areas tidy at all times.
- Please throw away unwanted food.
- Please keep the staffroom tidy.

All staff need to be aware of confidentiality issues when using the staffroom.

**No staff should carry hot drinks out of the staffroom without a lid.**

## Key Information

### Confidentiality

All adults working in a school, on a paid or voluntary basis, are in a privileged position regarding what they may say or hear. It is vital that, except where Child Protection Issues are concerned, confidentiality is respected in all cases. It is NOT appropriate to:

- Discuss a child's progress or behaviour with anyone other than that child's parents or guardians, or relevant member of staff.
- Discuss a child's progress or behaviour with a parent 'out of school' – this includes on the internet/social network.
- Discuss a child or family in front of others.

### Professionalism

- Do not be tempted to be 'friends' with parents and pupils on any social networking sites.
- All staff are expected to act in a professional manner at ALL times.
- For any complaints, please refer to the schools Whistleblowing Policy on the school website.
- Refer to our Staff Code of Conduct and other relevant policies.

### Breaks

- We do not deny toilet break requests. Children should be given a toilet break pass.
- Children are encouraged to take 'brain breaks' if they need them.
- Each class has access to drinking water.
- All children are allowed to bring a named water bottle to drink at appropriate times.
- Some children have milk – each class will have a list. The milk is kept in the fridge next to the welfare room.
- Fruit – free fruit for all children – located next to welfare.

### End of Day

- Every class reads (Drop Everything and Read) at 3pm. Children should already have tidied and packed their bags at this time.
- Send letters, books, etc. home.
- Please ensure that the children are met by a known adult. All agreed names should be on the yellow dismissal slip.
- Dismissal register is to be completed each day with details of who collected.
- Staff to be aware of who is attending clubs.

# Safeguarding

DfE's statutory guidance Keeping children safe in education ([publishing.service.gov.uk](https://publishing.service.gov.uk)) is updated every year. It states that safeguarding and promoting the welfare of children is everyone's responsibility and that school staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

It is important to familiarise yourself with part one of this guidance, as well as our school's safeguarding policy and practice at the start of the year – and to ask questions about anything you are unsure of.

If you have a concern about a child's welfare, you should follow the school's referral processes set out in school's safeguarding policy and procedures. If need be, you are expected to support social workers and other agencies following any referral.

Every school has a designated safeguarding lead who is a member of the school's leadership team and provides support to staff to carry out their safeguarding duties and liaises closely with other services such as children's social care.

**The school's Designated Safeguarding Lead is: Jackie Stangroom**

**The Deputy Designated Safeguarding Lead is: Catherine Fennell. Sarah Redmond is also Level 3 Trained.**

The Designated Safeguarding Lead will have shared the school's safeguarding policy, staff code of conduct and other relevant procedures and documents with you as part of your induction.

We use CPOMS for Safeguarding.

If you think a child or young person is in need because they are suffering or likely to suffer significant harm:

- Make a note of what you have seen or been told: don't make assumptions – keep an open mind
- Don't ask any leading questions and don't cross-examine the child. Only ask simple and open questions – Who? What? Where? When? etc.
- Don't physically examine the child (other than in an emergency when no first aider is available)
- NEVER promise to keep "secrets". Explain that you can listen to them, but make it clear that if you perceive that they are in any danger of harm then you will have to seek advice because you have a duty to protect children and young people. Reassure them that they can be helped and kept safe
- Maintain confidentiality for the child or young person. Be discreet – do or say nothing that may place the child or yourself at risk.
- It is normally the role of the Designated Safeguarding Lead to ring home or contact relevant teams in the Local Authority
- Act quickly and share the information with your Designated and/or Deputy Designated Safeguarding Lead
- If the disclosure or your concern relates to a member of staff, this must as soon as possible be shared with the Headteacher or the Designated Safeguarding Lead if the Headteacher is not available and nothing should be said to the colleague involved. It must be shared with the Chair of Governors if it relates to the Headteacher.

**All staff are responsible for safeguarding children.**

## Tips and strategies for time and workload management

*Strategies that might work for you include:*

**Creating clear boundaries between work and home.** Try not to let work spill over into your personal life. If you need to bring work home, designate a separate area for work and stick to it, you'll find it much easier to then close the door on work.

**Planning your work.** Find a way that suits you, some people use a planner or make a 'realistic' to do list. (At the end of each day, go over your list/ planner and write up one for the next day, when your thoughts are down on paper, you'll find it easier to not think about work.

### **Managing your working hours.**

You'll have times when you need to work longer to meet deadlines but try to make this the exception not the norm. Long hours mean you may be working harder, but not better – they'll quickly take their toll on your concentration, productiveness and health and your ability to implement the 'cycle of care' effectively.

**Working smart not long.** This involves tight prioritisation and allowing yourself a certain amount of time per task. Try not to get caught up in less productive activities.

Do you, for example, check your e-mails only at specific points in the day?

Is your e-mail alert turned off?

When asked or, given the opportunity, to do an optional additional/ different activity, give yourself time to think about it and how you would manage it before saying yes or no?

**Wellbeing.** At the Head's discretion, PPA and management time may be taken off site. We are also piloting a system where staff may book two half days or one whole day for their wellbeing. Speak to your Phase Leader if you would like to more about these systems.

**Earlsmead WhatsApp.** Most of our staff have elected to join our school WhatsApp group. This helps us communicate messages quickly with the whole group e.g. if there is a snow day, change of schedule or we are organising a social event. We do not share any children's photos or confidential information within this group.

You do not have to be part of this group. You can 'mute' notifications from the group at any time.

**Accepting help and asking for help.** Your induction tutor and mentor will meet with you regularly and will be a valuable source of advice, resources and assistance, as will your colleagues and fellow ECTs. There are also a range of external organisations who support teachers including trade unions and the charity Education Support Partnership.

Earlsmead offers free, confidential counselling through our Employee Assistance Programme (EAP) on [Ph: 08000 856 148](tel:08000856148)

**Good versus fabulous.** Sometimes, if you're busy, you need to explicitly tell yourself that what you've done may not be perfect, but it is good enough.

**Using the time on your commute home to wind down from work.** Read a book, catch up with a podcast or listen to your music - set aside some time to yourself. Maybe try cycling part of your journey or getting off a stop early to take a shortcut through a park or quiet streets. These little actions can really help you to switch off and regain energy.

**Having a life outside work and school.** Have interests and a life outside of the job.