



# Thames View Infants Induction Information

Name: \_\_\_\_\_

## Welcome to our vibrant and friendly Academy!

We are a very caring, hard-working and knowledgeable team of professionals. We all do our best to help each child and their family to achieve their best. Thames View Infants is an Outstanding School and one of the highest attaining Schools within the country. We're very glad to welcome you to this well-sculpted and long-standing provision.

As a new staff member there will be lots of information and protocols for you to absorb. We utilise the power of face-to-face meetings and training sessions to disseminate key induction training. We find that face-to-face meetings, conversations, being engaged with each other and working within a climate where we can offer positive feedback "in the moment" work well. We find that these practices are more responsive and effective than inducting from a Staff Handbook.

Children have only one chance in life to get it right. Whatever your role at our School, you will have an important role to play in this journey – attributes that we recognised at your interview. Our task is to work together to do our best to help each child to do their best.

We understand that you may find our working practices different to other Schools; please be reassured that we are experienced in the work that we do. Key is for you to have a positive outlook, to ask when you are unsure, be proactive in seeking advice but also not to worry needlessly or overly. Beyond your mentor, it is important that you keep your connection with the **Headteacher, Deputy Head and School Business Manager** and to share with us should anything not be right.

Together we'll make a big difference – so welcome onboard!

Paul Jordan,  
**Headteacher**

## Outline of Induction Training for new Staff Members, Trainees on Placement and Volunteers:

*Please tick as completed. At the end of the induction period, please hand a copy of to the Headteacher when you meet together.*

**My mentor is:** \_\_\_\_\_ **Date to meet with Headteacher (end of Induction):** \_\_\_\_\_

Area:	Points Raised:	Person Responsible:	Time Frame:	Relevant for:			
				NQT	CT	TA	Midday
School Ethics, Professional Matters and Advice	<b>Your immediate priority:</b> <ul style="list-style-type: none"> <li>Safeguarding: keeping children safe from abuse (PENS).</li> <li>Your duty to <u>Whistleblow</u> (share to the right person) when something isn't right.</li> <li>Learning swiftly and passing your <u>Probation</u>.</li> </ul>	HT	First Day	✓	✓	✓	✓
	The School Ethos			✓	✓	✓	✓
	Listening to Children			✓	✓	✓	✓
	Valuing Parents			✓	✓	✓	✓
	Communication, Confidentiality			✓	✓	✓	✓
	Dress Code – dressing professionally			✓	✓	✓	✓
	Staff Conduct – behaving professionally			✓	✓	✓	✓
	Positive Working Environment			✓	✓	✓	✓
	Establishing yourself here as a professional first			✓	✓	✓	✓
	Thinking carefully about friendships and relationships			✓	✓	✓	✓
	Positive energy – "leaving it all at the door" (the "Duracell Approach")			✓	✓	✓	✓
	"If in Doubt, Ask": what to do when something goes wrong – taking responsibility			✓	✓	✓	✓
	Being Part of the School Community – being engaged/communicating well			✓	✓	✓	✓
	An honest & transparent mindset			✓	✓	✓	✓
	A can-do approach to working			✓	✓	✓	✓
	<b>The needs of the service comes first:</b> <ul style="list-style-type: none"> <li>What is meant by a "reasonable request"</li> <li>Working flexibly</li> <li>Changing year groups/roles when necessary</li> <li>Supporting classes vs individual children</li> <li>Embracing change</li> </ul>			✓	✓	✓	✓
What we mean by the TVI 'sparkle'	✓	✓	✓	✓			



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				NQT	CT	TA	Midday	
Your Initial Approach to Children's:	<ul style="list-style-type: none"> <li>Behaviour,</li> <li>Toilet Visits,</li> <li>Continence,</li> <li>Unwell-ness,</li> <li>Disagreements,</li> <li>Accidents,</li> <li>e-Safety.</li> </ul>	HT	First Day	✓	✓	✓	✓	
				✓	✓	✓	✓	
				✓	✓	✓	✓	
				✓	✓	✓	✓	
				✓	✓	✓	✓	
			British Values & being a Good British Citizens – what that means at TVI		✓	✓	✓	✓
			Probation Period Details		✓	✓	✓	✓
Terminating your contract early		✓	✓	✓	✓			
Annual Appraisal vs “advice in the moment”		✓	✓	✓	✓			
Career Entry Profile – Transition Point 2								
Career Entry Profile – Transition Point 3			first ½ Term	✓				
<b>Passing on useful TVI adages:</b> <ul style="list-style-type: none"> <li>A still tongue makes a wise head</li> <li>Mind the perils of gossip:               <ul style="list-style-type: none"> <li>Loose lips sink ships</li> <li>Those that spread the gossip, often own the gossip</li> </ul> </li> <li>If something doesn't sound right, it probably isn't right – so seek advice</li> <li>There's often no smoke without fire and onion layers</li> <li>Slowing it down!</li> <li>The Headteacher's door – when to come in</li> </ul>	AHT	Third Day	✓	✓	✓	✓		
			✓	✓	✓	✓		
			✓	✓	✓	✓		
			✓	✓	✓	✓		
			✓	✓	✓	✓		
			✓	✓	✓	✓		
			✓	✓	✓	✓		

HR	<b>Your Conditional Appointment:</b> <ul style="list-style-type: none"> <li>Satisfactory Progress within Probation</li> <li>Timely (3 months) and Satisfactory References</li> <li>Satisfactory DBS</li> </ul>	Office Manager	First Week	✓	✓	✓	✓
	Being reliable.	SBM	First Week	✓	✓	✓	✓
	Good time-keeping.						
	<b>Being realistic with your start and end times:</b> <ul style="list-style-type: none"> <li>Arriving in good time to start your day</li> <li>Not leaving “with the children”</li> </ul>	SBM	First Week	✓	✓	✓	✓
	<b>A mindset of coming to work every day:</b> <ul style="list-style-type: none"> <li>Summer vs Winter</li> <li>Different energy peaks across the AY</li> <li>How not being here impacts on others/quality of service</li> <li>Absence is monitored and can ultimately lead to your dismissal</li> <li>Arranging appointments outside of work-time</li> <li>Your back-up/home support mechanism</li> </ul>	SBM	First Week	✓	✓	✓	✓
	<b>Absence Matters:</b> <ul style="list-style-type: none"> <li>Your duty to notify us if you are unwell/running late and how to do this (see last page)</li> <li>Formal Sickness Meetings &amp; Absence Target Setting</li> <li>Keeping in touch during Long Term Sickness</li> <li>Back to Work Meetings</li> </ul>	SBM	First Week	✓	✓	✓	✓
	The value of a “sit down chat”	SBM	First Week	✓	✓	✓	✓
	Policies and Staffroom Section of the Website	SBM	First Week	✓	✓	✓	✓
	Busy Office Periods			✓	✓	✓	✓
	<b>Working on a claims-only contract:</b> <ul style="list-style-type: none"> <li>Practicalities</li> <li>Holidays</li> <li>Communication</li> <li>What will help us the most</li> </ul>	Office Manager	First Week			✓	✓



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<b>Salary/Payment Matters:</b> <ul style="list-style-type: none"> <li>• Pay day</li> <li>• Who to see</li> <li>• Submitting claims</li> <li>• How much to claim</li> <li>• Talking to Paul</li> <li>• Pay-slips via work emails</li> </ul>	Office Manager	First Week	✓	✓	✓	✓	
	Being asked to cover a class vs being paid for the opportunity to assume the role of Teacher	SBM	First Week			✓	
	Electronic pay-slips via work email address	SBM	First Week	✓	✓	✓	✓
	ParentView	Office Manager	Second Week				
	Key Fobs	Site Manager	First Week	✓	✓	✓	✓
	Purchases	Office Manager	Second Week	✓	✓		
	Car Parking	Site Manager	First Week	✓	✓	✓	✓
	Where not to smoke	Site Manager	First Week	✓	✓	✓	✓

Area:	Points Raised:	Person Responsible:	Time Frame:	NQT	Relevant for:		
					CT	TA	Midday
<b>Child Protection, Safeguarding, Health &amp; Safety</b>	CRB Checks/Starter Packs/Risk Assessments	Office Manager	First Day	✓	✓	✓	✓
	<b>Safeguarding and Child Protection Procedures:</b> <ul style="list-style-type: none"> <li>• identification of the signs and symptoms of abuse</li> <li>• relevant legislation and guidance</li> <li>• national and locally agreed procedures</li> <li>• managing disclosures</li> <li>• confidentiality</li> <li>• recording and keeping safe records – transfer of information</li> <li>• local referral processes, making referrals</li> <li>• thresholds for referral</li> <li>• contact with parents</li> <li>• Early Help, Family in Need, Universal and targeted support, Common Assessment Framework (CAF), assessments, Child in Need (CIN), Child Protection (CP) and other forms of single agency support.</li> <li>• training and supporting staff</li> <li>• procedures and guidance for staff.</li> <li>• Awareness of:               <ul style="list-style-type: none"> <li>○ Prevent/Chanel</li> <li>○ FGM</li> <li>○ CSE/CCE</li> <li>○ Keeping Children Safe in Education (KCSIE Part 1: do you have your copy?)</li> </ul> </li> </ul>	Designated Safeguard Lead (DSL)	First Day	✓	✓	✓	✓
	Key Staff : (Different roles of Office Staff, Deputy Headteacher, FSA, SENCo, DSL, Site Manager, Immediate Team, SLT).	DH	Second Day	✓	✓	✓	✓
	<b>ICT and eSafety:</b> <ul style="list-style-type: none"> <li>• The (Internet) <b>Acceptable Use &amp; Social Networking</b> Policies</li> <li>• Phones away in School during core times</li> <li>• Not using Social Media/Email on School PCs</li> <li>• Your Social Media should be private</li> <li>• Do not befriend Parents and think twice about befriending colleagues on Social Media</li> <li>• You are held responsible for what you post, like or share on Social Media</li> <li>• Nothing about School should be discussed online, ever</li> <li>• When it is ok to take pictures of children (and by whom)</li> <li>• Not contacting children by any means <u>whatsoever</u></li> <li>• Only contacting parents by formal/recognised methods (phone &amp; email) – when and by whom</li> <li>• The dangers of Twitter</li> <li>• Leaders assigned to Twitter duties</li> <li>• The disadvantages of WhatsApp Groups</li> <li>• Deleting messages &amp; pictures afterwards</li> <li>• Appropriate language and content (incl GDPR &amp; beyond!)</li> </ul>	HT & DH  This is not an exhaustive list (read above policies for more details). It remains your duty to whistle blow any safeguarding breaches from the above.	Third Day	✓	✓	✓	✓



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	The Site Manager's Book – your role & "being my eyes and ears"	Site Manager	First Week	✓	✓	✓	✓
Inclusion	Identifying/Alerting Vulnerable Children	SENCo/DSL	First Day	✓	✓	✓	✓
	Inclusion Conventions: <ul style="list-style-type: none"> <li>• GEPs/IEPs</li> <li>• Inclusion Timetable</li> </ul>	SENCo/ Inclusion Leader	First Week	✓	✓	✓	
	Inclusion Folder			✓	✓	✓	✓
	Your role within the Inclusion Process			✓	✓	✓	✓
	<b>The role of the Family Support Adviser</b> <ul style="list-style-type: none"> <li>• Responsibilities</li> <li>• How I help &amp; what I can do</li> <li>• How to engage my help</li> </ul>	FSA	First Week	✓	✓	✓	✓
	Your role in parental support			✓	✓	✓	
	Your role in communicating effectively with parents			✓	✓	✓	
	The thinking behind "being joined up" and your role within this			✓	✓	✓	✓
What to do if approached out of School by Parents			✓	✓	✓	✓	

Area:	Points Raised:	Person Responsible:	Time Frame:	Relevant for:			
				NQT	CT	TA	Midday
	Key School Polices: <ul style="list-style-type: none"> <li>• Whistle Blowing Policy</li> <li>• Safeguarding &amp; CP</li> <li>• Equal Opportunities</li> <li>• Anti-Bullying</li> <li>• Learning and Teaching</li> <li>• Confidentiality</li> <li>• Health and Safety</li> <li>• Intimate Care Policy</li> <li>• (Internet) Acceptable Use</li> <li>• Social Networking</li> <li>• Complaints</li> </ul>	DH	First Week <i>(essential information clarified on first day)</i>	✓	✓	✓	✓
	Immediate H & S risks Evacuation Policy/Instructions	SBM	First Week	✓	✓	✓	✓
	First Aid Arrangements	Office Manager	First Week	✓	✓	✓	✓

Learning & Teaching, Behaviour	Planning Conventions: <ul style="list-style-type: none"> <li>• Location of Planning on Server</li> <li>• Weekly Planning Folder</li> <li>• Personal Planning Folder</li> <li>• Guided Reading Folder</li> <li>• Summative Vs Formative Assessments</li> <li>• Moderation</li> </ul>	AHT's	First Week	✓	✓		
	Non-Contact time Arrangements	HT	First Week	✓	✓		
	Visits to Other Schools/Good Practice			✓	✓		
	Planning Meetings	AHT's	Second Day	✓	✓	✓	
	Finding your way around the server			✓	✓	✓	
	Key programmes that we use			✓	✓	✓	
	Our rules for children using computers/devices			✓	✓	✓	✓
	Our policy on YouTube	AHT's	First Week	✓	✓	✓	✓
	Keeping children safe online and reporting incidents			✓	✓	✓	✓
	The importance of Talk4Learning: <ul style="list-style-type: none"> <li>• How you would use this within your role</li> </ul>			✓	✓	✓	✓
	Five to Thrive and De-escalating			✓	✓	✓	✓



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<b>ICT</b>	<b>Some important concepts/resolution prompts:</b> <ul style="list-style-type: none"> <li>Listening to children</li> <li>"Walking thanks" vs "Stop running"</li> <li>What should you be doing? How should you be playing/walking/eating etc?</li> <li>How can we fix this together</li> <li>Do you realise I don't like that?</li> <li>Do you realise this game is getting rough?</li> <li>The power of children just walking away!</li> <li>Limited choice solutions ("you could XXXXX or XXXXX")</li> <li>The shortfalls of stickers</li> <li>Getting up the mountain!</li> </ul>	AHT's	First Week	✓	✓	✓	✓
	Hot weather/Cool children vs Cold Weather/Warm children			✓	✓	✓	✓
	Certainty vs Severity			✓	✓	✓	✓
	How do we get children to be well-behaved			✓	✓	✓	✓
	Whose responsibility is good behaviour and addressing any behaviour difficulties around School?			✓	✓	✓	✓

<b>ICT</b>	<b>The importance of your work email address:</b> <ul style="list-style-type: none"> <li>Weekly Diary</li> <li>Payslips</li> <li>Formal Communication</li> </ul>	Headteacher	First Fortnight	✓	✓	✓	✓
	Setting up your email			✓	✓	✓	✓
	Reporting any ICT faults – <a href="mailto:ICThelp@ThamesViewInfants.org">ICThelp@ThamesViewInfants.org</a>			✓	✓	✓	✓
	The role of your home-email address if you get locked out			✓	✓	✓	✓
	Using ICT equipment <ul style="list-style-type: none"> <li>Getting it out and putting it back</li> <li>Batteries</li> <li>What to do if it isn't working</li> </ul>	Head of EYFS	First Fortnight	✓	✓	✓	✓



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Key Staff:				
<b>Paul Jordan</b> Headteacher, CP		<b>Claire Smith</b> Deputy Headteacher, Inclusion Leader Designated Safeguarding Lead (DSL)		<b>Amy Windsor &amp; Rosa Corcoran-Jones</b> Assistant Headteachers Heads of KS1
<b>Kelly Ager</b> School Business Manager PA to Paul Jordan	<b>Adam Dobson</b> Head of EYFS	<b>Alastair Solomon-Ayeh</b> Curriculum Leader	<b>Rofiya Begum</b> Curriculum Leader	<b>Suzy Waters</b> SENCo
	<b>Donna Bonifacio</b> Office Leader, Finance	<b>Serena Lee</b> Attendance	<b>Emma Murphy</b> Family Support Advisor Deputy DSL	

Session Times:					
Start of the School Day <b>8:55</b>	Lessons Start <b>9:10</b>	Playtime: KS1 only <b>10:45 – 11:00</b>	Lunchtime: Reception <b>11:45-12:45</b> Key Stage One <b>12:15-1:15</b>	Assembly: Reception <b>12:45-1:00</b> Key Stage One <b>1:10-1:30</b>	Home Time <b>3:15</b>
Nursery AM Session 8:45-11:45am			Nursery PM Session 12:30-3:30pm		

02082704317 is the School Telephone number.

### School's Absence Reporting Procedure:

Please call to notify us if you are running late or if you are too poorly to come to work.

If you are too poorly to come to work you should:

1. **as soon as you know you aren't able to come in, call the above number on the first day of absence by 7:45am.** You must make the call yourself and you mustn't text or ask anyone else to do so on your behalf.
2. at the end of the first day, you repeat the above by 4:30pm to notify us of your "likely intention" for tomorrow.
3. if your poorliness continues, repeat (2) above until the Headteacher tells you otherwise.
4. should you be long-term sick, you should call once a fortnightly to "catch up" with the Headteacher.
5. the above reflects LBBB HR policy.