



Culture and introductory	
Know our mission statement <i>in order to live our mission statement</i>	/ X
Read “all staff need to know” on our website. Our 8 fundamental values.	
Complete our Trauma-informed Staff CPD questionnaire. Development towards fulfilling our mission statement and PEF future targets. This is <i>who we are and how we do it here</i> .	
Tour the school site and meet our team and students	
Read mandatory policies and legislations , including obtaining a log on to complete Educare courses, National College courses and National Online Safety courses.	
Behaviour and attitudes	
Incident response processes and Protocols	
Behaviour incident response flow chart. Guidance on next steps following incidents. See page 14 Fen Behaviour Policy.	
Guide to challenge low-level behaviour. Receive support scripts (every staff). See page 13 Fen Behaviour Policy.	
Digest Behaviour Support Plans (BSPs) of the students you are working with. See SENCO if necessary.	
Learn how our ‘Effective staff debriefings’ are personal to us. Class team agenda (see PowerPoint) SLT and advocates role in supporting you Reflective, informative, preparative use of the end of our working day	
Safeguarding	
Meet with DSL and complete safeguarding training introduction, protocols and record keeping.	
Induction in completing the bounded book and RPI induction processes. Learn what we do with data.	
Read Keeping Children Safe in Education (KCSIE) Part 1 and Part 5.	
Read Working Together to Safeguard Children.	
Curriculum & EHCP	
Meet with SENCO. Understand how EHCPs inform our daily classroom practice (knowledge of students and planning). Learn more about our EHCP annual review process and how teachers support in setting targets. Understand how we do assess new referrals and conduct admissions successfully	
Learn Sounds, Write Phonics. Use staff manuals to understand how early phonics and reading is taught and assessed. Visit a class and observe best practitioners. Pre-book entry onto phonics course.	
Access internal Share Point. Gain login, seek resources, see how key data is tracked here, view curriculum.	
Read our teaching a learning strategy PowerPoint	



<p>If a teacher, Receive Teacher Standards framework when completing corporate induction with Headteacher Ensure staff member is aware of when Teacher meeting commence, agenda, routines Digest 'Curriculum' folder on our website. This is our universal window into <i>who we are and how we do it here</i>. Read resources and planning documentation. Share schemes of work, templates and guidance on curriculum subjects (LT planning, MT planning, ST planning framework) resources and find weekly plans.</p>	
<p>If a TA, Receive TA Standards framework when completing corporate induction with Headteacher Digest 'Curriculum' folder on our website. This is our universal window into <i>who we are and how we do it here</i>. Ensure staff member is aware of when TA meeting commence, agenda, routines Access internal Share Point. Gain login, seek resources, see how key data is tracked here, view curriculum resources and find weekly plans.</p>	
<p>Obtain log on details and begin the Therapeutic Teaching Course and develop essential skills, environment creativity and therapy exercises into the classroom.</p>	
<p>People, Purpose, Place</p>	
<p>3Ps model rationale: Beginners guide. Includes recording of live points, tracking overtime, language with students</p>	
<p>Observe how teachers use 3P reflections live and as part of student visual timetables. See how they are the focus at the conclusion on school days.</p>	
<p>Observe classroom staff making daily phone calls to parents initially. See how 3Ps is part of their common dialogue to update parents on the day onsite.</p>	
<p>Personal development: Our SEMH assessment programme</p>	
<p>What is the Motional assessment tool? Tutorial with curriculum lead on using Motional. Obtain login. Sample previous data. Learn how data informs staff practice (interactions, strategies and empathies) for each student.</p>	
<p>View where Motional is a focus within our PD curriculum and developing positive interactions with students. Know when we update snapshots.</p>	
<p>Staff well-being</p>	
<p>Supervisions at Fen. What are they? Who is this with? How often? How they support my development.</p>	
<p>MHFA: Staff health matters to us here. Signposting our website page and pathways and networks out there should individuals need them at any time. Emphasise that SLT have an open-door policy. Information on what we do here to support weekly well-being universally with staff.</p>	
<p>Other</p>	
<p>Aware of good practice: Walkie Talkie communication</p>	

Name of staff inductee (signed by):

Name of induction coordinator (signed by):

Date of induction completion: