

Teaching Assistants Induction and Mentoring.

Mentor assigned who has a similar job within the school.

Prior to the new person starting, a package containing the following will be prepared: -

- Induction check list
- Job Description
- Timetable
- Organisational Chart
- Staff Handbook
- Class / group list/s
- Child Protection Policy
- Plan of the school

First days at school/in new post

- Mentor to show the new T.A. around the school with particular attention to the department and classes where they will be working and communal areas, e.g. Staff room, resource rooms, etc.
- Discuss timetable with Mentor/SENCO.
- Discuss and go through Staff Handbook (N.B. role of T.A. within the school).
- Mentor takes the new T.A. to class and introduces them to the class teacher/s and the child/ren
- Observe Mentor in working environment, if possible.
- Use of technical equipment.
- Be aware of fire drill and other Health & Safety issues.

First Staff Meeting

- T.A. is introduced to all staff at the meeting and welcomed.

Class teachers and Year Groups.

- Class teachers to ensure that T.A. received planning for the curriculum and guidance to work in the individual classrooms and year groups.
- Class teachers to ensure that T.A.s receive the relevant information about SEN children. (SENCO support for T.A. too).

First Half Term

New T.A. and Mentor to meet weekly to talk through and discuss: -

- How things are going
- Information about next SEN team meeting
- Where children's records are kept (Class filing cabinet)
- To understand the Behaviour Policy and Restraints Procedure
- Job description
- Responsibilities



- Procedures
- Resources
- Difficulties
- Training
- Planning

STATEMENTED CHILDREN

For T.A.s working with statemented children, the following should be included:

- Meeting with Parents, SENCO, Job share (if appropriate) and/or class teacher
- Go through IEP and child's file with SENCO and/or class teacher

Second Half Term

- Mentor, SENCO, T.A. to discuss any matters arising from the first half term.
- Decide upon training needs.
- Set up a Professional Development Programme.

Professional Development Programme

All T.A.s, Welfare and Resource Staff will have Professional Development interviews during June / July each year.

TRAINING NEEDS

- Specific training for the whole team will be identified in the School Development Plan. Training for specialist groups within the team will also be identified, e.g. T.A.s working with EAL/SEN pupils
- Training needs can also be identified by the immediate line managers/SMT and discussed at the SMT meetings.

Person responsible: R. K. Mahil-Pooni

Date of Policy review: Sept 2916

Approved by the Governing Body: 12th October 2016

Date of next review: September 2019