



Mill Lane Primary School

Induction Policy October 2015

Updated: Sue Skillcorn
Date adopted by Governors and Staff: Nov 2015
Review Date: Oct 2017

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POLICY FOR THE INDUCTION OF NEW STAFF

Starting a new job is often an exciting and challenging time but also stressful and demanding. Apart from the challenge of tackling new tasks, there is the need to become accustomed to a new organisation, environment and colleagues.

Induction to the school starts prior to interview when information on the school and a copy of the job specification are sent out to applicants. The interview day and process also contribute strongly to the Induction procedure. Appointed staff attend an Induction meeting for all new teaching staff organised by the Induction Co-ordinator (DHT) to provide guidance on whole school issues.

The purpose of induction is to support new colleagues during this period and to help them become fully integrated into the organisation as quickly as possible.

The aims of this induction policy are to:-

- provide support and guidance for all new staff appointed (teaching and non-teaching)
- assist the newly appointed member of staff in settling into the life of the school
- provide an insight into the working of the school
- Ensure a clearly defined structure for professional and personal support
- Ease the transition process from one school to another or for those returning to teaching after a period of absence
- Recognise the value of the new employees' expertise and the contribution they can make to the school
- Ensure effectiveness in classroom practice both as a subject teacher and form tutor. To ensure competence and confidence in roles of responsibility
- Help employees to continue to develop professionally and in doing so to contribute to school effectiveness and improvement.

The role of staff.

All staff have a role to play in supporting employees new to the school, formally and informally, in meeting the demands and challenges of working in a new school. However, it is the members of senior staff responsible for staff development and the induction of new staff and the DHT who will be responsible for the implementation of the induction process.

The role of senior staff.

- To oversee the induction process
- To liaise with the Head Teacher and provide any necessary training and information
- To ensure a close match of qualification with teaching or other commitment (this will be carried out on consultation with the Head Teacher)

- To ensure the teacher receives a balanced timetable (this will be carried out in consultation with the Head Teacher)
- To ensure optimum knowledge and involvement with whole school issues

The role of the Head Teacher

It is the Head Teacher's responsibility to ensure that the induction process is carried out for all employees new to their academy. They may be newly appointed to the academy or transferred from one job to another. It is her/his role to:-

- Implement a structured, flexible induction programme
- Help staff achieve constructive relationships with pupils
- Establish clear expectations and constructive relationships among staff involved through team working and mutual support; devolving responsibilities and delegating tasks as appropriate; evaluating practice; and developing an acceptance of accountability.
- Audit training needs; lead professional development of staff through example and support
- Enable teachers to achieve expertise in their subject knowledge and teaching

Though induction is the responsibility of the Heads this does not mean he/she has to carry out all tasks of the process. The Head Teacher may delegate specific tasks to other members of staff. Where the new member of staff is a Deputy Head Teacher, the Head Teacher will oversee the induction process.

The Role of Teams

Year teams should ensure the following:

- New teachers are given clear guidance on the role
- Help new teachers to achieve constructive relationships with members of their class
- Lead professional development through example and support
- Provide advice on links with parents and outside agencies
- Encourage contribution to the development of the team's work.

Arrangements for staff upon taking up appointment

- Invitation to visit the school
- Links to induction materials :
 - Staff Code of Conduct
 - School policies

First Day

- Welcome by Headteacher, Senior Manager
- Introduction to colleagues
- Domestic arrangements (coffee, lunch, cloakrooms, faculty room) resources, stationery etc.
- Admin. Matters (photocopying, general admin, access to stock/equipment, pigeonholes etc.)
- Behaviour policy (rewards/consequences)

- Policies
- Register
- Display
- Duty rotas
- Extra curricular
- Safeguarding policy
- Procedures for reporting any concerns

First Week

- Roles/responsibilities
- job descriptions/duties
- Pastoral system
- Lunchtime / break arrangements
- Calendar / meetings
- School dress
- Routines and school systems

INDUCTION OF NEWLY QUALIFIED TEACHERS (NQTs)

Preamble

Induction is a statutory requirement for all Newly Qualified Teachers (NQTs) who gain Qualified Teacher Status (QTS).

Induction Period

Teachers who obtain QTS by whatever route, must successfully complete an induction period of three school terms (or equivalent) if they are to continue to work as a teacher in maintained schools and non maintained special schools. If the teacher does not complete the induction year successfully s/he may not be employed as a teacher, but their QTS is not affected. The Induction period will usually be 380 school sessions and will be calculated on a pro-rata basis for part-time NQTs.

Standards

The Teachers' Standards will be used to assess an NQT's performance at the end of their induction period. The decision about whether an NQT's performance against the relevant standards is satisfactory upon completion of induction should take into account the NQT's work context and must be made on the basis of what can be reasonably expected of an NQT by the end of their induction period within the framework set out by the standards. Judgements should reflect the expectation that NQTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the relevant standards consistently over a sustained period in their practice.

Policy

- To provide all newly qualified teachers (NQTs) with a bridge to effective professional practice during their first year of teaching
- To provide individualised targeted support, guidance and monitoring for NQTs in order for NQTs to develop their knowledge, and skills in relation to the Teachers' Standards

- To make a real and sustained contribution to school improvement and to raising classroom standards

The *NQT* should:

- Make their Career Entry Profile (CEP), or equivalent, available to their Induction Coordinator/NQT Mentor at the start of the Induction period
- Participate fully in the programme of monitoring, support and assessment
- Keep an updated professional development portfolio
- Take increasing responsibility for their own professional development as the Induction period progresses
- Keep their own record of Induction and log all periods of teaching that count towards statutory Induction (especially in the case of part time NQTs)

The *Induction Coordinator* should:

- Inform the LA of NQTs at the school
- Ensure the NQT has 90% of a timetable in excess of PPA time

The *NQT mentor* should:

- Give advice, support, guidance and encouragement through regular meetings and provide opportunities for INSET
- Complete the Induction Checklist with the NQT
- Observe the NQT at least once per half term and provide feedback
- Prepare the NQT's programme
- Set targets with NQT
- Conduct 'Professional Development Reviews' at least once mid term
- Conduct 'Formal Assessment Meetings' at the end of each term to assess whether the NQT is meeting the 'End of Induction Standards'. Reports to be sent to the LA.

The *Headteacher* should:

- confirm whether that teacher has completed their Induction successfully
- check with the National College for Teaching and Leadership that the individual holds QTS.
- ensure NQTs at the school are provided with their statutory Induction
- keep the Governing Body informed about the arrangements for NQTs and the results of Formal Assessments
- recommend to the LA whether the NQT has met the requirements for the satisfactory completion of their Induction period. If the view is taken that the NQT has not met the Standard then an extension can be recommended in exceptional circumstances.

The *Appropriate Body (LA)* should:

- be responsible for deciding whether the NQT has continued to meet the Standards for the award of QTS and has met all the induction standards, so successfully completing the induction period, on the basis of the Head Teacher's recommendation.

The *National College for Teaching and Leadership* should be:

- designated as the Appeal Body to cover arrangements if teachers disagree with a judgement that they have not met the Induction Standards, or that there should be an extension to their induction period.

Procedure

NQTs must receive a time table of no more than 90% of the normal timetable of other qualified teachers in the school – the additional 10% non-contact time is for activities that form part of the Induction Support Programme (NQT Time).

The Induction Coordinator must ensure that for each NQT:

- The Appropriate Body is informed of the start date
- The teaching programme falls within the age range and subjects for which he/she has been trained
- There is an appropriate share of all the normal responsibilities (duties, assemblies, etc.)
- There is an opportunity to be actively involved in planning the Induction Programme, including setting targets (from Career Entry Profile) and reviewing progress against those targets resulting in an individualised programme of support
- There is an opportunity to observe experienced colleagues
- Records of lesson observation and the outcomes of professional reviews are provided.

Timetable

- The NQT should be observed teaching at least once every half term.
- The NQT Mentor observes the NQT at least once per half term.
- Observations should be planned in advance and followed by a brief written record relating to the NQT's objectives for development, indicating any action that needs to be taken.
- Informal professional review meetings should be held each half term with a formal assessment meeting held at the end of each term. Where weaknesses have been identified it is essential for remedial measures to be put in place.
- Within 10 working days of the end of each term the relevant assessment forms should be completed and forwarded to the LA.
- The last of these meetings leads to a decision on whether or not the NQT has successfully met all the requirements of the Induction period.
- Regular meetings will address topics throughout the year, such as Classroom Management, Assessment, Equal Opportunities, SEN, G&T, INSET Opportunities, Role of Governors, Community Links, Parents' Evenings and Meetings

Signed and dated:

Head Teacher

Chair of Governors