

Possible Induction Policy Framework

XXXXXXXXXX SCHOOL

Induction Policy

Agreed by Governing Body (*date*).

To be reviewed (*date*).

Rationale (*what induction is and why it is important*)

XXXXX school is continually striving to become a highly effective learning school through developing a culture of continuous school improvement. Our main purpose is learning - for both pupils and staff. Through the continuous learning of our staff and governors our school improves and develops, and brings ever greater benefits for our pupils. Effective induction is the critical foundation for continuous learning by supporting the effective performance and continuing professional development of all staff and governors new to the school. Induction is a process which starts before a person joins the school and continues through the first year at the school and beyond. Induction is a process which aims to increase the effectiveness of all staff and governors both as individuals and as team members, by ensuring they understand the policies and expectations of the school and by supporting highly effective performance. This policy applies to teaching and support staff and should enable them to contribute to the school's vision and goals and to fulfil its guiding principles. The induction process will ensure mutual benefit for every individual new to our school.

Purposes (*who benefits and what benefits are required*)

Our induction process will:

- contribute to improving and developing the overall effectiveness of our school, raising pupil achievement, and meet the needs of all pupils, parents and the wider school community;
- contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective team work at our school;
- ensure all teachers new to the profession have the best start in their careers and are supported in developing highly effective practice;
- ensure all staff new to our school understand what is expected of them and gain the support to achieve those expectations;
- build co-operation between all staff in our school; and
- ensure that all staff are valued and recognised as the school's most important asset.

Guidelines (*how will staff development be implemented*)

All of our induction activities are planned in the context of the school's vision, goals and guiding principles, and the core standards for teacher induction and for other specific roles and responsibilities. Resources are prioritised to support induction.

Financial and other resources for induction are allocated annually and apportioned in accordance with the induction needs of staff and governors. Resource will be available for the whole school programme of induction and to meet the needs of specific staff in helping them to meet the standards required by the school.

Management and Organisation of Induction

XXX (*Induction Coordinator*) is responsible for the overall management and organisation of Induction, including Newly Qualified Teacher (NQT) induction across the whole school. This includes a whole school planning and quality assurance role.

The school has selected and entered into an agreement for *City of Bradford MDC* to act as the Appropriate Body

Newly Qualified Teachers (NQTs)

For the purposes of this document an NQT induction period is the equivalent of one academic term in length and the induction year comprises three full terms (or the part-time equivalent).

For Newly Qualified Teachers the school provides a programme of support, monitoring and assessment. The timetable for this programme is provided at a whole school level and at an individual NQT level.

Each Newly Qualified Teacher is provided with an Induction Tutor who will be a named senior, experienced and skilled member of staff.

The induction tutor provides the NQT with day-to-day monitoring and support and must:

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the Appropriate Body **(AB)** where necessary);
- create an action plan at the beginning of each induction period based on evidence of progress towards the relevant standards
- carry out six reviews of progress during the induction year
- undertake three formal assessment meetings during the total induction year co-ordinating input from other colleagues as appropriate
- ensure that at least six observations of the NQT's teaching take place across the induction year and that the NQT is provided with copies of written feedback records within two days;
- ensure NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress
- take prompt and appropriate action where an NQT appears to be experiencing difficulties.

Induction tutors will be supported in their role by:

- being provided with information from the AB, the Teaching Regulation Agency and school, relevant to the induction process
- being offered training provided by the AB on the role of the Induction Tutor;
- having meetings with the member of staff responsible for the overall induction programme in the school
- having their role as an induction tutor as part of their performance management process
- through the monitoring and feedback of the induction provision in the school undertaken by the member of staff responsible for the overall induction programme
- asking for feedback from the school and from the AB on the quality of their work.

School Induction programme for Newly Qualified Teachers

- The induction programme for staff new to teaching is designed to induct them into the profession and into the school. At the school all new teachers are expected to undertake their professional responsibility in striving to meet high standards
- Within the resources available in the school all new teachers are offered a mentor who will be a named member of staff
- All new teachers are invited to visit the school before they take up post
- All new teachers are met on their first day by their mentor / line manager
- All new teachers are provided with copies of school policies and the school's staff handbook and be expected to develop their understanding of them
- All new teachers will meet with the Headteacher within their first week in post
- NQTs will receive feedback on their strengths and areas for development
- Induction Tutors are responsible for the day to day management of their NQT's induction, and will meet with their NQT regularly. The Induction Tutor reviews progress, sets targets, and identifies support strategies with the NQT
- All Newly Qualified Teachers are observed teaching during their statutory induction period and this is undertaken by the Induction Tutor, a senior member of staff or an experienced teacher as appropriate (see the NQT induction programme for details)
- Three statutory assessment forms will be completed during the NQT induction year. These will be completed online on NQT Manager and must be signed by the NQT, Induction Tutor and Headteacher
- Each NQT has 10% professional development time during their statutory induction period. This is in addition to the 10% teaching and professional development time (PPA) that other substantive teachers would expect in the school
- Each NQT has an individualised planned programme to ensure that the 10% professional development is used to the maximum effect
- Each NQT develops, with their Induction Tutor, their own induction and support action plan based on the identified areas in need of development
- Each NQT is expected to maintain a professional record of their induction and professional development and evidence to the Tutor that they are making progress towards meeting the Teachers' Standards. This does not have to be in the form of a folder of evidence with a set number of pieces of evidence for each standard, but must be sufficient enough for the Tutor to make a professional judgement about the progress being made
- The Induction Tutor and school maintains a documented record of the NQTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken
- Newly Qualified Teachers who are not meeting the Teachers' Standards, or making satisfactory progress towards them, will receive a more detailed action plan from the Induction Tutor in order to enable them to reach the required standards. The school will increase the support necessary to implement the action plan within the available resources in school. As appropriate, the AB will be involved to ensure the action plan is successfully implemented

Induction for experienced staff

- All new experienced staff will be allocated a line manager and a mentor from within the resources available in school
- All new staff will be invited to visit the school before they take up post
- All new staff will be met on their first day by their mentor / line manager
- All new staff will be provided with copies of school policies and the school's staff handbook and be expected to develop their understanding of them
- All new staff will meet with the Headteacher within their first week in post
- An induction programme will be provided for new staff and their attendance is expected
- All new staff will have a review of their induction after one month, three months and six months with their line manager
- All new staff will be provided with an explanation of the school's performance management arrangements (see the school's performance management policy) within which they will be expected to participate
- All new staff will be expected to contribute to the spirit and life of the school to ensure a conducive environment for learning for all school members, students and staff

Induction of Support Staff new to the role

- All support staff will be invited to the school prior to taking up the post
- All new support staff will have a line-manager who will discuss their job description with them
- An induction programme will be designed for each new member of support staff
- New support staff will have the opportunity to attend induction training provided by the Appropriate Body
- All new staff will have a review of their induction after one month, three months and six months, with their line manager
- Following the induction period all support staff will enter the performance management programme for the school
- New support staff will be expected to network with other support staff through the Appropriate Body networks to gain available support