**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

**Early Career Teachers (ECTs)**

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

For Early Career Teachers the school provides a programme of support, monitoring and assessment. The support is underpinned by the Early Career Framework and we have chosen to engage with this via a *full, core, school-based* induction programme.

**Induction Tutor**

Each Early Career Teacher is provided with an Induction Tutor who will be a named senior, experienced and skilled member of staff and who will oversee the assessment of the progress being made.

The induction tutor must:

• provide, or coordinate, guidance for the ECT’s professional development (with the appropriate body where necessary);

• carry out regular progress reviews throughout the induction period;

• undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);

• carry out progress reviews in terms where a formal assessment does not occur;

• inform the ECT following progress review meetings of the determination of their progress against the Teachers’ Standards and share progress review records with the ECT, headteacher and appropriate body;

• inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;

• ensure that the ECT’s teaching is observed and feedback provided;

• ensure ECTs 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, appropriate action if an ECT appears to be having difficulties; and

• ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

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 given the time to undertake the role in accordance with statutory guidance
* 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.

**Mentor**

The mentor (or the induction tutor if carrying out this role) is expected to:

* regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback;
* work collaboratively with the ECT and other colleagues involved in the ECT’s induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme;
* provide, or broker, effective support, including phase or subject specific mentoring and coaching; and
* take prompt, appropriate action if an ECT appears to be having difficulties.

**School Induction programme for Early Career 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
* All new teachers are required to have a mentor and tutor who will be named members of staff and where possible will be roles undertaken by different colleagues
* 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/ tutor
* 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
* ECTs will receive feedback on their strengths and areas for development
* Induction Tutors are responsible for the day to day management of their ECT's induction, and will meet with their ECT regularly. The Induction Tutor reviews progress, sets targets, and identifies support strategies with the ECT
* Mentors will meet more frequently with the ECTs and will provide support linked to the Early Career Framework
* All Early Career 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 ECT induction programme for details)
* Two statutory assessment forms will be completed during the ECT induction two-year programme. These will be completed online on ECT Manager and must be signed by the ECT, Induction Tutor and Headteacher
* Each ECT has 10% professional development time during year one of their statutory induction period and 5% development time in year two. This is in addition to the 10% teaching and professional development time (PPA) that other substantive teachers would expect in the school
* Each ECT has an individualised planned programme to ensure that the 10% professional development is used to the maximum effect and is linked to the ECF
* Each ECT develops, with their Mentor, their own induction and support action plan based on the identified areas in need of development of the ECF
* Each ECT is required to engage fully with the ECF programme and undertake tasks, assignments and research as required by each module.
* The Induction Tutor and school maintains a documented record of the ECTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken
* Early Career 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