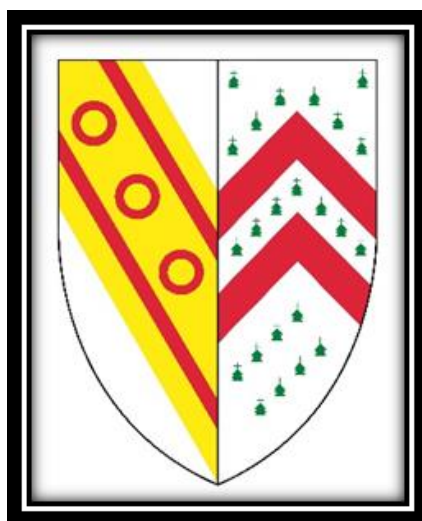


Pollington-Balne CE Primary School



Policy for Induction of New Staff

Headteacher:

Mrs S Arnold

Policy written:

September 2020

Next Review:

July 2022

Achieving and Aspiration – *a school in which children aspire to achieve their personal potential.*

Belonging and Becoming – *a place in which strong roots enable personal flourishing.*

Care and Community – *a school that is from and for the community*

Policy for the Induction of New Staff

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

Pollington-Balne CE Primary School is committed to being a learning school through a culture of continuous improvement. Our main purpose is learning - for both staff and pupils. As part of this we are dedicated to welcoming new staff and student teachers by providing a caring and supportive environment for them to work in. We aim to do this through providing a good quality induction period with effective mentoring support.

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 both as individuals and as team members, by ensuring they understand the policies, ethos and expectations of the school and by supporting highly effective performance.

This policy applies to teaching and support staff. It thus enables them to contribute to the school's vision and goals and to fulfil its guiding principles. The induction process will ensure mutual benefit for the individual and the school.

This policy aims to clarify the support provided and the responsibilities of everyone involved in the process in order to ensure induction is completed effectively. This policy covers all new members of staff and those members of staff who have been promoted or appointed to a new role in school. It also applies to staff returning after a long absence.

Purposes

Our induction process will

- Contribute to improving and developing the overall effectiveness of the school, raising children's achievement, and meeting the needs of children, parents and the wider community.
- Ensure that staff have the knowledge and skills necessary to carry out their role effectively in a safe working environment.
- Contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective work at the school
- Ensure teachers new to the profession have the best start in their careers and are supported in effective practice.

- Ensure all staff new to the school understand what is expected of them at the school and gain support to achieve those expectations.
- Identify any immediate training and development needs.

Guidelines

Management and Organisation of Induction

The headteacher has overall responsibility for management and organisation of induction of all staff but will assign a tutor/mentor to all new staff, including Newly Qualified Teachers. The tutor/mentor will organize meetings, ensure release time is in place and carry out monitoring of lessons.

Newly Qualified Teachers

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. It is supported by the East Riding Early Career Teacher Programme

Each Newly Qualified Teacher is supported by the Induction Tutor and will also be assigned a colleague who will act as their 'point of reference' who will either be a member of the senior leadership team or an experienced and competent member of staff. The role of the 'point of reference' is to act as a 'friend' guide, supporter and advisor.

The induction tutor is responsible for the day to day management of the induction of Newly Qualified Teachers.

Induction tutors will be supported in their role by:

- being provided with information from the LA, DfE and school, relevant to the induction process;
- being offered training provided by the LA on the role of the induction tutor
- the monitoring and feedback of the induction provision in the school undertaken by the headteacher.
- asking for feedback from the school and from the LA on the quality of their work.

School Induction programme for Newly Qualified Teachers

All new teachers are invited to visit the school before they take up post.

All new teachers are met on their first day by the induction tutor/mentor and 'point of reference' colleague.

All new teachers are shown how to access on the intranet copies of school policies and be expected to develop their understanding of them.

All new teachers will meet with the headteacher and induction tutor/mentor 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 (Weekly).

The induction tutor reviews progress, sets targets, and identifies support strategies with the NQT.

All NQTs 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.

Three formal assessments will be undertaken during the NQT induction period. These will be documented on forms that are sent to the LA 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 teaching and professional development time that other substantive teachers would expect in the school. Each NQT has a planned programme to ensure 10% professional development is used to the maximum effect and will be agreed with their induction tutor.

NQTs will use the Career Entry and Development Profile as a basis of planning the initial stages of their induction.

Each NQT develops with their induction tutor their own induction and support plan.

Each NQT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio.

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 induction standards or making satisfactory progress towards them will develop with the induction tutor, a detailed action plan. The school will increase the support necessary to implement the action plan within the available resources within the school. As appropriate the LA will be involved to ensure the action plan can be implemented.

Induction for experienced staff

All new experienced staff will be allocated a support mentor.

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 support mentor or senior leader.

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.

An induction programme will be provided for new staff and their attendance is expected. Where the new member of staff has a curriculum responsibility or TLR the induction programme will address specific requirements of the role.

All new staff will have a review of their induction after one month, three months and six months with the induction tutor.

All new staff will be provided with an explanation of the school's performance management arrangements 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, children 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 by the line-manager, SENCO or class teacher.

All new staff will have a review of their induction after one month and six months, with their line manager. Following the induction period all support staff will enter the performance management programme for the school.

Appendices

1. Introduction to School Induction Topics
2. Induction Tutor Action Checklist
3. Staff Induction Record Form

Introduction to School Induction Topics

Name:

Induction Tutor/Mentor:

Induction Topics	Date Completed /Initials
• Welcome, tour of school • Our vision statement • About the school – inc staff handbook / prospectus • Our approach to induction • Overview of management structure • Overview of appraisal structure • Opportunities for CPD and professional learning • Your support mentor/ 'point of reference' • Policies and procedures at the school • Training needs relating to your role • Where to find information and resources	

Signed:

Date:

Induction Tutor/mentor:

Date:

Induction Action Checklist

Name:

Induction Tutor/Mentor:

Timing	Action	Detail/Notes	Date/Initial
By school prior to start date	Inform Staff in school about role of new member of staff	Familiarise with background	
	Organise time for Induction tutor to greet and welcome new member of staff		
	Organise member of staff to act as mentor/ 'point of reference'	Familiarise person with requirements of role	
	Prepare Induction timetable	Give to new member of staff on arrival at school	
Visit to school or on first day	Introduce to Induction Tutor and mentor/'Point of reference'	Include introduction to colleagues	
	Tour of buildings and key areas		
	Health and Safety: • Policy given • Fire procedures including assembly points • First aid procedures • Reporting accidents/incidents • Risk assessments		
	Safeguarding: • Explain expected conduct • Opportunity for new staff member to discuss concerns • Policies – child protection - anti bullying/racism - internet		

	safety • Keeping Children Safe • Prevent • Who to discuss concerns with • Procedures for out of school visits		
	Agree timetable for review of progress		
	Organisational issues	Registers, money, illness etc.	
	Management Structure within school	Give copy of overview	
Within first week	Discuss Roles and responsibilities	Ensure they understand what is expected of them.	
	Development relating to role	Development needs	
	Personal and professional development	CPD analysis	
After first month	Appraisal	Identify needs	
	Peer mentoring	Consider if beneficial	
	Check Induction programme is being followed	Clarify any issues	
	Sign this check list		

Induction Tutor/mentor:

Date:

Staff Chronolgy Record Form

Name:

Induction Tutor/Mentor:

Items Discussed	Comments	Date/Initials

Signed:

Date:

Induction Tutor/mentor:

Date: