



Induction for all New Staff and ECTs

Updated June 2024

Intent:

It is important for all new staff to receive a comprehensive and supportive induction process. This allows staff to begin at Penpol School having a full understanding on the main policies and procedures for the school, as well as pupils and other members of the school community to feel safe that our high expectations will be valued by all members of the team.

This policy outlines the induction process that all governors, teaching, support and temporary staff receive. The process is as detailed as the position requires, which may differ depending on the responsibilities of that role.

We aim to ensure that all staff are welcomed by the current school community members, have the necessary information and resources to begin their role right away, and have the opportunity to ask any questions before, and after, their start date.

This policy also works in conjunction with:

- Keeping Children Safe in Education (updated 2023)
- Child Protection and Safeguarding Policy
- Equal Opportunities and Dignity and Work Policy
- Performance Appraisal Policy
- Safer Recruitment Policy
- Staff attendance Management Policy
- Staff Conduct and Discipline Policy
- Teaching and Learning Policy

The **Head Teacher** is responsible for:

- Overseeing inductions.
- The coordination of the induction programme for all categories of staff including Early Career Teachers (ECTs).
- Ensuring that all inductions include the receipt of a copy of part one of 'Keeping children safe in education'.
- Upon completion of the induction period, ensuring that an induction completion checklist is signed and dated by themselves and the new employee.

1. Teaching staff

All teachers are offered an induction programme before taking up the appointment. This may consist of coming and working alongside a current teacher, meeting the class, shared planning opportunities. It may depend on the successful candidates current working timetable, however, it should equal no less than one working day.

Teachers will also meet with the Headteacher/Deputy Headteacher and go through the following:

- The identity and role of the DSL DDSLs
- Relevant information pertaining to SEND
- Roles and responsibilities
- The staff handbook
- The learning resource centre
- Line management procedures
- Fire procedures
- Locking up/gate codes etc

As soon as possible after their appointment, all teachers are briefed by their line manager/phase leader on issues relating to their appointment. This briefing includes detailed information relating to their role, pertinent logistical information

During a teacher's first year, an induction programme is organised that covers the following:

- Performance management
- Reports, report writing and parents' evenings
- The role of governors
- Professional development
- Target setting, monitoring and evaluation
- Organisational information and arranging trips and visits

Teachers will work in teams as staff begin their role so the new member of the team is fully supporting while learning procedures and policies.

All teachers receive regular updates through PDMs and INSET days, on an **annual** basis, prior to the commencement of the Autumn Term. The meetings include the following:

- A briefing by the Head Teacher
- An induction on key curriculum policies (e.g. behaviour for learning, teaching and learning,)
- An induction on key HR and health and safety policies (e.g. code of conduct, safeguarding and child protection, health and safety, fire safety, attendance, equal opportunities and dignity at work, ICT acceptable use,

social media)

- Communication sources (e.g. email, meetings, the shared server, notice boards, the school calendar)

The new member of the team can speak to their line manager at any point to ask for support and advice. The normal school monitoring calendar will allow for regular teaching and learning development as well as our comprehensive professional development opportunities.

Induction for ECTs

The following section sets out the statutory minimum for ECT induction programmes:

For a full-time ECT, the induction programme will last for two academic years and will follow a sequenced programme based on the ECF.

Part-time ECTs will serve a full-time equivalent. The induction programme content will be provided by One Cornwall, the teaching school hub partnership for Cornwall.

The **ECT** will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period.
- Have an appointed Induction Tutor, who will have qualified teacher status (QTS) and be a member of the Senior Leadership Team. The Induction Tutor will be responsible for the completion of the teacher's two termly assessment documents and their interim progress reports
- Have an appointed Mentor. The Mentor will be an experienced member of staff who has been carefully matched to the ECT. The Mentor will work closely with the ECT in a supportive and coaching capacity, meeting on a weekly basis in year one and a fortnightly basis in year two.
- Have a reduced timetable to allow them to undertake activities in their induction programme, with, in Year 1, no more than 90% of the timetable of our existing teachers on the main pay range. In Yr2, the ECT will teach 95% of the timetable of existing teachers.
- Teach the same class or classes.
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- Not be given additional non-teaching responsibilities.

- Not have unreasonable demands made upon them.
- Not teach outside the age range and/or subjects they have been employed to teach.
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

The **Mentor** will:

- Be provided with one hour per half term for self-directed learning
- Be provided with one seminar per half term for face to face training
- Attend induction training with ITT provider in September
- Attend an introduction session to Year 2 with ITT provider in Summer 2

We support ECTs with:

- Their designated Induction Tutor, who will provide monitoring and support, and co-ordinate their assessments and progress reviews
- Weekly Mentor coaching sessions in year one, fortnightly sessions in year two
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress against the Teaching Standards at which we will review their objectives and revise them in relation to their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice, health and safety permitting.

Assessments of ECT performance:

Regular assessment meetings will take place between the ECT and their Induction Tutor. These meetings will review the evidence gathered during the preceding assessment period, and draw from the ECT's work as a teacher, their lesson observations (which take place with the Induction Tutor and/or Headteacher and/or Mentor) and from the evidence collected against the meeting of each of the Teaching Standards. At the end of the Autumn and Spring Terms, formal assessment reports will be completed by the Induction Tutor that show how the ECT is performing against the Teaching Standards. Targets for improvement in each area of the teaching standards will be added as necessary and support will be planned with the ECT Mentor to meet these targets. The report will be agreed by the ECT and the ECT will add their own comments.

At-risk procedures:

Progress of the ECT will be closely checked by the Induction Tutor. If it becomes clear the ECT is not making sufficient progress by the end of the Autumn Term, additional monitoring and support measures will be put in place immediately, meaning:

- Additional support meetings will be held with the Induction Tutor and Mentor.
- Appropriate objectives set to guide the ECT towards satisfactory meeting of the Teaching Standards.
- The awarding body will be notified.

If there are still concerns about the ECT's progress at their next formal assessment at the end of Spring One, the Induction Tutor and/or the Headteacher will discuss this with the ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

Role of the ECT

The ECT will:

- Provide evidence that they have Qualified Teacher Status (QTS) and are eligible to start the induction
- Meet with their Induction Tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their Induction Tutor how best to use their reduced timetable allowance
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their Induction Tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment forms When the NQT has any concerns, they will:
 - Raise these with their Mentor and/or Induction Tutor as soon as they can
 - Raise these with the Headteacher
 - Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their tutor or within the school

Role of the ECT Induction Tutor

The ECT Induction Tutor will:

- Review the evidence provided by the ECT that they are eligible to begin induction
- Agree, in advance of the ECT starting, who will act as the appropriate body
- Notify the appropriate body when an ECT is taking up a post and undertaking induction
- Make sure the ECT's post is suitable according to statutory guidance (see section 3.1 above)
- Appoint a Mentor
- Ensure the appointed Mentor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure that the ECT's teaching is observed each half term and that sufficient time is given for the ECT to prepare for this (two week's notice period)
- Undertake formal assessment meetings during the induction period, coordinating input from and with other colleagues as appropriate
- Ensure that observation feedback is provided either on the same day or, the following day
- Quality assure the observation feedback with the Headteacher and/or Member of the Senior Leadership Team and/or Mentor to ensure that feedback is constructive, supportive and that clear, manageable targets are set
- Ensure the ECT's progress is reviewed regularly
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body
- Inform the ECT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments
- Ensure that observation feedback provided (alongside the Headteacher) is constructive, supportive and contains clear, manageable targets
- Ensure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the ECT appears to be having difficulties. In the first instance this will mean notifying the ECT Coordinator
- Ensure that the ECT is offered additional training to support their ECT Induction

programme as and when appropriate

- Maintain and keep accurate records of employment that will count towards the induction period
- When necessary, make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory
- Ensure that, should it be necessary, a support programme is drawn up for the ECT
- Keep all relevant documentation, evidence and forms on file for 6 years

Role of the Mentor The induction tutor will:

- Provide guidance and effective support to the ECT including instructional coaching
- Hold weekly meetings with the ECT in year one and fortnightly meetings in year two.
- Carry out regular progress reviews throughout the induction period
- Work with the Induction Tutor to plan for and provide additional training and support for the ECT towards meeting the Teaching Standards where appropriate
- Attend induction training with induction provider in September
- Attend an introduction session to Year 2 with the induction provider in Summer 2

Induction for Support staff

Support staff are offered an induction programme applicable to their specific role.

As soon as possible after their appointment, all staff are briefed by their line manager on issues relating to their appointment. The briefing includes detailed

information relating to departmental policies, resources and procedures that relate to the specific role.

The induction programme includes:

- **A briefing by the line manager.**
- **An introduction to relevant senior staff.**
- **Information relating to the relevant school department.**
- **An induction on key HR and health and safety policies (e.g. health and safety, fire safety, staff leave of absence, equal opportunities and dignity at work, ICT acceptable use, social media, staff code of conduct, behaviour).**
- **Child protection and safeguarding.**
- **The safeguarding response to children who go missing from education.**
- **The identity and role of the DSL and any deputies.**
- **Roles and responsibilities.**
- **A guide through the staff handbook.**
- **Line management procedures.**
- **Communication sources (e.g. email, meetings, the shared server, notice boards, the school calendar).**
- **CPD opportunities.**
- **The performance management process.**

Health and safety

The school is responsible for employees' health and safety at all times during their employed hours; however, it is every employee's responsibility to work with due care and attention for themselves, their colleagues, pupils and any visitors to the school, and to ensure that health and procedures are followed correctly.

If employees feel at any time that there is a health and safety issue within their team, they must contact their line manager immediately. If no action is taken, or if they are dissatisfied with the response, employees should refer the issue directly to a member of the SLT as soon as possible.

In the event of an employee having an accident/incident during work hours which requires medical assistance, they should seek the nearest first aider (list available from the school office). If the accident is serious and requires immediate medical attention, i.e. hospitalisation, they should contact the school

office on telephone number immediately, who will telephone for an ambulance.

In either event, first aid incident forms must be completed immediately or as soon as is practically possible in order to log such incidents. The school office will assist you with this paperwork.

All staff must ensure that they provide the school office with up-to-date information of their next of kin in case they need to be contacted in an emergency.

Emergency evacuation

In the event of an emergency, such as a bomb alert or fire, staff should break the nearest fire point or notify the school office immediately and alert their colleagues. The fire alarm will then be sounded, and staff should immediately proceed to the nearest fire exit following the signs and notices in their work area. Staff should familiarise themselves with these procedures and the evacuation route from their work area.

As part of their job, staff may be allocated a role or emergency post to assist in these proceedings. Where an emergency post is allocated, staff should follow the instructions they have been given. The emergency evacuation procedures are displayed in all rooms and will be fully explained by line managers.

ICT

If an employee's duties involve using a computer, the **IT manager** will set up their workstation and allocate them a username and password.

All staff are required to ensure that they comply with the Data Protection Act 2018.

Induction of new governors

An induction programme for new governors is in place and a handbook is available.

The induction process includes:

- **A visit to the school including a guided tour and visiting the staffroom.**
- **A meeting with the link governor regarding training needs.**
- **A meeting with the chair of governors to discuss committee structure, terms of reference, etc.**
- **The organisation of their first meeting.**
- **A skills interest assessment.**
- **An assessment of future development needs.**
- **Receiving a copy of part one of 'Keeping children safe in education'.**

Monitoring and review

This policy will be reviewed by the Head Teacher and the governing board on an annual basis.

Any changes to this policy will be communicated to all staff and other interested parties.

