



Raddlebarn Primary & Nursery School

Early Career Teacher and New Staff Induction Policy

Agreed by Governing Body – *October 2023*

To be reviewed- *October 2024*

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

Raddlebarn Primary and Nursery School is continually striving to be the best we can be by 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 even 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

Our Deputy Headteacher will be responsible for the overall management and organisation of Induction, including Early Career Teacher Induction across the whole school. This includes a whole school planning and quality assurance role.

Early Career Teachers

For Early Career 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 ECT level.

Each Early Career Teacher is provided with an Induction Tutor who will be a named senior, experienced or competent member of staff.

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

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the ECT's professional development
- create an action plan at the beginning of each induction period based on evidence of progress towards the relevant standards
- carry out 12 reviews of progress during the induction period ;
- undertake six formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate (normally two termly, or pro rated for part-time staff);
- ensure that at least twelve observations of the ECT's teaching take place and that the ECT is provided with copies of written feedback records within two days;
- 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; and
- take prompt and appropriate action where an ECT appears to be experiencing difficulties.

Induction tutors will be supported in their role by:

- being provided with information from the school, relevant to the induction process;
- being offered training provided by Capita/BCU 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 (if appropriate) 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; and
- asking for feedback from the school and from Services for Education on the quality of their work.

School Induction programme for Early Career Teachers (Two Year Programme)

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 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.

ECT Mentors 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.

All early 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 ECT induction programme for details).

Six statutory assessment forms will be completed during the ECT induction period. These will be documented on the customised forms that are sent to the Services For Education and must be signed by the ECT and Induction Tutor.

Each ECT has 10% professional development time during their first year and 5% in the second year of the statutory induction period plus an extra 10% planning, preparation and assessment time. This is in addition to the teaching and professional development time 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.

Each ECT develops with their Induction Tutor/mentor their own induction and support action plan.

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

The Induction Tutor/mentor 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 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 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 the 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 be expected to develop their understanding of them.

All new staff will meet with the Headteacher before taking up their post.

All new staff will have a review of their induction periodically and in line with their Appraisal.

All new staff will be provided with an explanation of the school's performance management arrangements (see the school's Appraisal 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, pupils 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. They will have a review of their induction periodically and in line with their Performance Management or Appraisal.

Continous Professional Development

CPD is crucial for all staff as it allows development of skills and new learning. The Appraisal process will be an opportunity to discuss this in greater depth.