

Name of Policy:	Version/Last Review Date: October 2021 (V3)
Statutory documents linked to policy:	Previous review date: June 2014 (V1)
Other Policies linked to this policy: Recruitment and selection	Next Review Date: October 2024 (V4)
Governor Committee Responsible	FPP

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

Policy Title: *Induction*

Policies which inter-relate to this policy:
Recruitment and selection

Legal and Statutory documents linked to this policy

Governor committee responsible
HR/Resource Management Committee

Date last reviewed: *June 2014*

Last Reviewer name and position:
Rae Lowe - SBM

Date of next review: *January 2017*

WNA Vision: All children will achieve their full potential, with holistic support, whilst they enjoy, own and drive their learning, gaining self-respect, self-esteem and self-belief.

It is the aim of this Induction Policy to provide clear guidance and support for the induction of any new member of teaching staff to the school, so that they become integrated and an effective member of the school from the earliest opportunity.

Procedures:

WNA recognises that the induction process begins during recruitment and selection when contact is first made with potential employees.

- When advertising for new members of staff every effort is given to ensure that a clear and accurate job description is provided.
- Consideration will be given to what documentation will accompany applications, for example prospectus, job description.
- When called for interview candidates will be required to produce evidence of qualifications and examples of work.
- Interviews will give both the interviewer and interviewee opportunity to assess whether the post and the candidate are well matched.
- When an appointment has been made and relevant documentation checked (see appendix 1) the new member of staff will be allocated a Mentor, and an Induction Tutor if newly qualified (for details on the induction of NQTs see appendix 2).

Mentoring:

Mentoring is an integral aspect of the successful induction of any new member of staff. The school will provide mentors to all new staff and it is the responsibility of the mentor to be supportive and give guidance as and when it is appropriate. The mentor and new teacher should meet throughout the year to ensure all questions are answered. Time is allocated before the term begins (during the first inset day) for the mentor and new member of staff to meet and begin the induction process.

A checklist is provided for both mentors and new staff to help ensure that the way the school operates is clearly understood by all new members of teaching staff (see appendix 3 for checklist). Every category of the list must be initialed and dated (by the end of the academic year) by the mentor as well as the new member of teaching staff to show that the new staff member has been fully informed.

Appendix 1

Employment Preparation

	Person Responsible	Date Completed
Letter of appointment sent with DBS forms.	Finance Office FO	
Items for new member of staff to provide before start of term <ul style="list-style-type: none"> • Completed CRB form • Documentation for DBS form (see supporting DBS information for details). • Contact number, next of kin. • Work permit for Non EU Citizens. 	Finance Officer FO	

Induction Policy



Mentor allocated	Headteacher	
Induction Tutor allocated if NQT	Headteacher	

Appendix 2

Additional information for the induction of Newly Qualified Teachers:

The Induction Year

The induction of an NQT should enable the NQT to meet the Induction Standards (set by the TTA) and continue to meet the Standards for the Award of QTS consistently increasing professional competence.

The major responsibility for the induction of the NQT lays with his/her school. Induction builds on the strengths of Initial Teacher Training (ITT) and ensures a firm foundation for a new teacher's continuing professional development.

National tests

To successfully complete induction, an NQT qualifying on or after 1 May 2000 and before 1 May 2001 must have passed the national tests for ITT candidates in Numeracy, Literacy and ICT before the completion of the induction period. Candidates have unlimited opportunities to pass the test.

Roles and Responsibilities

The Headteacher has two key responsibilities:

- To ensure that each NQT in their school is provided with an appropriate induction programme, in line with national arrangements
- To make a recommendation to the governing body based on rigorous and fair assessment procedures, as to whether the NQT has met the Induction Standards.

The Governing Body should:

- Know that the school has an NQT and that it is minuted
- When selecting new staff, take into account the school's responsibility to provide the necessary monitoring, support and assessment for NQTs

The Induction Tutor has day-to-day responsibility for the monitoring, support and assessment of a particular NQT They:

- Must devise a suitable programme of induction for NQTs that is individualised and will allow for fair and thorough assessment of their abilities as a teacher as well as provide suitable support and monitoring, (see Teaching Standards by the TDA for more details)
- Formally assess NQTs at regular intervals and make fair and rigorous judgements about them
- Organise for a mentor to be responsible for the NQT
- Make recommendations to the Headteacher on the outcome of their induction period
- Have the responsibility for introducing the NQT into the organisation and systems within the school
- Complete the school checklist for the induction of the NQT.

The NQT should:

- Make their Career Entry and Development Profile available to the headteacher and Induction Tutor
- Take part in the planning of their induction period, including the identification and reviewing of objectives
- Engage fully in the programme of monitoring, support and assessment that is agreed with the induction tutor, taking increasing responsibility for their professional development as the induction period progresses

- Be familiar with the Teaching Standards, monitor their own work in relation to them and contribute to the collection of evidence towards their formal assessment
- Raise any concerns they have through the appropriate channels as soon as they arise.

How long is the Induction Period?

One year. An induction period is three school terms or the equivalent. Teachers employed for less than one school term or teachers employed on supply may only count this time towards an induction period if the Headteacher agrees before the start of the period of engagement.

Where a person is absent from work for an aggregated period of six or more weeks in term time, the induction period will be extended by the period of absence. Further guidance available in leaflet on Statutory Guidance on Induction for Newly Qualified Teachers in England.

The Entitlement:

The school requirements for supporting an NQT include:

- Providing 10% remission (10% less teaching timetable than the average teacher in school) in addition to standard PPA time
- Guidance should be given and records kept
- A mentor
- A programme of support, including regular meetings with the Induction Tutor for support (an informal log of these should be kept) and targeted professional development activities
- Observation of other teachers
- Observation, support and training
- A professional review of progress every half term.

Documentation to be kept:

- Record of professional review meetings (half termly)
- Formal records of all observations (at least one per half term)
- Informal records of all meetings with the mentor
- Recorded use of 10% release time
- NQT responsible for bringing Career Entry and Development Profile (CEDP) from training institution; future objectives and action plan are set from this.

What to do if the NQT is "at Risk of Failing"?

NQTs who fail to complete the induction period satisfactorily will be dismissed from their posts and removed from the register of the GTC. Extensions to the induction period will only rarely be granted – usually where factors outside the control of the NQT and/or the school make it impossible to reach a judgement about whether the NQT has met the Induction Standards, not to provide NQTs with more time to meet the Standards. It will be important to make sure that appropriate support is provided to any NQT at risk of not meeting the Induction Standards and that judgements are secure.

The school should:

- Identify problems and report them to the LEA as early as possible

- Collect evidence to support clear and unambiguous judgements against the Teachers Standards
- Provide the NQT with appropriate advice and opportunities for professional development as soon as difficulties are identified
- Set relevant objectives for the NQT
- Record, monitor and evaluate procedures and action taken.

If there is any question that the NQT will not meet the Teachers Standards:

- Involve another member of the team/get a second opinion
- Inform the headteacher
- Inform the NQT early
- Make full details of the identified areas of weakness; note the evidence used to form these judgements; set objectives for the coming term; detail the additional support the school will offer (copy of this to the NQT).

The Headteacher must make sure from an early stage that NQTs are fully aware of the consequences of failing to meet the Teachers Standards, and have a full understanding of both the weaknesses identified and the progress that they need to make. They may also wish to encourage the NQT to make contact with their professional association representative as an additional source of advice. It is recommended that the NQT be informed in writing. If it has been decided that the NQT has failed to reach the standards required to complete the Induction Year, the chair of governors must be involved in the final stages.

Action Plan

The Action Plan will show the key stages that can be pre-determined in the Induction process but needs to be treated flexibly by the school and the NQT according to progression and development needs and the timetabling demands within the school.

The Action Plan should be revised and updated as necessary as needs and priorities change, opportunities arise or unforeseen issues occur.

Appendix 3 Checklist for Mentors and Staff

	New staff	Mentor
Initial and date boxes marked with an asterix	Initial/date	Initial /date
Introduction to other staff (teaching and non-teaching)		
Dates for diary, staff meetings, planning (long term & proformas)		
Timetable		
School day timings, breaks, lunch system, assemblies, and clubs		
1 st lesson of new academic year: homework diaries, timetable, suggestions for getting to know form/class		
Procedure if absent		
Tour of school		
Contract		
Inform of Emergency Procedures (including Fire Drill)		
Inform about First Aid Procedures and First Aiders		
Management structure, who is responsible for what		
Pupil information, where to find it and what they are responsible for completing		
Introduction to specific staff who have extra responsibilities appropriate to new member of staff, special needs, child protection officer, health and safety		
Ensure new staff have staff handbook and access to policies on Intranet, as well as record keeping files		
Ensure that any relevant previous planning has been passed to new teaching staff		
Help with informalities, photocopier, pigeonholes, notice boards, staff phone numbers		

Rewards and sanctions		
Staff handbook has been read		
Budgets and ordering		
Special Educational Needs, who to tell if concerned, Proformas for SEN pupils		
Ensure the new staff member knows that all letters sent need to be shown to headteacher		
Off site activities procedure		
Check any queries		
Introduction to appraisal		
Meet each term to look at the school calendar and review responsibilities		
New member of staff invited to comment on and review the induction		
Ensure familiarity with school policies		
Report writing		