



Weston Green
School

Date created:	July 2015
Reviewed and updated:	July '16, Autumn '16, '17
Date for review:	Autumn 2018

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Policy for the Induction of New Staff

Introduction

Induction is the effective introduction of a colleague to his or her role within the school.

This policy is intended for all teaching and non-teaching staff and, where applicable, volunteers. It is also for the use of employees returning after a period of absence, including maternity and paternity leave. All staff and new staff are invited to help shape the programme of support to ensure that it meets not only the government's guidelines but also serves to meet common and individual needs of the school's employees. The comments of new and existing staff are welcomed, to help shape future induction procedures.

It is the school's aim that staff enjoy their time at the school, find it stimulating and worthwhile and feel that they are members of a successful and hardworking team. The school aims to enable staff to achieve a high standard of performance within the shortest possible time and to be familiar with the targets and objectives of the school development plan. The school's induction procedures are designed to help to make this happen. The school recognises that pupils achieve most from a well-informed, highly motivated staff. New staff will be supported during their induction period, which will vary according to the role and experience of each member of staff.

The aim of this induction policy is to ensure that the induction programme covers all the required topics and enables new staff to assimilate information about the school and its working practices as quickly and easily as possible. The induction programme should enable new staff to contribute to the maintenance of high standards of performance and support strongly the aims and ethos of the school.

Induction is the beginning of a process of ongoing professional development, to which the school is thoroughly committed. This includes the provision of support, training, appraisal and opportunities for career development.

The specific aims of the school's induction of new staff are:

- To ensure an understanding of the school's aims and ethos and how they impact on the implementation of school policy
- To provide the individual with relevant school information.
- To ensure effective implementation of school policies and procedures
- To ensure an understanding of safeguarding, both in terms of national requirements and also their implementation in the school
- To ensure implementation of the school's health and safety routines and requirements
- To identify the role the individual will play within the school.
- To learn more about the individual and his or her immediate long term professional needs and aspirations.
- To explain what the school can and will do to help the individual make an effective contribution to the school.

Induction Responsibilities

Although the new member of staff will meet with the Business and Operations Manager as well as the Deputy Head, it is the Deputy Head's overall responsibility to ensure each new member of staff receives his or her induction entitlement. Each new member of staff is assigned an induction mentor to help them accomplish the requirements of the job. Mentors will be chosen in relation to the nature of the appointment. All staff share a corporate responsibility towards new members of staff to make them aware of day-to-day routines and procedures. It is in everybody's interest that each member of staff is able to contribute towards the fulfilment of our school aims.

Mentoring is the support, advice and guidance provided for colleagues to enable the development their expertise in their new role in order to become a confident team member.

Allocation of mentors will generally be according to the following table:

New staff member	Allocated mentor
NQT	NQT Induction Mentor
Experienced teacher	Teacher mentor
Early Years Staff	Head of EYFS
Teaching Assistant	Teacher mentor
Deputy Head	Head
Catering staff	Catering Manager
Office Staff	Business and Operations Manager

Induction Pathway

The following describes what new staff can normally expect by way of induction. All new teaching and non-teaching staff will participate in the school's induction process. The level of support provided will be tailored to the new member of staff's role within the school and prior knowledge and experience and will be agreed during induction.

The milestones of induction include:

From application for the post until immediately prior to starting:

- Receipt of job description and person specification
- Receipt of details of school's aims and ethos
- Gain an understanding of the post through interview activities
- Agreement of contract and salary
- Familiarisation time in school, where possible, for teaching staff, spending time in school with future class
- Handover from previous post holder
- Meeting with a senior member of staff to discuss role and duties
- Informal opportunity to meet staff and pupils
- Completion of pre-appointment documentation
- Undertaking and additional training requirements, which may include safeguarding, first aid and food handling
- Information on additional expectations, including attendance at parent consultation meetings, evening and weekend events and functions, residential trips etc.
- Information on school dress code for staff

Immediately prior to starting:

Before taking up the post (and during the previous term if possible), meetings will be held in school with the Deputy Head who is Head of Pastoral Care, Business and Operations Manager and allocated Mentor (Staff Induction 1).

The purposes of the meeting with the **Deputy Head** are:

- ✚ To discuss (and sign where appropriate)
 - Safeguarding, (including e-safety, mobile phones and cameras, use of reasonable force) which will include an explanation of the systems to support Safeguarding
 - Safeguarding summary leaflet

- Part 1 (at least) of Keeping Children Safe in Education 2016
- Whistleblowing
- ✚ to discuss the Behaviour Policy's aims and how it is applied
- ✚ to sign that the new member of staff has read, understood and agrees with the school's DSP and all relevant documentation including the Anti-Bullying Policy
- ✚ to impart relevant updates on policy and procedure including
 - Equality policy

By the end of the first week:

- Further discussion to confirm understanding of school policies
- New member of staff signs to confirm having read and understood relevant school policies, always to include:
 - Safeguarding Policy
 - Part 1 of Keeping Children Safe In Education 2016
 - Health and safety policy

The purposes of the meeting with the **Business and Operations Manager** are:

- ✚ Receipt of the school's employment manual and staff code of conduct
- ✚ Receipt of information about teaching or other employment activities
- ✚ Receipt of contact details
- ✚ to view and have reference to a Staff Handbook
- ✚ to be clear about how the school maintains a safe working environment with reference to the Health and Safety policy and related documentation including Risk Assessments
- ✚ to impart relevant updates on policy and procedure including
 - Educational Visits
 - Risk assessment
 - Critical Incident
 - Health and Safety and accident reporting procedures
 - Fire prevention, fire safety and fire evacuation procedures
 - First aid procedures and the procedures for the administration of medication
 - Who to report to with a problem or complaint
 - school security procedures
- ✚ Information on general topics, including
 - Member of staff's school email address and intranet log-in details
 - Door codes and security information
 - Catering arrangements
 - Staff toilets and provision for storing personal belongings
 - Protective clothing and personal equipment, where the role requires this
 - Car parking and on-site vehicle movement

The purposes of the meeting with the **Mentor** are:

- ✚ to receive information about the Induction procedure thereafter
- ✚ to begin to build a relationship which allows the new member of staff to feel a part of the team quickly and easily
- ✚ to impart relevant updates on policy and procedure including
 - Curriculum, Teaching & Learning and Assessment
- ✚ to plan a diary of meetings discussed and arranged (Staff Induction 1 form to be used)
- ✚ to share information about duties and assemblies
- ✚ to share information, as required, on any pupils with particular SEND issues or medical and dietary requirements

For Teachers and Teaching Assistants, a recorded programme of support and observation by and of the new member of staff will then ensue as follows:

- a. a series of meetings between mentor and new member of staff (Staff Induction 2), the frequency of these to be decided jointly by new member of staff and Mentor;
- b. a meeting in Week 3 with the Mentor during which observed lessons are to be arranged (Staff Induction 3);

- c. a questionnaire, observation and meeting with the Head before the end of the first term (Staff Induction 4);
 - d. a continued programme of observation in the second and third terms.
2. The End of Induction Period is marked by the completion of a self-evaluation and a meeting with the Head to record areas of strength and those for development in the second year (Staff Induction 4).
 3. Full Professional Development Review takes place annually (see Appraisal policy)

Induction of Newly Qualified Teachers (NQTs)

At Weston Green we recognise that the first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. Our school's induction process ensures the appropriate guidance, support and training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme. Each NQT is registered with ISTiP (Independent Schools' Teacher Induction Programme) who regulate the Induction programme.

Purpose

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of NQTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the NQT.
- to provide appropriate counselling and support through the role of an identified mentor.
- to provide NQTs with examples of good practice.
- to help NQTs form good relationships with all members of the school community.
- to encourage reflection on their own and observed practice.
- to provide opportunities to recognise and celebrate good practice.
- to provide opportunities to identify areas for development.
- to help NQTs to develop an overview of a teacher's roles and responsibilities.
- to provide a foundation for longer-term professional development.
- to help NQTs meet all the core standards.

Roles and Responsibilities

Bellevue

Bellevue will be fully aware of the contents of Guidance to the Law DfES/0458/2003 which sets out the school's responsibility to provide the necessary monitoring, support and assessment for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The Headteacher

The headteacher plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme will be delegated to an induction tutor, the head teacher will also observe each NQT at least once each term. Statutory responsibilities are as follows:

- ensuring an appropriate induction programme is set up.
- recommending to the LEA whether an NQT has met the requirements for satisfactory completion of the induction period (through ISTiP).

While the head may not delegate these responsibilities, many of the associated tasks will be carried out by an induction tutor or other suitably experienced colleague. In addition to the statutory requirements the head teacher will:

- observe and give written warnings to an NQT at risk of failing to meet the required standards.

- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

Induction Mentor

The principal requirement for the NQT induction tutor is to be responsible for the overall management of initiating NQTs into the teaching profession and into Weston Green's systems and structures. It requires not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of NQT performance. The mentor will contribute to the judgements about the progress against the core standards. This is likely to be the Head or Deputy Head. It is possible that these responsibilities will be shared between 2 people, one of whom will focus upon settling the NQT into his/her post and the other will oversee the requirement of meeting the NQT standards and reporting to / liaising with ISTiP.

Entitlement

Our induction programme ensures that new teachers and teaching assistants are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS).

The key aspects of the induction programme for NQTs at Weston Green are as follows:

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post if full-time or at a later date if part-time.
- Structured visits to the school prior to taking up appointment with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these.
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with mentor, senior managers, subject coordinators and other key staff where appropriate.
- Time and regular opportunities to meet with other NQTs and teachers who have recently completed their induction programme, where possible and appropriate.
- Observe experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload. This time is used for participating in the school's induction programme.
- Have teaching observed by experienced colleagues.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.
- Opportunities for further professional development based on agreed targets.

Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DFES guidelines on NQT induction.

Assessment & Quality Assurance

The assessment of NQTs will be rigorous and objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the NQT's development in order to gain a reliable overall view.
- Opportunities will be created for NQTs to gain experience and expertise in self-assessment.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the NQT concerned.
- Termly reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement,
 - targets for coming term

- support to be provided by the school

At risk procedures

If any NQT encounters difficulties with meeting the NQT standards, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the NQT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure will be given and the school's concerns communicated to the LA and/or ISTiP without delay.

Where an NQT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Head/LA adviser will support the induction tutor and NQT in observations and planning an appropriate programme to ensure satisfactory completion of the NQT year and that all steps have been taken to improve the situation.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the NQT should raise concerns with the named LA/ISTiP contact.

This policy is based on and follows the guidance and statutory requirements set out in DfES/0458/2003 The Induction Period For Newly Qualified Teachers.

**Individual Record of Induction period
Weston Green School**

Induction Programme for New Teachers (1)

Initial Meeting between the new staff member and the Head/Head of Department and Mentor:

Staff Member: _____

Mentor: _____

Head: _____

Date: _____

The purpose of the meeting is:

- to receive information about teaching or other employment activities
- to receive contact details
- to receive a Staff Handbook
- to discuss the Code of Conduct's aims and how it is applied
- to sign that the new member of staff has read and understood the school's Code of Conduct and all other relevant documentation
- to receive information about the Induction procedure thereafter

AOB

Signed:

**Individual Record of Induction period
Weston Green School**

Induction Programme for New Teachers (2)

Weekly Meeting between the new staff member and the Mentor:

Staff member: _____

Mentor: _____

Date: _____

Initial expectations

Reflection on start of term arrangements

Pupils

Parents

Meetings

AOB / Problems / Concerns

Signed:

**Individual Record of Induction period
Weston Green School**

Induction Programme for New Teachers (3)
Week Three Meeting between the new staff member and Mentor:

Staff member: _____

Mentor: _____

Date: _____

Further Reflections

Arrangements for observation of new staff member

Name	Observers		1/2	Observers	

Arrangements for observation by new staff member

Name	Observers		1/2	Observers	

Staff career development Record

A0B/Problems/Concerns

Signed:

**Individual Record of Induction period
Weston Green School**

Induction programme for new teachers (4)

Staff member:

Date:

Areas reviewed:

Area	Reviewer	Completed

Other Contributions:

Observation Record:

Observation of	Date:	Focus or comments
Observed by	Date:	Focus or comments

SELF ASSESSMENT

Areas that have gone well:

Areas that could have gone better:

PTO for record of discussion with the Headmaster:

**Individual Record of Induction period
Weston Green School**

Meeting between HM and _____ Date: _____

Summary:

Areas that have gone well:

Areas for Professional Development:

Professional Development Plan	To be monitored by:	Timescale:
Areas of 'Good Practice':		

AOB / Problems / Concerns

Signed Staff member:
Head Teacher:

Date:

**Individual Record of Induction period
Weston Green School**

Induction Programme for New Teaching Assistants (1)

Initial Meeting(s) between the new staff member and the Deputy Head, Mentor and Business Manager:

Staff Member: _____

Mentor: _____

Head: _____

Date: _____

The purpose of the meeting is:

- to receive information about teaching or other employment activities
- to receive contact details
- to have access to a Staff Handbook
- to discuss with the Deputy Head the school's expectations when working with children
- to sign the Safer Working Agreement and other relevant documentation (eg Anti-Bullying Policy)
- to receive information about the Induction procedure thereafter

AOB

**Individual Record of Induction period
Weston Green School**

Induction Programme for New Teaching Assistants (2)

Meeting between the new staff member and the Mentor (by the end of week 3):

Staff member: _____

Mentor: _____

Date: _____

Initial expectations

Reflection on start of term arrangements and settling in

Pupils

Parents

Arrangements for observation of new teaching assistant

Time and date	Observer(s)

Arrangements for observation by new teaching assistant

Time and date	Observer(s)

A0B/Problems/Concerns

Signed:

Individual Record of Induction period
Weston Green School

Induction Programme for New Teaching Assistants (3)

Week Five Meeting between the new TA and Mentor:

Staff member: _____

Mentor: _____

Date: _____

Further Reflections

Arrangements for observation of new teaching assistant

Name	Observers		1/2	Observers	

Arrangements for observation by new teaching assistant

Name	Observers		1/2	Observers	

A0B/Problems/Concerns

Signed:

(TA)

(Mentor)

**Individual Record of Induction period
Weston Green School**

Induction programme for new teaching assistant (4)

By the end of week 6

Teaching Assistant:

Date:

Areas reviewed:

Area	Comment

Other Contributions:

Observation Record:

Observation of TA	Date:	Focus or comments
Observed by	Date:	Focus or comments

SELF ASSESSMENT

Areas that have gone well:

Areas that could have gone better:

Signed:

(TA)

(Mentor)

**Individual Record of Induction period
Weston Green School**

Meeting between HM and _____ Date: _____

Summary:

Areas that have gone well:

Areas for Professional Development:

Areas of 'Good Practice':
Areas for development

AOB / Problems / Concerns

Signed:

(TA)

(Head Teacher)

Date:

Checklist for Meeting with Business Manager

Receipt of the school's employment manual and staff code of conduct	
Receipt of information about teaching or other employment activities	
Receipt of contact details	
Have reference to a Staff Handbook	
Known how the school maintains a safe working environment with reference to the Health and Safety policy and related documentation including Risk Assessments	
Receipt of relevant updates on policy and procedure including <ul style="list-style-type: none"> ○ Educational Visits ○ Risk assessment ○ Critical Incident 	
Health and Safety and accident reporting procedures	
Fire prevention, fire safety and fire evacuation procedures	
First aid procedures and the procedures for the administration of medication	
Who to report to with a problem or complaint	
School security procedures	
Information on general topics, including:	
Member of staff's school email address and intranet log-in details	
Door codes and security information	
Catering arrangements	
Staff toilets and provision for storing personal belongings	
Protective clothing and personal equipment, where the role requires this	
Car parking and on-site vehicle movement	