

Induction of staff and NQTs

Alameda Middle School



Inspire – Achieve – Excel

POLICY STATUS	
Related Policies:	Teaching and Learning Behaviour and Motivation Attendance Safeguarding
	Review every three years
Reviewing Body:	Full Governing Body
Review on:	July 2021 unless there should there be any changes to the statutory requirements.
Date:	July 2018
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Rationale

At Alameda, we recognise that staff are our most valuable resource in providing the very best outcomes for all pupils.

This first section of this policy is applicable to all staff joining the school other than Newly Qualified Teachers. The second section of this policy refers to the induction of Newly Qualified Teachers. Achievement of our vision depends on recruiting and developing high quality staff. Integral to this objective is the need to provide a framework for the effective induction of newly appointed staff and those who are promoted, transferred or have been off work for a long period. This policy outlines the broad principles that will govern our approach to the induction of staff and supports our Professional Learning Programme. It also provides guidance for the Headteacher (or the nominated management representative), to ensure that new staff members are provided with effective support so that they can fully meet the requirements of their job. The Headteacher may wish to delegate line management responsibilities to their nominated management representative and, in such cases, any reference to Headteacher in this policy should be taken as being the nominated management representative.

Aims

The aim of the Induction Policy is to ensure that all new starters:

- Contribute effectively to raising achievement
- Understand how the school operates, and the expectations placed on all staff.
- Understand the School Development Plan and how their role fits in with their respective team, and the school as a whole.
- Understand their objectives for the performance year.
- Understand the school's commitment to safeguarding and the related policies and procedures.
- Understand the Health and Safety obligations of staff members and the employer.
- Achieve and continue to develop the levels of knowledge and standards of professional competence necessary to maintain and improve standards in schools.
- Receive the necessary support and guidance.
- Are provided with time for discussion and reflection with colleagues.
- Participate in relevant INSET activities to allow continued Professional Learning

Principles

At the school, we believe that effective induction is one of the best ways to welcome and integrate new members of staff into the organisation, thereby ensuring that they settle in and are able to work effectively and efficiently as quickly as possible. Induction to the school takes place at a number of levels and involves contributions from a range of people/agencies

There is a named **Senior Mentor** who acts as co-ordinator and manager of the Induction programme for all staff. In addition, incoming staff are paired with an Induction Partner who is there to support members of staff in their induction into the school by being approachable for any general questions on policy and procedures of the school.

All staff have a role to play in the successful induction of new staff, be it in a formal or informal manner. The Line Manager is responsible for going through specific responsibilities and duties associated with the role.

The school provides all staff with a Staff Handbook containing all necessary information about the school which should be referred to at all times as a working document. A detailed Induction Pack document

will also be issued and referred to throughout the Induction Period. The Induction Pack contains information in addition to the Staff Handbook such as

For newly appointed members of the Leadership Team & Middle Leaders, a School Improvement Cycle that outlines an overview of annual key tasks will be shared.

Whole school policy documents are available on the shared staff drive and must be referred to during the Induction period.

Roles and Responsibilities

Our existing staff and post-holders have a key role to play in induction and are accountable for specific aspects of induction.

Headteacher (or nominated representative)

It is the Headteacher's responsibility to ensure that an effective induction takes place for any new member of staff or staff new to a role. The Senior Mentor will be accountable for the member of staff concerned, from the pre-employment stage through to greeting on the first day and ensuring all areas on the Induction Checklist are covered and understood by the end of the Probation period.

Senior Mentors

The senior mentors may include the business manager for non- curriculum based support staff, the mentor for the NQTs, the SENDCO for teaching assistants.

The Senior Mentor has responsibility for, but may appoint others for specific tasks/support:

- Liaising with the Business Manager officer to arrange a meeting with new staff joining the school
- Overseeing the induction and support provided through Faculties/Year Teams/Line Management/other staff or agencies.
- Managing and organising the whole school systems of support, in consultation with the Business Manager.
- Providing guidance on professional matters and professional behaviour.
- Sharing safeguarding strategies and expectations.
- Giving an overview of "who is who" at the school.
- Providing detailed information about the school including all relevant documentation and answering any questions that arise from the Induction Pack.
- Providing guidance with respect to registration procedures and expectations of pupils in their Collective Time.
- Familiarising Teachers/Teaching Assistants with relevant aspects of school policy relating to attendance, punctuality, detentions, lunchtimes and school uniform (et al).
- Ensuring all relevant colleagues are giving appropriate support and guidance with respect to ensure a successful induction.
- Encouraging reflection and development in new teachers.
- Organising lesson observation early in the term for new teachers and Teaching Assistants.

Business Manager

The Business Manager is conversant with the Induction Policy and Procedures and will be able to provide advice and guidance where necessary. The Business Manager will:

- Ensure the steps on the Induction Checklist are followed and monitored in liaison with the Mentor
- Issue an Induction Pack booklet on the first day of employment, or induction day, if prior to the start of employment.
- Will ensure the relevant overview or checklist of specific points is issued to the Mentor/Line Manager (Appendix 1 Staff induction checklist)

Subject Leader

There should be regular timetabled meetings with the Teacher or Teaching Assistant new to the school for support and updating information relating to the subject area and school policy. The SL is the key induction lead for staff in their department and should ensure that new members of staff joining their department understand the school's expectations with regards to the quality of learning, teaching and assessment. Some aspects of the induction could be delegated to a named TLR (Teaching and Learning Responsibility) holder but remains the responsibility of the SL for ensuring it is implemented. The Subject Leader has responsibility:

- To introduce the Teacher/Teaching Assistant entering the school to other colleagues in the Department.
- To provide Department/Department Handbook and/or relevant documentation including syllabi and schemes of work.
- To share expectations regarding the assessment of pupils' work and home learning, record keeping, profiles and examination preparation.
- To explain strategies used to monitor progress
- To guide and advise about the organisation and planning of lessons/schemes of learning, if appropriate.
- To explain the implementation of homework
- To share systems used to track data and pupil progress
- To observe lessons taught in all years.
- To be the first support network with respect to Behaviour for Learning.
- To encourage involvement in Department policy and decision making.
- To provide focused support and guidance regarding school wide systems for ensuring outstanding achievement for all pupils with a particular focus on pupils that are vulnerable to underachievement e.g. SEND, Pupil Premium.
- To provide an opportunity for a teacher/Teaching Assistant entering the school to discuss concerns.

SENDCO

Support Staff Team Leaders have a role to play in ensuring **all** new staff are made aware of the support that is available to them and how they are able to access it.

SENDCO will have a more specific role to play in the induction of newly appointed staff in their area by ensuring they are made aware of their role and responsibilities. This will be done as part of the induction process. Other leaders may be called upon for providing any on the job training that may be needed for a new member of support staff in their area. A training programme should be discussed with the Mentor or the Business Manager.

New member of staff/staff new to the role

The new member of staff, or staff member new to a role, must ensure that they fully participate in the Induction Process and work with the Headteacher or Mentor to complete all the requirements listed on the Induction Checklist.

Programme of Induction Activities

For support staff joining the school, the first day will be devoted to Induction. Reference to the Probationary Period Policy must be made for support staff during this time.

Teachers joining the school at the beginning of an academic year will, wherever possible, spend a day visiting the Department or pastoral teams in advance of their taking up post. This familiarisation day will include meetings with the Mentor, the Business Manager, the Head of Department, Year Leader and 'Induction Partner' and members of the Leadership Team. There will also be a staff training day(s) at the beginning of September. The Induction programme on these days will include familiarisation with routines, procedures and policies in existence and introduction to new policies.

Teachers arriving mid-term will not have the benefit of the Induction in September and it is therefore essential that the meetings with key staff mentioned form a focus of the Induction once in post. Teachers arriving mid-term will, whenever possible, be taken off timetable for the first day in order to complete a thorough and robust induction day prior to taking up teaching responsibilities.

During the first and second half-terms in post, there will be line management meetings with the appropriate YL or SL. There is an induction programme for NQTs and other new Teachers/Teaching Assistants are invited to relevant sessions in order to obtain more detailed information eg behaviour expectations. It is expected that there will be more informal support sessions during this time if the incoming teacher seeks assistance or support. In addition, the Teacher new to the school should be paired with an 'Induction Partner' for peer group support.

The Induction Checklist makes reference to when meetings should be held.

Incoming staff will be involved in all school based INSET activities and are actively encouraged to get involved with as many extra-curricular activities (enrichment and intervention clubs, performances and assemblies) as they can, to expand the whole school experience.

Induction for Incoming Middle Leaders

In addition to the induction outlined above, Middle Leaders new to the school will be paired with another Middle Leader sharing similar responsibilities. Specific detailed task lists (see Appendices) will be provided for new middle leaders and these should be considered and discussed at Line Management Meetings with the appropriate Line Manager to ensure clarity of procedures and support generally. Information will be shared with them that outlines an overview of annual key tasks.

Meetings will be arranged with appropriate personnel to ensure thorough understanding of relevant procedures and policies. This programme will be co-ordinated by the Senior Mentor responsible for Induction and the Business Manager.

Induction for Incoming Senior leaders

In addition to the relevant induction outline above, Leadership Team members will be paired with another Leadership Team member. The Headteacher will meet with the new Leadership Team member at the start of their appointment to provide the necessary induction. Clarification of roles, duties and procedures will be given at that meeting as well as an overview of annual key tasks and accountabilities.

Induction for NQTs (Newly Qualified Teacher)

Rationale

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Our school's induction process ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.

This programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Aims

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 NQTs;
- 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 and stakeholders;
- to help NQTs become aware of the school's role in the local 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 perform satisfactorily against the Teachers' Standards.

The whole staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

NQTs should be supported so they can:

- Consolidate and extend work covered in class or prepare for new learning activities
- Develop research skills
- Have an opportunity for independent work
- Show progress and understanding
- Provide feedback in the evaluation of teaching
- Engage parental co-operation and support
- Support communication for home school dialogue.

Roles and Responsibility

The Governing Body

The Governing Body will be fully aware of the contents of the DfE's Statutory guidance on induction for newly qualified teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments 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 school's Induction Tutor is Julie Barrows.

The Governor with responsibility for NQTs is Sarah Hall

The Headteacher

The Headteacher at the school 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 has been delegated to an Induction Tutor, the Headteacher will also observe each NQT at least once each term. Statutory responsibilities are:

- ensuring an appropriate Induction Programme is set up;
- recommending to the Appropriate Body whether or not an NQT has performed satisfactorily against the Teachers' Standards for the completion of induction.

While the Headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by an Induction Tutor or other suitably experienced colleagues. In addition to the statutory requirements the Headteacher will:

- observe and give written warnings to an NQT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately;
- keep the Governing Body aware and up to date about induction arrangements and the results of formal assessment meetings.

Induction Tutor

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 our school's systems and structures. It entails 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, opportunities to participate in additional support, e.g. Professional Study Groups, providing support and guidance and the rigorous but fair assessment of the NQT's performance.

Entitlement

The Newly Qualified Teacher should be proactive in his/her own career development. However, our Induction Programme ensures that new teachers are provided with 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 the school are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis.
- Structured visits will be made 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
- 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.
- 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 and is in addition to the statutory 10% non-contact time already allocated to teachers.
- Have teaching observed by experience colleagues on a regular basis.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate.
- 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 DfE's guidelines on NQT induction.

Assessment & Quality Assurance

The assessment of NQTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance.
- Formative assessment (e.g. lesson observation, target setting, pupil progress) 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-evaluation.
- The Induction Tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the NQT concerned.
- Termly assessment reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement,
 - targets for coming term (i.e. 'smart' targets)
 - support to be provided by the school

(All of the above will be clearly referenced to the Teachers' Standards)

At Risk Procedures

If any NQT encounters difficulties in their performance against the Teachers' 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 Appropriate Body 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 Headteacher/Appropriate Body's 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. The NQT must be made aware of any concerns, at all stages, throughout the induction process.

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 Appropriate Body contact. Details are included in The Essential Guide to Induction.

This policy is based on and follows the guidance and statutory requirements set out in <http://www.education.gov.uk/b0066959/nqt-induction> - 'Statutory guidance on induction for newly qualified teachers (England)'.

Date ratified by Governors: **Date:**

Governor signature

Review date: July 2021 unless there should there be any changes to the statutory requirements.