



The Robert Carre Trust

Staff Induction Policy

The Robert Carre Trust believes that it is important that, once a new member of staff has been appointed, they follow an induction procedure. Consequently all teaching, support and temporary staff receive an induction training programme appropriate to the post being filled. The staff responsible for Continuous Personal Professional Development (CPPD) are the Assistant Head (CPPD) and the ITT/NQT manager. They are responsible for the co-ordination of this programme for all categories of staff and they also have responsibility for the induction of newly qualified teachers. The programme will run for the first two terms of the person's appointment. On completion of this period a check-list will be signed and dated by the co-ordinator and the new member of staff. All teaching staff will be offered a one-day induction programme before taking up the appointment. Support staff will be offered an induction programme applicable to their specific role. All staff will be involved in a whole school induction programme.

Teaching Staff

All staff should be briefed by their Line Manger, as soon as possible after their appointment, on issues relating to their appointment. This briefing should include detailed information relating to curriculum departmental policies, resources and procedures that relate to their specific subject area.

All staff should also have meetings with relevant senior staff. This will be, generally, organised on an annual basis and will take place prior to the commencement of the autumn term.

The programme should include:

- Briefing by the Executive Headteacher/Head of School;
- Curriculum Policy;
- Induction on key policies (Behaviour, Learning and Teaching, Homework, Assessments);
- Health and Safety Induction;
- Attendance/absence information;
- SEN;
- Teacher Standards
- Roles and responsibilities;
- A guide through the staff handbook;
- Learning Resource Centre;
- Line management procedures;
- Pastoral system.

During the course of the year an induction programme should be organised that includes:

- Performance Management;
- Reports, report writing and Parents' Evenings;
- Educational visits organisation;
- The role of governors;
- Professional development programme;
- Target setting, monitoring and evaluation.

Newly Qualified Teachers (see separate section below)

All Staff

Emergency Evacuation

In the event of an emergency situation such as a bomb alert or fire, break the nearest fire point or notify the school office immediately and alert your colleagues. The fire alarm will then be sounded, and you should immediately proceed to the nearest fire exit following the signs and notices in your work area. You should familiarise yourself with these procedures and evacuation route from your work area. As part of your job, you may be allocated a role or emergency post to assist in these proceedings, follow the instructions you are given in such an event. The emergency evacuation procedures are displayed in all rooms and will be fully explained during the induction day.

ICT

If your duties involve using a computer, the Systems Manager will set up your workstation and allocate you a username and password. All staff are required to ensure that they comply with the Data Protection Act.

Associated Policies

This policy should be read in conjunction with the Robert Carre Trust Policies:

- Leave of Absence Policy
- Sickness Absence Policy
- ICT Acceptable Use Policy
- Health and Safety Policy
- Critical Incident Management Policy

All policies are available to view via the school website or from the Headteacher's PA.

On completion of the induction process appendix 1 should be completed and passed to the Head of School. It will be stored in the staff member's personnel file.

Induction of New Governors

An induction programme for new Governors is in place and a Handbook is available. The induction process will include:

- visit to school to include tour and visit to staff room;
- meeting with the Link Governor regarding training needs;
- meeting with the Chairman to explain committee structure, terms of reference etc.;
- induction course;
- organisation of first meeting;
- skills interest assessment;
- assessment of future development needs.

The NQT Induction Policy

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. The Robert Carre Trust 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.

Purposes

The Robert Carre Trust 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 and stakeholders.
- to help NQTs become aware of the role in the local community that The Robert Carre Trust and the school they are based in, play.
- 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 teachers' roles and responsibilities.
- to provide a foundation for longer-term professional development.
- to help NQTs meet all the induction standards.

This policy reflects a structured approach to teacher induction that the Robert Carre Trust and the base school will provide, and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Roles and Responsibilities

The Executive Headteacher

The Executive Headteacher will be fully aware of the contents of Guidance to the Law DfE-00090-2013 which sets out the school's responsibility to provide the necessary monitoring, support and assessment for NQTs. The Executive Headteacher will be kept aware and up to date about induction arrangements and the results of formal assessment meetings. They will also so be made aware of any NQT who is in danger of not meeting the required teaching standards to successfully complete their NQT Induction period.

The Executive Headteacher should also:

- be satisfied that the base school has the capacity to support the NQT;
- ensure the Head of School is fulfilling their responsibility to meet the requirements of a suitable post for induction.

The Head of School

The Headteacher at the base school of the NQT 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 their statutory responsibilities are:

- ensuring an appropriate induction programme is set up
- recommending to the DfE whether an NQT has met the requirements for satisfactory completion of the induction period
- observing and giving written warnings to an NQT at risk of failing to meet the required standards.
- keeping the Executive Headteacher aware and up to date about induction arrangements and the results of formal assessment meetings

While the Headteacher may not delegate the above responsibilities, many of the associated tasks will be carried out by an Induction Tutor or other suitably experienced colleague.

The Induction Tutor

The Induction Tutor for the base school of the NQT will be decided upon by the Head of School.

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 the Robert Carre Trust 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:

- Providing, or coordinating, guidance and effective support including coaching and mentoring for the NQT's profession development (with the appropriate body where necessary);
- responsibility for writing the formal assessments for the NQT at Assessment Points 1, 2 and 3.
- Carrying out regular progress reviews throughout the induction period. The Induction Tutor will observe the NQT at least three times in the induction period.
- Informing the NQT during the assessment meeting of the judgements to be recorded in the formal assessment record and inviting the NQT to add their comments;
- Ensuring that the NQT's teaching is observed and feedback provided;
- Taking prompt, appropriate action if an NQT appears to be having difficulties.

Mentor

In addition to the Induction Tutor, who has the responsibility for the writing of the formal assessments of the NQT, a Mentor is appointed to provide ongoing support on a daily basis. Mentors should:

- meet formally with the NQT once a week for discussion and action planning and a record of these meetings should be kept;
- observe the NQT at least three times during induction period, or appoint other appropriate members of the department if this is not possible.
- contribute to the judgments about the progress against the Teacher Standards.

- keep the Induction Tutor informed of the progress the NQT is making towards completing their induction period; including any concerns they might have about the NQT's ability to meet the Teacher Standards.

The Induction Programme Entitlement

Our induction programme ensures that new teachers 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 in The Trust are as follows:

- Access to an induction programme that will commence upon appointment;
- 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;
- Meetings with mentor, senior managers, subject leaders and other key staff where appropriate;
- Observation where deemed appropriate of experienced colleagues' teaching from both base school and across the Trust;
- A reduction of 10% of the average teacher's workload;
- Opportunities to work in supportive coaching partnerships;
- Lesson observations by experienced colleagues;
- Prompt written as well as oral feedback on the teaching observed and advice as necessary;
- Attendance at meetings of NQTs arranged by the appropriate registration body;
- Opportunities for further professional development/courses based on agreed targets.

Lesson Observation, Reviewing and Target-setting

An NQT's teaching should be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the NQT's teaching practice, conduct and efficiency against the relevant standards. Consequently, the NQT should be expected to be observed at least three times formally, throughout the school year. Observations of the NQT may be undertaken by the Induction Tutor or another suitable person (Mentor) who holds QTS from inside or outside the institution.

The NQT and the observer should meet to review any teaching that has been observed. Feedback should be prompt and constructive (within five working days). Arrangements for review meetings should be made in advance and a brief written record made on each occasion. It should indicate where any development needs have been identified.

Assessment and Quality Assurance

- The Induction Tutor should review the NQTs progress at frequent intervals throughout the induction period. Reviews should be informed by evidence of the NQTs teaching. Objectives should be reviewed and revised in relation to the

relevant standards and the needs and strengths of the individual NQT. The NQT should record evidence of progress towards objectives and agreed steps to support them in meeting their objectives. Evidence should come from practice.

- The assessment of NQTs will be rigorous but also objective. NQTs should have formal assessments carried out by either the Headteacher/principal or the Induction Tutor. These could be undertaken on a termly basis so that they have three per year. It is for the base school and the NQT to agree exactly when the assessment dates are set, which should occur as near to the end of each term possible.
- The criteria used for formal assessments will be shared and agreed in advance.
- Evidence used in assessments must be clear and transparent and copies provided to the NQT and appropriate body. 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:
 - a. areas of strength
 - b. areas requiring development
 - c. evidence used to inform judgement
 - d. support to be provided by The Trust or base school.
- Formal assessment meetings should be informed by evidence gathered during the preceding assessment period and drawn from the NQT's work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the relevant standards. NQTs should be kept up to date on their progress. **There should be no surprises.**
- Formal assessment reports should be completed for the first and second assessments. These reports should clearly show assessment of the NQTs performance against the relevant standards at the time of the assessment.
- The final assessment meeting is at the end of the induction period, and will form the basis of the Headteacher's recommendation to the appropriate body as to whether, having completed their induction period, the NQTs performance against the relevant standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment form

At Risk Procedures

If any NQT encounters difficulties with meeting the required 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 registration 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/registration advisor 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 help a failing NQT improve.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the base school in the first instance. Where the school does not resolve them the NQT should raise concerns with the registration provider. The named contact for the year will be advised once the registration body has been decided upon by the Robert Carre Trust.

Completing the Induction Period

An NQT completes their induction period when they have served:

- The full-time equivalent of a standard school year;
- A reduced period based on previous teaching experience;
- An extension to that period, as a consequence of absences occurring during the period; or
- An extension following a decision by the appropriate body or the Appeals Body;

This NQT induction policy is based on and follows the guidance and statutory requirements set out in DFE-00090-2013

Ratified at the meeting of the Board on 12 September 2018

Next Review Due: September 2020 (2 years)



Induction Proforma

Name:

Post:

Line Manager:

Date Appointed:

Start Date:

| Formality | Comments | Date Completed |
|--|----------|----------------|
| Welcome on arrival | | |
| Outstanding recruitment formalities | | |
| Tour of school (including staffroom notice board, pigeon holes and services) | | |
| Staff handbook, school improvement plan and improvement plan priorities | | |
| Job Description and relevant line management information | | |
| Health and Safety instructions/induction including DSE/first aid/fire assembly point | | |
| Skills audit/training needs identified including first aid if applicable | | |
| Timetable (if available at point of induction) | | |
| Outline of school day and related procedures | | |

| | | |
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| Map of the school/travel/parking information | | |
| Staff list with roles | | |
| Internal telephone directory and e-mail list of appropriate contacts | | |
| Computer Systems induction (Log on details, Staff AUP, Vericool registration, photo for lanyard, network and website run through) | | |
| Student Support Services induction | | |
| Lists of School Governors and roles | | |
| Term dates and school calendar | | |
| Introduction to key members of staff | | |
| Staff Code of Conduct | | |
| Induction meetings arranged | | |
| Safeguarding training | | |
| GDPR training | | |
| Diary for probationary review/performance management meetings | | |

Once all items are complete above please sign and date below:

Employee Signature:

Date:

Line Manager Signature:

Date: