



ST PETER'S SCHOOL

STAFF INDUCTION POLICY

Date Reviewed: February 2022

Date of Next Review: February 2024

Reviewer: HR Manager (Rachel Boyall)

Date of ratification by Governing Board (Resources Committee): 24th February 2022

Document Control		
Edition	Issued	Changes from previous
1	Feb 2022	No significant changes
2		Inclusion of duties of Head of Faculty, GDPR reference and other minor wording changes
3		Minor changes to alter NQT to ECTs and to include references to Heads of Faculty

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
This policy links to other school policies on: Health and Safety Safeguarding SEND	Teaching and Learning team HR Manager Head of Faculty Head of Year Student Support Manager Professional Tutor Mentor ECT's SLT Head Teacher

Induction Policy for Associate staff

Induction Policy for Teachers (other than ECTs)

Induction Policy for ECTs s

ASSOCIATE STAFF

A RESPONSIBILITY

An informal mentor appointed by the Head Teacher in consultation with the Senior Leadership Team. The mentor will normally be the line manager.

B AIMS

- To support the employee settle into post
- To provide help and advice in order to cope with new experiences and challenges
- To understand the importance and relevance of the post

How the aims are put into practice

- Support from line manager
- Line manager should brief the employee of the exact nature and scope of their role and how it fits in with the rest of the school
- Full induction process covering Health and Safety, ICT, GDPR and Safeguarding.
- Line manager will listen to any concerns the employee has and make contact with other members of staff, and if needed, resolve such concerns
- Start performance management process within 4 weeks of joining school.

TEACHERS OTHER THAN ECTs

A RESPONSIBILITY

The Teaching and Learning team and Human Resources Manager for the implementation of the school policy.

B AIMS

- To help teachers settle into the school quickly
- To provide help and advice in order to cope with new experiences and challenges

How are these aims put into practice?

- Support from Head of Faculty
- Opportunities to observe lessons and have lessons observed

- Information on school policies and briefings on school procedures by appropriate staff
- Ensure confidentiality concerning staff professional development
- Full induction process covering Health and Safety, ICT and Safeguarding.

C HEADS OF FACULTY

All new teachers will receive support from the relevant Head of Faculty. Although this person is not a mentor, it may be appropriate for the two parties to meet regularly. The new teacher will be part of the performance management cycle. The Teaching and Learning team will oversee this support and where appropriate may involve the new teacher in professional development opportunities.

Heads of Faculty should:

- Provide advice and encouragement
- Provide guidance and reassurance
- Review performance as appropriate

D PRE-POST VISIT

This will be organised by the Teaching and Learning team and should focus on:

- i) Routines and procedures of the school.
- ii) Faculty information, including meeting with HOF
- iii) Written documentation*

*Teachers should be given whole school/department policies, timetable and class lists where possible.

E LESSON OBSERVATION

The Head of Faculty is likely to observe lessons for quality assurance purposes. Other senior staff may request observation opportunities as well as the identified performance management observations.

Observers should ensure:

- the aims/focus are established prior to an observation
- notice of the observation is given and cover arrangements are made
- a 'follow up' discussion is held within 24 hours of the observation
- a written report of the lesson is produced within 48 hours of the observation. This should outline future objectives, and be agreed and signed by the observer and teacher.

F PASTORAL PROCEDURES

Head of Year to inform teacher of pastoral procedures and relevant support.

For September joining staff this should take place on the Autumn term professional day, for staff joining throughout the year this should take place as part of their induction training.

ECTs s

A RESPONSIBILITY

The Professional Tutor for the implementation of the school policy.

B AIMS

- To help teachers settle into the school quickly
- To provide help and advice in order to cope with new experiences
- To help extend teaching skills
- To facilitate rapid and sustained development
- To plan ahead for future career
- To improve recruitment and retention of staff

How are these aims put into practice?

- Support from Head of Faculty
- Provision of trained mentor, with regular meetings
- Opportunities to observe lessons and have lessons observed
- Information on school policies and briefings on school procedures by appropriate staff
- Full induction process covering Health and Safety, ICT and Safeguarding
- Additional protected non-contact as well as protected PPA.
- Ensure confidentiality concerning staff professional development
- Briefings on school procedures by appropriate staff.
- Involvement of a number of staff in the induction of ECTs
- Bespoke CPD package to supplement school wide CPD
- Individualised development plans that are based on final training reports.
- Monitoring and tracking of performance against ECT standards
- Regular meetings with the professional tutor to review progress and access wider range of support.

C MENTORS

ECTs will be assigned a mentor. This will be done by the Professional Tutor in conjunction with the Head of Faculty and will be a teacher with significant experience and whose own teaching practice is very strong.

Mentors should:

- provide advice and encouragement
- provide guidance
- be able to demonstrate good practice
- help select appropriate CPD opportunities for the ECTs
- enlist the help of other staff in the mentoring process
- complete appropriate written reports for the attention of the Professional Tutor and Head Teacher
- ensure regular meetings are held with the ECT *
- oversee the observation programme for ECTs
- write detailed and personalised termly reports that analyse performance against the teaching standards
- raise concerns immediately and identify any support to be provided

*A mentor evidence file will be provided and should be used to collate evidence in relation to the core teaching standards. It is the responsibility of the ECT to provide relevant documentation for review.

D INDUCTION PROGRAMME

The purpose of this programme is to address general educational issues; pastoral care and administration matters not dealt with by the mentor.

Pre-post Visit

This will be organised by the Professional Tutor and is usually in June for September starting ECTs and should focus on:

- i) Routines and procedures of the school
- ii) Department information, including meeting with HOF
- iii) Written documentation*

*Teachers should be given whole school/department policies, timetable and class lists where possible.

The Induction Programme

The programme will be organised and delivered by the Professional Tutor. Where appropriate other staff may be involved in the delivery of specialist information.

The programme will look at topics such as:

Classroom management	Assessment	SEND
Working with parents	Role of Tutor	Data analysis
Planning & delivering	Quality teaching	Observing good practice

E LESSON OBSERVATION

Lessons will be observed once every half term by a member of the Senior Leadership Team (SLT) with responsibility for ECTs or a member of staff delegated e.g. professional Tutor. The subject mentor will carry out additional observations throughout the year. Observations will provide evidence towards the successful completion of core standards and are therefore of high importance.

Observers should ensure:

- the aims/focus are established prior to an observation
- notice of the observation is given and cover arrangements are made
- a 'follow up' discussion is held within 24 hours of the observation
- a written report of the lesson is produced within 48 hours of the observation. This should outline future objectives, and be agreed and signed by the mentor and teacher.

F REVIEWING ECTs PROGRESS

At the end of each term the mentor and ECT should review overall progress. Evidence should be used from: lesson observation, regular meetings, informal meetings and the induction programme.

The ECT should be encouraged to reflect on his/her role, responsibilities and experiences.

Recorded targets should be set for the next term and reviewed in reports two and three.

At appropriate times during the year the mentor should write a report on the ECT which has been negotiated with him/her. The report is to be passed to the Professional Tutor and then to the Head Teacher. The report will be held in school but a copy is also passed to the local authority.