



## Westbourne Primary School Induction Policy

### Rationale

Westbourne Primary School is committed to a culture of continuous improvement. Our main purpose is learning - for both staff and pupils. Through the continuous learning of our staff, the school improves and develops, bringing ever greater benefits for our pupils.

Effective induction is a vital foundation for continuous learning by supporting the effective performance and continuing professional development of all staff new to the school. Induction is a process which starts before a person joins the school and continues through the first year at the school and beyond. Induction is a process which aims to increase the effectiveness of all staff both as individuals and as team members, by ensuring they understand the policies and expectations of the school and by supporting highly effective performance. This policy applies to teaching and support staff. It thus enables them to contribute to the school's vision and goals and to fulfil its guiding principles. All new staff will be expected to contribute to the spirit and life of the school to ensure a conducive environment for learning for all school members, students and staff. New staff may not be familiar with the background of the pupils in schools. Induction will include an introduction to the cultural and religious aspects of the wider school community.

### Purposes

Our induction process will:

- Contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meeting the needs of pupils, parents and the wider community
- Contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective work at the school
- Ensure teachers new to the profession have the best start in their careers and are supported in effective practice.
- Ensure all staff new to the school understand what is expected of them at the school and gain support to achieve those expectations
- Build co-operation between staff of all sections of the school
- Ensure that all staff are valued and recognised as the school's most important asset

### Guidelines

Resources for induction are allocated annually according to the induction needs of staff. Resources will be available for the whole school programme of induction and to meet the needs of specific staff in helping them to meet the standards required by the school.

Induction activity is planned in the context of the school's vision, goals and guiding principles, and national standards for teacher induction and for other specific roles and responsibilities.

## **Management and Organisation of Induction**

The senior leadership team is responsible for the overall management and organisation of induction, including Newly Qualified Teacher Induction across the whole school. This includes a whole school planning and quality assurance role.

The school's designated induction tutors are the deputy head teachers.

## **Newly Qualified Teachers**

For Newly Qualified Teachers the school provides a programme of support, monitoring and assessment. The programme covers general whole school issues and also aims to meet individual NQT's needs.

Induction tutors and mentors will be supported in their role by:

- being provided with information from the LA, TTA and school, relevant to the induction process;
- being offered training provided by the LA on the Role of the Induction Tutor
- having meetings with the senior leadership team who are responsible for the overall induction programme in the school
- having their role as an induction tutor as part of their performance management process
- receiving feedback from the school and from the LA on the quality of their work.

## **School Induction programme for Newly Qualified Teachers (NQTs)**

- All NQTs have a professional responsibility to meet high standards.
- The induction programme at the school consists of support, monitoring and assessment elements and NQTs are expected to engage in the programme.
- The induction tutor/s will allocate a mentor to each newly qualified teacher. This could be a lead teacher or a member of the SLT.
- All NQTs are invited to visit the school before they take up post. They are given an Induction day programme where they meet their induction tutor, pupils, mentors and lead teachers.
- All NQTs are directed to copies of school policies and the school's staff handbook and are expected to develop their understanding of them.
- All NQTs will meet with the Head teacher within their first week in post to discuss their first week's induction period.
- Mentors are responsible for the management of their NQT's induction but may delegate aspects of day to day management to the lead teacher, and will meet with their NQT regularly; normally weekly at the start of induction.
- NQTs will be observed teaching and receive feedback on their strengths and areas for development within the first six weeks. This is normally undertaken by the mentor.
- NQTs use the Career Entry and Development profile as a basis of planning the initial stages of their induction period. Each NQT develops with their mentor their own induction and support programme. The mentor then sets a programme for the NQT each term, reviews progress, set targets, and identifies support strategies with the NQT.
- Three formal assessments will be undertaken during the NQT induction period. These will be documented on forms that are sent to the LA and must be signed by the NQT, Induction tutor/mentor and Head teacher.

- Each NQT has 10% professional development time during their statutory induction period. This is in addition to the teaching and professional development time that other substantive teachers would expect in the school.
- Each NQT has a planned programme to ensure 10% professional development is used to the maximum effect. The induction programme for staff new to teaching is designed to induct them into the profession and into the school.
- Each NQT is expected to maintain a professional record of their induction and professional development and to start to construct a professional development portfolio.
- The induction tutor and school maintains a documented record of the NQTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken.
- NQTs who are not meeting the induction standards or making satisfactory progress towards them will develop with the induction tutor a detailed action plan. The school will increase the support necessary to implement the action plan within the available resources within the school. As appropriate the LA will be involved to ensure the action plan can be implemented.

### **Induction for experienced teaching staff**

- All new staff will be invited to visit the school before they take up post.
- All new experienced staff will be allocated a line manager, normally the lead teacher or deputy head teacher.
- All new experienced staff will be allocated a mentor within the resources available in the school. This will normally be the lead teacher for the year group.
- All new staff will be met on their first day by their mentor / line manager.
- All new staff will be directed to copies of school policies and the school's staff handbook and be expected to develop their understanding of them.
- All new staff will meet with the head teacher within their first week in post to discuss their first week's induction period.
- An induction programme will be provided for new staff and their attendance is expected. This consists of an induction day with mentors and opportunities for new staff meet their pupils.
- New staff will meet with the head teacher during their first week in post to discuss their induction week.
- All new staff will be provided with an explanation of the school's performance management system.

### **Induction of Support Staff**

All support staff will be allocated a line manager. This will normally be a member of the level 3 TA (Teaching Assistant) team. Their line manager and year group TAs will support the new staff member on practices and routines. New support staff will receive an in-depth induction tour of the school, by the school's induction tutor, normally on their first day in post. This will highlight where resources are located and elements of housekeeping and professional expectations. They will be directed to the staff handbook and encouraged to familiarise themselves with the content.

Following the induction period all support staff will enter the performance management programme for the school.

Support staff will be expected to attend the comprehensive training programme provided by school leaders. (This will take place during the school day.)

New support staff will have the opportunity to attend induction training provided by the Local Authority where appropriate.

### **General**

All new staff will meet with the head teacher during their first week in post. There will be subsequent induction meetings during the first, second and third term. These will either be with the head teacher, deputy head teacher or line manager.

Linked policies and documents:

Teaching and Learning Policy

Staff Handbook

School Pay Policy

Staff Attendance Policy

Date ratified by Governing Body: Summer 2011

Date for review: Summer 2014