



Alderman Pounder Infant and Nursery School

Staff Induction Policy

This policy incorporates the following former policies:

- Induction
- Newly Qualified Teachers

Document Owner: Head Teacher

Issue Date: Summer 2017

Version: 1.2

Review frequency: every two years

REVISION HISTORY

Version	Revision Date	Next review due	Summary of Changes (and author)
1.0	Summer 2013	Summer 2015	Policy incorporated (Julie Hemsley)
1.1	Summer 2015	Summer 2017	Minor changes/updates (Sue Ingram) Agreed Resources Committee 15.06.15
1.2	Summer 2017	Summer 2019	Removal of specific roles, governors, staff handbook (J Shelton) Agreed at Resources Committee 15.05.17

Aims

To ensure that every **STAFF** member:

- has the opportunity to assimilate sufficient information and advice to enable him/her to become an effective team member as quickly as possible
- receives a suitable welcome
- is made familiar the policies and procedures of the school
- is enabled to pursue their job effectively
- is aware of Performance Management procedures

Induction of New Staff

Staff appointed to the school will have had the chance to briefly see the school and talk to current staff at the time of their application and/or interview. Such staff will therefore have a slight familiarity with the school. Apart from this, measures specifically taken to ease the induction include:

- further visits to see their new class and meet their teacher colleagues/teaching assistants
- issued with: Class list, Pupil Data (including SEN & medical) Timetables for Hall, PPA, Assessment plus planning documents, School Handbook and induction information for staff
- within 6 weeks of appointment, the HT will carry out an induction including H&S and Safeguarding. Records of induction will be kept within personnel files.

Supply Teaching Staff

School policy is wherever possible to use supply teachers who are familiar with the school, its curriculum, children and routines.

Colleagues in neighbouring classes are charged with the responsibility of seeing to the immediate needs of supply teachers unfamiliar with the school. All new supply teachers will be given a Staff Handbook to read.

Newly Qualified Teachers

The school follows the induction programme for newly qualified teachers as outlined by the Teacher Training Agency (TDA). A programme of support and guidance for NQTs is produced by the LA. In our school the induction programme consists of support, monitoring and assessment elements and NQTs are expected to engage in the programme.

There is a member of the SLT who is a trained mentors for NQTs, having attended induction tutor training.

The induction programme handbook covers:-

- Overview of entitlements for NQTs

- Roles and responsibilities in the induction process
- Overview of the induction process
- Observations of NQTs
- Professional review meetings
- Formal assessment meetings
- Assessment criteria – induction standards
- Collecting data and written evidence
- The role of the LA
- Assessment of NQTs
- The induction programme

Although the induction tutor will manage the programme, the Head Teacher will monitor provision and effectiveness.

All newly qualified teachers are:-

- Invited to visit the school before they take up post
- Allocated an Induction Mentor and are met on their first day by the Head Teacher, their mentor and line manager
- Given access to the school policies and the school's staff handbook and are expected to develop their understanding of them
- Given feedback on their strengths and areas for development.
- Observed teaching during their statutory induction period. This is undertaken by the Induction Mentor, a senior member of staff or an experienced teacher as appropriate (see the NQT induction programme for details)

Induction Mentors are responsible for the day to day management of their NQT's induction, and will meet with their NQT regularly. The Induction Mentor 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 and Head Teacher.

Each NQT has 10% professional development time during their statutory induction period. This is in addition to the PPA 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.

NQTs use the Career Entry and Development profile as a basis of planning the initial stages of their induction.

Each NQT develops with their Induction Mentor their own induction and support plan.

Each NQT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio.

The Induction Mentor 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.

Newly Qualified Teachers who are not meeting the induction standards or making satisfactory progress towards them will develop with the Induction Mentor 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.

Additional Information

Please refer to the following documents:-

- LA Guidance and Support for NQTs
- Supporting Induction for Newly Qualified Teachers (TTA)