



Eversley Primary School Policy on Induction



What is Induction?

Induction is the process by which new members of staff are introduced to the school as smoothly and successfully as possible. More support will be required at the beginning of the induction period, but believe that staff are entitled to continuous support and professional development while in our school. Induction does not only apply to NQTs, but also to experienced teachers, support staff, learning support assistants, teaching assistants, playleaders, parent volunteers and trainees.

A good induction can make a significant difference to the quality of teaching and learning in school. For NQTs, it provides a bridge from initial training to establishing themselves in the profession. By building on their knowledge, skills and achievements, induction helps NQTs to develop effective teaching practice with their new class.

Aims

We believe that a happy staff is central to raising standards in our school. Our aim is to give new members of staff the support they need in order to become competent and reflective practitioners and ensure that they feel valued and able to work as effectively as possible.

The Induction Process

New members of staff are invited to two full days training in school before they commence work at Eversley. During that time staff will be given the opportunity to get to know Eversley in every way possible.

The Induction training includes:

- A welcome from the Headteacher/ Deputy Headteacher
- Learning about the Eversley Values, Vision and Understandings
- The Teaching School – Connect
- The school structure
- The school day
- Communication at Eversley Primary School
- CPD and leave requests
- Attendance and registers
- Health and Safety/Risk assessments
- Safeguarding
- Behaviour at Eversley Primary School
- Working with parents
- The classroom learning environment
- Assessment and monitoring procedures
- The marking and presentation policy
- Teacher profiles

As part of the two day induction training the Induction Co-ordinator will arrange at some time in school for the new staff to have the opportunity to:

- meet other members of staff
- take a tour of the school
- meet their year group colleagues
- look at methods of planning
- meet their class
- look at their classroom
- receive diary dates
- receive a trainee/staff handbook
- ask any questions

Prior to the first term, a new teacher has the opportunity of coming into school, during the holidays if necessary, in order to plan, prepare the classroom etc

Roles and Responsibilities

The Headteacher

- Ensures that each NQT is provided with an appropriate induction programme in line with national arrangements
- Makes a recommendation to the LEA, based on rigorous and fair assessment procedures, as to whether an NQT has met the induction standards
- Ensures that a designated member of staff co-ordinates the induction of new staff

The Governing Body

- Monitors the establishment and implementation of induction arrangements in the school
- Takes into account the school's responsibility to provide the necessary monitoring, support and assessment for NQTs when selecting new staff

The Induction Co-ordinator ensures that new members of staff

- are introduced formally to the rest of the staff
- are clear about their roles and responsibilities
- know who they can talk to about problems or concerns
- are issued with a trainee/staff handbook
- are given opportunities to meet with a designated person at regular intervals during their first year to discuss important issues and clarify points such as planning

The Induction Tutor for NQTs

- is aware of and able to implement the induction requirements
- co-ordinates an effective programme of internal and external training, guidance and support
- liaises and collaborates with all partners in the induction process
- monitors the NQTs progress towards satisfactory completion of induction, gathering evidence for fair and rigorous assessments

- informs the Headteacher about the NQTs progress and contributes to the school's monitoring and evaluation of its induction provision
- ensures the NQT knows and understands the roles and responsibilities of all those involved in their induction
- discusses and reviews, with the NQT, their teaching and progress against their objectives and the induction standards

NQTs

- make their Career Entry Profile available and use this to set objectives
- familiarise themselves with the Induction standards and contribute to the monitoring of their own progress and to the collection of evidence
- participate fully in the induction process
- raise concerns about the content and delivery of their induction programme

The First Term

During the first term, the Induction Co-ordinator ensures that the new member of staff has settled in well and that there are no problems. Regular meetings are arranged to discuss any issues that may arise. If appropriate, the Induction Co-ordinator may observe some lessons and give written or oral feedback, or arrange for another member of staff to do so. TAs, with the agreement of the Headteacher, have the opportunity to attend a 5-day DFE Induction Training course.

Continuing Support

We are aware that although the first term is often the most difficult, it is still important to continue a support network. During the first year and beyond, teachers and TAs are offered the following opportunities;

- attendance at courses organised by the LEA eg. Induction for NQTs and those new to the London Borough of Enfield, teachers in their second year are offered RQT training
- school based INSET on a range of curriculum areas and school issues
- visits to other schools
- working alongside other teachers – planning, teaching, observing
- peer coaching – teaming up with other NQTs in the school to observe each other
- discussions with the Headteacher and senior management both informally and at the annual Professional Development /Performance Management Interview about progress, successes and areas for development

Newly Qualified Teachers

The statutory induction period for NQTs lasts three terms. In addition to the above, and in accordance with regulations, they are entitled to:

- a named Induction Tutor
- a 90% timetable
- an individualised training programme for the 10% release
- a minimum of two observations and two review meetings a term
- half termly objectives set that take account of the areas for development identified in the Career Entry Profile
- a termly meeting to complete the statutory assessment forms

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