



CONWAY PRIMARY SCHOOL

Staff Induction Policy

Approved by:

A white rectangular box containing a handwritten signature in black ink, which appears to be 'John'.

Date: 17th July 2023

Last reviewed on: July 2023

Next review due by: July 2024

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Background

At Conway our priority is to raise standards and improve the quality of education for all our pupils. To achieve this staff need to be well supported and confident in their roles. As such we are committed to delivering a comprehensive induction programme for all new staff in line with the school's values and ethos. We believe that this will ensure that new staff will quickly begin contributing to raising pupil attainment and become an important part of the school community. In addition, we believe our induction programme:

- ❑ Contributes to job satisfaction, personal achievement and successful teamwork
- ❑ Ensures that all staff feel valued and recognised
- ❑ Ensures all staff new to the school understand what is expected of them and they receive the necessary support to meet these expectations
- ❑ Ensures teachers new to the profession have the best possible start to their careers

While there are core elements of the programme we recognise the need to adapt induction to individual needs. This policy is therefore the framework by which we tailor programmes in order to meet the differing requirements of staff joining the school. We value the experience and good practice that new staff bring to Conway and we also feel it is important to harness this past experience within the school to enable us to continue growing as a learning community.

Responsibility for the Policy

The Finance and Personnel Committee own this policy on behalf of the governing body. However, the execution and the day-to-day procedures are delegated to the Headteacher the Unless driven by other factors the committee will review the policy as part of its review schedule.

Induction – When does it begin?

In most cases induction begins before staff take up their post, as applicants are encouraged to visit the school before accepting a position. On joining the school, a new member of staff will be assigned both a line manager and a mentor who will guide them through the early stages of their Conway career. There is no time limit for the mentoring role and it will continue until such time that it is no longer required. In most cases mentoring will be an informal arrangement outside of the management chain. However, in the case of Early Careers Teachers (ECT) this will be a formalised procedure in order to meet national expectations and satisfy individual development needs.

Induction for Experienced Teaching Staff

On arrival the appointed mentor and line manager will welcome the new member of staff. The initial introduction session will cover key elements of the school such as health & safety, safeguarding procedures and general arrangements of school life including the Staff Handbook. Whenever possible the introduction session will include a tour of the school and a welcome by the Headteacher. Soon after this session the mentor and/or line manager will begin to take the new member of staff through the school process and procedures including:

- ❑ The school's aims and objectives
- ❑ Expectations – including attendance and code of conduct
- ❑ Relevant policies including the School Improvement Plan
- ❑ Managing pupil progress including target setting and assessment
- ❑ Schemes of work
- ❑ Resources
- ❑ Performance Management
- ❑ Continuing Professional Development

Early in the induction programme arrangements will be made for the new member of staff to meet with the school's Leadership team on Inclusion. This session will cover relevant issues including SEN, EAL and More able pupils and the school's Behaviour Policy. Arrangements will also be made for the new member of staff to meet with the appropriate subject leaders and members of the Leadership Team.

The induction programme will be reviewed with the line manager after the first half term and then termly until it is agreed that the mentoring programme is no longer required.

Induction for Early Career Teachers

In addition to elements covered in the programme for experienced teacher, all ECTs have a structured two-year support programme including specific CPD. All ECTs are expected to fully engage in the programme in order to maximise their own development and ensure the required level of pupil progress through the growth of their teaching practice. The Induction Tutor will be responsible for the induction programme and supervising progress during the programme. ECTs will be supported by a mentor and monitored by a range of staff. The Induction Tutor and ECT will agree an appropriate induction and development plan. They meet on a regular basis to review progress, set targets, and identify appropriate support strategies. Each ECT is expected to maintain an ongoing record of their professional development and reflections that will allow

them to evidence their meeting of the Teacher Standards. The Induction Tutor will also maintain a documented record of the ECTs induction including:

- ❑ Action plans
- ❑ Notes of relevant meetings
- ❑ Records of monitoring and assessment activities including classroom observations, feedback comments
- ❑ Details of professional development activities.

During their statutory induction period each ECT is entitled to 10% professional development time. This is in addition to teaching and professional development such as Planning, Preparation and Assessment time.

Throughout their first year of teaching every ECT will be observed by the Induction Tutor, members of the Leadership Team or other experienced teachers. After each observation, the ECT will receive structured feedback including strengths and development areas resulting in an agreed way forward.

If a ECT does not meet the induction standards or fails to make satisfactory progress towards them, the Induction Tutor, in conjunction with the ECT and their mentor, will develop a detailed support programme. The school will increase the support necessary to implement the action plan within the school's available resources. As appropriate the Local Authority will be involved to ensure the support programme can be fully implemented to ensure that the ECT meets the required level of performance.

Royal Borough of Greenwich ECT Induction Service

Conway Primary School have partnered with the Royal Borough of Greenwich ECT Induction Service as an Appropriate Body the service gives the school assurances that we will be fully supported to develop and nurture our ECTs.

The school has access to a host of resources to use to ensure we are meeting our statutory obligations. When an ECT may be finding things challenging, we are secure that we will have access to expert support from a team who share the same aspiration to see our ECTs succeed.

Specifically, the programme assists with:

- Support and guidance with the implementation of a 2-year induction for all ECTs
- Support and guidance with the adoption of the Early Career Framework
- Ongoing support, guidance and advice (by phone and email) from experienced professionals
- Access to an online monitoring tool which records all statutory registration and assessment details and includes a bank of useful guidance and resources
- Procedures for schools to follow to ensure compliance with statutory requirements
- Quality assurance activities
- Support for ECTs and schools where concerns are raised
- Validation of registrations and assessments
- Updating Teaching Regulation Agency records in response to ECT outcomes

Induction for Support Staff

On arrival the appointed mentor and/or line manager will welcome the new member of staff. The initial introduction session will cover key elements of the school such as health & safety, safeguarding issues and general arrangements of school life including the Staff Handbook. Whenever possible the introduction session will include a tour of the school and a welcome by the headteacher. After this session the mentor and/or line manager will begin to take the new member of staff through a personalised induction programme relevant to the needs of the post during which the follow issues it will be covered:

- ❑ The school's aims and objectives
- ❑ Expectations – including attendance and code of conduct
- ❑ Relevant Policies
- ❑ Performance Management
- ❑ Continuing Professional Development

The induction programme will be reviewed with the line manager after the first half term and then termly until it is agreed that the mentoring programme is no longer required.

Conway Primary School

Early Career Teacher Induction Programme

When an ECT joins Conway Primary there is an initial, two week, settling period so they can become familiar with routines and systems.

The ECT tutor will hold an initial meeting with the ECT in week 3 to decide the Teacher Standards that will be focussed on for the first term and to begin formulating an action plan.

In partnership with the ECT an action plan is formulated, reviewed and adapted to meet the needs of the learner (ECT).

The action plan will detail a programme of CPD in:

- Core subjects
- Foundation subjects
- Assessment
- Standardisation and expected levels of attainment and progress
- Inclusion – EAL, G&T and SEN
- Challenge and moving pupils on
- Behaviour management

The ECT programme is designed to meet the Teacher Development Agencies professional teacher standards in the following areas –

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

During the term the ECT will be supported and monitored by range of members of staff which along with the ECTs evidence and reflections will build a basis of evidence in meeting the teaching standards. The ECT tutor will carry out one formal observation of practise per half term.

Local Authority guidance monitoring and assessing ECTs is followed. The ECT tutor liaises closely with the LA link adviser

At the end of each term, ECT will meet with the ECT tutor to discuss progress, the ECT tutor assess from a range of evidence the progress against this criteria, a termly report is sent to the LA.

If objectives have been met, a reviewed action plan is formulated.

Any concerns about progress towards these standards are discussed with the ECT and support put in place to address this.