



## Staff Induction Policy 2022-2023

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<b>Staff</b>	Policy folders on staff SharePoint, new staff during induction, staff induction feedback used during review process
<b>Parents</b>	Academy website
<b>Students</b>	n/a

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## **1. Introduction**

At Clapton Girls' Academy, we recognise that staff are our most valuable resource in providing the very best outcomes for all students.

The first section of this policy is applicable to all staff joining the academy other than Early Career Teachers (ECTs) and Initial Trainee Teachers (ITTs). The second section of this policy refers to the induction of ECTs, ITTs and Unqualified Teachers.

Achievement of our vision depends on recruiting and developing high quality staff. Integral to this objective is the need to provide a framework for the effective induction of newly appointed staff and those who are promoted, transferred or have been off work for a long period e.g. on career breaks. This policy outlines the broad principles that will govern our approach to the induction of staff and supports our professional learning programme. It also provides guidance for the Headteacher (or the nominated management representative) to ensure that new staff members are provided with effective support so that they can fully meet the requirements of their job. The Headteacher may wish to delegate line management responsibilities to their nominated management representative and, in such cases, any reference to Headteacher in this policy should be taken as being the nominated management representative.

This policy should be read in conjunction with the academy Probation Policy and Procedure for support staff.

### **Links with other policies**

This policy links to the following policies and procedures:

- Staff Code of Conduct Policy
- Staff Development Policy
- Pay Policy
- Probationary Period Policy
- Recruitment and Selection Policy.
- Staff Contact Time Policy

## **2. Aims**

The aim of the Induction Policy is to ensure that all new starters:

- Have a smooth and effective transition to working at the academy.
- Contribute effectively to raising achievement and whole school improvement.
- Understand how the academy operates, and the expectations placed on all staff.
- Understand the Academy Improvement Plan (AIP) and how their role fits in with their respective team, and the academy as a whole.
- Understand their objectives for the performance year.
- Understand the academy's commitment to safeguarding and the related policies and procedures.
- Understand the Health and Safety obligations of staff members and employer.
- Achieve and continue to develop the levels of knowledge and standards of professional competence necessary to maintain and improve standards in schools.
- Receive the necessary support and guidance.
- Are provided with time for discussion and reflection with colleagues.



- Participate in relevant professional learning programme activities to allow continued professional development.
- Understand the academy's commitment to becoming an anti-racist school

### **3. Principles**

At the academy, we believe that effective induction is one of the best ways to welcome and integrate new members of staff into the organisation, thereby ensuring that they settle in and are able to work effectively and efficiently as quickly as possible. Induction to the academy takes place at a number of levels and involves contributions from a range of people/agencies.

There are Senior Mentors who support the induction of all new staff (see section 4.2). The Senior Mentor who co-ordinates the induction programme for all teaching staff, including ECTs and ITTs is Assistant Headteacher for Teaching Staff, Early Career Teachers, ITTs and classroom-based agency staff. In addition, all new staff are paired with a 'buddy', a member of staff who will provide informal support throughout their first year of employment at the academy. ECTs and ITTs are provided with a mentor, who will support them through their training.

All staff have a role to play in the successful induction of new staff, be it in a formal or informal manner. The academy provides all staff with a staff planner as well as access to the Staff Handbook on the staff shared area, containing all necessary information about the academy which should be referred to at all times as a working document. Senior Mentors will direct staff to read the staff handbook throughout the induction period. An Induction Checklist will also be issued and referred to throughout the Induction Period (See *appendix 1 Induction Checklist*).

For newly appointed members of the Leadership Team & Middle Leaders, an Academy Improvement Cycle that outlines an overview of annual key priorities is shared. This is saved in the staff shared area. Whole academy policy documents are available on the staff shared area. These must be referred to during the Induction period.

### **4. Roles & Responsibilities**

***Our existing staff and post-holders have a key role to play in induction and are accountable for specific aspects of induction.***

#### **4.1 Headteacher (or nominated representative)**

It is the Headteacher's responsibility to ensure that an effective induction takes place for a new member of staff or staff new to a role. The Headteacher will meet with all staff for an individual induction review meeting during their first half term at the academy. Senior Mentors will be accountable for the member of staff concerned, from the pre-employment stage through to greeting on the first day, ensuring all areas on the Induction Checklist are covered and understood by the end of the probation period.

#### **4.2 Senior Mentor**

The current Senior Mentors are as follows:

- Assistant Headteacher for Teaching Staff, Early Career Teachers, ITTs and classroom-based agency staff (Natalie Prudhoe)



- Deputy Headteacher for ESAs (Andreanna Akinyemi)
- Assistant Headteacher for Learning Support Assistants (LSAs) (Colin Gaul)
- HR Manager for non-curriculum based support staff (January Wolfram)
- Finance and Cover Manager for supply staff (Yetunde Mondz)

Senior Mentors have responsibility for:

- Liaising with the Human Resources Manager to arrange a meeting with new staff joining the academy
- Overseeing the induction and support provided through Faculties/Year Teams/Line Management/other staff or agencies.
- Managing and organising the whole academy systems of support, in consultation with the Human Resources Manager.
- Provide guidance on the academy's teaching for learning expectations and behaviour for learning processes.
- Providing guidance on professional matters and professional behaviour.
- Sharing safeguarding strategies and expectations.
- Giving an overview of "who is who" at the academy.
- Providing detailed information about the academy including all relevant documentation and answering any questions that arise from the Induction Pack.
- Ensuring all relevant colleagues are giving appropriate support and guidance with respect to ensure a successful induction.
- Encouraging reflection and development in new teachers.

#### **4.3 Human Resources Manager**

The Human Resources (HR) Manager is conversant with the Induction Policy, Procedures and Support Staff probation Period Policy and will be able to provide advice and guidance where necessary. The HR Manager will:

- Issue an Induction Pack booklet on the first day of employment, or induction day, if prior to the start of employment.
- Meet the new employee as part of their induction day to ensure all HR related and academy wide related matters are covered.
- Ensure the relevant Induction overview or checklist is issued to the Senior Mentor/Line Manager, in preparation for the induction of a new member of staff.

#### **4.4 The Head of Faculty (HOF)**

There should be regular timetabled meetings with the teacher new to the academy for support and updating information relating to the subject area and academy policy. The HOF is the key induction lead for staff in their faculty and should ensure that new members of staff joining their faculty understand the academy's expectations with regards to the quality of curriculum, teaching for learning and assessment. The HOF is also responsible for going through specific responsibilities and duties associated with the role. Some aspects of the induction could be delegated to a named TLR holder but remains the responsibility of the HOF for ensuring it is implemented.

The Head of Faculty has responsibility to:

- Introduce the teacher/ ECT/ ITT entering the academy to other colleagues in the Faculty.



- Provide Department/Faculty Handbook and/or relevant documentation including specifications, curriculum maps, schemes of work and assessment plans. These documents are saved in faculty shared areas on the staff shared drive.
- Share expectations regarding the assessment of students' work and home learning, record keeping, profiles and examination preparation.
- Explain strategies used to monitor and track student progress.
- Guide and advise about the organisation and planning of lessons/schemes of learning, if appropriate.
- Explain the use of Satchel:one
- Share systems used to track data and student progress (SIMS, Faculty Tracker, ALPS Connect)
- Observe lessons taught in KS3, KS4 and KS5.
- Provide opportunities for lesson observations within the faculty.
- Be the first support network with respect to Behaviour for Learning.
- Encourage involvement in Faculty policy, Faculty action plans and decision making.
- Provide focused support and guidance regarding academy wide systems for ensuring outstanding achievement for all students with a particular focus on students that are vulnerable to underachievement e.g. SEND, Pupil Premium.
- Be the first point of contact for a teacher/Learning Support Assistant entering the academy.

#### **4.5 The Head of Year/Progress (HOY/HOP)**

All teaching staff and Engagement Support Assistants have a pastoral role within the academy and it is the responsibility of the HOY/HOP to whom they are attached to ensure this is effective.

The HOY/HOP has responsibility to:

- Induct teachers/ECTs/ ITTs/ Engagement Support Assistants entering the academy into the pastoral team.
- Go through specific pastoral responsibilities and duties associated with the role.
- Provide opportunities for observation and support within PSHCE lesson, if appropriate.
- Provide guidance with respect to registration procedures and expectations of students in their Collective Time.
- Familiarise teachers/Engagement Support Assistants with relevant aspects of academy policy relating to attendance, punctuality, detentions, lunchtimes and academy uniform (et al).
- Encourage participation in Year Team discussion, Year Team action plans and decision making.

#### **4.6 The SENDCo**

The SENDCo is the key induction lead for Learning Support Assistants, and will ensure that new members of staff joining the Learning Support faculty, understand the academy's expectations about providing high quality education for all. The SENDCo is also responsible for going through specific responsibilities and duties associated with the role.

The SENDCo has responsibility to:





- Introduce the Learning Support Assistant entering the academy to other colleagues in the Faculty.
- Provide relevant documentation including Pupil Passports, medical information and EHCP plans. These documents are saved in faculty-shared areas on the staff shared drive.
- Share expectations regarding how to support students during lessons.
- Explain strategies used to monitor and track student progress for SEND students.
- Explain the use of Satchel:one
- Observe lessons supported in KS3, KS4 and KS5.
- Provide opportunities for lesson observations within the faculty.
- Be the first support network with respect to Behaviour for Learning.
- Encourage involvement in Faculty policy, Faculty action plans and decision-making.
- Provide focused support and guidance regarding academy wide systems for ensuring outstanding achievement for all students with a particular focus on students that are vulnerable to underachievement e.g. SEND.
- Be the first point of contact for a Learning Support Assistant entering the academy.

#### **4.7 Support Staff Team Leaders**

Support Staff Team Leaders have a role to play in ensuring all new staff are made aware of the support that is available to them and how they are able to access it.

Support Staff Team Leaders will have a more specific role to play in the induction of newly appointed staff in their own areas by ensuring they are made aware of their role and responsibilities. This will be done as part of the induction process. Team Leaders will be responsible for providing any on the job training that may be needed for a new member of support staff in their area, that is identified in the induction process.

#### **4.8 New member of staff/staff new to role**

The new member of staff, or staff member new to a role, must ensure that they fully participate in the induction process and work with the Headteacher or Senior Mentor to complete all the requirements listed on the Induction Checklist.

Staff returning to the academy following a leave of absence period (e.g. maternity/ paternity leave, long-term illness), will be provided with the necessary induction to support their return.

### **5. Programme of Induction Activities**

For support staff joining the academy, the first day will be devoted to Induction. Reference to the Probationary Period Policy must be made for support staff during this time.

Teachers joining the academy at the beginning of an academic year will be invited to join the New Staff Induction day at the end of the summer term, prior to the term starting. Senior Mentor Assistant Headteacher for Teaching Staff, Early Career Teachers, will provide new teachers and Learning Support Assistants with an itinerary for the day. The Induction day allows new staff to meet the Headteacher, tour the academy site and spend a day visiting the Faculty or Pastoral teams in advance of their taking up post. This familiarisation day will include meetings with:

- The Headteacher
- Senior Mentors,



- HR Manager,
- Head of Faculty (including faculty team)
- Head of Year//Progress
- 'Buddy'
- or ECT/ ITT Mentor
- Members of the Leadership Team

The Induction programme on these days will include providing new staff with our whole school professional learning reading books (Making Every Lesson Count, When the Adults Change, Everything Changes and The Metacognition Handbook), familiarisation with routines, procedures and policies in existence and introduction to new policies. There will also be at least one Staff Professional Learning Day (PLD) at the beginning of September.

Teachers, Learning Support Assistants and Engagement Support Assistants arriving mid-term will not have the benefit of the Induction Day or PLD in September and it is therefore essential that the meetings with key staff mentioned, form a focus of the Induction once in post. Teachers arriving mid-term will, whenever possible, be taken off timetable for the first day in order to complete a thorough and robust induction day prior to taking up teaching responsibilities.

During the first and second half-terms in post, there will be line management meetings with the appropriate HOY/HOP or HOF. The Induction Checklist makes reference to when meetings should be held.

There is a separate in-house induction programme for ECTs in their first year of training that begins before the new academic year in September, and is delivered in the last three weeks of the summer term. ECTs attend training sessions that provide them with detailed information about the academy expectations and systems. e.g. Curriculum, teaching for learning and assessment, safeguarding and behaviour expectations. It is expected that there will be more informal support sessions during this time if the ECT seeks assistance or support.

Incoming staff will be involved in all academy based professional learning programme activities and are actively encouraged to get involved with as many extra-curricular activities (enrichment, after school clubs, intervention clubs, performances and assemblies) as they can, to expand the whole academy experience.

## **6. Induction for Incoming Middle Leaders** ***(for newly appointed staff and internally promoted staff)***

In addition to the induction outlined above, middle leaders new to the academy will be paired with another middle leader sharing similar responsibilities. Specific detailed task lists will be provided for new middle leaders and these should be considered and discussed at Line Management Meetings with the appropriate Line Manager to ensure clarity of procedures and support generally. Information will be shared with them that outlines an overview of annual key tasks, including the Middle Leaders' Accountability Schedule. The Line Manager is responsible for going through specific responsibilities and duties associated with the role.





Meetings will be arranged with appropriate personnel to ensure thorough understanding of relevant procedures and policies. This programme will be co-ordinated by Senior Mentor, AHT Natalie Prudhoe and the HR Manager.

Newly appointed Middle Leaders and internally promoted staff will participate in the in-house Middle Leader Development Programme, to provide training and support in key areas of their Middle Leader role. E.g. Expectations of a Middle Leader, ALPS Connect training, Action Plan and Self-Evaluation Report (SEF) writing.

### **7. Induction for Incoming Leadership Team Members** ***(for newly appointed staff and internally promoted staff)***

In addition to the relevant induction outline above, Leadership Team members will be paired with another Leadership Team member. The Headteacher will meet with the new Leadership Team member at the start of their appointment to provide the necessary induction. Clarification of roles, duties and procedures will be given at that meeting as well as an overview of annual key tasks and accountabilities.

### **8. Induction for ECTs**

#### **8.1 Aims**

The aim of the Early Career Teachers (ECT) Induction Programme is to:

- Provide a professional learning programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF).
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Make sure all staff understand their role in the ECT induction programme.

#### **8.2: Legislation and Statutory Guidance.**

The ECT induction programme is based on statutory guidance as outlined in:

- The Department for Education's (DfE's) statutory guidance induction for early career teachers (England) from 1 September 2021.
- The Early Career Framework reforms.
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.
- The 'relevant standards' referred to in the Teachers' Standards. (See Appendix 4)

#### **8.3. The ECT Induction Programme**

The ECT Induction Programme will be underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF. Prior to the ECT serving their induction, the Headteacher and our Appropriate Body (Wolverhampton ConnectEd Partnership Limited) must agree that the post is suitable. For a full-time ECT, the induction period will typically last for 2 academic years. Part-time ECTs will serve a full-time equivalent. Up to one term of continuous employment may count towards completion of the induction period. The ECT Induction programme is quality assured by our Appropriate Body (Wolverhampton ConnectEd Partnership Limited) and delivered in partnership with the east London Teaching School Hub (ELTSH) and University College London (UCL). The In-house ECT programme will be delivered along with the statutory training, via bi-weekly training sessions, for ECTs in their first year of training only.



#### **8.4 Posts for Induction:**

To comply with the statutory requirements of the ECT Induction programme, each ECT will:

- Be provided with the necessary experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period.
- Have an appointed induction tutor (Assistant Headteacher for Induction, Natalie Prudhoe), who will have qualified teacher status (QTS).
- Have an appointed induction mentor, who will have QTS.
- Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range, as outlines in the Contact Time Policy.
- Regularly teach the same class or classes.
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- Not be given additional non-teaching responsibilities without appropriate preparation and support.
- Not have unreasonable demands made upon them.
- Not normally teach outside the age range and/or subjects they have been employed to teach.
- Not be presented with unreasonably demanding student discipline problems on a day-to-day basis.

#### **8.5 Support for ECTs**

At Clapton Girls' Academy we support ECTs with:

- Their designated induction tutor, mentor and subject leader, who will provide day-to-day monitoring and support.
- An Induction Tutor who will co-ordinate their ECT assessments.
- In year one of the ECT programme, a designated Induction Mentor, will provide weekly, structured mentoring sessions and targeted feedback. In year two ECTs will have fortnightly mentoring sessions.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.
- Regular professional reviews of their progress.
- Termly formal audits, at which the Induction Tutor (AHT Natalie Prudhoe) will review objectives and revise them in relation to the relevant standards and the ECT's current needs and strengths.
- Chances to observe experienced teachers, either within the school with effective practice.
- A CGA in-house, fortnightly ECT Professional Development Programme that provides ECTs, in their first year of teaching, with detailed information about the academy expectations and systems. e.g. Curriculum, teaching for learning and assessment, safeguarding and behaviour expectations.

#### **8.6 Assessments of ECT performance**

Formal assessment audits will be completed by the ECT Induction Tutor (Assistant Headteacher for Teaching Staff, Early Career Teachers, ITTs and classroom-based agency staff), per term and assessed by our Appropriate Body. Formal assessment meetings will



take place in the final term of the ECT's first year (term 3) and the final term of their second year (term 6), and will be carried out by the ECT's Induction Tutor and agreed and checked by the Headteacher. These meetings will be informed by clear and transparent evidence gathered from progress reviews during the preceding assessment period, and drawn from the ECT's work as a teacher and from their induction programme. All ECT evidence will be collated and uploaded on to BlueSky. If an ECT joins the school during the Spring or Summer term, the assessment audits completed in term 1 and 2 from their previous school will be used to support target setting for the remainder of the academic year, along with a formal lesson observation by the Induction Tutor.

Copies of the evidence relied on will be provided to the ECT and the Appropriate Body. After each formal assessment meeting, a formal assessment report will be completed that clearly shows how the ECT is performing against the relevant standards. The Headteacher will also recommend to the Appropriate Body in the final assessment report at the end of the programme as to whether the ECT's performance is satisfactory against the relevant standards.

The ECT will have the opportunity to add their own comments, and the formal assessment report will be signed by the Headteacher, Induction Tutor and the ECT. A copy of the formal assessment report will then be sent to the Appropriate Body. The final assessment report will be sent within 10 working days of the meeting, for the Appropriate Body to make the final decision on whether the ECT has passed their induction period. In the event that the ECT leaves this post after completing one term or more but before the next formal assessment would take place, the Induction Tutor or Headteacher should complete an interim assessment to ensure that the ECT's progress and performance since the last assessment is captured.

### **8.7 At-risk procedures**

If it becomes clear during a termly progress review or at the first formal assessment point that the ECT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified.
- Appropriate objectives are set to guide the ECT towards satisfactory performance against the relevant standards.
- An effective support plan programme is put in place by the Induction Tutor to help the ECT improve their performance, which will be approved by the Headteacher.
- The progress review record or formal assessment report will be shared with the Appropriate Body, alongside the support plan, for it to review.

If there are still concerns about the ECT's progress during their subsequent progress reviews or formal assessment, as long as it is not the final formal assessment, the Induction Tutor and/or Headteacher will discuss this with the ECT, updating objectives as necessary and revising the support plan for the next assessment period.

## **9. Roles and responsibilities for the ECT programme**

### **9.1 Role of the ECT**

The ECT will:

- Provide evidence that they have QTS and are eligible to start induction.



- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review.
- Agree with their induction tutor how best to use their reduced timetable allowance and guarantee engagement with their ECF-based induction.
- Provide evidence of their progress against the relevant standards and upload this onto BlueSky.
- Participate fully in the monitoring and development programme.
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings.
- Agree with their Induction Tutor the start and end dates of the induction period, and the dates of any absences from work during the period.
- Keep copies of all assessment reports.
- Fully engage in the Continuing Professional Development (CPD) activities hosted both by the school and the East London Teaching School Hub (ELTSH).

If the ECT has any concerns, they will:

- Raise these with their Induction Tutor as soon as they can.
- Consult with their contact at the Appropriate Body at an early stage if there are difficulties in resolving issues with their Induction Tutor or within the school.

## **9.2 Role of the Headteacher**

The Headteacher will:

- Check that the ECT has been awarded QTS and whether they need to serve an induction period.
- Agree, in advance of the ECT starting, who will act as the Appropriate Body.
- Notify the Appropriate Body when an ECT is taking up a post and undertaking induction.
- Make sure the ECT's post is suitable according to statutory guidance.
- Make sure the Induction Mentor is appropriately trained and has sufficient time to carry out their role effectively.
- Make sure an appropriate ECF-based induction programme is in place.
- Make sure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching.
- Make sure that formal assessments are carried out and reports completed and sent to the Appropriate Body.
- Maintain and keep accurate records of employment that will count towards the induction period.
- Make sure that all monitoring and record keeping is done in the least burdensome and most streamlined way.
- Make the governing board aware of the support arrangements in place for the ECT
- Make a recommendation to the Appropriate Body on whether the ECT's performance against the relevant standards is satisfactory.
- Participate in the Appropriate Body's quality assurance procedures of the induction programmes when requested to do so.
- Keep all relevant documentation, evidence and forms on file for 6 years.



### **9.3 Role of the Induction Tutor**

The Induction Tutor Assistant Headteacher for Teaching Staff, Early Career Teachers will:

- Provide guidance and effective support to the ECT (with the Appropriate Body where necessary).
- Carry out regular progress reviews throughout the induction period.
- Undertake 2 formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- Carry out progress reviews in terms where a formal assessment doesn't occur.
- Inform the ECT following progress reviews of their progress against the relevant standards, and share records with the ECT, Headteacher and the Appropriate body.
- Inform the ECT during the formal assessment meeting of the judgements to be recorded on their formal assessment record and invite the ECT to add their own comments.
- Make sure that the ECT's teaching is observed and feedback is provided.
- Make sure the ECT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school.
- Take prompt, appropriate action if the ECT appears to be having difficulties.
- Make sure that all monitoring and record keeping is done in the least burdensome way, and that ECTs are not asked for any evidence that requires the creation of new work.

### **9.4 Role of the induction mentor**

The Induction Mentor will:

- Hold fortnightly meetings with the ECT in their first year of training, for structured mentor sessions to provide targeted feedback. ECTs in their second year will have fortnightly meetings.
- Work with the ECT, and colleagues within the school who are involved in the ECT's induction, to help make sure the ECT receives a high-quality ECF-based programme.
- Participate in all relevant training provided by the school and ELTSH to fulfil the ECF criteria.
- Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring
- Act promptly and appropriately if the ECT appears to be having difficulties.

### **9.5 Role of the Governing Board**

The governing board will:

- Make sure the school complies with statutory guidance on ECT induction.
- Be satisfied that the school has the capacity to support the ECT.
- Make sure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post.
- Investigate concerns raised by the ECT as part of the school's grievance procedures.
- If there are any concerns or questions, seek guidance from the Appropriate Body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process.
- If it wishes, request general reports on the progress of the ECT on a termly basis





## **10. Monitoring The ECT Programme**

This policy will be reviewed annually by the lead member of staff for ECTs/ITTs and the Headteacher. At every review, it will be approved by the full governing board or Achievement Committee.

## **11. Trainee Teachers: Initial Teacher Trainer (ITT)**

At the academy we refer to Trainee Teachers as ITTs. ITTs entering the academy will join the CGA professional learning programme and will be supported to continue to develop the levels of knowledge and standards of professional competence necessary to maintain and improve standards in schools. Senior Mentor, (Assistant Headteacher for Teaching Staff, Early Career Teachers, ITTs and classroom-based agency staff) will plan and manage the necessary training and support, in partnership with the relevant Higher Education Institute.

We aim to:

Ensure ITTs are competent with respect to subject knowledge and application, classroom management, assessment and recording of students' progress.

Support ITTs to demonstrate the skills to develop further in their professional role with respect to the academy community, effective working relationships, awareness of student needs, promotion of moral and spiritual well-being of students.

Ensure that ITTs have the ability to evaluate the curriculum, teaching for learning and assessment.

- Provide effective support and appropriate guidance to new entrants to teaching.
- Provide time for discussion and reflection with colleagues.
- Provide cross-phase continuity and professional development between the training in Higher Education Institutes and working in an academy community.
- Encourage participation in relevant Professional Learning and Development
- Promote Equality for All.
- Share strategies in order to manage workload and wellbeing.

ITTs will be given allocated time for professional learning. This will include meetings with Mentor and Head of Department/Faculty, observation of lessons in the academy and in other schools (if requested) and participation in the ECT in-house, bi-weekly training programme. At present, the fortnightly ECT training is timetabled during the school's PSHCE lesson. ITTs will also be expected to attend these meetings.

ITTs will be given the opportunity to be involved in all academy based professional learning programme activities. ITTs are encouraged to get involved with as many extra-curricular activities (clubs, performances and assemblies) as they can, to expand their whole academy experience. Attendance at parents' consultation evenings and other directed time events is also encouraged. There will be a programme of lesson observations carried out by appropriate Line Managers.

### **11.1 Roles and Responsibilities for Trainee Teachers**

Senior Mentor, AHT Natalie Prudhoe is the co-ordinator of the Induction programme for all Trainee Teachers. Heads of Faculty (HOF) and Heads of Year/Progress (HOY/HOP) also have specific responsibilities for support and guidance of ITTs during the year (see sections 4.4 and 4.5).





Senior Mentor AHT Natalie Prudhoe is responsible for:

- Managing and organising the whole academy systems of teaching and support for ITTs through the relevant middle leaders.
- Liaising between ITTS, other colleagues and Higher Education Institutes.
- Providing guidance on professional and personal matters.
- Providing detailed information about the academy including all relevant documentation.
- Ensuring the teaching timetable is appropriate.
- Organising the induction programme on and off-site.
- Organising opportunities for lesson observation of experienced teachers, in liaison with relevant middle leaders.
- Ensuring all relevant colleagues are giving appropriate support and guidance with respect to academic and pastoral curriculum matters.
- Encouraging reflection and development in new teachers.
- Observing lessons to provide constructive comments for effective development.
- Providing written evidence of progress, identifying strengths and needs and providing formal assessment of competence where relevant.
- Providing the training and support as identified in any training plan provided by an external accreditor (e.g. Institute of Education,).
- Holding regular meetings with ITTs to identify appropriate support and pastoral help.
- Completing administration and documentation required such as end of term reports.
- Arranging a faculty based mentor to support the ITT.

## **12. Monitoring**

It is important that all new staff have a thorough and effective induction and that the process is monitored to ensure that staff are able to deliver their roles to the best of their ability. The induction process for a new employee may have input from a variety of staff. However, it is the responsibility of the HR Manager to ensure that the appropriate induction checklists are fully completed, signed off by the Headteacher and filed on the employee's HR file.



**Appendix 1 – Induction Checklist**

**Induction checklist for new staff at CGA 2022-2023**

When?	Task	Completed?
<p><b>Prior to the employee's first day</b></p>	<p>Faculty Team lists with photos for each new member of staff</p>	<input type="checkbox"/>
	<p>Set up ICT accounts; email, internet access, SIMs, Satchel:one, BlueSky, MS Teams.</p>	<input type="checkbox"/>
	<p>Ensure first week of induction is scheduled and planned, and relevant members of staff are notified: FYD: designated safeguarding lead (DSL) about carrying out safeguarding training. PRN Teaching, Learning and Assessment BEK: Behaviour for Learning EDH: Health and Safety</p>	<input type="checkbox"/>
	<p>Send out induction pack to new staff including: Timetable Staff handbook Curriculum, Teaching for Learning and Assessment policy Safeguarding policy LT information (roles and responsibilities)</p>	<input type="checkbox"/>
	<p>Identify a 'buddy' for the new member of staff to go to in case they have any questions. Arrange a 'welcome' breakfast morning for new staff and buddy's in the first week back at school.</p>	<input type="checkbox"/>
<p><b>Induction day</b></p>	<p>Welcome and introductions (LT, HOF/ Faculty Staff/ HOY involved)</p> <ul style="list-style-type: none"> <li>• Making Every Lesson Count (MELC) book</li> <li>• Paul Dix: When the Adults Change Everything Changes book</li> <li>• Metacognition Handbook</li> <li>• Leadership Matters (ML or LT only)</li> </ul> <p>FEA: Headteacher's welcome FYD: Designated safeguarding lead (DSL) about carrying out safeguarding training. PRN: Curriculum Teaching, Learning and Assessment BEK: Behaviour for Learning expectations and restorative approaches</p>	<input type="checkbox"/>



	EDH: Health and Safety (post-covid-19 considerations)	
	Students to take employee on a tour of the school (if assembly is being delivered, invite new staff members to join)	<input type="checkbox"/>
	Meet the HOF and Faculty line manager Meet HOY/HOP to discuss needs of the year group and tutors (HOY/P only)	
	End of the day: Remind employee of: <ul style="list-style-type: none"> <li>• The school timetable, including timings of staff meetings, assemblies and registration</li> <li>• Expectations around staff conduct, e.g. use of mobiles, social media and dress code</li> <li>• Information about reporting staff absence.</li> </ul> All of the above are be outlined in the induction pack and staff handbook (refer to relevant pages)	<input type="checkbox"/>
	Evaluate the day and Identify any future training needs	<input type="checkbox"/>
<b>First week</b>	Ensure employee meets DSL and has completed safeguarding training Ensure relevant policies have been read, signed and returned to HR (Safeguarding, Staff Code of Conduct)	<input type="checkbox"/>
	Ensure employee attends induction training sessions with relevant members of staff, e.g. the SEND CO and the school business manager	<input type="checkbox"/>
	Ensure employee meets their 'Buddy' or ECT/Trainee Teacher mentor at the end of the first week to: <ul style="list-style-type: none"> <li>• Review progress</li> <li>• Identify training and development needs</li> </ul>	<input type="checkbox"/>
	Breakfast meeting with PRN Identify any additional training needs	<input type="checkbox"/>
<b>First month to 6 months</b>	Arrange additional training for the employee based on the review of the first week	<input type="checkbox"/>
	Arrange follow-up session between employee and DSL if needed	<input type="checkbox"/>
	Ensure regular 1-2-1 meetings are held between employee and: <ul style="list-style-type: none"> <li>• Induction mentor</li> </ul>	<input type="checkbox"/>



	<ul style="list-style-type: none"> <li>• Line manager of faculty</li> </ul>	
	<p>Evaluate the success of the employee's induction programme, and use findings to inform future practice</p>	<input type="checkbox"/>

**Essential Induction Information:**

- Core routines
- Uniform rules
- Procedures for BfL (Behaviour systems, SSOD- Referrals- Detentions, reports)
- Safeguarding
- Resources available and where
- Schemes of Learning
- Differentiation to ensure achievement for all including SEND, Pupil Premium
- SEND key information – register, Pupil Passports
- Homework expectations and use of Satchel:one
- Introduction to the school: Vision- Expectations
- Morning briefing
- Timing of the day
- Cover
- Timetable
- Facilities- Car parking –lunch- break
- Staffing structure and roles and responsibilities
- Absence /Green slips
- Registration / Collective Time / Assemblies
- PSHCE
- Break duty
- Contact Sheet
- Lesson planning
- Lesson observations
- After School Clubs
- Parents Evenings
- Contacting parents
- Emergency evacuation
- Staff codes
- Security
- ICT rooms and booking system
- Sanctions and rewards
- Use of SIMS and Reward system
- Use of Office 365 and MS Teams Attendance and punctuality to lessons
- Student Planner & Staff Planner
- Professional Learning
- Middle Leaders' meetings
- Meetings with Headteacher
- Line Management meetings (for Middle Leaders)
- Appraisal
- Bluesky for INSET applications and appraisal
- Use of chrome books and faculty devices