



## St Giles C.E. Primary Induction Policy

### Rationale

St. Giles' C.E. Primary School is striving to become a learning school through a culture of continuous improvement. Our main purpose is learning - for both staff and pupils. Through the continuous learning of our staff and governors, the school improves and develops, and bringing ever greater benefits for our pupils. **(See the School's Vision Statement)**

Effective induction is a vital foundation for continuous learning by supporting the effective performance and continuing professional development of all staff and governors new to the school. Induction is a process that 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 and governors 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. The induction process will ensure mutual benefit for the individual and the school.

### Aims

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 developing effective practice;
- Ensure all staff new to the school understand what is expected of them at the school and gain support to achieve these expectations;
- Build cooperation and understanding between staff in different roles;



- Ensure that all staff are valued and recognised as the school's most important asset.

### **Guidelines (how will staff induction be implemented)**

- Induction activity is planned in the context of the school's vision, goals and guiding principles, and 'Teachers' Standards' for teacher induction and for other specific roles and responsibilities.
- Resources are prioritised to support induction;
- Financial and other resources for induction are allocated annually and apportioned in accordance with the induction needs of staff and governors;
- Resources are made 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.

### **Management And Organisation Of Induction**

The Head teacher is responsible for the overall management and organisation of Induction, including Early Career Teacher Induction across the whole school. This includes a whole school planning and quality assurance role.

### **Induction Of Early Career Teachers (ECTs)**

NQTs the school provides a programme of support, monitoring and assessment. The timetable for this programme is provided at a whole school level and at an individual level for each ECT. Each ECT is provided with an Induction Tutor and Mentor who will be a named senior, experienced and competent member of staff. The Induction Tutor is responsible for the day to day management of the induction of ECTs.

### **Induction tutors will be supported in their role by:**

- Being provided with information relevant to the induction process from the Local Authority, Teacher Training Agency and school;
- Being offered training provided by the LA on the role of the Induction Tutor;
- Having meetings with the member of staff responsible for the overall induction programme in the school;
- Having their role as an Induction Tutor as part of their Performance Management Process;

- Asking for feedback from the school and from the Local Authority on the quality of their work.

### **School Induction Programme For ECTs**

- The induction programme for staff new to teaching is designed to induct them into the profession and into the school.
- At St. Giles, all new teachers are expected to undertake their professional responsibility in striving to meet high standards.
- The induction programme at the school consists of support, monitoring and assessment elements. ECTs are expected to engage in the programme.
- The Induction Tutor and school maintains a documented record of the ECT's induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments and professional development activities undertaken.
- All ECTs are invited to visit the school before they take up post.
- All ECTs are met on their first day by their Induction Tutor and Mentor.
- All ECTs are provided with copies of school policies and the school's Staff Handbook and are expected to develop their understanding of these key documents.
- All ECTs will meet with the Head teacher within their first week in post.
- Induction Tutors will regularly meet with their ECTs to review progress, set targets and identify support strategies.
- All ECTs are observed at least once every half term by the Induction Tutor, a senior member of staff or an experienced teacher. The first observation should take place during the first four weeks. The observations are followed by professional review discussions at which the ECT and the induction tutor review progress against the Teacher Standards, revising the objectives and action plan if necessary.
- Three formal assessments will be undertaken during the ECT induction period. These will be documented on forms that are sent to the Local Authority and must be signed by the ECT, Induction Tutor and Head teacher.
- Each ECT has ten percent professional development time during their statutory induction period Year 1 and 5% Year 2. This is in addition to the teaching and



professional development time that other substantive teachers in the school would expect.

- Each ECT has a planned programme to ensure that their ten percent professional development time is used to the maximum effect.
- ECTs use the Career Entry and Development Profile as a basis for planning the initial stages of their induction.
- Each ECT develops in consultation with their Induction Tutor, their own induction and support plan.
- Each ECT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio.
- ECTs who are not meeting the induction standards or making satisfactory progress towards them will develop with the Induction Tutor, a detailed action plan to secure appropriate progress towards meeting the standards. The school will make reasonable adjustments to increase the support required to implement the action plan. Where appropriate, the Local Authority will be involved to ensure the action plan can be implemented.

### **Induction Of Experienced Staff**

- New staff will be invited to visit the school before they take up post.
- New, experienced staff will be allocated a line manager.
- New, experienced staff will be allocated a mentor. Within the resources available in the school, every effort will be made to ensure this is not the line manager.
- New staff will be met on their first day by their mentor / line manager.
- New staff will be provided with copies of school policies and the school's Staff Handbook and will be expected to develop their understanding of these key documents.
- New staff will meet with the Head teacher within their first week in post. An induction programme will be provided for new staff and their attendance is expected.
- All new staff will have a review of their induction after one month, three months and six months with their line manager.

- New staff will be provided with an explanation of the school's Performance Management Policy and practices (see Performance Management Policy) within which they will be expected to participate.
- 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 members of the school community.

### **Induction Of Support Staff New To The Role**

- All support staff will be invited to the school prior to taking up the post.
- All new support staff will have a line manager who will discuss their job description with them.
- An induction programme will be designed for each new member of support staff.
- New support staff will have the opportunity to attend induction training provided by the Local Authority.
- All new staff will have a review of their induction after one month, three months and six months, with their line manager.
- Following the induction period all support staff will enter the performance management programme for the school.
- New support staff will be expected to network with other support staff through Local Authority networks and gain support.

**Reviewed: 19.9.24**

**To be reviewed: 30.9.26**



**Staff /Volunteer Induction Checklist (Staff Handbook)**To help ensure a smooth transition and set you up for success, we must ensure you understand your responsibilities and duties essential for your position. By completing this checklist, you'll confirm that you have received the necessary information, understand the expectations and are fully prepared to support the classroom.

Please take the time to review each item carefully. Once you feel confident in your understanding of the policies and responsibilities, it is essential for you to select **YES or NO** and to complete the sections which are blank with the right response. Please then kindly sign and date and return the form to the School Office.

[St Giles Church of England Primary School - School Policies \(st-giles.walsall.sch.uk\)](http://st-giles.walsall.sch.uk)

Have read and understood Section 1 Keeping Children Safe in Education?	Yes	No
Have completed Level 1 Safeguarding Training?	Yes	No
Have completed a Safeguarding Declaration?	Yes	No
Have completed a Health and Safety Induction?	Yes	No
Are aware of Fire Evacuation/Safe Space Action?	Yes	No
Please confirm that you have been made aware of the school's behaviour /care and control policy and your responsibilities relating to dealing with and reporting pupils' adverse behaviour and recognising and reporting safeguarding concerns.	Yes	No
Please confirm that you have been made aware of the school's Anti-bullying Policy.	Yes	No
Please confirm that you have received and read the 'Teaching & Learning' policy.	Yes	No
Online Safety Policy	Yes	No
Please confirm you have received and read the school's 'Code of Conduct' policy document.	Yes	No
Please confirm that you have undergone a full induction into your position including:		
- Tour of the school	Yes	No
- Being made aware of the key school staff	Yes	No
- Being familiarised with the school facilities	Yes	No
- Being provided your access badges and IT access	Yes	No
- Do you understand your day-to-day roles and responsibilities?	Yes	No
- Have you received a timetable?	Yes	No
- Are you aware of your working hours, breaks and sign in/out procedures.	Yes	No

Print Name:

Signed:

Dated:

