



## **Induction Policy**

**(includes Initial Teacher Education Policy)**

<b>Review date:</b>	<b>July 2023</b>
<b>Next review date:</b>	<b>July 2024</b>
<b>Staff resp. for review:</b>	<b>NCL/ARO (ITE Policy)</b>

# **NEW STAFF INDUCTION**

## **GENERAL AIM**

This policy brings together our ECT policy and our Initial Teacher Education policy alongside protocols for any new member of staff regardless of their career stage.

All new members of staff – including teachers, admin and support staff – should have access to a thorough induction process that fully introduces the member of staff to Norbury High School for Girls and our systems. For ongoing support, new staff should refer to their line managers in the first instance, and to the assistant headteacher responsible for staff development (NCL) if needed.

## **ROLE OF THE MANAGER**

Each new member of staff is assigned an induction manager (often their head of faculty [HOF], head of department [HOD] or line manager) to guide them through induction.

## **INDUCTION PAPERWORK**

All new staff will receive a copy of the new staff induction booklet and induction paperwork that outlines the basics of working at Norbury High School for Girls. Managers are expected to go through the induction paperwork with the new member of staff and use the checklists in a timely manner. The assistant headteacher responsible for staff development updates this annually and emails it to new staff and managers. All new staff will have received this by the end of their first working week at Norbury High School for Girls.

## **INDUCTION PROGRAMME**

Along with weekly staff briefings, frequent curriculum area meetings and Continuing Professional Development (CPD) sessions, new staff will benefit from an induction programme of meetings and training in the first term. All new teachers are expected to attend this, and it is also open to new admin and support staff.

The programme will include information about the senior leadership team (SLT), Arbor, the school's behaviour policy, heads of year and pastoral leaders, school ethos, sixth form, data, teaching and learning, trips, CPD, SEND, EAL and mentoring.

## **MID-YEAR STARTERS**

It is important mid-year starters are properly inducted despite potentially missing out on the induction programme of meetings outlined above. They will receive the induction booklet and initially meet with the assistant headteacher for staff development to identify induction needs.

# **EARLY CAREER TEACHERS AND INDUCTION**

## **GENERAL AIM**

The first year of teaching presents complex problems for the new entrant to the profession. The aims of the school induction policy are to provide help and support for the early career teacher (ECT) in coping with these problems; to assist in the development of professional competence and in the establishment of good relations with staff and students; and to provide a sound basis for subsequent professional development.

The induction programme should build upon the strengths and abilities of new teachers. It is not meant to focus upon any identified deficiencies but has, as one of its major objectives, the creation of professional competency rather than dependency.

It should also take into account the skills, knowledge and experience which new teachers bring to their first post; ensure that they become confident and competent in their jobs; and provide a period of professional growth and development so that their early experience in school provides a secure foundation for their future professional development. The action-planning process in the career entry profile is central to this process.

## **NORBURY HIGH SCHOOL FOR GIRLS PROGRAMME FOR ECTs**

It is expected that ECTs will follow the induction programme for all new teachers. This will be supplemented by the ECF programme with the local teaching school hub and with their induction tutors and the assistant headteacher in charge of induction. Lessons will be observed at least once per half term. Other appropriate activities will also be provided based upon the targets identified at the end of the training year.

## **ARRANGEMENTS REGARDING THE ECT INDUCTION PERIOD**

Following legislation, ECTs need to complete a formal induction period of two years (six terms). ECTs will receive 10% off timetable in their first year of teaching and an additional 5% off timetable in their second year of teaching. At Norbury High School for Girls, this means teaching 40 lessons per fortnight in the first year.

ECTs continue to progress against the standards achieved in their training year; they are to build their strengths as outlined in their 'Career Entry Development Profile' and address their areas for development. At the end of each of the six terms they are to be assessed against the teaching standards again before completing their induction period.

In secondary schools the induction tutor would normally be an experienced member of the faculty/department, although they would work closely with the assistant headteacher responsible for induction. The headteacher is responsible for ensuring that the ECT has an appropriate induction programme and is ultimately responsible for recommending to the awarding body as to whether or not the ECT has met the induction standards or not.

There are 2 elements:

1. An individual programme of monitoring and support
2. An assessment of the ECT's performance

### **AN INDIVIDUAL PROGRAMME OF MONITORING AND SUPPORT**

- Using the CEDP which has already been filled in by the training institution, the Induction Tutor sets objectives on the plan format with the ECT; there are to be professional review meetings half termly when progress is to be reviewed and new or revised objectives set, alongside more frequent informal meetings with the Induction Tutor; this will be in line with the new ECF programme and resources provided with the teaching school hub
- There are to be formal observations and follow ups at least every half term and the first should be within four weeks of the start; these can be done by the Induction Tutor or another member of staff
- The ECT is to have the opportunity to observe experienced teachers
- Other appropriate training should be identified in conjunction with the Induction Tutor
- Internal training and experience should be provided

### **ASSESSMENT AGAINST THE INDUCTION STANDARDS**

A form is to be sent to the awarding body at the end of each term.

### **RESPONSIBILITIES**

The **Headteacher** is responsible for the general oversight of the Induction Programme and for assessment reports to the authorised body.

The **Assistant Headteacher (Induction)** is responsible for organising and planning the induction programme. He will liaise closely with the induction tutors.

The **Induction Tutor** will ensure an appropriate individual programme of monitoring and support is undertaken. Two lesson observations are to be undertaken each term. Termly reports are to be submitted.

The **Head of Year** to which the ECT is attached will provide guidance on pastoral and related matters.

The **ECT** is expected to participate in whole school activities, to keep records, to familiarise her/himself with the staff policies and, in general, to make the most of the opportunities offered by the induction scheme.

**All staff** will help the ECT to become an established member of our school community as soon as possible.

## **INITIAL TEACHER EDUCATION POLICY**

Norbury High School for girls was designated a Training School in Sept 2003 and thus has a history of providing high quality training for all teachers which is continued to this day. We work with student teachers (STs) in Initial Teacher Training (ITT) programmes such as the PGCE, to ensure future teachers are given the best opportunities possible. We are equally committed to addressing the training needs of all staff in the school throughout their career.

### **Aims**

1. To provide quality training which will give all student teachers the experiences required to meet the Qualified Teacher Status standards as set out by the DfE.
2. To create links with Higher Education Institutions (HEIs), the Local Authority (LA), our partner schools and other bodies to ensure requirements are met and a profitable relationship is established.
3. To create opportunities for all staff to develop through updating their knowledge and skills, through reflecting on their own teaching practice and through making a valuable contribution to the development of others.

### **Benefits**

The benefits of working in ITT are numerous:

- All teachers are encouraged to reflect upon their own practice
- Teachers are able to share their expertise and offer support to others
- Teachers are able to update their subject knowledge and skills through links with HEIs
- Teachers are supported through tutor support, team teaching and resources
- Students benefit from an increased number of adults helping in the classroom and around the school
- The school is able to recruit quality staff who are already partially inducted into the school

### **Entitlement**

STs are entitled to:

- Access to teaching opportunities in line with the expectations of the HEIs /provider
- Support and guidance regarding teaching skills and feedback from trained student observers
- An induction programme encompassing the whole school as well as the work of the department
- A professional studies programme delivered by specialists within the school
- Opportunities to be involved in the whole life of the school, e.g. extracurricular events
- Thorough monitoring and evaluation culminating in the completion of the required reports/profiles

- Opportunity to feedback via school-based and HEI questionnaires.

## **Roles and responsibilities**

All staff throughout the school are involved in our work in partnership with HEIs. The following staff have specific responsibilities:

Headteacher – overall responsibility

Associate Assistant Headteacher – Professional Coordinating Mentor (PCM)

Administrator – PGCE

Subject mentors – Department-based

## **Staff development**

Some training is arranged by the providers. New mentors attend induction sessions at the HEI. Established mentors attend sessions where they are updated on any changes. Training is also provided in school and in partnership with other schools. Experienced mentors and the coordinator are able to offer support and guidance to new mentors. There is external and internal moderation of lesson observations and reports.

***Mentoring is seen as a valuable form of professional development and is recorded in teachers' professional development portfolios. All teachers are likely to be involved with ITE and should note this.***

## **Resources**

There is a central budget which funds the whole school professional development programme and whole school photocopying and resources. STs are able to use the curriculum computer network and are provided with a print allocation. The staff room is available for them to use and their tablets and a printer are also accessible here. Workspaces are available in some department areas otherwise.

## **Quality assurance**

The school coordinator receives informal feedback throughout the year with formal feedback from the HEI at the end of each placement. The Senior Leadership Team receive feedback on the school-wide student teacher research project undertaken in placement 1 and also receive the findings of the detailed student teacher experience questionnaire for both placements. Although the feedback is largely, highly positive every year, any recommendations and issues are looked into by PCM and shared with mentors. At the end of the academic year, mentors and students are asked to evaluate the impacts of ITT in school. Suggestions are requested for future improvements. In addition, the PCM will liaise with HEI tutors if necessary if matters arise during the placements.

## **Links to other policies**

We provide an experience of a multicultural and multi-ethnic school which enables the STs to begin to understand and appreciate the benefits and difficulties in working in such an environment

■ **ECT Policy**

This outlines the support and assessment provided for STs in their induction year

**Current arrangements**

We work with the UCL Institute of Education (IOE) and Goldsmiths College and receive between 5-10 (x two cohorts) STs from subjects across the curriculum. Some of these work in paired placements.

**Review date**

The ITT policy shall be reviewed annually by the school coordinator and SLT.