



Staff Induction Policy

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Author/owner: Board of Trustees

Review: Biennial

NB. 'Trustees' means the Directors referred to in the Trust's Articles of Association

History of most recent policy changes

Version	Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
V1.0	May 2021		New policy introduced for the Tarka Learning Partnership Central Trust Team and Schools within the Trust	Requirement for central policy to set guidance and expectations for new or promoted staff, and their line managers, within the Trust and its schools in respect of a supportive induction process

Contents

History of most recent policy changes.....	2
1.0 Policy statement.....	4
2.0 Aims.....	4
3.0 Teaching staff.....	4
4.0 Supply teaching staff.....	5
5.1 Early Career Teachers (ECTs) at risk of failing the ECT induction.....	6
5.2 Addressing ECT concerns.....	6
5.3 Roles and responsibilities for Early Career Teachers in schools.....	6
5.3.1 The ECT.....	6
5.3.2 The Induction Mentor.....	7
5.3.3 The Head Teacher.....	7
6.0 Completing the Induction period – Early Career Teachers.....	8
7.0 Non-Teaching/Support staff.....	9
8.0 Concerns during induction.....	10
9.0 Satisfactory completion of the induction period.....	10

1.0 Policy statement

This policy sets out the Tarka Learning Partnership's aims, principles and strategies for the induction of all the staff who work in the Trust and its schools.

The purpose of this policy is to raise standards and improve the quality of education for all the pupils within Trust schools. Staff who are well supported and confident in their roles will help achieve this.

2.0 Aims

This induction policy and procedure aims to provide all newly appointed staff and those changing role, with a programme of structured support and guidance. These procedures should be appropriate to the role to which they have been appointed, to enable them to:

- integrate successfully into the school in which they have been employed
- consolidate their performance
- gain experience and develop professional expertise
- fulfil their job description successfully
- have opportunities for observation and discussion of their work with senior staff to discuss any difficulties that may be experienced
- identify their potential for career development and take advantage of opportunities for CPD
- have opportunities to join in and contribute to discussions on Trust and school policy

3.0 Teaching staff

The induction of new teaching staff, including Early Career Teachers and PPA teachers, is overseen by the Head Teacher and delegated persons, who will ensure that all new members of staff are given appropriate induction advice, training and resources. The induction process will be supported by their relevant leader and year group partner teacher (if relevant in the school), in their teaching and learning team. This should include:

- Curriculum policies and schemes of work.
- Planning documents.
- Staff information from website
- Trust and school aims and plans.
- Awards that the relevant school has achieved
- Staff policies.
- Assessment advice, recording, reporting, resources and procedures.
- Class lists.
- Emergency procedures.
- Health and safety guidelines.
- Information on whole school and year group resources, including ICT.
- Timetables.
- SEND information.
- Teaching and Learning Policy.
- Behaviour Policy.
- Pastoral Care Policy.
- Display Policy.
- Performance Management information.
- Safeguarding induction with the Designated Safeguarding Lead, including CPOMS training and Child Safeguarding Information record with relevant policies to be signed for

- Data protection compliance information and confidentiality
- Code of Conduct and Whistle Blowing Policy included in the Child Safeguarding Information record
- Declaration of Business and Pecuniary Interests for Senior Leadership Staff to be signed to go to the Clerk to Governors.
- Staff wellbeing and support information

The partner teacher, year group leader, Head of Department or line manager, will ensure new members of staff are given a guided tour of the school, identifying locations of resources, procedures, staff and other relevant information.

The new staff member will have an identified teacher who will be available to provide advice and support on a daily basis or new role requirement. In relation to teachers, this would normally be the team partner, or, in the case of Planning Preparation and Assessment teachers (PPA), the class teacher/s for whom they are covering.

New teaching staff will have access to the Head Teacher, Deputy Head Teacher and Assistant Head Teacher (if applicable in the school) to discuss additional training needs and any difficulties they may be experiencing, in addition to Performance Management procedures.

The Tarka Learning Partnership Probation Policy and Procedure will also apply to support staff and their performance during the first six months of employment.

4.0 Supply teaching staff

Supply staff should:

- Have an induction meeting relevant to the role which will include key policies and procedures relevant to the role such as safeguarding, fire evacuation, awareness of children with additional needs and plans for those needs and data protection and confidentiality
- be contacted by the class teacher if the absence is planned in advance
- have access to the Assistant Head Teacher, Deputy Head Teacher or Head Teacher (if applicable in the school) if difficulties arise.
- provide feedback for the class teacher
- mark all work and ensure the classroom is left tidy

5.0 Early Career Teachers (ECTs)

Induction for ECTs will be provided in line with statutory guidance published by the Department for Education (Induction for Early Career Teachers – revised March 2021 for September 2021).

Each ECT will be given mentoring support which may be carried out by different people during the programme. The specific sessions will be appropriate for the programme that the ECT is on.

The induction programme should:

- ensure that progress against the Teacher Standards is monitored termly and assessments completed
- ensure the ECT is registered with an Appropriate Body
- match particular development needs, identified during training
- provide appropriate development related to the teacher's strengths
- identify targets to be achieved termly for the first two years of teaching

- provide opportunities for the teacher and Mentor to record agreed targets and an action plan for their achievement, linking the teacher's needs with the School Improvement Plan priorities and targets.
- Include opportunities to visit other schools to observe good practice
- Enable the ECT to attend relevant training which is compliant with the Early Career Framework.

ECTs will also be able to access appropriate mentoring support or a teaching colleague for day-to-day advice and support.

ECTs are entitled to 10% non-contact time in addition to the appropriate PPA time for the first year (or part-time equivalent). They are entitled to 5% non-contact time in addition to the appropriate PPA time in the second year.

The ECT Induction Programme replaces the Probation procedure and Performance Management which is in place for all other staff. The process will include at least six formal observations which may be undertaken by the ECT Induction Mentor, Head Teacher, Deputy Head or Assistant Head. It may be appropriate for a subject leader to observe the ECT. The first observation must take place during the first four weeks in post.

5.1 Early Career Teachers (ECTs) at risk of failing the ECT induction

If an ECT is at risk of not meeting the Teachers' Standards by the end of the induction period, the school will:

- Inform the ECT of the concern and identify where they need to improve their practice;
- Ensure that additional monitoring and support measures are put in place immediately;
- Set appropriate objectives to guide the ECT towards satisfactory performance against the relevant standards;
- Put an effective support programme in place to help the ECT improve their performance;
- Give the ECT every opportunity to improve their performance;
- Inform the Appropriate Body that there is a concern.

5.2 Addressing ECT concerns

If an ECT has any concerns about their ECT induction, these should be raised within the school in the first instance. Where the school is not able to resolve them, the ECT should raise concerns with the named contact at the Appropriate Body.

5.3 Roles and responsibilities for Early Career Teachers in schools

5.3.1 The ECT

The ECT should:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction mentor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction mentor how best to use their reduced timetable allowance;
- provide evidence of their progress against the relevant standards;
- participate fully in the agreed monitoring and development programme;

- raise any concerns with their induction mentor as soon as practicable;
- consult their Appropriate Body named contact at an early stage if there are or may be difficulties in resolving issues with their mentor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction mentor the start and end dates of the induction period and the dates of any absences from work; and
- retain copies of all assessment forms.

5.3.2 The Induction Mentor

The induction mentor should:

- provide, or coordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the Appropriate Body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake three formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one per term, or pro rata for part-time staff);
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and
- take prompt, appropriate action if an ECT appears to be having difficulties.

5.3.3 The Head Teacher

The Headteacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and should:

- check that the ECT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the ECT starting the induction programme, which Body will act as the Appropriate Body;
- notify the Appropriate Body when an ECT is taking up a post in which they will be undertaking induction;
- meet the requirements of a suitable post for induction as defined by the DfE statutory Induction Guidance document;
- ensure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure an appropriate and personalised induction programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching;
- ensure that termly assessments are carried out and reports completed and sent to the Appropriate Body;
- maintain and retain accurate records of employment that will count towards the induction period;
- make the Governing Body aware of the arrangements that have been put in place to support ECTs serving induction;
- make a recommendation to the Appropriate Body on whether the ECT's performance against the relevant standards is satisfactory or requires an extension;
- participate appropriately in the Appropriate Body's quality assurance procedures; and
- retain all relevant documentation, evidence and forms on file for six years.

There may also be circumstances where the Headteacher should:

- obtain interim assessments from the ECT's previous post;
- act early, alerting the Appropriate Body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the relevant standards;
- notify the Appropriate Body as soon as absences total 30 days or more;
- periodically inform the Governing Body about the school's induction arrangements;
- advise and agree with the Appropriate Body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- provide interim assessment reports for staff moving in between formal assessment periods; and
- notify the Appropriate Body when an ECT serving induction leaves the school.

6.0 Completing the Induction period – Early Career Teachers

An ECT completes their induction period when they have served:

- the full-time equivalent of two standard school years (usually six terms, based on a school year of three terms); or
- a reduced period of a minimum of one term (as agreed with the appropriate body) based on previous teaching experience; or
- a reduced period of induction for part time teachers covering but not equivalent to two years (as agreed with the appropriate body); or
- an extension to that period, as a consequence of absences occurring during the period; or
- an extension following a decision by the appropriate body or the Appeals Body

The appropriate body makes the final decision as to whether an ECT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the Head Teacher.

Within 20 working days of receiving the Head Teacher's recommendation, the appropriate body must decide whether the ECT:

- has performed satisfactorily against the Teachers' Standards and thereby satisfactorily completed their induction period;
- requires an extension of the induction period; or
- has failed to satisfactorily complete the induction period.

In making this decision the appropriate body must take into account the headteacher's/principal's recommendation and all available evidence including any written representations from the ECT.

The appropriate body must, within three working days of making the decision, make written notification of the decision to: the ECT; the headteacher/principal (in whose institution the ECT was working at the end of their induction); and the employer (if other than the appropriate body itself). They must also notify the Teaching Regulation Agency, and should do so within three working days in the case of decisions to fail or extend the ECT's induction, and via the termly return for other notifications.

If the appropriate body decides to extend the period of induction or that the ECT has failed to complete

their induction period satisfactorily, they must inform the ECT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for submitting an appeal. The ECT must notify the Teaching Regulation Agency that they wish to appeal the decision within 20 working days, after which the right of appeal expires except in exceptional circumstances.

Failure to complete the induction period satisfactorily means that the ECT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

An ECT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the ECT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the ECT within ten working days of being told of the outcome of the hearing.

The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

7.0 Non-Teaching/Support staff

The line manager of the member of support staff is responsible for their induction. There will be opportunities for training and day-to-day advice provided by colleagues, senior leaders and staff from the Tarka Learning Partnership central team.

Induction should include:

- Introduction to school staff and welcome at a relevant staff meeting.
- The opportunity to work shadow the existing post holder or person undertaking a similar job where possible.
- Relevant “on-the job” training
- It would be preferable for the new member of staff to have an identified mentor.
- Identification of specific training needs for the post where appropriate.
- Information on the school with access to the website and policy information.
- If applicable, information from the class teacher concerning the child/children for which they are responsible.
- If applicable, information on resources including SEND resources.
- If applicable, information on assessment, record keeping, the marking policy.
- Policies and procedures relating to teaching and learning.
- Policies and procedures relating to Finance.
- Policies and procedures relating to HR.
- Safeguarding induction with the Designated Safeguarding Lead, including CPOMS training and Child Safeguarding Information record with relevant policies to be signed for.
- GDPR, data protection compliance and confidentiality.
- Training in the use of equipment required to undertake their job role.

- Introduction to the computer system and all relevant software.
- Health and Safety information.
- Information on training opportunities.
- Opportunity to comment on policy and practices.
- Code of Conduct and Whistle Blowing Policy included in the Child Safeguarding Information record.

New support staff will have access to the Head Teacher, Deputy Head Teacher and Assistant Head Teacher (if applicable in the school) to discuss additional training needs and any difficulties they may be experiencing, in addition to Performance Management procedures.

The Tarka Learning Partnership Probation Policy and Procedure will also apply to support staff and their performance during the first six months of employment.

8.0 Concerns during induction

All employees, including those in their induction period, can raise concerns about their employment using the appropriate policy such as the Staff Grievance Policy, Dignity at Work Policy or TLP Complaints Policy.

9.0 Satisfactory completion of the induction period

Following the satisfactory completion of an induction period, and probation period for qualified teaching staff and support staff, new employees will transfer to the performance management cycle of having an annual appraisal.