

# **ROOKERY SCHOOL: Induction Policy**

## **Teaching staff**

### **Rationale and philosophy**

Rookery School develops its' learning community through a culture of continuous improvement. Our main purpose is to empower all our learners (pupils, staff, governors and parents), to become the best that they can be.

Through the continuous learning of our staff and governors the school will continue to improve and develop - consequently bringing ever greater benefits for our pupils.

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 which starts before a person joins the school and continues through the first year 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 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.

### **Background**

Here at Rookery we aim to recruit and retain the very best teachers. With this in mind we have reviewed our recruitment strategy to align with school development priorities and as a consequence we now need to formalise our induction procedures/process.

This policy is a culmination of a lengthy review process undertaken in the spring/summer of 2008 with 8 teachers, ranging from NQTs to senior managers, who had joined Rookery over the previous 2 years.

The review process has already had a real impact upon the leadership of the school - supporting the self evaluation process for Leadership & Management to great effect. Reflecting on the review outcomes has led to a focus on 'Clarity of Communication and Consistency' for the leadership team this year, culminating in the production of this policy.

## **Purpose**

Here at Rookery School our induction process aims to:-

- Contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meeting the broader 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 effective practice.
- Ensure all staff new to the school understand what is expected of them at the school and gain support to achieve those expectations
- Build co-operation between staff of all sections of the school.
- Ensure that all staff are valued and recognised as the school's most important asset.

## **Management and Organisation of Induction**

The headteacher is responsible for the overall management and organisation of induction, including Newly Qualified Teachers.

### **Newly Qualified Teachers**

For Newly Qualified Teachers 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 NQT level.

Each Newly Qualified Teacher (NQT) is allocated an Induction Tutor who is either a senior or highly experienced member of staff. This member of staff is responsible for the day to day management of the induction of each NQT.

Induction tutors/mentors are supported in their role by:

- Information from the LA, TTA and school, relevant to the induction process
- Training provided by the LA on the Role of the Induction Tutor
- Meetings with the Head Teacher
- Feedback from the school and/or the LA on the quality of their work.

## **Induction programme for Newly Qualified Teachers**

At Rookery School 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 and NQTs are expected to engage in the programme.

- All new teachers are expected to spend time in the school to familiarise themselves with the school site, key staff and their class prior to taking up their post (if time permits). This will be discussed with the Head Teacher when a job offer is made - it is possible for contracts to commence 2/3 weeks early to facilitate this process.
- All NQTs are allocated and introduced to their Induction Tutor and Line Manager (Phase Leader) prior to starting.
- All new teachers are met on their first day by their line manager.
- Induction tutors will catch up with NQTs within the first 2/3 days of them starting.
- All new teachers will meet with the Headteacher within their first week in post.
- Induction Tutors are responsible for the day to day management of their NQT's induction, and will meet with their NQT regularly. The Induction Tutor reviews progress, set targets, and identifies support strategies with the NQT
- All NQTs are observed teaching during their statutory induction period and this is undertaken by the Induction Tutor.
- Three formal assessments will be undertaken during the NQT induction period. These will be documented on forms that are sent to the LEA and must be signed by the NQT, Induction Tutor and Headteacher.
- Each NQT has 10% professional development time during their statutory induction period. This is in addition to Planning, Preparation and Assessment time that other substantive teachers would expect in the school.
- Each NQT undertakes a planned CPD programme designed in consultation with the Induction Tutor to ensure 10% professional development is used to the maximum effect.
- NQTs use the Career Entry and Development profile as a basis of planning the initial stages of their induction.

- Each NQT develops with their Induction Tutor their own induction and support plan.
- Each NQT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio.
- The Induction Tutor maintains a documented record of the NQTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken.
- NQTs who are not meeting the induction standards or making satisfactory progress towards them will develop with the Induction Tutor a detailed action plan. The school will increase the support necessary to implement the action plan within the available resources within the school. As appropriate the LA will be involved to ensure the action plan can be implemented.
- To support the transition from NQT to fully qualified teacher – the Induction Tutor will maintain a supervisory role as Performance Manager during the second year the new teacher is in school.

### **Induction for experienced teachers**

At Rookery School all new teachers are expected to undertake their responsibility in striving to meet the Professional Teaching Standards set by the Training & Development Agency in 2007. The induction programme at the school consists of pastoral support and professional challenge to enable each new teacher to become a highly effective practitioner.

- All new teachers are expected to spend time in the school to familiarise themselves with the school site, key staff and their class prior to taking up their post (if time permits). This will be discussed with the Head Teacher when a job offer is made - it is possible for contracts to commence 2/3 weeks early to facilitate this process.
- Each teacher will be line managed by their Phase Leader who will give professional/pastoral support and guidance.
- Each teacher will be assigned an Induction Tutor/ Mentor (Deputy or Assistant HT) who will negotiate an induction programme during the first week in school.
- Induction tutors/line managers will make contact with the new teacher sometime during their first day.
- All new teachers will meet with the Headteacher within their first week in post.
- There will be a review of the induction process/programme after the first week, the first half term, the first term and the first year with the induction tutor.

- Each teacher will be provided with an explanation of the school's performance management arrangements by their Induction Tutor (see the school's performance management policy) within which they will be expected to participate.
- Performance Management targets will be set by Line Managers in accordance with the policy
- Each teacher will be expected to contribute to the spirit and life of the school to ensure a conducive environment for learning for all school members, pupils and staff.

**New teachers are expected to take a pro- active role in the induction process.**

Completion of the induction checklist through the first half term at school will facilitate an understanding of the nature of the school site, staff deployment and organisation, routines and resources.

Post	Name	What	Date
Business Development Manager  Admin Team		Plan of school site Locker + key Key fob Car park pass Door codes Staff Handbook Sickness and absence arrangements Health & Safety policy Accidents and first aid Code of conduct Staff list Class list with photos Money collection	
ICT Network Manager		Laptop Email address Induction re. hardware, network + system	
Resource Manager		Services and systems including library	
Phase Leader		Daily routine Fire procedures Playground rotas Assemblies Meetings and briefings Parents evenings – timings and procedures PPA	

Year group partner		Medium & short term planning requirements Daily organisation and targetted groups Reward systems	
Pastoral Manager		Relationships with parents Support and advice - systems and contacts	
DSP for Child Protection		Child Protection Policy + training session	
Learning Mentor		Behaviour Management policy	
Deputy HT resp for Teaching & Learning		Teaching & Learning process Organisation of curriculum incl trips and visits and events	
Deputy HT resp for Inclusion		SEN policy & practice Assessment policy & practice	
English co-ordinator		Policy, practice and CPD Pupil progress and standards Expectations and support	
Maths specialist teacher		Policy, practice and CPD Pupil progress and standards Expectations and support	
Sports & Arts Director		House system Clubs Out of hours learning PE policy and practice Music policy and practice Expectations and support	