



Wesley Methodist Primary School

Induction Policy

1. Rationale (what induction is and why it is important)

Wesley Methodist Primary School is striving to maintain 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.

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.

2. Purposes (who benefits and what benefits are required)

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.

3. Guidelines (how will staff induction be implemented)

Induction activity is planned in the context of the school's vision, goals and guiding principles, and national 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 Headteacher is responsible for the overall management and organisation of Induction, including Newly Qualified Teacher Induction across the whole school. This includes a whole school planning and quality assurance role.

Induction Of Newly Qualified Teachers (NQTs)

For 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 NQT. Each NQT is provided with an Induction Tutor 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 NQTs.

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 CPD 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 Appraisal Process; Asking for feedback from the school and from the Local Authority on the quality of their work.

School Induction Programme For NQTs

- The induction programme for staff new to teaching is designed to induct them into the profession and into the school.
- At Wesley Methodist, 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. NQTs are expected to engage in the programme.
- All NQTs are invited to visit the school before they take up post.
- All NQTs are met on their first day by their Induction Tutor and the Headteacher.
- All NQTs are provided with copies of school policies and the school's Staff Handbook and are expected to develop their understanding of these key documents.
- Induction Tutors will regularly meet with their NQTs to review progress, set targets and identify support strategies;
- All NQTs are observed teaching during their statutory induction period. This is undertaken by the Induction Tutor, a senior member of staff or an experienced teacher.
- Three formal assessments will be undertaken during the NQT induction period. These will be documented on forms that are sent to the Local Authority and must be signed by the NQT, Induction Tutor and Headteacher. The Headteacher will be present for at least the final observation.
- Each NQT has ten percent professional development time during their statutory induction period. This is in addition to the Planning, Preparation and Assessment time that other substantive teachers in the school would expect.
- Each NQT has a planned programme to ensure that their ten percent professional development time is used to the maximum effect.
- Each NQT develops in consultation 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 and school maintains a documented record of the NQT's 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 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 and Headteacher.
- 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.
- 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 Appraisal Policy and practices (see Appraisal 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.