



# MARISH



## Academy Trust

### Induction Policy

**Date:** January 2018

#### **Summary**

This document sets out Marish Academy Trust's policy and practice with respect to Induction of new employees.

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## **1. Rationale**

Marish Academy Trust is a learning community with a culture of continuous improvement. Our main purpose is learning - for both adults and pupils. Through the continuous learning of our staff and governors the Trust 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 Trust. Induction is a process which starts before a person joins the Trust and continues through the first year at the school and beyond.

## **2. Aims and outcomes**

Our induction process will:

- Contribute to improving and developing the overall effectiveness of the Trust, raising pupil achievement, and meet 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 Marish Academy Trust.
- 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 Trust understand what is expected of them at the schools and gain support to achieve those expectations.
- Build co-operation between all staff Trust wide.
- Ensure that all staff are valued and recognised as the Trust's most important asset.

## **3. Induction Practice at Marish Academy Trust**

Financial resources for induction and other training are allocated annually and apportioned in accordance with the induction needs of staff and governors trust wide. This includes both resources for general induction requirements outlined in this policy and to meet the needs of specific staff in helping them to meet the national induction standards. Our Induction practice is planned in the context of the Trust's vision, ethos and guiding principles, and national standards for teacher induction and for other specific roles and responsibilities.

## 4. Management and Organisation of Induction

The Academy Leadership Team, in conjunction with the Governing Body is responsible for the overall management and organisation of Induction, including that of Newly Qualified Teachers. This includes a trust wide planning and quality assurance role.

However, the induction of individual staff member is delegated to the appropriate team leader or mentor, who remains responsible to a named senior leader at each school. So for example:

- A newly qualified teacher will have an assigned mentor who will be an experienced and trained colleague but the mentor will be responsible to the Head teacher or Deputy Head teacher who is the Teaching and Learning Team leader for that Trust school. Appendix 1 outlines the process of Induction for NQTs.
- A newly appointed finance or HR team member will be managed by an experienced member of that team and will be responsible to wither the Trust Director of finance or Business manager.
- A newly appointed admin team member will be managed by the Trust office manager in conjunction with the Head teacher or Deputy Head teacher for that Trust school.
- A newly appointed building/sites or ICT team member will be managed by the Director of Facilities and Resources in conjunction with the Head teacher or Deputy Head teacher for that Trust school.
- All experienced staff will be line managed by a trained and experienced team leader who will support their induction within one of the four trust teams; Teaching and Learning, Building and ICT, Finance and HR and Administrative Support. Some staff may have two roles and work across two teams. Appendix 2 explains the induction provision for experienced staff.

## Appendix A Marish Academy Trust Induction Practice for Newly Qualified Teachers

For Newly Qualified Teachers the Trust provides a programme of support, monitoring and assessment. The timetable for this programme is provided at a whole school level and but the provision is tailored to meet individual NQT needs.

### Mentors

Each Newly Qualified Teacher is provided with a mentor who will either be a named senior leader or experienced and skilled teacher. The mentor is responsible for the day to day management of the induction of Newly Qualified Teachers.

Mentors will be supported in their role by:

- being provided with information from the LA (or other registered body) and Trust, relevant to the induction process;
- being offered training provided by the LA other registered body) and Trust, on the role of the mentor to an NQT
- Liaising the Head teacher or Deputy Head teacher who have overall responsibility for the Induction of all Teaching and Learning staff in each trust school.
- Monitoring and evaluation of the induction provision for NQTs and other staff, Trust wide undertaken by ALT and GB annually.
- Receiving feedback from the NQTs themselves in their comments and reports
- Asking for feedback from the school and from the LA (or other registered body) and Trust on the quality of their work.

### Induction Process

#### Before and on arrival

All NQTs are invited to visit the school before they take up post. If possible they will be employed for a period before they take up their NQT job. For example, working on supply in the school or being employed from the 1<sup>st</sup> July ready for a September start.

At the first opportunity they will be introduced to both their assigned mentor and the Trust HR team.

All NQTs will be met on their first day by their mentor.

All NQTs are provided with copies of Trust policies and the school's staff handbook, ideally before they arrive at school and are expected to develop their understanding of them.

All NQTs will meet with the Head teacher or the Deputy Head teacher responsible for the teaching and learning team within that school within their first week in post.

### During First Year

At Marish Academy Trust all NQTs are expected to undertake their professional responsibility in striving to meet high standards.

The induction programme at each Trust school consists of support, monitoring and assessment elements and NQTs are expected to engage in the programme. Each week the NQT will meet with their mentor to work on their targets and share any concerns.

Each NQT will be provided with 10% NQT Non-Contact Time in addition to 10% PPA entitlement. Each NQT is responsible for ensuring that this time is used to the maximum effect. The induction programme we use for staff new to teaching is designed to induct them into the profession and into the school. NQTs use the Career Entry and Development profile as a basis of planning the initial stages of their induction.

Each NQT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio. NQTs will receive feedback on their strengths and areas for development. Mentors will review progress, set targets, and identifies support strategies with the NQT.

The mentor will support the NQT to maintain 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.

All newly qualified teachers are observed teaching during their statutory induction period and this is undertaken by the mentor, a senior member of staff or an experienced teacher consultant as appropriate.

Three formal assessments will be undertaken during the NQT induction period. These will be documented on forms that are sent to the LA and must be signed by the NQT, Mentor and Head teacher.

Newly Qualified Teachers who are not meeting the induction standards or making satisfactory progress towards them will be develop with the mentor 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 (or other registered body) will be involved to ensure the action plan can be implemented.

## **Appendix B Marish Academy Trust Induction Process for experienced staff**

### Before and on arrival

All experienced staff are invited to visit the school before they take up post.

At the first opportunity they will be introduced to both their assigned line manager and the Trust HR team. Staff will be met on their first day by their line manager and the Head teacher within their first week in post.

All experienced staff are provided with copies of Trust policies and the school's staff handbook, ideally before they arrive at school and are expected to develop their understanding of them.

### During the First Year

All experienced staff will be provided with an explanation of the Trust's performance management arrangements (see the Trust's performance management policy) within which they will be expected to participate. Their line manager will discuss their Job description with each staff member.

For those on fixed term contracts, successful completion of the first term is a requirement for the contract to be renewed.

All experienced staff will be expected to contribute to the spirit and life of the Trust to ensure a conducive environment for learning for everyone, students and staff.

Experienced staff will receive feedback on their strengths and areas for development. Line managers will review progress, set targets, and identifies support strategies or training needs throughout the performance management cycle.

Any staff team members who are not meeting the required standards will have their performance managed through the performance management and appraisal procedure initially. However, if this fails to improve the Trust may initiate a detailed support plan, disciplinary action or the capability procedure as appropriate.

## 5.Revision History

Version	Date	Author	Comments
1.0	02/2014	Exec HT	<b>Agreed by Governing Body – February 2014</b>
2.0	January 2016	DH/HR	
3.0	January 2018		

## 6. Approval History

Version	Approved	Comments
1.0	02/2014	<b>Agreed by Governing Body – February 2014</b>
2.0	January 2016	
3.0	January 2018	