



MARISH



Academy Trust

Induction Policy Version 4.0

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Summary

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

Contents

Contents.....	2
1 Rationale.....	3
2 Aims and Outcomes	3
3 Induction Practice at Marish Academy Trust	4
4 Management and Organisation of Induction	4
Appendix I The Induction programme.....	5
Appendix II Marish Academy Trust Induction Practice for Newly Qualified Teachers.....	8
Appendix III Marish Academy Trust Induction Process for experienced staff.....	10
Appendix IV Induction Checklist.....	11
5 Revision History	12
6 Approval History.....	12

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 even greater benefits for our pupils. This policy applies to all employees and also, as appropriate, to volunteers, agency staff and governors who will all receive a tailored induction programme which will include appropriate information, training, observation, and mentoring as appropriate.

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 Trust and beyond. Safeguarding children and Child Protection will be a prominent feature in every induction programme. The first weeks and months are vital to the success of any appointment. In order to provide the foundation for a successful and safe contribution to the Trust arrangements will be made for introducing a new employee, volunteer or governor to the duties of the post and to the Trust as a whole.

The Induction Programme is designed to help new employees, volunteers and governors become familiar with the requirements of their position and learn about the culture, ethos, priorities, aims and working practices of the Trust, effectively and efficiently so that they become knowledgeable and confident as quickly as possible.

2. Aims and outcomes

Our induction process will:

- Provide information and training on the Trust's policies and procedures
- Provide Child Protection information – including outlining responsibilities
- 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.
- Identify and address any specific training needs

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 2 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 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 1 explains the induction provision for experienced staff.

The person responsible for induction should:

- Make arrangements to ensure that a new member of staff, volunteer or governor is welcomed.
- Ensure that immediate needs are identified before taking up the position where possible
- Provide, if appropriate, a tour of the school and information about facilities, answering questions and giving practical advice
- Introduce key personnel and assigning a Buddy
- Ensure that an Induction Programme is provided, delivered and evaluated.

Appendix I The Induction programme

The person responsible for induction should ensure that an Induction is provided personally, or by the line manager or mentor, or another person with delegated responsibility, which will include:

- Child Protection information
- Health and Safety procedures
- a checklist of the policies and procedures to be understood
- details of help and support available
- a diary of meetings
- details of other relevant individuals with responsibility for induction e.g. the designated mentor or supervisor
- Induction programmes should be tailored to specific individuals.

Areas which should be considered for each category of staff are set out below.

I. Supply Teachers and Agency Staff

All new supply teachers and agency staff should be given appropriate induction advice, training and resources by the School business manager. This should include;

- Safeguarding children and children protection
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- Behaviour management policy
- Relevant information from the Staff Handbook;
- Relevant information on curriculum, schedules and timetables

II. Teaching Staff including Teaching assistants

All new staff will be given appropriate induction advice, training and resources by their line manager and others e.g. the deputy head and senior teachers. This is likely to be over time and as necessary.

This should include;

- Safeguarding children and children protection policy
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- Curriculum documents
- Staff Handbook,
- School Website
- Policy documents, including Raising Attainment plan
- Assessment advice, recording, reporting, resources and procedures,

- Class and set lists,
- Information on whole school and year group data, including SEN and “Disadvantaged”
- Timetables

III. Administrative Staff

All new staff should be given appropriate induction advice, training and resources by their line manager and others e.g. The School Business Manager. This should include;

- Safeguarding children and children protection
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- Staff Handbook
- School administrative systems and procedures
- Specific job related training such as finance, for recruitment selection administration etc.

IV. Cleaning/Caretaking/Kitchen Staff

All new staff should be given appropriate induction advice, training and resources by their line manager and e.g. the School Cook and Lunchtime Managers. This should include;

- Safeguarding children and children protection
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- Staff Handbook
- Specific job related training such as manual handling, use of ladders, kitchen safety etc

V. Midday and Cover supervisors

All new staff should be given appropriate induction advice, training and resources by their line manager and e.g. The Cook and Lunchtime Managers. This should include;

- Safeguarding children and children protection
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- Staff Handbook
- Specific job related training such as Behaviour management

VI. Governors

All new Governors should be given appropriate induction advice, training and resources by. This may include;

- Safeguarding children and children protection
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- current relevant school information, policy documents and Raising Attainment Plan
- School brochure including staffing, Ofsted and school performance data
- DfES information on the role of governor
- Governing Body Policy documents.
- Dates and times of whole governing body and subcommittee meetings
- Access and information of previous governing body minutes,
- latest governing body report to parent and school newsletters.
- Information and access to governor training courses.

VII. Volunteers

All new volunteers should be given appropriate induction advice, training and resources by either the School Business Manager or the Headteacher. This should include;

- Safeguarding children and children protection
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct

Appendix II 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 (or other registered body) and Trust, on the role of the mentor to an NQT
- Liaising with 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 1st 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 III 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.

Appendix IV Induction Checklist

Name _____ Start Date _____

Name of Mentor _____

Induction Element	Tick and initial on completion	Notes
Day One		
Meet Headteacher/School Business Manager for an introduction to the school		
Check DBS and identity on first visit		
Show where to sign in/out and ensure this procedure is adhered to		
Information shared regarding Child Protection and Designated Person		
Information shared regarding confidentiality and information sharing protocols		
Meet member(s) of staff who you will be working with and be shown the task expected and where you will be working		
Tour of the school and facilities		
Emergency procedures and security procedures		
Use of personal mobiles, dress code and code of conduct		
Health and Safety aspects relating to individual's work environment and whole school		
School behaviour and rewards systems understood		
Essential policy documents listed (on website) to be read: a) Keeping Children Safe in Education b) Guidance for Safer Working Practice c) Safeguarding and Child Protection Policy d) Prevent Action Plan e) Behaviour Policy f) Anti-bullying Policy g) Whistle Blowing Policy h) Health and Safety Policy i) Fire Procedures		

5. Revision History

Version	Date	Author	Comments
1.0	02/2014	Exec HT	Agreed by Governing Body – February 2014
2.0	January 2016	DH/HR	
3.0	January 2018		
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6. Approval History

Version	Approved	Comments
1.0	02/2014	Agreed by Governing Body – February 2014
2.0	January 2016	
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