

## **Appendix 1 Marish Academy Trust Induction Practice for Early Career Teachers**

For Early Career 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 ECT needs.

### **Mentors**

Each Early Career 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 Early Career 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 ECT
- liaising the Associate Headteacher or Deputy Headteacher 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 ECTs and other staff, Trustwide undertaken by ALT and GB annually.
- Receiving feedback from the ECTs 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 ECTs 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 ECT 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 school's induction co-ordinator and the Trust HR team.

All ECTs will be met on their first day by their mentor and the school induction co-ordinator.

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

All ECTs will meet with the Associate Headteacher or the Deputy headteacher responsible for the teaching and learning team within that school within their first week in post.

Having met the school's induction co-ordinator, the ECT will need to schedule a brief monthly meeting with them.

#### *During First Year*

At Marish Academy Trust all ECTs 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 ECTs are expected to engage in the programme.

Each week the ECT will meet with their mentor to work on their targets and share any concerns.

Each ECT will be provided with 10% ECT Non-Contact Time in addition to 10% PPA entitlement. Each ECT 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.

ECTs use the Career Entry and Development profile as a basis of planning the initial stages of their induction.

Each ECT develops with their mentor Tutor their own induction and support plan.

Each ECT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio.

ECTs will receive feedback on their strengths and areas for development. Mentors will review progress, set targets, and identifies support strategies with the ECT.

The mentor will support the ECT to maintain a documented record of the ECTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken.

All Early Career 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 ECT induction period. These will be documented on forms that are sent to the LA and must be signed by the ECT, Mentor and Headteacher.

Early Career 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.

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## **Appendix 2 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 school's induction co-ordinator and the Trust HR team.

All experienced staff will be met on their first day by their line manager and the school induction co-ordinator.

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.

All experienced staff will meet with their ALT team leader or the Executive headteacher within their first week in post.

Having met the school's induction co-ordinator, the experienced staff member will need to schedule a brief monthly meeting with them.

*During First Year*

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

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 3 Marish Academy Trust Induction co-ordinator role and job description.**

The Induction Co-ordinator role at Marish Academy Trust is designed to support and complement, not replace, the role of the Trust HR department and the staff member's line manager or mentor.

#### **The Induction Co-ordinator will:**

- Meet with any newly appointed staff on their first day or visit to the school and give them a tour of the school.
- Ensure that newly appointed staff have met with HR to sort out documents, salary, DBS etc
- Check that new staff member has an appointed line manager or mentor and that they have met with them to set targets within first month.
- Ensure staff member has copy of Performance management policy, induction policy and relevant others and reads them.
- Ensure that newly appointed staff have read and understood staff handbook and procedures for notifying school of absence etc
- Ensure that newly appointed staff understand safeguarding, ECM and inclusion procedures across the Trust.
- At the end of each half term produce a report for ALT on the numbers of new staff in the school which shows the date of arrival, attendance record and whether they have settled and are on track or if any issues.
- Run a half termly after school coffee/cakes event for all new members of the team, inviting an ALT member or two to these events.
- Problem solve and use initiative to help people whenever possible.
- Be prepared to ask ALT or HR team to support new staff with extra training or support or help because of personal circumstances as necessary.

