

# **E-ACT POLICY**

## **PARKWOOD ACADEMY**

# **INDUCTION**

<b>Date agreed by Governors</b>	
<b>Date of review</b>	
<b>Responsible officer</b>	<b>Principal / Business Director</b>

## INDUCTION

### Rationale

Parkwood Academy is striving to become an outstanding learning environment through a culture of continuous improvement. Our main purpose is learning - for both staff and students. Through the continuous learning of our staff and governors the Academy improves and develops, and brings ever greater benefits for our students.

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 Academy. Induction is a process which starts **before** a person joins the Academy and continues for the first 6 months of employment. 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 Academy and by supporting highly effective performance. This policy applies to teaching and support staff. It thus enables them to contribute to the Academy's vision and goals and to fulfill its guiding principles. The induction process will ensure mutual benefit for the individual and the Academy

### Purposes

Our induction process will;

- Contribute to improving and developing the overall effectiveness of the Academy, raising student achievement, and meet the needs of students, parents and the wider community
- Contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective work at the Academy
- 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 Academy understand what is expected of them at the Academy and gain support to achieve those expectation
- Build co-operation between staff of all sections of the Academy
- Ensure that all staff are valued and recognised as the Academy's most important asset

### 1 - Guidelines

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. Resource will be available for the whole Academy programme of induction and to meet the needs of specific staff

in helping them to meet the standards required by the Academy. Induction activity is planned in the context of the Academy's vision, goals and guiding principles, and national standards for teacher induction and for other specific roles and responsibilities.

### **Management and Organisation of Induction**

A Vice Principal is responsible for the overall management and organisation of Induction. The induction of NQTs and ITT is led and co-ordinated specifically by Sham Khan.

### **Newly Qualified Teachers**

For Newly Qualified Teachers the Academy provides a programme of support, monitoring and assessment. The timetable for this programme is provided at a whole Academy level and at an individual NQT level.

Each Newly Qualified Teacher 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 Newly Qualified Teachers.

Induction tutors will be supported in their role by:

- being provided with information from E-ACT, TDA and Academy, relevant to the induction process;
- being offered in-house training that will be provided by the relevant academy person.
- having meetings with the member of staff responsible for the overall induction programme in the Academy
- through the monitoring and feedback of the induction provision in the Academy undertaken by the member of staff responsible for the overall induction programme.
- providing feedback from both internal and external agencies on the quality of their support

## 2 - Academy Induction programme for Newly Qualified Teachers

At the Academy all new teachers are expected to undertake their professional responsibility in striving to meet high standards

- The induction programme at the Academy consists of support, monitoring and assessment elements and NQTs are expected to engage in the programme
- All new teachers are allocated an Induction Tutor
- All new teachers will be allocated a mentor to assist with less formal settling in issues.
- Within the resources available in the Academy new teachers are offered a mentor when possible.
- All new teachers are invited to visit the Academy before they take up post.
- All new teachers will receive their timetable and a copy of the Academy/Department handbook(s) before they take up post
- All new teachers are met on their first day by their mentor / line manager.
- All new teachers are provided with copies of Academy policies and the Academy's staff handbook and be expected to develop their understanding of them.
- All new teachers will meet with the Principal within their first week in post.
- NQTs will receive feedback on their strengths and areas for development
- 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 newly qualified teachers are observed teaching during their statutory induction period and this is undertaken by the Induction Tutor, a senior member of staff and/or an experienced teacher as appropriate (see the NQT induction programme for details)
- 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, Induction Tutor and Principal.

- Each NQT has 10% professional development time during their statutory induction period. This is in addition to the teaching and professional development time that other substantive teachers would expect in the Academy.
- Each NQT has a planned programme to ensure 10% professional development is used to the maximum effect. The induction programme for staff new to teaching is designed to induct them into the profession and into the Academy.
- NQTs use the Career Entry and Development profile as a basis of planning the initial stages of their induction.
- Each NQT is encouraged actively lead on the development of their own induction support plan. This is completed in conjunction with their Induction Tutor
- 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 Academy 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.
- Newly Qualified Teachers who are not meeting the induction standards or making satisfactory progress towards them will develop (with the Induction Tutor) a detailed action plan. The Academy will increase the support necessary to implement the action plan within the available resources in the Academy.

#### **4 - Induction for Experienced staff**

- All new experienced staff will be allocated a mentor.
- All new staff will be invited to visit the Academy before they take up post.
- All new staff will, within reason, receive a copy of their timetable and Academy handbook(s) before they take up post
- All new staff will be met on their first day by their mentor / line manager.
- All new staff will be provided with copies of Academy policies and the Academy's staff handbook and be expected to develop their understanding of them.
- All new staff will meet with a member of the senior leadership team within their first week in post.
- 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
- All new staff will be provided with an explanation of the Academy's performance management arrangements (see the Academy's performance management policy) within which they will be expected to participate.
- All new staff will be expected to contribute to the spirit and life of the Academy to ensure a conducive environment for learning for all Academy members, students and staff.
- All new experienced staff will be allocated a line manager

#### **5 - Induction of Support Staff New to the Academy**

- All support staff will be invited to the Academy prior to taking up the post.
- All new support staff will have a line-manager who will discuss their job description with them.
- All new support staff will be allocated a mentor who, within reason, will not be a line manager
- An induction programme will be designed for each new member of support staff.
- New support staff will have the opportunity to attend induction training.
- 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 Academy
- New support staff will be expected to network with other support staff.