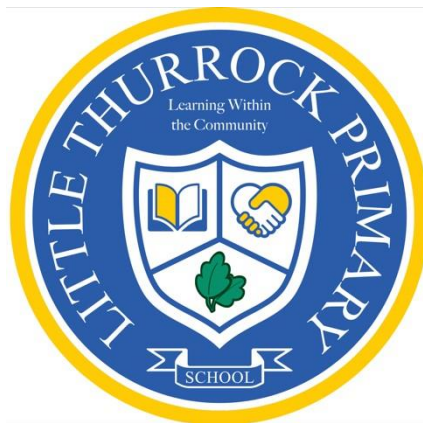


LITTLE THURROCK PRIMARY SCHOOL



Induction Policy

Signed: *Deivise Hanson*

Chair of Governors

Signed: *Can Robert Boyd*

Headteacher

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Next Review: January 2024

Contents

Rationale	Page 3
Objectives	Page 3
Additional Elements for ECTs	Page 4
Induction Checklist for all staff	Page 5
Review Arrangements	Page 6
Links to other policies	Page 6

Rationale

At Little Thurrock Primary School we aim to incorporate all new members of staff into a happy and hardworking team, who along with the children, are continually striving to raise standards.

Objectives

The objective of our induction policy is to support new members of staff and help them to:

- Settle into their environment
- Develop the skills and knowledge necessary to do their job
- Understand how their job relates to the rest of the school community
- Understand the ethos of the school and the standards expected of them
- Become motivated and effective employees of the school as quickly as possible
- Complete a successful probation period

In order to achieve our aims, we will offer:

- A member of staff who will act as a line manager and familiarise the individual regarding general school issues and procedures
- An initial interview at which the support manager and new member of staff meet to discuss the school organisation and procedures and any specific queries that the new member of staff has.
- A suitable workload, as specified in the job description
- Observations of their role (if appropriate), with written and verbal feedback, to support professional development and appraisal
- A timetable of training throughout the year to develop key skills
- Professional development meetings with their line manager three times a year – a target setting meeting, a mid-year review and an end of year review
- Probation review meetings at 6, 12 and 18 weeks

We expect that new members of staff will:

- Help maintain the school ethos in all situations
- Play an active part in the daily life of the school and fulfil appropriate responsibilities
- Complete the stated requirements of the role in line with the job description
- Act upon the constructive comments of their line manager in relation to performance issues
- Take the initiative in seeking help and advice from their line-manager in any personal or professional matters causing concern

- Reflect upon their own practice and evaluate their strengths and weaknesses, taking appropriate action to help develop their practice effectively

Additional elements for Early Careers Teachers (ECTs)

ECTs serve a two year induction period and this policy should be read in conjunction with the trust ECT policy.

At Little Thurrock Primary School, we aim to offer all ECTs the opportunity to:

- Gain experience of working with children in the classroom and in the wider school environment
- Gain experience of the school as a working organisation
- Observe experienced teachers at work within the school
- Gain experience in working across a variety of situations, and of teaching individuals, groups and classes
- Develop skills and understanding in classroom management, and control to establish a sound learning environment
- Demonstrate the ability to work professionally with teachers, children and all other members of the school community
- Gain experience in planning, teaching and the evaluation of lessons
- Develop sound and competent teaching strategies

In order to implement this, we offer:

- A two-year long period of induction (as per statutory requirement from September 2021)
- Provision of the agreed non-contact time (10% in the first year of induction and 5% in the second year of induction) in order to engage with the Early Career Framework (ECF). This is in addition to Planning, Preparation and Assessment (PPA) time.
- An ECF-based induction programme that supports the ECT to understand and apply the knowledge and skills set out in the Early Career Framework's evidence ('learn that') statements and practice ('learn how to') statements
- A suitable workload
- Formal lesson observations, carried out by the induction tutor/mentor, every half term
- Written and verbal feedback on any observations as quickly as possible
- Two formal assessment points, ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6). These will be supported by regular progress reviews to monitor progress, which will take place in each term where a formal assessment is not scheduled
- Regular one to one mentoring sessions from a designated mentor
- Support and guidance from a designated induction tutor
- Professional reviews of progress conducted by the induction tutor to set and review development targets against the Teachers' Standards;
- The opportunity for ECT's to observe experienced teachers.

Induction Checklist for all staff

All staff can expect to receive the following during the induction process:

- An explanation of all mandatory training that needs to be completed prior to starting employment
- An explanation of all mandatory training that must be completed as soon as possible as per the training expectations relevant to their role
- An introduction to their line manager
- An tour of the school and where toilet and staffroom facilities are located
- An explanation of the fire evacuation procedures
- An explanation of how to access the building and car parks
- Access to the teaching and learning handbook
- An explanation of the school systems such as CPOMs for child protection and safeguarding concerns, EVERY for reading and acknowledging policies and Evolve for planning and organising school trips
- Timetables relevant to their role
- 6, 12 and 18 week probation review meetings

Review

The governing body reviews this policy every year. The governors may however review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Links to other policies

[OCAT Early Career Teacher Policy](#)

[OCAT HR Probation Review Procedure](#)

