MARISH

Academy Trust

Induction Policy
Version 5.0

Date: January 2022

Summary

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

- **Contents**

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. By continually investing in the development of our staff and governors, the Trust enhances the opportunities and outcomes for all 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.

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 to become familiar with the requirements of their position. They will 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 meeting 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 Trustwide. This includes both resources for general induction requirements outlined in this policy and for meeting the needs of specific staff, 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 Early Career Teachers (ECT). This includes a Trustwide planning and quality assurance role.

However, the induction of individual staff members is delegated to the appropriate team leader or mentor, who remains responsible to a named senior leader at each school. For example:
- An ECT will have an assigned mentor who will be an experienced and trained colleague but the mentor will be responsible to the Headteacher or Deputy Headteacher who is the Teaching and Learning Team leader for that Trust school.
  Appendix 2 outlines the process of Induction for ECTs.
- A newly appointed finance or HR team member will be managed by an experienced member of that team and will be responsible to either the Trust Director of finance or HR manager.
- A newly appointed admin team member will be managed by the Trust office manager in conjunction with the Executive Headteacher, Headteacher or Deputy Headteacher 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 Executive Headteacher, Headteacher or Deputy Headteacher 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 the new member of staff takes up 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 assign 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:
- Safeguarding Children and Child Protection information
- Health and Safety procedures
- Checklist of the policies and procedures to be understood
- Details of help and support available
- Diary of meetings
- Details of other relevant individuals with responsibility for induction e.g. the designated mentor or supervisor
- Induction programmes which are 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 Child 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 Headteachers and senior teachers. This is likely to be over time and as necessary. This should include;

- Safeguarding Children and Child Protection
- Child Protection Online Management System (CPOMS)
- 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 Child Protection
- CPOMS
- 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 Child Protection
- CPOMS
- 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 Child Protection
- CPOMS
- 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 the Executive Head and e.g. HMI inspectors. This may include;

- Safeguarding Children and Child Protection
- CPOMS
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- current relevant school information, policy documents and ignite plans
- School brochure including staffing, Ofsted and school performance data
- DfES information on the role of governor
- Governing Body Policy documents
- Dates and times of governor Strategic Board meetings
- Access and information of previous Strategic Board meetings
- 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 HR Manager, a senior leader or the Headteacher. This should include;

- Safeguarding Children and Child Protection
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- School Behaviour policy

- **Appendix II   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. The provision is tailored to meet individual ECTneeds.

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 Teaching School Hub Berkshire (TSH Berkshire) and Trust, relevant to the induction process
- Being offered training provided by TSH Berkshire and Trust, on the role of the mentor to an ECT
- Liaising with the Induction Tutor, Executive Headteacher, 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 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 TSH Berkshire 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 1st July ready for a September start.

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

All ECTs will be met on their first day by their mentor and the induction tutor.

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

During First and Second Year

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

TSH Berkshire follows the UCL Early Career Programme (ECF). The programme consists of 9 modules over 2 years. There are 5 modules in Year 1. These modules fully address the content of all teaching standards. In Year 2, there are 4 modules. These modules are designed to deepen ECTs' knowledge and practice in relation to aspects of the ECF that are most pertinent to the ECT.

The programme consists of ECT self-study, ECT mentor meetings, online and face to face training events. Learning activities address ECTs' knowledge of the ECF content and their ability to put this into practice to bring about high-quality pupil learning and outcomes.

The role of the mentor is seen as support and not assessment. It is the induction tutor's responsibility to provide and coordinate guidance for the ECTs professional development, as well as carry out a combination of progress reviews and formal assessments

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 ECTs 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 their first year and 5% in their second year. This in addition to 10% PPA entitlement.

Each ECT is expected to maintain a professional record of their induction and professional development. ECTs will receive feedback on their strengths and areas for development. Mentors will review progress, set targets, and identify support strategies with the ECT.

The mentor will support the ECT to maintain a documented record of the ECT 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, an experienced teacher consultant as appropriate.

Termly progress reviews are undertaken by the induction tutor. A formal progress report is written by the induction tutor at the end of the first and second year. All reviews and reports are sent to TSH Berkshire and must be signed by the ECT, induction tutor and Headteacher or Executive Headteacher. They are shared with the mentor.

If an Early Career Teacher is not meeting the induction standards or making satisfactory progress towards them, the mentor, Headteacher and TSH Berkshire will be informed and a plan of support will be put in place.

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 Headteacher or Executive Headteacher and the Headteacher within their first week in post.
All experienced staff are given access to 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 identify 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/Executive Headteacher/HR Manager for an introduction to the school		
Check DBS and identity on first visit		
Show where sign in/out system is and adhered to		
Information shared regarding Child Protection and Designated Person		
Information shared regarding confidentiality and information sharing protocols		
Meet 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, IT equipment, 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 Policy 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		
4.0	January 2020		
5.0	January 2022	DHT	

6. Approval History

Version	Approved	Comments
1.0	02/2014	**Agreed by Governing Body – February 2014**
2.0	January 2016	
3.0	January 2018	
4.0	January 2020	
5.0	January 2022	