



Induction Policy

November 2020

Date of Next Review: November 2021

Person Responsible: Miss Jodie Colbourne

Old Park School

Introduction

This policy has been specifically tailored to meet the needs of all adults who are coming to work at Old Park School. It is flexible in that it comprises a programme of discussions, training and review capable of being applied to adults whose experience and qualifications may vary and who may hold differing positions within school. The difference in role and position will be reflected in the recommended activities and record forms.

Aims

This policy aims to:

- Ensure that all relevant policies and documents including the schools Safeguarding policy, staff code of conduct and part 1 of Keeping Children Safe in Education (Sept 2019) have been received and that the individual understands the content within each
- Provide appropriate information about the school, its pupils, and procedures/routines to ensure a smooth transition into the staff team
- Ensure that all adults working at Old Park School are fully conversant with the aims of the school and understand the values underpinning these aims
- Ensure that all adults are confident in asking for and receiving support

Induction Process

Newly Qualified Teacher (NQT)

Information taken from DfE 'Induction for newly qualified teachers (England) Statutory guidance for appropriate bodies, Headteachers, school staff and governing bodies'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/851336/Statutory_Induction_Guidance_2019.pdf

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the relevant teacher standards. The programme should support the newly qualified teacher (NQT) in demonstrating that their performance against the relevant standards is satisfactory by the end of the period and equip them with the tools to be an effective and successful teacher.

The Teachers' Standards will be used to assess an NQT's performance at the end of their induction period. The decision about whether an NQT's performance against the relevant standards is satisfactory upon completion of induction should take into account the NQT's work context and must be made on the basis of what can be reasonably expected of an NQT by the end of their induction period within the framework set out by the standards. Judgements should reflect the expectation that NQTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the relevant standards consistently over a sustained period in their practice.

An NQT has only one chance to complete statutory induction. An NQT who has completed induction, and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction. While such an NQT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency³, who have failed to satisfactorily complete an induction period.

The length of the induction period an NQT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of one school year.

A suitable monitoring and support programme must be put in place for the NQT, personalised to meet their professional development needs (including the development needs of part-time NQTs). This must include:

- Support and guidance from a designated induction tutor who holds QTS and has the time and experience to carry out the role effectively
- Observation of the NQT's teaching and follow-up discussion
- Regular professional reviews of progress
- NQT's observation of experienced teachers either in the NQT's own institution or in another institution where effective practice has been identified

The Headteacher/principal must identify a person to act as the NQT's induction tutor, to provide day-to-day monitoring and support, and coordination of assessment. The induction tutor must hold QTS and have the necessary skills and knowledge to work successfully in this role and should be able to provide effective coaching and mentoring. This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the NQT. The induction tutor will need to be able to make rigorous and fair judgements about the NQT's progress in relation to the relevant standards. They will need to be able to recognise when early action is needed in the case of an NQT who is experiencing difficulties. It may, in some circumstances, be appropriate for the Headteacher/principal to be the induction tutor.

An NQT's teaching should be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the NQT's teaching practice, conduct and efficiency against the relevant standards. Observations of the NQT may be undertaken by the induction tutor or another suitable person who holds QTS from inside or outside the institution. The NQT and the observer should meet to review any teaching that has been observed. Feedback should be prompt and constructive. Arrangements for review meetings should be made in advance and a brief written record made on each occasion. It should indicate where any development needs have been identified.

The induction tutor should review the NQT's progress at frequent intervals throughout the induction period. Reviews should be informed by evidence of the NQT's teaching. Objectives should be reviewed and revised in relation to the relevant standards and the needs and strengths of the individual NQT. The NQT should record evidence of progress towards objectives and agreed steps to support them in meeting their objectives. Evidence should come from practice.

NQTs should have formal assessments carried out by either the Headteacher/principal or the induction tutor. These could be undertaken on a termly basis so that they have three per year (see Section 5 for further information about roles and responsibilities). It is for institutions and NQTs to agree exactly when the assessment dates are set, which should occur as near to the end of each term as possible. Evidence used in assessments must be clear and transparent and copies provided to the NQT and appropriate body. Formal assessment meetings should be informed by evidence gathered during the preceding assessment period and drawn from the NQT's work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the relevant standards. NQTs should be kept up to date on their progress. There should be no surprises.

Formal assessment reports should be completed for the first and second assessments. These reports should clearly show assessment of the NQT's performance against the relevant standards at the time of the assessment. The final assessment meeting is at the end of the induction period, and will form the basis of the Headteacher's/principal's recommendation to the appropriate body as to whether, having completed their induction period, the NQT's performance against the relevant standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment form. Once assessment forms have been completed, the NQT should add their comments. They should then be signed by the induction

tutor, Headteacher/principal and the NQT. Once signed, the NQT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically.

Permanent Staff including Long Term Supply

Prior to any appointment, candidates are invited to visit Old Park School and will be provided with information in the form of a school prospectus. Candidates are also encouraged to visit the school website for additional information.

Once appointed, staff may visit the school to meet with the Headteacher, before taking up the post. On beginning their new appointment, they will be allocated a named induction mentor who will be responsible for the induction process under the overall supervision of the induction coordinator.

The induction programme comprises of five key elements:

1. Introduction to our school expectations, procedures and documentation including familiarisation with key legislation

All new staff are given an induction folder which contains copies of key documents used within school. These include the staff handbook, safeguarding policy and supporting documentation and key personnel list. New staff are also required to read and sign for a number of policies and risk assessments – these can be located in each classroom and on the school system.

2. Meetings with key personnel

The aim of these meetings is to get to know and understand the roles and responsibilities of other people within school and the contribution they make. It also enables new staff to gain a greater understanding of their individual role and the part they can play in promoting the school's ethos and culture.

3. Life in the Classroom

Due to the complex nature of all of the pupils at Old Park School, it is vital that new staff fully familiarise themselves with individual pupil documentation. This includes health management plans, agreed behaviour support plans and EHCP targets.

4. Training and CPD

Old Park School is a "learning community" where all are involved in a continuous process of improvement and enrichment. The school is committed to fostering a positive climate for continuous learning. CPD is the means by which the school is able to motivate and develop its community. It does so at a variety of levels – individual, team, whole school and through wider networks with an emphasis on collaborative learning. New staff will take part in a range of training sessions during their first 12 months at Old Park. This includes safeguarding, moving and handling, Team Teach and communication.

5. Regular review meetings

New staff will have regular scheduled review meetings with their named mentor when they first join school. This is an opportunity for the mentor to ensure that the employee is familiarising themselves with the school and that they feel well supported in their new role. For some staff these meetings will also form part of their probationary period.

What is a probationary period?

A probationary period is a contractual obligation for certain new employees to the School. It is a period whereby the performance, attitude and conduct of a new member of staff is monitored and reviewed to ensure that they meet the standards required of them under their contract of employment.

The way in which performance, attitude and conduct is assessed will vary depending on the responsibilities of each employee's job, grade and work environment and will include:

- Quality of work performance
- Quantity of work
- Flexibility of the employee
- Customer care attitude and performance
- Commitment to safeguarding children / child protection procedures
- Attendance, timekeeping and health record
- Reliability
- Relationship with other employees
- Initiative
- Conduct and behaviour
- Observance of appropriate Health and Safety Policies and Procedures

Who does the probationary period apply to?

The probationary period applies to all new staff appointments made in school for staff employed on local government Green Book terms and conditions. The policy excludes new members of staff that have transferred from another School (Community, Voluntary Aided and Foundation), a Dudley Council Directorate, internal promotions or directly from the service of another Local Authority, as employees are likely to have continuous employment as the employee will have already completed a probationary period.

School will check whether staff have completed a probationary period, and in cases where a member of staff has not completed a full 6 months probationary period in a previous role (i.e. moves to a new post within their first 6 months) they will be expected to complete a full 6 months probationary period in the new role.

Where a new employee joins the school with continuous service, they will still have an induction programme and will usually still be monitored in all areas as set out above. However, should any concerns or performance issues be identified they will be managed in line with the schools capability procedure or the disciplinary procedure as appropriate.

The policy excludes members of staff employed on the School Teachers Pay and Conditions Document (STPCD). For the avoidance of doubt Newly Qualified Teaching Staff complete a statutory induction year as part of the STPCD.

How should the probationary period be used?

The School's probationary period is 6 months from the date of starting work with the option to extend to 9 months in certain circumstances. The School will use this "probationary" period to get to know the new employee by having regular meetings to ensure that they are acclimatised and inducted into the School environment. The School will ensure that all new employees will have an induction programme completed and a structured work and training programme put together where necessary.

The probationary period will include review meetings that will be built into the probationary period to discuss progress, clear up uncertainties and provide any help or training that may be necessary. The School will seek to set review meetings at the end of months 1, 3 and 5. These review meetings will usually be scheduled up front and set within the employees induction programme. The review meetings should be documented in writing. More frequent reviews may be appropriate (e.g. where there is a cause for concern), the need for such review should be discussed openly and agreed with the employee. If there are sufficient concerns during any stage of the probationary period the full 6 months of the probationary period do not have to be completed.

At the end of the probationary period a final review meeting will take place. If the review and probationary period proved satisfactory, the employee will be confirmed in post on the staffing structure. The meeting should be documented. A letter confirming this will be sent to the employee and a copy retained on the school file.

If during the probationary period and employee has been absent from work for any notable period, as determined by the school, the probationary period may be extended by the same amount of time to allow for sufficient review of performance. If extending the probationary period, this should be communicated verbally to the employee and confirmed in writing in a sufficient timescale.

What happens if the probationer's performance is unsatisfactory?

If the probationer's service is unsatisfactory in terms of performance, conduct or attitude they will be notified as soon as possible and measures will be taken to correct the problem areas. Employees new to the School should receive an induction programme with standards of behaviour and expectations required of them upon appointment, during induction and when the need arises. This will be achieved in the form of regular meetings, which should be recorded, in writing, together with explicit objectives, and an indication of outcomes if objectives are not met. If appropriate, the School may request the advice of their HR provider.

If, at the end of the 6 month period, it is the Line Manager's view that a satisfactory level of performance has not been achieved there are two options available. The probation period may cease, subject to the formal process or consideration needs to be given to whether there may be a sufficient improvement in performance if the probationary period is extended for a maximum period of up to 3 months. It is the expectation that there should be sufficient evidence to suggest that performance will be improved within the 3 month period to enable the post holder to be confirmed in post. Review meetings and monitoring must continue during this extended period on a monthly basis.

If the employee's performance is unacceptable then the employee should be notified of this decision and that the case will be referred for consideration of termination of contract.

At this point in their employment, employees with less than 1 years' service have no recourse to unfair dismissal claims at an Employment Tribunal unless they have made allegations of discrimination, covered by the Equality Act 2010, against the School, their line manager, colleagues or the wider organisation. However, in all cases the Headteacher will be expected to have used this probationary procedure and have acted reasonably under the circumstances.

More information can be found in the Probationary policy for non-teaching staff.

Short Term Supply/Student/Volunteer Induction

In accordance with statutory guidelines, all staff, including temporary staff and volunteers, are provided with induction material that includes: the school's Safeguarding Policy, the staff Code of Conduct, the identity of the Designated Safeguarding Lead and a copy of Part One of Keeping Children Safe in Education (KCSIE, 2019).

Old Park School encourages a variety of people including those with learning difficulties to work at Old Park School as volunteers to continue to develop their work-related learning skills. Where a volunteer's level of cognition is such that they would be unable to read, process or understand the induction paperwork, then we request that this is signed on their behalf by an advocate (parent, PA etc.).



**All Permanent Staff including Long Term Supply (6 Weeks+ Teachers and TA) Induction Pack
Welcome to Old Park School**

As a school we take our responsibility to safeguard our pupils seriously and understand that staff need to be equipped in order to carry out this role. The documents provided today will form the basis of your safeguarding training at Old Park and we ask all staff to sign for their receipt.

Any safeguarding concerns should be passed onto the Designated Safeguarding Lead, Jodie Colbourne or Michele Solecki in her absence.

I confirm that I have been issued with the following documents. I understand that it is my responsibility to read, understand and follow the information given. I know that if I have any questions about the information given that I should speak to my induction mentor, phase leader or a member of SLT.

- Safeguarding policy
- Staff Handbook
- Part 1 Keeping Children Safe in Education, 2020
- Guidance for Safer Working Practices, 2019
- Named mentor
- Probation information (if applicable)

I agree that the following processes have been completed -
I have shown my DBS and photo identification to a member of staff for verification.
I have been given a copy, read and understood the fire evacuation procedures.
A member of staff has given me a tour of the building and an overview of class procedures and processes.

I have been signposted to the school safeguarding and risk assessment folder and understand that these documents must be read and signed for within 24 hours*.

I understand that I must not support pupils in the pool during the first six weeks. I understand that I must read and sign for the swimming pool NOP/EOP and meet with the swimming instructor beforehand.

Name:

Role:

Signed:

Date:



**Student/Volunteer Induction Pack
Welcome to Old Park School**

As a school we take our responsibility to safeguard our pupils seriously and understand that staff need to be equipped in order to carry out this role. The documents provided today will form the basis of your safeguarding training at Old Park and we ask all staff to sign for their receipt.

Any safeguarding concerns should be passed onto the Designated Safeguarding Lead, Jodie Colbourne or Michele Solecki in her absence.

I confirm that I have been issued with the following documents. I understand that it is my responsibility to read, understand and follow the information given. I know that if I have any questions about the information given that I should speak to the class teacher or phase leader in the first instance.

Safeguarding policy
Staff Handbook Key Safeguarding Messages
Part 1 Keeping Children Safe in Education, 2020
Guidance for Safer Working Practices, 2019

I agree that the following processes have been completed-
I have shown my DBS and photo identification to a member of staff for verification.
I have been given a copy, read and understood the fire evacuation procedures.

I have been signposted to the school safeguarding and risk assessment folder and understand that these documents must be read and signed for within 24 hours *.

Name:

Role:

Signed:

Date:



Short Term Supply Induction Pack
Welcome to Old Park School

As a school we take our responsibility to safeguard our pupils seriously and understand that staff need to be equipped in order to carry out this role. The documents provided will form the basis of your safeguarding training at Old Park and we ask all staff to sign for their receipt.

Any safeguarding concerns should be passed onto the Designated Safeguarding Lead, Jodie Colbourne or Michele Solecki in her absence.

I understand that it is my responsibility to read, understand and follow the information given. I know that if I have any questions about the information given that I should speak to the class teacher or phase leader in the first instance.

I confirm that I have been issued with the following documents via induction link from my agency.

Yes/No

Staff Handbook including Key Safeguarding Messages

Transport Procedures

Transport Risk Assessment

I have been signposted to the school safeguarding and risk assessment folder and understand that these documents must be read and signed for within 24 hours*.

Name:

Role:

Signed:

Date:

6 week check date:

Appendix 2 Permanent Staff including Long Term Supply (Teachers and TA) Induction/Probation Forms

Staff Member Name:

Start Date:

All Permanent Staff - First Day

Long term supply (teachers and TA) should complete sections below as relevant

Task	Led By	Checked
Meet and greet including tour of school if applicable	SBM	
Induction folder issued including <ul style="list-style-type: none"> - Staff handbook - Safeguarding policy, CPOMS user guidance and supporting documents - Key personnel signpost sheet - Fire evacuation procedures - Transport arrangements 	SBM	
Personal data collection forms including <ul style="list-style-type: none"> - Emergency contacts - GDPR staff photo permission - Staff Technology AUA - Register of business interests 	Office	
Safeguarding documents final check including <ul style="list-style-type: none"> - Identification - DBS - Self-suitability 	Office	
Signing in and out procedures	Office	
Fob issued and signed for	Office	
System log in and photocopier code issued	IT Technician	
Signposted to Safeguarding and Risk Assessment folder (To be read and signed by end of first week)	SBM	
Introduction to Designated Safeguarding Lead	SBM	
Introduction to named mentor Senior Leader - JW Teachers/HLTAs – MS Teaching Assistants – Named HLTA Administration/Site staff – GP Care/special needs support workers - GP	SBM	
Introduction to class including <ul style="list-style-type: none"> - Staff - Pupils - Timetable - Systems and rotas 	Phase leader/CT	

Signed SBM	Signed HT
------------	-----------

The following tasks/meetings should be used for permanent staff only.

Teachers/HLTA/TA/Administration/Care/Special Needs Support Workers- End of 1st Week

Task	Led By	Checked
Safeguarding and Risk Assessment folder documents read and signed including NOP/EOP	Mentor/CT	
Pupil documentation read and understood including All About Me, PHP, ABSP, HMP	Mentor/CT	
Induction mentor meeting 1 completed to include <ul style="list-style-type: none"> - Standards and expectations linked to role - Staff handbook including absence procedure - Induction programme - Key personnel - Probation period (if applicable) - Training and support - Induction checklist signed by staff member 	Mentor	

Record of review meeting 1

Date	Time
Summary of Discussion	
Actions/Development Points including timescales.	
If applicable, has the employee satisfactory completed this stage of the probationary review? Yes / No	
Name and signature of staff member	Name and signature of reviewer/mentor
Next meeting date (To be completed by end of 1 st Month)	

Page photocopied and copy given to staff member for their records.

Teachers/HLTA Staff – By the end of 1st Month

Task	Led By	Checked
Areas to be covered – It is the staff members responsibility to arrange meetings with key personnel as listed below. The mentor should offer guidance as needed. In addition, the DSL to schedule safeguarding induction. Planning, evidencing and resources – Phase leader School systems including communication with parents – Phase leader – Phase leader Assessment and intervention – JW Behaviour – CR Moving and Handling – JN School Development Plan, EHCP and funding – JC Medical - DG	Mentor	

Record of review meeting 2

Date	Time
Summary of Discussion	
Actions/Development Points including timescales.	
If applicable, has the employee satisfactory completed this stage of the probationary review? Yes / No	
Name and signature of staff member	Name and signature of reviewer/mentor
Next meeting date (To be completed by end of 3rd Month)	

Page photocopied and copy given to staff member for their records.

TA/Administration/Care/Special Needs Support Workers – By the end of 1st Month

Task	Led By	Checked
Areas to be covered – It is the employees responsibility to arrange to discuss the following areas with their class teacher as appropriate. The mentor should offer guidance as needed. In addition, the DSL to schedule safeguarding induction. Classroom routines and expectations including lunchtime, arrival and end of day Swimming, forest school and offsite visits Keyworker and communication with parents Evidencing, annotation and assessment Accident and incident forms	Mentor	

Record of review meeting 2

Date	Time
Summary of Discussion to include relationships with colleagues/pupils, understanding of school ethos, conduct, flexibility, attendance and time keeping, safeguarding, CPD opportunities.	
Actions/Development Points including timescales.	
If applicable, has the employee satisfactory completed this stage of the probationary review? Yes / No	
Name and signature of employee	Name and signature of reviewer/mentor
Next meeting date (To be completed by end of 3rd Month)	

Page photocopied and copy given to staff member for their records.

Record of review meeting 3

Date	Time
Summary of Discussion to include relationships with colleagues/pupils, understanding of school ethos, conduct, flexibility, attendance and time keeping, safeguarding, CPD opportunities.	
Actions/Development Points including timescales.	
If applicable, has the employee satisfactory completed this stage of the probationary review? Yes / No	
Name and signature of employee	Name and signature of reviewer/mentor
Next meeting date (To be completed by end of 5 th Month)	

Page photocopied and copy given to staff member for their records.

Record of review meeting 4

Date	Time
<p>Summary of Discussion to include relationships with colleagues/pupils, understanding of school ethos, conduct, flexibility, attendance and time keeping, safeguarding, CPD opportunities.</p>	
<p>Actions/Development Points including timescales.</p> <p>If applicable, has the employee satisfactory completed this stage of the probationary review? Yes / No</p>	
Name and signature of employee	Name and signature of reviewer/mentor
<p>Next meeting date if applicable (If employee is subject to a probationary period then a final meeting should be scheduled for end of 6th month – Headteacher to be notified of date)</p>	

Page photocopied and copy given to staff member for their records.

**End of Probationary Final Report
6 / 9 Month Review ***

Employee Name:	
Job Title:	
Start Date:	
Name of Employee Representative:	
Other Meeting Attendees:	

Assessment of Performance / Job Aspects**	Rating	Examples and Comments
Team Player / Relationship with Others		
Meeting Deadlines		
Understanding of School Ethos / Environment		
Conduct		
Relationships with Colleagues		
Relationships with Public		
Relationships with Pupils		
Safeguarding / Child Protection		
Attendance / Punctuality / Timekeeping		
Quality of Work		
Reliability of Work		
Judgment		
Oral Ability		
Written Ability		
Numerical Ability		
Management of Resources		
Observance of School Policies and Procedures		
Acceptance of Responsibility		
Drive and Determination		
Flexibility		

Overall Performance		
Reviewers Comments:		
Goals / Objectives Set:		
Employees Comments:		

Has the employee satisfactory completed this stage of the probationary review?
Yes <input type="checkbox"/> Not Clear <input type="checkbox"/> No <input type="checkbox"/>
<p>If yes confirmation should be sent to the employee that they have successfully completed their probationary period.</p> <p>If not clear at 6 months, consider whether an extension to the probationary period would be suitable and complete support plan (see Probation policy).</p> <p>If no at 6 or 9 months please complete the section below.</p>

This employee's probationary service / period is unsatisfactory and a decision has been made to peruse termination of this employment. In accordance with the probationary period policy arrangements will be made to proceed to a Dismissal Hearing.	
Signed:	Dated:

Employee Signature:	
Dated:	

Name and Job Title of Reviewer:	
Reviewer Signature:	
Dated:	

The following tasks/meetings should be used for long term supply staff only.

End of 1st week

Task	Led By	Checked
Safeguarding and Risk Assessment folder documents read.	Phase leader/CT	
Pupil documentation read and understood including All About Me, PHP, ABSP, HMP	Phase leader /CT	
Induction mentor meeting 1 completed to include <ul style="list-style-type: none"> - Standards and expectations linked to role - Staff handbook including absence procedure - Key personnel - Training and support 	Phase leader/CT	

End of first month – Teachers/HLTAs

Task	Led By	Checked
<p>Areas to be covered – It is the staff members responsibility to arrange meetings with key personnel as listed below. The mentor should offer guidance as needed. In addition, the DSL to schedule safeguarding induction.</p> <p>Planning, evidencing and resources – Phase leader</p> <p>School systems including communication with parents – Phase leader – Phase leader</p> <p>Assessment and intervention – JW</p> <p>Behaviour – CR</p> <p>Moving and Handling – JN</p> <p>School Development Plan, EHCP and funding – JC</p> <p>Medical - DG</p>	Phase leader	

End of first month - TA

Task	Led By	Checked
<p>Areas to be covered – It is the employees responsibility to arrange to discuss the following areas with their class teacher as appropriate. The mentor should offer guidance as needed. In addition, the DSL to schedule safeguarding induction.</p> <p>Classroom routines and expectations including lunchtime, arrival and end of day</p> <p>Swimming, forest school and offsite visits</p> <p>Keyworker and communication with parents</p> <p>Evidencing, annotation and assessment</p> <p>Accident and incident forms</p>	Class teacher	

Record of Discussions

Date	Summary <i>To include any future actions, training or support needed. Summary to be signed by all staff involved in discussion</i>

This policy was approved by members of the Governing body on 14.12.2020