



West Norfolk
Academies Trust

INDUCTION POLICY FOR ALL EMPLOYEES (Including NQT INDUCTION)

Reviewed by: Trustees

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**Consulted with recognised trade unions on
2ND December 2020**

Contents

1	Introduction	1
2	Terms of Reference	1
3	Scope	1
4	Aims	1-2
5	Application of the Policy	2
6	Principles	2
Part A		
1	Roles and Responsibilities	3
2	Induction Checklist	4
Part B - Induction of Newly Qualified Teachers		
1	Legislations and Statutory Guidance	5
2	The Induction Programme	5
3	The relevant standards	5
4	Posts for Induction	5
5	Support for NQT's	6
6	Assessment of NQT Performance	6
7	At Risk Procedures	6
8	Roles and Responsibilities	7-8
9	Monitoring Arrangements	8
Appendix 1 Induction Checklist for Support Staff		
Appendix 2 Induction Checklist for Teachers		

1. Introduction

West Norfolk Academies Trust recognise that staff are our most valuable resource in providing the very best outcomes for all students.

Achievement of our vision depends on recruiting and developing high quality staff. Integral to this objective is the need to provide a framework for an effective induction. Further information on the development of staff can be found in the Trust Capability and Appraisal Policy, available on the Trust's website.

2. Terms of Reference

2.1 This policy applies to all employees of the West Norfolk Academies Trust.

2.2 Definitions:

- "Executive Headteacher" also refers to any other title used to identify the Executive Headteacher, where appropriate, or other senior manager delegated to deal with the matter by the Executive Headteacher.
- "Headteacher/Senior Manager" refers, where appropriate, to any other title used to identify the Headteacher/Senior Manager.
- "Line Manager" refers to the person delegated to manage the employee. This may be a Senior Manager other than the direct Line Manager.
- "Employee" refers to any employee, teaching and support, employed to work at West Norfolk Academies Trust.
- "Relevant standards" refers to the Department for Education 'Teacher Standards', available at www.gov.uk
- "WNAT" and "the Trust" refers to the West Norfolk Academies Trust.

3. Scope

3.1 This policy applies to all employees of the West Norfolk Academies Trust.

3.2 This policy does not form part of any employee's contract of employment and it may be amended at any time following consultation. We may also vary any parts of this procedure, including any time limits, as appropriate in any case.

4. Aims

4.1 The aim of the Induction Policy is to have a clear and consistent approach to the induction of new staff and ensure that all new starters:

- Have a smooth and effective transition to working at the School/Trust.
- Understand how the School/Trust operates, and the expectations placed on all staff.
- Understand their objectives for the performance year.
- Understand the Trust's commitment to safeguarding and the related policies and procedures.
- Understand the Health and Safety obligations of staff members and employer.

- Achieve and continue to develop the levels of knowledge and standards of professional competence necessary to maintain and improve standards in schools.
- Receive the necessary support and guidance.
- Are provided with time for discussion and reflection with colleagues.
- Participate in relevant professional learning programme activities to allow continued professional development.
- Understand their role in the induction programme.

4.2 The aim of the policy with regards to the NQT Induction is to have a clear and consistent approach to the induction of NQT'S, to ensure that NQT'S receive all the points set in section 4.1 and specifically:

- Participate in a NQT induction programme that meets all the statutory requirements
- Are provided with a supportive environment that develops them and they are equipped with the tools to be effective and successful teachers

5. Application of the policy

5.1 The policy is in two sections and should be read in conjunction with the Trust's Probation Policy, relevant to all support staff available on the Trust's website.

5.1.1 Part A of this policy is applicable to all staff joining the Trust other than Newly Qualified Teachers.

5.1.2 Part B of this policy refers to the induction of Newly Qualified Teachers.

6. Principles

6.1 The Trust believe that effective induction is one of the best ways to welcome and integrate new members of staff, thereby ensuring that they settle in and are able to work effectively and efficiently as quickly as possible so that they can fully meet the requirements of their job. Induction to the School/Trust involves contributions from a range of people.

6.2 All staff have a role to play in the successful induction of new staff, be it in a formal or informal manner.

6.3 All new staff will be provided with Handbooks for their school and the Trust on their first day of employment.

Part A

1. Roles & Responsibilities

1.1 Headteacher (or nominated representative)

- 1.1.1** It is the Headteacher's responsibility to ensure that an effective induction takes place for a new member of staff.

1.2 Line Manager

- 1.2.1** The Line Manager will be accountable for the member of staff concerned, from the pre-employment stage through to greeting on the first day and ensuring all areas on the Induction Checklist are covered and understood by the end of the Probation period, where relevant.

1.3 Mentor (if applicable)

- 1.3.1** The mentor will liaise with the Line Manager and may support with areas including:
- Providing guidance on professional matters and professional behaviour.
 - Sharing safeguarding strategies and expectations.
 - Giving an overview of "who is who" at the School/Trust.
 - Providing detailed information about the School/Trust including all relevant documentation and answering any questions that arise from the Induction Booklet.
 - Ensuring all relevant colleagues are giving appropriate support and guidance with respect to ensure a successful induction.

1.4 Human Resources (HR) Department

- 1.4.1** The HR Assistants are conversant with the Induction Policy and Procedures and will be able to provide advice and guidance where necessary with the guidance of the Trust's external HR provider. The HR department will:
- Maintain the Trust's Induction Handbook and ensure that an up-to-date version is available to Line Managers to access and use.
 - Maintain the Trust's Induction Checklists and ensure that up-to-date versions are included in the Trust's Induction policy and available as a separate document for Line Managers to access and use.
 - Maintain and update the Trust's Induction policy and ensure a copy is available on the Trust's website.

1.5 New member of staff

- 1.5.1** The new member of staff must ensure that they fully participate in the induction process and work with their Line Manager and/or mentor to complete all the requirements listed on the Induction Checklist.

2. Induction Checklist

- 2.1** The induction checklist, Appendix 1 or 2 needs to be completed for all new members of staff other than NQT's.
- 2.2** Once completed the checklist must be returned to the Headteachers PA (HR Department at Springwood) by the Line Manager. The checklist will be stored in the new employee's staff file.
- 2.3** The Headteachers PA must also inform the central Trust HR team that the Induction has been successfully completed. The Trust HR team will record this outcome centrally.
- 2.4** NQT's will complete paperwork as required by their induction programme (see Part B, Section 2)

Part B

1. Legislation and Statutory Guidance

- 1.1** Part B of this policy is based on the Department for Education's statutory guidance Induction for Newly Qualified Teachers (England) and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.
- 1.2** This policy complies with our funding agreement and articles of association.

2. The Induction Programme

- 2.1** For a full-time NQT, the induction programme will typically last for a single academic year. Part-time NQTs will serve a full-time equivalent.
- 2.2** The programme is quality assured by Educator Solutions delivered through Norfolk LEA - our 'appropriate body'.
- 2.3** 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

3. The Relevant Standards

- 3.1** 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.

4. Posts for induction

- 4.1** Each NQT will:
 - Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
 - Have an appointed induction tutor, who will have qualified teacher status (QTS)
 - Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range
 - Regularly teach the same class or classes
 - Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
 - Not be given additional non-teaching responsibilities without appropriate preparation and support
 - Not have unreasonable demands made upon them
 - Not normally teach outside the age range and/or subjects they have been employed to teach
 - Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

5. Support for NQTs

5.1 We support NQTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place at least termly by our external partners, and internally at least half-termly, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

6. Assessments of NQT performance

6.1 Formal assessment meetings will take place termly, carried out by the NQT's Induction Tutor, overseen by the school's Professional Tutor.

6.2 These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period, and drawn from the NQT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the NQT and the appropriate body.

6.3 After these meetings, formal assessment reports will be completed that clearly show how the NQT is performing against the relevant standards.

6.4 At the end of the programme, NQTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the Headteacher to decide whether the NQT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.

6.5 The NQT can add their own comments to this final form.

6.6 The form will then be sent to the appropriate body, who will make the final decision on whether the NQT has passed their induction period.

7. At-risk procedures

7.1 If it becomes clear the NQT is not making sufficient progress, additional monitoring and support measures must be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the NQT towards satisfactory performance
- An effective support programme is put in place to help the NQT improve their performance

7.2 The appropriate body, in this case Educator Solutions will be informed about the NQT's progress and additional support

7.3 If there are still concerns about the NQT's progress at their next formal assessment, so long as it is not the final assessment, the Headteacher / Professional Tutor will discuss this with the NQT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

8. Roles and responsibilities

8.1 Role of the NQT

8.1.1 The NQT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment forms

8.1.2 When the NQT has any concerns, they will:

- Raise these with their induction tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their tutor or within the school

8.2 Role of the Headteacher and Professional Tutor

8.2.1 The Headteacher and Professional Tutor will:

- Check that the NQT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the NQT starting, who will act as the appropriate body
- Notify the appropriate body when an NQT is taking up a post and undertaking induction
- Make sure the NQT's post is suitable according to statutory guidance
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make the governing board aware of the support arrangements in place for the NQT
- Make a recommendation to the appropriate body on whether the NQT's performance against the relevant standards is satisfactory

- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Ensure all relevant documentation is uploaded to the 'NQT Manager' portal where it will be saved for 6 years.

8.3 Role of the Induction Tutor

8.3.1 The induction tutor will:

- Provide guidance and effective support to the NQT, including coaching and mentoring
- Carry out regular progress reviews throughout the induction period
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Inform the NQT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the NQT to add their own comments
- Ensure that the NQT's teaching is observed and feedback is provided
- Ensure the NQT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the NQT appears to be having difficulties

8.4 Role of the Trust

8.4.1 The Trust will:

- Ensure all the Trust schools comply with statutory guidance
- Be satisfied that the schools have the capacity to support the NQT's
- Ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Ensure concerns raised by the NQT's are investigated in line with the relevant procedure / Trust policy
- If it wishes, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the NQT

9. Monitoring arrangements

- 9.1** This policy will be reviewed as required, according to changes to relevant statutory guidance, by the Professional Tutor and Headteacher and will be approved by the Trustees.

APPENDIX 1

INDUCTION CHECKLIST SUPPORT STAFF

Employee Name Line Manager Name

Job Title Start Date

When	Task	✓ When complete	Notes
Prior to first day	Send copy of Trust Induction after offer is made		
	Line Manager to plan for the induction, including assigning a mentor (if applicable)		
	Set up employee's ICT account		
	Ensure first week of induction is scheduled and planned, and relevant members of staff are notified, e.g. notify your designated safeguarding lead (DSL) about carrying out safeguarding training		
First day	Show new employee where they will be working		
	Introduce them to their colleagues, including their mentor (if assigned), senior managers and key contacts		
	Discuss job standards and expectations		
	Schedule progress meeting with mentor and line manager for the end of the week		
	Give a copy of the school handbook and Induction		
	Take on a tour of the school including staff facilities		
	Photo taken for MIS – request ID Badge		

When	Task	√ When complete	Notes
First day cont.	Thumbprint taken (where appropriate) and canteen process explained		
	Outline Health & Safety procedures e.g. fire drill procedures and meeting points, the process for signing in and out of school and recording incidents / first aid		
	Familiarise them with their ICT Account and school systems		
	Explain absence reporting procedure (discretionary leave of absence and sickness)		
	Discuss contractual hours including working outside of term time where contracted and any annual leave allowances		
	Explain E-Payslip system and the process for pay queries, travel and overtime claims and term time + worked hours		
	Explain school timetable, including timings of staff meetings, assemblies and registration, lunch and break time arrangements where applicable including Duty rotas		
	Explain school process for requesting training		
	Explain school behaviour and pupil reward procedures (if applicable)		
	Show location of staff policies on Trust website		
First week	Safeguarding Training completed and policy read so aware of DSL contacts and school process		
	Read the school Behaviour Policy		
	Code of Conduct read and declaration signed		

When	Task		Notes
First week cont.	'Keeping Children Safe in Education' Part 1 read and declaration signed		
	Meet with mentor at the end of the week to review progress and identify training and development needs		
	Line Manager to outline expected performance and how it will be assessed including Probationary period where relevant and reviews		

Once completed please give form to HR/PA for the employees file.

Employee Signature

Date

Line Manager Signature

Date

Notes

APPENDIX 2

INDUCTION CHECKLIST TEACHING STAFF

Employee Name

Line Manager Name

Job Title

Start Date

When	Task	✓ When complete	Notes
Prior to first day	Send copy of Trust Induction after offer is made		
	Line Manager to plan for the induction, including assigning a mentor (if applicable)		
	Set up employee's ICT account		
	Ensure first week of induction is scheduled and planned, and relevant members of staff are notified, e.g. notify your designated safeguarding lead (DSL) about carrying out safeguarding training		
First day	Show new employee where they will be working		
	Introduce them to their colleagues, including their mentor (if assigned), senior managers and key contacts		
	Discuss job role, expectations and Teaching Standards		
	Schedule progress meeting with mentor and line manager for the end of the week		
	Give a copy of the school handbook and Induction		
	Take on a tour of the school including staff facilities		
	Photo taken for MIS – request ID Badge		

When	Task	√ When complete	Notes
First day cont.	Thumbprint taken and canteen process explained		
	Outline Health & Safety procedures e.g. fire drill procedures and meeting points, the process for signing in and out of school and recording incidents / first aid		
	Familiarise them with their ICT Account and school systems		
	Explain absence reporting procedure (discretionary leave of absence and sickness)		
	Discuss contractual hours including directed time		
	Explain E-Payslip system and the process for pay queries, travel and overtime claims		
	Explain school timetable, including timings of staff meetings, assemblies and registration, lunch and break time arrangements where applicable including Duty rotas		
	Discuss Curriculum details i.e. exam boards, student progress and department aims		
	Explain school process for requesting training		
	Explain school behaviour and pupil reward procedures		
	Show location of staff policies on Trust website		
First week	Safeguarding Training completed and policy read so aware of DSL contacts and school process		
	Read the school Behaviour Policy		
	Code of Conduct read and declaration signed		

When	Task	√ When complete	Notes
First week cont.	'Keeping Children Safe in Education' Part 1 read and declaration signed		
	Meet with mentor at the end of the week to review progress and identify training and development needs		
	Line Manager to outline expected performance and how it will be assessed including Performance Management and Reviews		

Once completed please give form to HR/PA for the employees file.

Employee Signature

Date

Line Manager Signature

Date

Notes
