



KINGSNORTH CHURCH OF ENGLAND PRIMARY SCHOOL

Name of Policy:	Induction Policy	
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Updated By Who:	Sue Sullivan DHT	
Policy Originated from:	Kingsnorth Primary School	
Date To Be Reviewed:	September 2022	
Policy Approved By:	SLT:	
	Staff:	
	Governors:	

Our Vision Statement:

Kingsnorth...the best days of OUR lives!

Kingsnorth Values Statement

At Kingsnorth we ACHIEVE by...

- Aiming high Academically, Spiritually, Socially and Emotionally
- Challenging ourselves constantly to improve our learning
- Helping each individual reach their potential
- Inspiring others and being inspired
- Encouraging risk taking
- Valuing others and feeling valued
- Enriching lives through our Christian Values to become future citizens of the world

Our 5 Key Christian Values are:

Thankfulness, Friendship, Trust, Compassion and Endurance

Statement of Intent

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury..

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

Inclusion and Equal Opportunities

All children have equal access to the curriculum regardless of their race, gender, or disability. Our behaviour policy underpins all that we do at Kingsnorth and should be closely linked to our other policies.



Rationale

Kingsnorth school is continually striving to become an outstanding school with highly effective learning through developing a culture of continuous school improvement. Our main purpose is learning - for both pupils and staff. Through the continuous learning of our staff and governors our school improves and develops, and brings ever greater benefits for our pupils.

Effective induction is the critical foundation for continuous learning by supporting the effective performance and continuing professional development of all staff and governors new to the school. Induction is a process which starts before a person joins the school and continues through the first year at the school and beyond. 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 school and by supporting highly effective performance. This policy applies to teaching and support staff and should enable them to contribute to the school's vision and goals and to fulfil its guiding principles. The induction process will ensure mutual benefit for every individual new to our school.

Purposes

Our induction process will benefit all by:

- contribute to improving and developing the overall effectiveness of our school, raising pupil achievement, and meet the needs of all pupils, parents and the wider school community;
- contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective team work at our school;
- ensure all teachers new to the profession have the best start in their careers and are supported in developing highly effective practice;
- ensure all staff new to our school understand what is expected of them and gain the support to achieve those expectations;
- build co-operation between all staff in our school; and
- ensure that all staff are valued and recognised as the school's most important asset.

How we achieve this:

All of our induction activities are planned in the context of the school's vision, goals and guiding principles, and the core standards for teacher induction and for other specific roles and responsibilities. Resources are prioritised to support NQTS/SDT induction programme which is provided by Ashford Teaching schools.

Schools Direct trainees will have their main course input delivered by Christ Church University.

However, they will also have training provided by school Inset, courses that the school deem necessary and by additional trainers to support their training needs.

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 school programme of induction and to meet the needs of specific staff in helping them to meet the standards required by the school.



All Governors attend 'New Governor' induction within 6 months of becoming a Governor. This training is monitored and a matrix of training undertaken by all Governors is presented to the resources committee annually. All new Governors are also 'paired' with an experience Governor to support them through their first year.

Management and Organisation of Induction

The Deputy Headteacher is responsible for the overall management and organisation of Induction, including Newly Qualified Teacher Induction, School Direct Trainees and Students on a school placement. The Assistant Headteacher is responsible for the management and organisation of Teaching Assistants and Apprentices across the whole school. Both roles include a whole school planning and quality assurance role.

Newly Qualified Teachers/Schools Direct Trainee

For Newly Qualified Teachers Schools Direct Trainees the school provides a programme of support, monitoring and assessment. The timetable for this programme is provided at a whole school level and at an individual NQTS/SDT level. Each Newly Qualified Teacher and School Direct Trainee is provided with an NQTS/SDT Mentor who will be a named senior, experienced and competent member of staff.

The Mentor provides the NQTS/SDT with day-to-day monitoring and support and must:

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the NQTS/SDT's professional development (with the Appropriate Body where necessary);
- carry out six reviews of progress during the induction period ;
- undertake three formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate (normally three termly, or pro rata for part-time staff);
- ensure that at least six observations of the NQTS and a minimum of twenty observations of SDT's teaching take place and that the NQTS/SDT is provided with copies of written feedback records;
- ensure NQTS/SDTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and
- take prompt and appropriate action where an NQTS/SDT appears to be experiencing difficulties.

Mentors will be supported in their role by:

- being provided with information from Aquila Multi Academies Trust, Kent LA , school, relevant to the induction process;
- being offered training provided by the Aquila , Kent LA on the Role of the Induction Tutor;
- having termly meetings with the member of staff responsible for the overall induction programme in the school;
- through the monitoring and feedback of the induction provision in the school undertaken by the member of staff responsible for the overall induction programme; and
- asking for feedback from the school and from the Kent LA on the quality of their work.

School Induction programme.



The induction programme for staff new to teaching or training is designed to induct them into the profession and into the school. At the school all new teachers are expected to undertake their professional responsibility in striving to meet high standards. All new teachers / trainees will be paired with an established member of staff and they will have a team leader who will also be their line manager.

Mentors are responsible for the day to day management of their NQTS/SDT's induction, and will meet with their NQTS/SDTs regularly. The mentor reviews progress, sets targets, and identifies support strategies with the NQTS/SDT. NQTS/SDTs will receive feedback on their strengths and areas for development.

All newly qualified teachers /trainees are observed teaching during their statutory induction period and this is undertaken by the Mentor, a senior member of staff or an experienced teacher as appropriate.

All new staff/governors will be provided with copies of school policies and the school's staff handbook and be expected to develop their understanding of them and sign that they have read them. See Appendix 1

Newly Qualified Teachers

Each NQTS has 10% professional development time during their statutory induction period plus an extra 10% planning, preparation and assessment time. This PPA time is in addition to the teaching and professional development time that other substantive teachers would expect in the school.

Ideally the NQTS will have an individualised planned programme to ensure that the 10% professional development is used to the maximum effect.

Three statutory assessment forms will be completed during the NQTS induction period. These are on the either Kent-Teach NQTS web sites. The NQT forms must be digitally signed by the NQTS Mentor and Headteacher. A copy must be printed and given to the Deputy Headteacher.

NQTs use the Career Entry and Development profile as a basis of planning the initial stages of their induction. Each NQTS develops with their Mentor their own induction and support plan.

Each NQTS is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio.

The Mentor and school 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.

Three statutory assessment forms will be completed during the NQTS induction period. These are on Kent-Teach NQTS. The NQT forms must be digitally signed by the NQTS Mentor and Headteacher. A copy must be printed and given to the Deputy Headteacher.



Newly Qualified Teachers who are not meeting the core standards or making satisfactory progress towards them will develop with the Mentor a detailed action plan. The school will increase the support necessary to implement the action plan within the available resources within the school. As appropriate, the LA will be involved to ensure the action plan is successfully implemented.

Schools Direct Trainees

Each SDT will have a training programme of teaching developed by Christchurch University. This typically will be teaching groups/some whole class lessons in the first term and getting to know the class. This will increase to 50% whole class by the end of the second term. By the end of the year the trainee will have overall 80% responsibility for the teaching, learning and assessment of the class. The trainee will have 20% of non- contact time which will include 10% for their own professional development and PPA time.

The SDT will have an individualised planned programme to ensure that they meet the course requirements as set out in the Record of Development Guidance provided by CCCU. Each SDT develops with their Mentor their own additional training and support plan.

Each SDT is expected to maintain a professional record of their training (ROD) this includes a record of progress and professional development of knowledge including reflections of additional school visits and second school experience and a record of meeting the teachers standards. The ROD also includes a documented record of the SDT induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken.

Three report forms must be completed during the SDTs training period. These are on the Canterbury Christ Church University web site. The forms must be signed by the trainee and the mentor. A copy must be printed and given to the Deputy Headteacher.

SDT who are not meeting the core standards or making satisfactory progress towards them will develop with the Mentor a detailed action plan. The school will inform CCCU at the earliest available time and will increase the support necessary to implement the action plan within the available resources within the school. As appropriate, CCCU will be involved to ensure the action plan is successfully implemented and to support the school in the decision making regarding the trainees continuation or termination of their placement.

Induction for experienced staff

All new experienced staff will be allocated a line manager (team leader) and a mentor (ideally year group partner) from within the resources available in the school.

All new staff will be invited to visit the school 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 school policies and the school's staff handbook and be expected to develop their understanding of them. See Appendix 1



All new staff will meet with the Headteacher within their first week in post.

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 school's performance appraisal arrangements (see the school's performance appraisal policy and pay policy) within which they will be expected to participate.

All new staff will be expected to contribute to the spirit and life of the school including attending and assisting at a minimum of three school events during the year to ensure a conducive environment for learning for all school members, students and staff.

Induction of Support Staff new to the role

All support staff will be invited to the school prior to taking up the post.

All new support staff will have a line-manager who will discuss their job description with them.

An induction programme will be designed for each new member of support staff.

New support staff will have the opportunity to attend induction training provided by the Local Authority and a course to develop their understanding of their role.



Appendix 1

This is the complete set of documents all staff sign.