



Ulverston Victoria High School

POLICIES

Induction Policy

Author/Owner:	Sub-Committee:	Ratified/Reviewed by Governors:	Chair of Governors Signature:
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Introduction

At Ulverston Victoria High School, we want teachers who are committed to making a difference to their students, have an excellent academic knowledge and see the need to continually challenge their students, who are interested in people and who will bring that something extra in presence and character enhancing our extra-curricular provision and our whole school.

We 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. Induction takes place at a number of levels and involves contributions from a range of people.

This first section of this policy is applicable to all staff joining UVHS. The second section of this policy refers specifically to the induction of teachers under the Early Career Framework.

Aims

The aim of the Induction Policy is to ensure that all new starters:

- Understand how UVHS works, and the expectations placed on all staff.
- Understand our commitment to safeguarding and the related policies and procedures.
- Understand the Health and Safety obligations of staff members and employer.
- Receive the necessary support and guidance.
- Are provided with time for discussion and reflection with colleagues.

Roles and responsibilities:

- **HR officer**

Personnel/salary arrangements and collection of DBS documentation

Organisation of induction day (July)

- **Lead Practitioner: Excellence in the Classroom**

Development of an appropriate induction programme covering whole school issues

Observing all new staff within 4 weeks, and providing supportive developmental feedback

Providing ad hoc support as required

Review the induction process with new staff on a termly basis

Working as induction tutor for Early Career Teachers

Discussing any concerns with the relevant Head of Department and Assistant Head: Teaching and Learning

- **Head of Department/faculty**

Providing appropriate induction to the work of the department

Providing bespoke support as required

- **Pastoral Leader**

Providing appropriate induction to the work of a form tutor

Providing bespoke support as required

- **New member of staff**

Engaging fully in the induction process

Newly appointed Middle and Senior Leaders will be paired with an experienced current Middle or Senior Leader to provide additional role specific guidance and support.

PART 2: ECT induction

ECT induction is guided by the Statutory Guidance (March 2021)

The Head Teacher:

- Meets with each ECT and the Induction tutor at least one of the assessment points (term 3 and term 6)
- Signs the completed assessment forms for each ECT
- Delegates responsibility for induction to the Induction Tutor (Lead Practitioner)
- Is responsible for judging whether each ECT has successfully completed induction
- Is responsible for informing the Appropriate Body (OneCumbria) of the outcome of induction for each ECT

The induction tutor:

- Ensures that each ECT is registered with a suitable Appropriate Body
- Ensures that each ECT has a suitable Subject Mentor and that meeting times have been arranged
- Plans and arranges delivery of a suitable programme of general induction for each ECT and which may include external courses
- In association with the Subject Mentor, uses the Career Entry Development Profile or equivalent to provide support for each ECT
- Observes each ECT within 4 weeks of beginning induction
- Carries out triangulation observations with the Subject Mentor in the first term
- Completes termly assessment documentation on behalf of the Head Teacher
- Carries out a formal observation of each ECT at least once per term. All such observations are written, discussed with the ECT and shared with the Subject Mentor
- Supports the ECT
- Seeks support from the Assistant Head: Teaching and Learning in instances where there may be concern over the induction process
- Liaises with the Appropriate Body as required

The subject mentor:

- Meets with the ECT on a formal basis weekly in year 1 and fortnightly in year 2
- In association with the Induction Tutor, uses the CEDP or equivalent to provide support
- Observes the ECT within the first 4 weeks of beginning induction
- Carries out a formal observation of the ECT at least once per term. All such observations are written, discussed with the ECT and shared with the Induction Tutor
- Carries out triangulation observations with the Induction Tutor in the first term

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- Supports the ECT in finding additional sources of professional development in line with their emerging needs
- Undertakes mentor training as required

ECTs:

- Use the CEDP or equivalent as a means of identifying their development needs at the beginning of the induction period.
- Complete a written record of their meetings with the Subject Mentor and Induction tutor in the prescribed format, and their work towards addressing their ongoing targets. This to be used to provide evidence of their having met the Teachers' Standards at a level appropriate to be recognised as having completed induction.
- Undertakes all necessary training under the Early Career Framework.
- Take a proactive role in their professional development by seeking out opportunities to observe both within and without their subject area
- Seek advice and support as required