



QUEEN ELIZABETH GRAMMAR SCHOOL

Staff Induction Policy

Document Control

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1 Purpose of the Policy

The purpose of this policy is to outline the induction programme and arrangements for new members of staff at QEGS. This may range from the induction of ECTs and more experienced colleagues to members of the support and ancillary staff.

1.1 List of abbreviations and meanings

ECT	Early Careers Teachers
ECF	Early Career Framework
HPL	High Performance Learning
CPD	Continuing Professional Development
HoD	Head of Department
SEND	Special Educational Needs and Disability

Aims

This policy aims to explain the induction arrangements for new members of staff at QEGS. This ranges from the preliminary induction meeting in the summer term, the induction day prior to starting at QEGS and the weekly meetings during the first half of the autumn term.

The Induction of new members of staff

The effective and appropriate induction of new staff, including Early Careers Teachers (ECTs), is extremely important. Consequently all new staff appointed to QEGS have an entitlement to support and Continuing Professional Development (CPD) opportunities which aim to ensure their smooth transition and integration into the school. This will be driven by a CPD programme of events and initiatives including:

- the opportunity to meet key staff and to have access to essential information such as their teaching timetable, schemes of work, departmental policies and student support information before they commence their first term's teaching via the Preliminary Staff Induction meeting in the summer term, as far as possible.
- An opportunity to discuss any personal details, such as contracts of employment, DBS checks and financial matters with the HR Manager
- the opportunity to participate in a series of induction meetings from the start of their first teaching term onwards. When appropriate and where relevant, these meetings may also be attended by members of the support and ancillary staff. As an integral part of the induction programme the DSL will deliver a "session" on the school's safeguarding policy and procedures on the first day of term to all new starters.
- ECTs will receive additional support – as outlined below

The Induction of Early Careers Teachers (ECTs)

From September 2021, when the Statutory Induction arrangements for ECTs become effective, each ECT who is appointed will receive additional support and guidance in accordance with the Early Career Framework (ECF) which will prevail for 2 years. This will include:

- receiving a timetable which represents 90% of the normal average teaching timetable during year 1 and a 95% timetable during year 2
- a detailed copy of the new induction arrangements, with particular emphasis on the key roles and responsibilities and assessment procedures within school and externally

- the opportunity to attend a programme of meetings run by the LEA which will concentrate on effective induction into the profession, rather than the school. **Wakefield/Advisory and Inspection Services will assume the role of the Appropriate Body.**
- regular support from their mentor
- ongoing guidance and support from the accredited ECF provider. This will involve undertaking the core programme which will focus on behaviour management, pedagogy, curriculum, assessment and professional behaviours.

Roles and Responsibilities

The internal induction arrangements at QEGS draw from a variety of staff ranging from the Head and members of SLT to Heads of Year and staff entering their early years of teaching at the school. However, the actual day to day mechanics of the induction process, particularly for ECTs, are likely to revolve around the following personnel.

The Head of Department/Immediate Line Manager

HODs/ Line Managers are expected to play a major role in the induction process. They are responsible for ensuring that new members of staff have :

- a copy of their teaching timetable.
- information about the groups they will teach, including particular reference to any students with access to Learning Support (SEND).
- access to the appropriate schemes of work and the departmental handbook and Firefly pages
- an appreciation of the department's resources.
- a detailed knowledge and understanding of the department / school's monitoring, marking, assessment and report procedures.
- Access to other key school/Foundation Policies.
- In addition to this the HOD / Line Manager is generally responsible for monitoring the total quality assurance of each new member of staff. This will involve direct observation of their lessons and teaching. This process is particularly important to ECTs as the HOD/ Line Manager will be directly involved in the evidence gathering procedures laid down in the statutory induction arrangements. For example, the HOD will observe the ECT teach on a regular basis, with any assessment being based on the revised national induction standards. For more experienced members of staff appointed to QEGS, HoDs will assume the role of Reviewer as laid down in the WGSF Performance Development Policy.
- The HOD / Line Manager will work closely with the Director of Studies (Staff) to ensure the smooth passage of the induction programme and to identify / satisfy any training needs and mechanisms of support.
- Should concerns arise about any aspects of the new teacher's role and responsibilities then the HOD / Line Manager together with the Director of Studies (Staff) will be engaged in seeking possible solutions. In the case of ECTs the Appropriate Body **may** also be consulted. (Wakefield Advisory and Inspection Services) in conjunction with the core programme provider

Director of Studies (Staff)

The induction process is monitored and overseen by the Director of Studies (Staff) who will work closely with the Head, SLT, the Induction Mentor and the Head of Department in order to ensure that the new member of staff's introduction into the school is as smooth and as comprehensive as possible. This programme of support will involve:

- the provision of general information about the school as appropriate.
- an invitation to visit the school prior to taking up appointment to discuss any of the issues outlined above and to meet senior and other relevant staff.
- individual receipt of the School's induction policy and details of the meetings arranged for new staff. (Ie the Annual Induction Programme)
- the opportunity to discuss any personal details such as the receipt of contracts of employment, financial matters such as bank details and salary payment procedures etc etc.
- the opportunity to discuss with the Deputy Head any professional development/CPD opportunities/needs.
- When and where necessary the opportunity to meet with the Head and/or Human Resources Manager.

Induction Mentor

The Director of Studies will work closely with the induction mentor to ensure the programme of support and training is both appropriate and rigorous. It is anticipated the new staff will be supported on a day-to-day basis by the Induction Mentor.

Summary

For the above policy to be effective it must be understood and valued by all those involved. Each individual member of staff must be clear about their responsibilities and requirements. If this is the case the induction programme at QEGS should ensure a smooth integration into the school for staff who are new to the area, new to the school and particularly for those who are new into the profession.

The Induction Programme

This will commence towards the end of the summer term with the preliminary induction meeting before the full induction day prior to the start of the autumn term, which will focus on both strategic and operational issues. The weekly meetings during the first half of the autumn term will serve to embellish these issues as follows:

Day to day operations

Pastoral Management

Curriculum Management

Teaching & Learning - inside and outside the classroom

Beyond Induction

Subsequent to completing their induction, new colleagues will then be entitled to pursue and undertake professional development opportunities in accordance with the schools Continuing Professional Development (CPD) policy. This may vary according to their role and the stage of their career. For example, ECTs may look to embellish the foundations laid down by the ECF, whereas the development needs of more experienced members of staff should be identified by the Performance Development process and their evolving career aspirations and needs.