



Loving God - Caring for Each Other - Achieving Excellence

Induction Policy

Approved Date: November 2024

Next review due by: November 2025



Rationale

It is accepted that good induction can make a significant difference to the quality of learning and teaching in our school. We, therefore, aim to provide an induction programme for all staff to help them become proficient quickly, adjust to the school environment and ensure they need less on-going support from their line manager.

Welcoming new staff

We welcome new staff to Crompton House School in the knowledge that they will each bring with them unique experiences and perspectives which will enhance the quality of life at the school. The school recognises its responsibilities to enable them to take their place as professional colleagues as smoothly and efficiently as possible. We seek to support new staff by providing information, advice and development activities when required.

Purposes

Our induction process will

- Contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meet the needs of pupils, parents, and the wider community.
- Ensure all staff new to the school understand what is expected of them at the school and gain support to achieve those expectations (Appendix A).
- Contribute to job satisfaction, personal achievement, individual and team effort, thus encouraging the most effective work for Crompton House.
- Ensure teachers new to the profession have the best start in their careers and are supported in effective practice.
- Build co-operation between staff in all sections of the school.
- Ensure that all new staff equally feel they are valued and recognised as the school's most important asset, in line with all other staff at Crompton House.
- Ensure that all staff have all information relevant to their role.

Management and Organisation of Induction

The Head Teacher is responsible for the oversight of the management and organisation of induction. The school provides a programme of support, monitoring and assessment for ECTs which is the responsibility of the Induction Tutor (currently Mrs Lynsey Macfarlane). This area of induction is covered in a separate policy.

After appointment, before taking up post



New staff will be invited to the school for a preliminary visit (Appendix D). They will meet the members of their department, the Head of School, Deputy Head Teacher, Induction Tutor, Child Protection Officer and Site Manager/Health and Safety Officer and Head of Subject. They will be provided with the following:

- Staff handbook;
- Policies;
- Personal timetable;
- Schemes of work and resources
- An outline of the ECT 2 year programme (if applicable)
- Programme for new Staff - dates

They will also:

- Meet staff and students;
- Be assisted to find their way around;
- Receive personal help, e.g. to seek accommodation;
- Begin to familiarise themselves with school routines;
- Be introduced to people in their own and other departments

After taking up post

Induction Programme

The induction co-ordinator will ensure that there is an effective Induction Programme that will help new staff to settle in, understand and become efficient in the use of the systems used in Crompton House (Appendix C)

All new staff members will have access to a weekly induction training session (Appendix C) There is an expectation for experienced new staff to attend and it is compulsory for ECT's, as it is part of them meeting the ECT Teacher Standards within the year. The 30min sessions cover many of the key issues that will be faced by new staff as they settle into the systems at Crompton House. Focus areas range from assessment and marking to report writing and questioning techniques.

All new staff will;

- be provided with the opportunity to attend training sessions
- a statement of training needs, in particular Child Protection and Health and Safety
- a training timetable
- a checklist of the policies and procedures to be understood (Appendix B)
- details of help and support available

Induction programmes will be tailored to specific individuals or groups. Areas which should be considered for each category of staff are set out below. These are not intended to be exhaustive and careful consideration should be given in relation to each post and the experience of the post holder.



Useful topics for discussion include:

- SMSC
- Behaviour systems/Class charts
- Policies and practice relating to assessment, homework, marking and observations
- Appraisal
- Learning and Teaching strategies
- Details of specific children in their classes, including discussion with the SENCO when appropriate

The Head of Subject will have a principal role in the induction of new staff (Appendix A). He/she will be responsible for monitoring the progress of new staff and being available to observe lessons, offer advice and to respond to any difficulties that may arise. The Head of Subject will arrange regular meetings with new staff, to discuss progress and to support their work.

The Head of Year will have specific responsibilities in respect of new staff including:

- Providing information on the role of the form tutor
- Explaining the year & house system
- Registering students
- Student planners
- Regular advice and support in dealing with pastoral issues

The IT systems manager will provide a laptop and instruction on the use of IT systems for registration, emails and conferences as well as a link to complete cyber security training.

The Site Manager will deliver training in Health and Safety and Fire Safety training.

The Child Protection Officer will arrange for child protection training.

Mentoring

All new staff will be attached to an experienced colleague for the first term (or first 2 years of ECT) of their appointment to provide new staff with technical/professional support and advice.

Mentors will help by:

- Meeting the new member of staff on their first day
- Answering questions
- Supporting and empowering the new worker to develop their skills and knowledge;
- Providing guidance to the new worker
- Identifying and addressing any barriers to learning

They should meet once each week in the first half term then every fortnight. ECT's should meet weekly (See ECT Induction Policy).

Other matters



Staff to meet with the relevant SLT member in the first half-term to review attendance and procedures for school events.

All new staff will have a review of their induction at the end of the first & second half-terms and the Spring.

All new teachers are expected to undertake their professional responsibility in striving to meet high standards and all new staff will be expected to contribute to the spirit and life of the school to ensure a conducive environment for learning for all school members, students and staff.



CROMPTON HOUSE INDUCTION TIMELINE – 2024-2025

Time	Pre -DAY 1	WEEKS 1 & 2	WEEKS 3 & 4	WEEKS 5 -7
	INDUCTION (WELCOME) Coverage of main preparation ready for first teaching day/week.	SETTLING IN PERIOD	Continued settling in.	
Activity	TOUR OF SCHOOL Acquire staff badge/laptop & password etc.	Head of Subject meet weekly. Get acquainted with Monday Priority time/ meetings & new staff programme. Complete New Staff Checklist (week 1 & 2)		
SUPPORT offered	Content on Spiritual Ethos of the school The CH Progresso system & Curriculum Behaviour for Learning The House System & Role of the Form Tutor Safeguarding L&T - Essentials Doddle Systems New Staff Checklist	General support from Induction tutor (and relevant staff i.e. SENCO/Inclusion with SEN advice / IT staff with lap top issues/ JSL with contracts / KSH with SIMs etc.	Continued general support from staff & staff buddy	
Head of Subject	TIME WITH HEAD OF SUBJECT	Identifies any potential issue classes & ensures a presence at the beginning of lessons (from subject team or SLT if extreme) Learning walks (at least 2) as deemed necessary.	Continued support (i.e. weekly meeting) 1 Learning walk per week (min)	Observation with SHE/LMA (week 5)
Subject input	TIME WITH SUBJECT TEAM Subject buddy assigned (if different to HoS)	General support from subject team. To cover general systems i.e. resources, marking, recording – SIMs/ Class Charts day to day	Continued staff support.	

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Induction Mentor if ECF	Meeting slot	Subject mentor support on a day to day basis. IT available if required. Carry out early Learning Visits	Week 3 Observation by Induction tutor Week 5 Observation by SHE & LMA	
Initial Training offers	ECF training by UCL			
	Thursday Induction programme for new staff			



ECT/ New Staff Induction Checklist

For staff joining CHS – To complete with the Head of Subject

The following topics are areas all new teaching staff should be aware of to ensure they are familiar with the systems and processes we use at CHS. Please pass this form to the new member of staff so that they can check off the information they have received, or if it is not possible to cover it during their induction day, they can arrange further induction when they start their post.

Staff Name: _____ Subject: _____

Please ensure visiting staff are provided with refreshments through the day and they may also have a lunch from the canteen – they will be recorded as a visitor and paid for by central school funds.

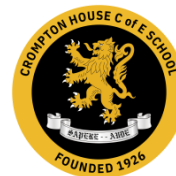
	Area to be covered	Notes	Received (tick)
Administration	Essential Paperwork	Have staff completed and submitted DBS and other forms? Refer JSL. Is staff name in Progresso?	
	ID Card	JSL will create ID badge, IT technicians will need to activate the badge. If staff name is on Progresso, IT can set up email account.	
	Laptop	Confirm laptop arrangements with IT. When & where will it be available? Are access levels correct? If not, refer to JMA.	
	Basic Orientation: School Map / List of current Staff	Available from SharePoint. Take staff on a quick tour of the school.	
	Induction booklet & Programme	LMA should meet and briefly run through the Induction Booklet for New Staff to aid orientation etc. NB. This contains a staff list & map. LMA will also explain the Induction Programme.	
Teaching & Learning	Meet with Head of Subject / CTL (HOS may also cover some of the topics below)	Staff should be aware of their new timetable, Schemes of work, exam specifications. Talk through any difficult classes and subject-related priorities.	
	Behaviour for Learning and De-escalation Skills	Staff should be given a copy of the Behaviour document. Explain C1,2,3.	
	School Assessment & Marking Policies	Staff should be aware of marking and feedback policy – Refer LMA	
	Class Charts: Homework / PLCs / Smith Proformas + Homework frequency	HOS or subject teacher should talk this through as applies to the subject area. Refer Homework Policy – Refer to SharePoint Homework Timetable	
	School data/targets, assessment & WAG's Report writing	Talk through MIS and reporting calendar. Importance of WAGs/Estimated grades. Report writing and best practice.	
	Performance Management	What we look for in a good lesson. Give a blank copy of the observation form and discuss performance management targets. Staff will need to identify 2 targets for current academic year for performance management - Refer to LMA	
Pastoral	The House Pastoral Structure & System and The Role of the Form Tutor & Head of Year	DSK can provide the latest form tutor list. Consult with DDU /CRA/RSM re form tutor role dependent on the form group they are taking on.	
	How the 6 th Form Works	Especially important if HOS/CTL or teaching 6 th Form – Refer RSM	
	SMSC at Crompton House	Talk through the importance of SMSC & pass a copy of the SMSC policy – Refer AHO	
	Key Dates in the school year	E.g. Parents Evenings, speech nights, end of term communions etc. Show staff how to access school calendar on Office 365	
	Quality inclusive teaching & SEN	Arrange a time for staff to meet with SENCo or HLTAs to discuss SEN related matters. Show where to access SEN data on SharePoint.	

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	Safeguarding and Health and Safety issues.	Fire drills, reporting dangers, protecting self and others, IT safety, Confidential waste.	
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Please pass a copy of this to Lynsey Macfarlane as a record of what topics have been covered during the induction day so that arrangements can be made to fill in the gaps ASAP. A copy should also be kept by the new teacher for their records



Appendix C

New Staff Program – September 2024

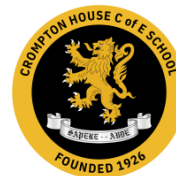
All Sessions will be held in 6F12 (upstairs in Sixth Form) during lunch.

Red Tuesday 12.30-1.00pm

Green Tuesday 12.40 – 1.10pm

Week	Date	Week Colour	
2	12 th Sept	Green	Student Profiles – KCH, KPE & LWH
	19 th Sept	Red	Quality Inclusive Teaching & Effective use of Teaching Assistants KHE
	26 th Sept	Green	The Crompton House Way KPE & LWH
	3 rd Oct	Red	Observation process, Quality Assurance, Deep Dives - LMA
	10 th Oct	Green	The Pastoral System, the Role of the Form Tutor & Heads of Year CRA
	17 th Oct	Red	Assessment & Report Data EOB/SCL
	24 th Oct	Green	SMSC at CHS & communion AHO
	25 th Oct	Green	Half Term Lunch - Learning Zone
Half Term			
	7 th Nov	Red	Low Level Disruption LPs & LMA
	14 th Nov	Green	GDPR & Updates – DBU, LWH & KPE
	21 st Nov	Red	Literacy @ CHS GHO
	28 th Nov	Green	Metacognition & Cognitive Overload LCH

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APPENDIX 4



CROMPTON HOUSE

NEW STAFF INDUCTION DAY PROGRAMME

Monday 1st JULY 2024 (Red)

Time	Activity	Who with	Where
8.00 - 8.10	Arrival Refreshments available	LYNSEY MACFARLANE – Assistant Head	Conf Room
8.10 – 8.25	Welcome & Schedule of the day	KARL NEWELL, Headteacher LYNSEY MACFARLANE, Assistant Head	Conf Room
8.25 – 9.20 am	Learning and Teaching @CHS SMSC	LYNSEY MACFARLANE Assistant Head – Teaching and Learning	Conf Room
9.20 – 9.50am	IT Support – systems inc. registration for laptop use	JAMIE MACFARLANE – Trust IT Manager	Conf Room
9.50 – 10.00am	Briefing re: support staff/IT and for cashless dining, photo's for name badges etc.	Lindsey Clark Janet Slater – Photo's	Conf Room
10.00 – 10.30	Safeguarding @ Crompton House	DANYLE DUNKLEY - Deputy Head Teacher	Conf Room
10.30 – 10.45am	BREAK		
10.45 – 11.05	Timetable and PLC's	DAN SLACK -Assistant Head Teacher	Conf Room
11.05 – 11.35	CHS Expectations	Susanna Hegarty – Head of School Sept 2023	Conf Room
11.35 – 12.05	Tour of the school	Sixth Form students	Conf Room
12.05 – 12.50pm	Information about Behaviour for Learning, the House System & the Role of the Form Tutor & Class Charts	CHRIS RAYNERD - Assistant Head Pastoral	Conf Room
12.50-1.30pm	LUNCH TIME – Refreshments provided		Conference Room
1.15– 2.40pm	TIME IN SUBJECTS inc. a meeting with CTL EOB CBW EHO		
2.40 – 3.40pm	Subject meeting time		



ECT Induction Programme

At Crompton House we are striving to become a learning school through a culture of continuous improvement. Our main purpose is learning - for both staff and pupils. Through the continuous learning of our staff and governors the school improves and develops and bringing ever greater benefits for our pupils.

Rationale (*what induction is and why it is important*)

Effective induction is a vital 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 2 years at the school and beyond. Induction is a process which aims to increase the effectiveness of all staff 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 Early Career Teachers (ECT's). Thus, it enables them to contribute to the school's vision and goals and to fulfil its guiding principles. The induction process will ensure mutual benefit for the individual and the school.

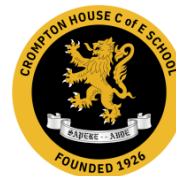
Purposes (*who benefits*)

Our induction process will:

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

Early Career Teachers

For Early Career Teachers the school provides a programme of support, monitoring and assessment. The timetable for this programme is provided at a National Level, whole school level and at an individual level.



Each Early Career Teacher is provided with an Induction Tutor who will be a named senior, experienced and competent member of staff within the school.

The Induction Tutor is responsible for having an overview of the day to day management of the induction of the Early Career teachers and a strategic role in the planning of relevant training/CPD. The Induction Tutor reviews progress, set targets, and identifies support strategies with the ECT.

The Induction Tutor and school maintains a documented record of the ECT's induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken.

Induction tutors will be supported in their role by:

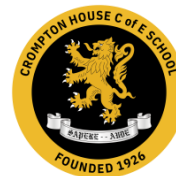
- Being provided with information from the LA and school, relevant to the induction process;
- Being offered training provided by the LA on the Role of the Induction Tutor
- Having meetings with the member of staff responsible for the overall induction programme in the school (currently Lynsey Macfarlane)
- Potentially having their role as an induction tutor as part of their appraisal process
- Through the monitoring and feedback of the induction provision in the school undertaken by the member of staff responsible for the overall induction programme.
- Ask for feedback from the school and from the LA on the quality of their work
- The ECT Mentor who will work with the ECT to deliver the Early Career Framework programme.

School Induction programme for Early Career Teachers

The induction programme at the school consists of support, monitoring, assessment and access to relevant CPD courses and ECT's are expected to fully engage in the programme.

Each Early Career Teacher is provided with a Subject Buddy who will be a senior / experienced and competent member of staff within the relevant subject area. Subject buddies are to help support the day to day management of their ECT's and helping them settle in to the school and new procedures and structures. They will meet with them regularly.

All ECT's will have a ECT Mentor. They will be responsible management of the Early Career framework programme and the delivery of this week by week.



All ECT's will also have an induction mentor who will be a senior and experienced member of the school. They will be responsible for the and the statutory requirements of the ECF assessments. They will meet with the ECT every half term.

All ECT's will receive the basic entitlements for the role. These include the following:

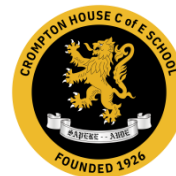
- ECT's will use the Career Entry and Development profile as a basis of planning the initial stages of their induction.
- All early career teachers are observed teaching during their statutory induction period, and this is undertaken by the Induction Tutor, a senior member of staff or an experienced teacher as appropriate.
- Three formal assessments will be undertaken during the ECT 2-year period. These will be documented on forms that are sent to the LA and must be signed by the ECT, Induction Tutor and Headteacher.
- All ECT's will receive an early career framework programme over the first 2 years of their teaching career to help pedagogy and development skills within the classroom. This is not assessment based but practise based and mentored by the ECT Mentor.
- ECT's will receive feedback on their strengths and areas for development.
- Each ECT has 10% professional development time during their statutory induction period in the first year and 5% within their second year. This is in addition to the teaching and professional development time that other substantive teachers would expect in the school.
- ECT's will be provided with an induction programme which is designed to induct them into the profession and into the school. Appendix C, D and E

Expectations of Early Career Teachers

- At Crompton House all ECT's are expected to undertake their professional responsibility in striving to meet high standards.
- Each ECT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio (~~e-copy or hard~~).
- Early Career Teachers who are not meeting the induction standards or making satisfactory progress towards them will develop a detailed support plan with the Induction Tutor. The school will increase the support necessary to implement the action/support plan within the available resources within the school. As appropriate the LA will be involved to ensure the action plan can be implemented.

Appendices.

Roles and responsibilities as stated in section 5 of the statutory guidance on Induction for newly qualified teachers (England) Dec 2016.



This section summarises the roles and responsibilities of those involved in the induction process.

The ECT

The ECT should:

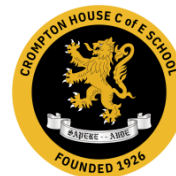
- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance;
- provide evidence of their progress against the relevant standards (see para 1.5);
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment forms.
- be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- provide interim assessment reports for staff moving in between formal assessment periods; and
- notify the appropriate body when an ECT serving induction leaves the institution.
- In addition to the above, headteachers/principals of FE institutions, independent schools, academies and free schools, BSOs and nursery schools must also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

Headteacher

The headteacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and should:

check that the ECT has been awarded QTS;

- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the ECT starting the induction programme, which body will act as the appropriate body;
- notify the appropriate body when an ECT is taking up a post in which they will be undertaking induction;
- meet the requirements of a suitable post for induction;
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively; ensure an appropriate and personalised induction programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching;
- ensure that termly assessments are carried out and reports completed and sent to the appropriate body;



- maintain and retain accurate records of employment that will count towards the induction period;
- make the governing body aware of the arrangements that have been put in place to
- support ECTs serving induction;
- make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher/principal should:

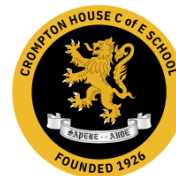
- obtain interim assessments from the ECT's previous post;
- act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the relevant standards;
- notify the appropriate body as soon as absences total 30 days or more;
- periodically inform the governing body about the institution's induction arrangements;
- advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- provide interim assessment reports for staff moving in between formal assessment periods; and notify the appropriate body when an ECT serving induction leaves the institution.

Induction tutors

The induction tutor (or the headteacher/principal if carrying out this role) should:

- provide, or coordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the appropriate body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake three formal assessment meetings during the total induction period
- co-ordinating input from other colleagues as appropriate (normally one per term, or pro rata for part-time staff);
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs 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, appropriate action if an ECT appears to be having difficulties.
- The Induction tutor and the ECT mentor will be different staff members for the ECT in order to provide the appropriate holistic support.

ECT Mentors



- Following the introduction of the DfE [Early Career Framework](#) the mentor role is critical in providing the expertise to diagnose ECT needs and coach them in the knowledge, understanding and skills referred to in the ECF.
- At Crompton House we want to ensure that the mentor's role is valued, prioritised and supported; a core part of the ECF programme is not only developing the Early Career Teacher but developing the coaching skills and expertise of their mentors. Mentors will be expected to undertake ECF Coaching and Mentoring training as part of this role.

Summary of Main Duties and Responsibilities:

- To meet weekly with Y1 ECTs or to meet fortnightly with Y2 ECTs, to support and implement their understanding of the ECF 'learn to' and 'learn how to' curriculum statements
- To discuss progress made on identified key targets and/or [Teacher Standards](#).
- To keep the ECT Induction Coordinator (LMA) informed about the Early Career Teacher's progress.
- To know, understand and be able to demonstrate in their own teaching the 'learn to' and 'learn how to' statements in the [Early Career Framework](#), please refer to the [Early Career Framework](#)
- To support the ECT to help develop their knowledge of pedagogy using current research evidence.

Requirements

- ECF Mentors must have at least 2 years teaching experience and hold QTS/QTLS.
- They must have had 2 years' experience as a teacher.

Date: December 2024

Signed L Macfarlane

Date of next review: November 2025