

DE LA SALLE COLLEGE



INDUCTION POLICY

“THEN THE LORD GOD SAID, “IT IS NOT GOOD THAT THE MAN SHOULD BE ALONE; I WILL MAKE HIM A HELPER FIT FOR HIM.”

GENESIS 2:18

Compiled by: The Head of College	Last Reviewed: June 2024
Policy Holder: Mrs T. Townsend	Revision date: June 2025
Oversight Governor: Leesa Sale	Verification date: Lent Term 2024

Overview of school induction for new staff

Upon appointment, an induction process is begun to support the transition of staff into the school, in order to ensure consistency and a smooth transition into the College. The process consists of the following:

Prior to starting in role:

1. All documentation relating to safer recruitment to be completed and seen
2. Initial introduction of induction mentor
3. Sharing of induction booklet
4. Roles and responsibilities appropriate to the staff member are shared
5. Staff handbook shared
6. Staff member directed to policies and informed of the need to read before signing a policy compliance document
7. DBS registration completed

Where possible, the following should be completed prior to starting in role (if not prior to start date, staff member should be risk assessed in order to ensure safety in these areas):

1. Safe working practice agreement signed
2. Health and safety induction training with H&S lead, to include fire safety
3. Child protection induction training with Safeguarding lead
4. Evidence of Foundation Child protection training presented
5. Policies shared and policy compliance form to be completed
6. Timetable and Class lists provided
7. Staff Duties provided

Further areas of induction to be completed within the first half term:

- IT and Email access provided Network Manager
- Building access card provided Network Manager
- Bromcom log on provided (if required)
- Absence Policy - Bursar
- EN induction
- Behaviour Policy - PBM & Rewards and Sanctions
- Staff Meetings and Calendar Induction Mentor
- E-safety Induction

Overview of ECT induction (this runs in addition to staff induction)

At De La Salle, we are happy to participate in a scheme that enhances the skills and qualities of people entering the teaching profession. As competent professionals, they will make a full contribution to raising standards in our school. Adequate time must be spent with the newly qualified entrant in order that they can, in the words of Estelle Morris, 'get the best possible head start for their career in teaching.'

Tracey Townsend will co-ordinate, monitor and support ECT induction at DLS Secondary (please see accompanying document in Appendix 1). At DLS Primary, an induction tutor will be assigned dependent on the Key Stage of the ECT.

The statutory induction period will take place over the first two academic years. The school will seek to provide a reasonable experience of the normal demands of teaching.

We welcome the government initiative that all students completing teacher-training courses will complete a Career Entry and Development Profile that summarises the strengths and priorities for their further professional development.

Purpose of Scheme

1. To establish a planned and varied programme of induction and support for all newly qualified entrants to the school.
2. To encourage and support newly qualified teachers to recognise their professional competencies and to identify areas for development.
3. To allow the teacher to observe and discuss in their subject area along with colleagues from other schools on the Island, and have access to observation sessions in the College in a wide variety of disciplines.
4. To provide opportunities to attend training courses organised by the Jersey Education Department, as well as those relevant to any specific development needs identified by the teacher or the school.
5. To see the work of the ENCO in the school in order that they can begin to learn from effective practice in identifying the needs of pupils with special educational needs.
6. To provide a supportive system by which the professional work of the newly qualified entrant may be monitored, assessed and reviewed.

Guidelines

1. The ECT will be given the opportunity to visit the school. Meetings will be arranged with the induction tutor and the Head of Department (subject mentor) and future colleagues.
2. The ECT will be given adequate notice of the timetable to be taught.
3. Tracey Townsend (Secondary) will act as induction tutor to the Early Career teacher and she will assist in the establishment of a programme of induction for the ECT in collaboration with the Headteacher. The programme will include observation coupled with feedback, action planning and, where necessary, appropriate advice.
4. The Head of Department in which the ECT is placed will act as subject mentor and play a fully supportive role in the induction period, contributing to both observation of lessons as well as appropriate written reports. In Primary, the Headteacher will provide additional support.
5. The secondary ECT will, where possible, be given support from an external subject specialist.
6. The programme will give the opportunity for the ECT to involve themselves in both curricular and pastoral issues in the school.
7. During the first academic year, the ECT will be freed for an additional two periods above that of a fully qualified main scale teacher, during which time he/she could meet with

his/her induction tutor/mentor/HOD/SMT. This additional time is also for evaluation and preparation as well as CPD activities such as observing other lessons. In the second year, one additional lesson will be provided for CPD and developmental purposes.

8. The programme will also include central training from ESC.
9. A written record of the progress of the ECT will be completed termly in line with the statutory requirements.
10. The Induction Tutor will complete the formal written assessment of the new teacher against the Teachers' Standards. The written statement will be based on:
 - Written comments by the Head of Department and Head of House (Secondary) or Headteacher (Primary);
 - Any report from other external agencies that have had the opportunity to contribute to the programme;
 - Interviews between the induction tutor and the new teacher (Professional Progress Review Meetings and Formal Assessment Meetings); and
 - Evidence of achievement of pupils for whom the teacher has had particular responsibility.

The written assessment will follow the nationally agreed format.

Appendix 1

De La Salle College ECT Induction 2024-2025

Key points

Programme of support

INSET is arranged centrally by ESC (Education, Sport and Culture) for all ECTs, and a timetable is made available for the start of each term. These sessions will be staggered over the programme.

Further INSET will be arranged by the induction tutor and possibly by the subject mentor, if subject specific. This might be external INSET or done within school e.g., time with the ENCO or pastoral staff.

Observations

During the course of the year, the ECTs will be observed by:

- the induction tutor– at least once per half term
- the relevant subject mentor – at least once per half term
- other subject staff
- members of the Senior Management Team

A requirement of the ECT programme is that they are observed within the first four weeks of the year. This can be by either the induction mentor or the subject mentor.

All lesson observations should be followed by feedback.

The ECTs will be given the opportunity to observe:

- staff teaching the subject of the ECT
- staff teaching other subjects
- staff at other schools teaching the subject of the ECT, where possible

The observation records, together with lesson plans and resources and an evaluation by the ECT, form an important part of the evidence used in the formal assessment meetings (see below).

Meetings

The ECTs will have the opportunity to meet with the induction tutor both individually and as a group. These meetings can include training e.g. on questioning techniques or behaviour management or differentiation, or more specific advice and support for an individual ECT.

The ECTs will also have meetings with their subject mentor, preferably arranged weekly in addition to the informal daily contact.

Teachers' standards

These are the standards that teachers should meet at the end of the induction period and continue to meet throughout their teaching career.

Professional Development Portfolio

This is built up throughout the programme:

- To provide the evidence that the ECT meets the Teachers' standards; and
- As a record of the CPD that the ECT is carrying out and the progress that is being made.

Statutory requirements

Individual induction programme

- Objectives are set.
- Action plans are written to aid the meeting of these objectives.
- These objectives can include those suggested by the ECT, the tutor and subject mentor.

Professional review meetings

These are held every 6-8 weeks (one per half term) with the induction tutor or subject mentor. Their purpose is to review the objectives and induction action plans.

Formal assessment meetings

These are held towards the end of each term with the induction tutor. They provide the basis for a report on the progress of the ECT, measured against the Teachers' standards.

They will also include discussion of comments given by the subject mentor and other staff with whom the ECT has been working.

The meeting at the end of the year summarises the progress of the ECT and the final assessment report recommends the ECT to pass the induction process.

**Please see 'Children, Young People, Education and Skills Department Policy' (Government of Jersey) for island wide policy.*