Staff Induction Policy

St Vincent's School, A Specialist School for Sensory Impairment and Other Needs

Last reviewed on:	October 2026
Next review due by:	October 2027

1 Introduction

1.1 In line with the St Vincent's School's aims statement, we seek to ensure that all our children have the opportunity to achieve to their highest potential. We have a learning culture of continuous improvement. Our primary purpose is learning - for both children and adults. Through the continuous professional development of all our staff, we support ongoing school improvement and maximise the impact of our practice on children's learning. Induction for new staff is the beginning of their continuing professional development in our school. It begins before an employee joins our school and continues throughout their first year and beyond.

1.2 We want all our staff to feel that they are full members of our team and that they are able to fully contribute to the life of the school. We want them to share the school's ethos, aims and values and experience a rich sense of belonging to our school community. A high level of well-being and job satisfaction among the staff will help them to be effective in their respective roles. A thorough induction programme is a crucial part of their entitlement which will help to secure these outcomes. It increases the effectiveness of all staff and governors both as individuals and as team members, by ensuring they understand the policies and expectations of our school. The induction process will ensure mutual benefit for both the individual and for our school.

1.3 For all staff, the following areas of school policy and practice will be of primary importance, immediately upon taking up their posts in our school

- safeguarding and child protection
- online safety
- health, safety and welfare.

All new staff will be directed to these policies on the school intranet upon arrival and asked to familiarise themselves with them as a priority.

2 Aims and objectives

2.1 Through our staff induction process we aim to

- improve and develop the overall effectiveness of the school by raising pupil achievement
- ensure that all new staff understand what is expected of them at the school and gain support to meet those expectations
- ensure that members of staff new to a career in education have the best possible start and are professionally supported in their jobs
- ensure that all staff are valued and recognised as the school's most important asset
- meet the needs of all pupils, parents and the wider community
- ensure job satisfaction, personal and emotional well-being through individual and team effort
- be consistent with our school's aims, values and ethos
- allocate sufficient resources to support the induction process.

3 Roles and responsibilities

3.1 The Headteacher has overall responsibility for ensuring the effective induction of new staff. Where the Headteacher is not the direct line manager of the member of staff, he/she will delegate responsibility for the induction of an individual member of staff to their line manager. The Headteacher is also responsible for continuous professional development (CPD) and will be expected to ensure, in consultation with the respective line manager, that the ongoing training needs of the new member of staff is addressed through the school's CPD programme.

3.2 In the case of early career teachers (ECTs), the Induction Tutor will oversee their professional development and professional entitlements in their first two years of teaching.

4 Early career teachers (ECTs)

4.1 Aims and objectives

- To help ECTs to build upon the knowledge skills and understanding developed in initial teacher training.
- To make ECTs feel welcome and at ease in their new environment.

- To ensure the effectiveness and efficiency of ECTs.
- To ensure there is a system of support in place.
- To ensure that systematic and fair assessment procedures are in place based on the ECT's professional practice and to ensure that in the case of unsatisfactory progress sufficient support is given to make necessary improvements.
- To recognise that the appointment of an ECT is a serious responsibility and that appropriate funding will be given to support the ECT.

4.2 The induction programme for ECTs consists of support, monitoring and assessment, and follows a 2-year programme of training and mentor support known as 'ECF-based training', based on the early career framework (ECF). The ECT is registered with an Appropriate Body (Liverpool) and an official delivery partner (Inspire Learning North West), prior to the start of induction.

4.3 ECTs will be required to complete an induction period of the equivalent of two years. They are assessed against the Teachers' Standards that the Secretary of State has set out for the satisfactory completion of the induction period.

4.4 During the induction period the ECT has 10% non-contact time in the first year and 5% in the second year (in addition to the 10% PPA time) to give them time to work on objectives, attend training and visit other schools.

4.5 All ECTs are allocated an Induction Tutor, responsible for the day-to-day management of the ECT's induction. The Induction Tutor will be responsible for monitoring progress and maintaining records of monitoring, support and formal assessments.

4.6 The Induction Tutor and Mentor will provide pastoral and professional support by providing frequent advice and support as necessary by meeting regularly, both formally and informally, with the ECT. Meetings between the Induction mentor and ECT will take place weekly.

4.7 The induction programme will include meeting with staff with key areas of responsibility, in order to understand those areas of school practice, and attending any specific induction training sessions arranged for them, for example, in relation to child protection and safeguarding, in line with the induction of all new staff. The Induction Tutor reviews progress, set targets, and identifies support strategies with the ECT, who will always be given feedback on their strengths and areas for development.

4.8 Each ECT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio. The Induction

Tutor/Mentor maintains a record of the ECTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken.

4.9 Teaching will be observed regularly by the Induction Tutor/Mentor and appropriate senior Leaders. Constructive written and verbal feedback will be given. Copies of observation and feedback notes will be given to the ECT and a copy retained by the Induction Tutor.

4.10 Formal assessments will be undertaken at the end of each term during the ECT induction period. These will be documented on forms that are sent to the AB and must be signed by the ECT and Induction Tutor.

4.11 If an ECT is not meeting the induction standards or making satisfactory progress towards them, advice from the AB will be sought as soon as possible and followed. A detailed support and action plan will be drawn up by the Induction Tutor and the school. The school will increase the support necessary to implement the action plan, with additional reasonable resource allocation, as available.

4.12 The AB, in conjunction with the Headteacher's recommendation, decides if the ECT has satisfactorily completed the induction period.

4.13 Once the induction is successfully completed the teacher will be included in the school's appraisal process.

5 Induction for new staff other than ECTs

5.1 All new staff will be invited to visit the school before they take up post. Line management arrangements will be clearly explained to them.

5.2 All new staff will be allocated a mentor, who, if resources allow, will usually be their immediate line manager. They will be directed to the school policies and the school's staff handbook and be expected to develop their understanding of the school's values, ethos and practices. All new staff will be expected to contribute to the life of the school community and to play their part in ensuring a positive learning environment for all, both children and adults.

5.3 An induction programme will be provided for new staff, in which they will be expected to fully participate. This will involve meeting with staff with key areas of responsibility, in order to understand those areas of school practice, and attending any specific induction training sessions arranged for them, for example, in relation to child protection,

safeguarding and Health and Safety. All new staff will have a review of their induction after one month, and then half-termly for their first year, with their line manager.

5.4 All new staff will participate in the school's performance management arrangements (see the school's Performance Management Policy).

6 Induction of new Headteachers

6.1 The governing body will encourage and expect a new Headteacher to engage fully in the LA's Induction programme for new Headteachers.

6.2 In the case of Headteachers taking up their first headship, the governing body will encourage them to enrol on the national and/or local induction programmes and to take up their entitlement to a professional partner, an accredited serving Headteacher in another school, who fulfils the role of mentor to the new Headteacher. The governing body will expect and encourage a new Headteacher to take the time required to meet with their professional partner, or other Headteacher mentor, in order to access professional advice and support for their new leadership role.

7 Monitoring and review

7.1 The governing body is responsible for reviewing the effectiveness of this Staff Induction Policy and will receive reports from the Headteacher on its implementation.

7.2 The Headteacher has operational responsibility for staff induction and will monitor arrangements for new staff throughout the year.

7.3 This policy will be reviewed by the resources committee of the governing body every three years or sooner if necessary.