



Kilburn Junior School

Induction Policy Oct 2025

Rationale - what induction is and why it is important

Kilburn Junior School is 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.

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 year at the school and beyond. Induction is a process which aims to increase the effectiveness of all staff and governors 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 teaching and support staff. It thus 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 and what benefits are required

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
- Contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective work at the school
- Ensure teachers new to the profession have the best start in their careers and are supported in effective practice
- 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

Guidelines - how will staff development be implemented

Financial and other resources for induction are allocated annually and apportioned in accordance with the induction needs of staff and governors. Resource will be available for the whole school programme of induction and to meet the needs of specific staff in helping them to meet the standards required by the school. Induction activity is planned in the context of the school's vision, goals and guiding principles, and national standards for teacher induction and for other specific roles and responsibilities.

Management and Organisation of Induction

The headteacher is responsible for the overall management and organisation of Induction, including Newly Qualified Teacher Induction across the whole school. This includes a whole school planning and quality assurance role. The deputy headteacher and SENCO also have a high profile role in supporting the induction process.

Early Career Teacher

For Early Career Teacher the school provides a programme of support, monitoring and assessment. The timetable for this programme is provided at a whole school level and at an individual Early Career Teacher (ECT) level.

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

The Induction Tutor is responsible for the day to day management of the induction of Early Career Teacher.

Induction tutors will be supported in their role by:

- being provided with information from the EMBARK Trust, TTA and school, relevant to the induction process;
- being offered training provided by the EMBARK Trust on the Role of the Induction Tutor
- having meetings with the member of staff responsible for the overall induction programme in the school
- having their role as an induction tutor as part of their performance management 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.

At the school all new teachers are expected to undertake their professional responsibility in striving to meet high standards.

- The induction programme at the school consists of support, monitoring and assessment elements and ECTs are expected to engage in the programme
- All new teachers are allocated an Induction Tutor
- Within the resources available in the school new teachers are offered a mentor when possible.
- All new teachers are invited to visit the school before they take up post.
- All new teachers are met on their first day by their mentor / line manager.
- All new teachers are provided with copies of school policies and related documentation and be expected to develop their understanding of them.
- All new teachers will meet with the Headteacher within their first week in post.
- ECTs will receive feedback on their strengths and areas for development
- Induction Tutors are responsible for the day to day management of their ECT's induction, and will meet with their ECT regularly. The Induction Tutor reviews progress, set targets, and identifies support strategies with the ECT.
- All newly qualified 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 (see the ECT induction programme for details)
- Three formal assessments will be undertaken during the ECT induction period. These will be documented on forms that are sent to the EMBARK Trust and must be signed by the ECT, Induction Tutor and Headteacher.
- Each ECT has 10% professional development time during their statutory induction period. This is in addition to the teaching and professional development time that other substantive teachers would expect in the school.

- Each ECT has a planned programme to ensure 10% professional development is used to the maximum effect. The induction programme for staff new to teaching is designed to induct them into the profession and into the school.
- 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 and school maintains a documented 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.
- Early Career Teachers who are not meeting the induction standards or making satisfactory progress towards them will be develop with the Induction Tutor a detailed action plan. The school will increase the support necessary to implement the action plan within the available resources within the school. As appropriate the EMBARK Trust will be involved to ensure the action plan can be implemented.

Induction of new experienced teachers:

All new experienced staff will be allocated a mentor, and every effort will be made to ensure this is not the line-manager, within the resources available in the school. All new staff will be invited to visit the school before they take up post. All new staff will be met on their first day by their mentor / line manager. All new staff will be provided with copies of school policies and other supporting documentation concerning their role and be expected to develop their understanding of them.

- All new staff will meet with the Headteacher within their first week in post.
- An induction programme will be provided for new staff and their attendance is expected.
- All new staff will have a review of their induction after one month, three months and six months with their line manager
- All new staff will be provided with an explanation of the school's performance management arrangements (see the school's performance management policy) within which they will be expected to participate.
- All new staff will be expected to contribute to the spirit and life of the school to ensure a conducive environment for learn for all school members, students and staff.
- All new experienced staff will allocated a line manager

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Induction of support staff new to role:

All support staff will be invited to the school prior to taking up the post. All new support staff will have a line-manager who will discuss their job description with them. An induction programme will be designed for each new member of support staff. New support staff will have the opportunity to attend induction provided by the local authority.

All new staff will have a review of their induction after one month, three months and six months, with their line manager. Following the induction period all support staff will enter the performance management programme for the school. New support staff will be expected to network with other support staff through the Local Authority networks and gain support.

Induction of new governors:

The Local Governing Team and Headteacher believe it is essential that all new governors receive a comprehensive induction package covering a broad range of issues and topics.

There is a commitment to ensure that the new governors are given the necessary information and support to fulfil their role with confidence. The process is seen as an investment, leading to more effective governance and retention of governors.

The purposes of the induction process are:

- To welcome new governors to the Local Governing Team and enable them to meet other members
- To encourage new governors to visit the school to experience its atmosphere and understand its ethos
- To meet the Headteacher, staff and children
- To explain the partnership between the Headteacher, school and Local Governing Team
- To explain the role and responsibilities of governors
- To give background material on the school and current issues
- To allow new governors to ask questions about their role and/or the school
- To explain how the Local Governing Team and its committees work
- To allow new governors to join the committee(s) of their choice

New governors will:

- Be welcomed to the Local Governing Team by the Chair
- Be invited by the Headteacher to visit the school
- Have the opportunity to tour the school and meet staff and children
- Receive an informal briefing on the school from the Headteacher
- Have the opportunity to meet informally with an existing governor who will then act as their mentor
- Be accompanied by their mentor to their first full Local Governing Team meeting (if required)
- Have the opportunity to review their first meeting with the mentor

New governors will receive:

- The Department for Education and Skills "Governance Handbook"
- The school's "Guidelines for Governors"
- The school prospectus
- Details of the Local Governing Team committees including their terms of reference
- Dates for future governors' meetings including committees
- Details of how to contact the other governors
- Details of how to contact the school including the e-mail address
- A calendar of school events
- Recent school newsletters

New governors are also recommended to read:

- The School Improvement Plan
- The latest Ofsted report and action plan
- Policy documents relevant to committee membership
- The latest Annual Report to parents
- The monitoring performance and evaluation policy
- The school visits policy

Areas that the Headteacher will cover include:

- Background to the school and Trust
- Current issues facing the school
- Visiting the school
- The relationship between the Headteacher and Local Governing Team

Areas that the mentor will cover include:

- An overview of the governor's role
- How the full Local Governing Team and committee meetings are conducted
- How to propose agenda items
- Governor training

Signed by:

Chair of Governors:



Head Teacher



Date: 05.10.2025

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Date of Policy approval: Oct 2025 Next review date: Oct 2028

Reviews		
Changes & recommendations:	Reviewed by	Date