



James Peacock
Infant & Nursery School
School
Staff Induction Policy

For Head Teachers and
Governing Bodies

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Induction of School Staff

1. Introduction

1.1 This Policy document provides guidance about the principles of induction and probation service requirements for all new staff and volunteers in schools. It includes a number of appendices:

- (a) Appendix 1 Induction arrangements for Early Career Teachers
- (b) Appendix 1A Flowchart Assessment Timeline for Early Career Teachers
- (c) Appendix 2 ECT Induction Assessment Form - Example
- (d) Appendix 2A ECF Progress Review Template
- (e) Appendix 2B ECF Fidelity Checking Templates
- (f) Appendix 3 Nottinghamshire Schools Induction of Staff Checklist for safeguarding.
- (g) Appendix 4 Probationary Review Form (Support staff).

1.2 Although this policy applies specifically to newly appointed staff, the school should ensure that existing staff are periodically reminded of its contents so that they are fully aware of the contents; advice and support; references to policies and procedures for their own benefit and for the benefit of helping new staff settle quickly and effectively in to their post.

1.3 It is important to note that schools should have separate arrangements for the induction of new Governors which should be agreed by the governing body A template induction procedure is available for governing bodies to adopt on the Schools Portal

<https://www.nottinghamshire.gov.uk/schoolsportal/governors/governor-policies-and-templates/governor-templates> or GovernorHub
<https://app.governorhub.com/document/6113880c46b95500247886e9/view>

1.4 The school should ensure that all other people working in the school, including volunteers and contractors are inducted appropriately to their role.

1.5 This Policy should be read in conjunction with the Recruitment and Selection of School Staff Policy, Guidance and Toolkit. Any general concerns or issues regarding the induction of staff in schools should be discussed with your named HR Business Partner. The Education Improvement Service can also provide guidance about supporting new employees, particularly in relation to teaching staff and newly qualified/early career teachers. (See Appendix 1 paragraph 1.8 for EIS contact information).

1.6 Schools must ensure that all safer working checks

<https://www.nottinghamshire.gov.uk/schoolsportal/hr-advice-support-and-training/policies-and-procedures/safer-recruitment/single-central-record-scr> are completed for new appointments to the school in line with the Recruitment and Selection Policy, Guidance and Toolkit.

2. The importance of induction

- 2.1** Having spent considerable time and effort recruiting the right person to fill a vacancy, it is important that schools also invest time in planning how to successfully integrate the employee into their new job. Newly appointed employees who have had a planned introduction to their new school, new colleagues, role and responsibilities become effective more quickly and an effective induction will support the retention of staff.
- 2.2** It is also important to recognise that many performance difficulties can be linked to poor induction procedures. In establishing expectations of a new employee, consideration must be given to contractual entitlements including wellbeing/work/life balance issues and for headteachers the governing body has a specific duty of care in this respect. The head teacher and the leadership team has a responsibility for all other staff.
- 2.3** A failure by the leadership of the school or the governing body to recognise when a new employee is experiencing difficulties and/or is underperforming can lead to more serious problems at a later stage. Initial issues or concerns should be addressed promptly. Induction is relevant to anyone starting a new job, even where that is in the same school. This means that staff who have been internally promoted or taken a sideways move will benefit from a planned induction period as well as those who are totally new to a school. All staff appointed or returning to work (including after maternity or long-term sickness related absence) are entitled, therefore, to be given an appropriate induction programme as part of their return to work.

3. Principles of good induction

- 3.1** Induction has one clear aim: to enable an individual appointed to a new job or responsibilities to become fully effective in their new role as soon as possible. There are three key elements to this process:
- Settling in socially and emotionally
 - Understanding the school culture/ethos
 - Understanding the requirements of the new role
- 3.2** The process of helping the individual understand the requirements of their new role should have begun as part of the recruitment and selection process. Candidates may have been told about the school and its ethos, although they probably will not have picked up the nuances of the culture - the “unwritten rules”. It is usually the social and emotional aspects of induction that are the most difficult for the new employee to understand and will be their greatest concern before they formally start their new job.
- 3.3** Schools should recognise that employees will have different requirements depending on the nature of their role, level of experience, knowledge, personal circumstances, etc. The type of induction that might be appropriate for an

employee in their first job will be different to the induction required for someone returning to work after a long career break and different for a person promoted into a senior role for the first time or for a new head teacher.

- 3.4** The different elements of induction will also vary in their relative importance depending on the situation. The new employee should be invited to suggest some activities which might be helpful to them, and their way of learning, for example, by shadowing someone else doing a similar job. However, there are some areas of induction that must be undertaken regardless of individual preferences, e.g. health and safety briefings, GDPR and information management, introduction to workplace policies and procedures, including the school's approach to **staff wellbeing** etc. Following appointment and conclusion of all the safer recruitment checks, once an employee commences employment **safeguarding** is the essential area to cover in detail. This is a priority at the start of the induction process to ensure the employee is aware of their statutory, professional and school responsibilities. At induction all new staff must therefore be aware of and understand the implications of key policies such as child protection, pupil behaviour policy, school risk assessments, outbreak management plans, staff code of conduct, safeguarding response to children who go missing from education, visitors policy, role of the Designated Safeguarding Lead, health and safety policies and procedures etc. The induction checklist for safeguarding must be completed for all new staff, as attached in Appendix 3.
- 3.5** Schools should regularly monitor their recruitment and induction arrangements to ensure best practice and help address any recruitment and retention issues. In addition to general induction, schools should ensure ECTs have accessed the LA's induction webinar and the school has complied with the Early Careers Framework (ECF) requirements.

3.6 Schools should ensure:

- Staff turnover and reasons for leaving are monitored, recorded and reported to the governing body on a regular basis
- Exit interviews are conducted as appropriate.
- Appraisal (for teachers) and support and supervision / appraisal (for support staff) are securely in place.

- 3.6.1** The governing body and the school leadership team must ensure that all staff, volunteers and governors understand their safeguarding responsibilities as a priority. The school leadership should ensure that (a) all staff who work directly with children read at least Part One of KCSiE and (b) those staff who do not work directly with children read at least Part One or Annex A of KCSiE.

All staff must understand that they have a responsibility to provide a safe environment in which children can learn and should always consider, what is in the best interests of the child.

4. Social induction

4.1 This element of induction is aimed at helping a person to feel valued and become part of the team, as well as helping them adjust to their new work environment and show regard for their health and well-being. To support an individual in this, it may be useful to consider and where necessary act upon the following:

4.2 About the job:

- Who will their line manager be, and how will they interact?
- Who will they be working with on a peer level?
- Who will they be working with on a day-to-day level?
- Will they be working on their own for most of the time or will they be working with others?
- Consider the mix of people that they will be working with e.g. age, gender balance, experience etc.

4.3 About the new employee:

- Have they worked before? How long ago? Are they returning after a gap?
- Are they used to working in a school or education context?
- Have they moved home for the job or are they commuting a long distance, or do they know the area well?
- Do they have a disability that requires adjustments to be made? The school must carefully consider its duties and responsibilities under the Equality Act 2010 to avoid discrimination and provide equality of opportunity for all staff.

4.4 Where practicable, it may also be helpful to consider the **social network** that will be available to the new employee and try to identify those people with whom they will find it easiest to form good working relationships. Arrangements can then be made for the individual to spend some time with them. Ideally this should happen before they formally start work, and certainly within the first few weeks. If the job requires new employees to work on their own for long periods, for example a Site Manager or Caretaker, the new employee also needs to know how to access informal support on a day-to-day basis so they can feel part of the team. For example, staff room facilities, arrangements for lunch and break-times and informal meetings during the school day.

4.5 If the employee has been used to being part of a large team, they may find it hard to adjust to working as part of a small, close knit team, and vice versa. If they have moved home to take up the post, they may welcome an opportunity to meet some existing employees outside work, as an introduction to the area. New staff with children may also appreciate information about schools or childcare and those new to the area may welcome recommendations about places to go shopping, eat out, sports clubs, etc.

4.6 It is necessary to be sensitive to individual preferences about the way new employees would like to meet their new colleagues. In considering informal meetings off school premises, care should also be taken to reflect personal preferences and culturally acceptable venues.

5. Addressing specific issues/requirements

5.1 If an individual has a disability it is important to make sure that this has been discussed with them in advance and that any necessary support required has been identified and prepared for them before they start work. Any advice from the Occupational Health Unit as part of the pre- appointment medical assessment will need to be considered and discussed with the employee, with any necessary adjustments put in place. In addition to occupational health advice, support is also available from Disability Employment Advisers, based with the Job Centre Plus Service, www.gov.uk/contact-jobcentre-plus who may be able to suggest adjustments or equipment that could be helpful, and they can help with the cost of equipment in some cases. In addition to considering the everyday aspects of the person's working life, such as workstation or classroom, there is also a need to check that contingency plans such as fire evacuation and Whole School or Individual Risk Assessments are completed. Schools are advised to seek advice from their HR Business Partner as soon as the appointment has been confirmed if the new employee has disclosed a disability and may need support or adjustments to be made.

5.2 All new staff should, be made aware of and have access to the school's policies and procedures regarding grievance, discipline, harassment, attendance, appraisal etc. A new employee may not feel sufficiently confident to report any initial workplace concerns when they first start, although they may feel more able to respond when they are settled in their new job. It is important to discuss with any new employee the most appropriate management response to any discriminatory or unhelpful behaviour they may experience from colleagues, pupils and other members of the school community. This is best managed through regular initial induction meetings and discussions.

6. Understanding the culture and ethos of the school

6.1 This element of induction helps the new employee to quickly understand the culture and ethos of their new school. It is not always easy to define organisational / the school culture as it is more about the way things are done, said, and presented than what happens on a day-to-day basis.

6.2 The new employee should be provided with a copy of the school handbook (or its equivalent) before they start work along with copies of key policy documents or summaries as appropriate to their role. This should include policies which relate to pupils and visitors such as safeguarding children, security arrangements, and protocol for contacting parents, as well as policies directly relating to staff and contact details for the Recognised Trade Unions. It should be recognised that, even if the employee has previously worked in a school,

there will be differences in the way each school operates. Misunderstandings can easily arise if assumptions are made about the new employee's understanding of matters which may not be defined in any handbooks or policy documents. It will be important, therefore, to arrange for a colleague to identify and explain these more informal arrangements and practices as soon as possible.

7. Getting to understand the new role

7.1 This is usually the easiest element of induction to arrange and is about supporting the new employee to quickly understand what is expected of them in their new role. Through the recruitment and selection process, managers should already have a clear picture of the employee's skills, knowledge and attributes in relation to those required by the job description and person specification. Areas that will need to be considered include the following:

- Identification of training needs.
- Identification of and introduction to key work contacts.
- Integration of the role with those of their colleagues.
- Consideration of their relationship with pupils, parents and the wider school community, e.g. Governors, the County Council, diocese, local businesses, etc.
- Awareness of any pupils, families or other individuals requiring particular care or who may present specific difficulties within the school community.
- Documents which outline of the key priorities for the school.
- Information about key school policies and procedures e.g.
 - Health and Safety
 - Staff Welfare and well-being
 - Safeguarding and promoting welfare of children and young people i.e. child protection, anti-bullying, anti-racism, physical intervention/restraint, intimate care, administration of medicines, internet safety as relevant to the post. To ensure that new staff are correctly trained in all the required safeguarding aspects, it is important for each new starter to read and sign the schools Induction checklist for Safeguarding - attached as Appendix 3
 - Relevant personnel procedures e.g. disciplinary, capability, attendance (and how to report sickness), whistleblowing, grievance, harassment, appraisal, pay and capability.
 - Use of computers, internet, mobile phones and Social Media
 - A briefing on the importance of confidentiality, sharing of work related information and explanation of the schools' approach, systems and responsibilities under the Data Protection Act 2018.
 - The Staff Code of Conduct and School's Employee Code of Conduct standards of conduct of employees and its link with Part 2 of the school Disciplinary procedures
- Access to details about their conditions of service and other contractual information, pensions, insurance, trade union membership, etc.
- Staff Handbook and access to a copy of the annual school calendar.

- 7.2** To ensure that the individual has all the information they need and has completed all the relevant paperwork arrangements should be made for them to meet their head teacher or manager prior to them starting on their first day. It should be recognised that new starters often find it difficult to absorb all the information at one session and it is often helpful, therefore, to prioritise this carefully and plan a series of short sessions over the first week or two.
- 7.3** Schools should identify elements of induction that an individual can do on their own before they arrive on their first day, such as reading written policy documents or familiarising themselves with key documents, procedures, relevant policies and documentation, such as schemes of work which could be included as part of an “induction pack”.
- 7.4** There are some aspects of the induction that are best addressed through discussion with the individual, for example, training needs, integration of their role with those of colleagues and the professional expectations surrounding their role. The new employee will also need to be told about health and safety procedures and be given general information about building layout, comfort facilities, sickness reporting procedures, etc. Not all of these issues need to be discussed in depth on their first day at work, but the induction programme should ensure these are addressed within the first week. During the first few weeks, regular meetings to discuss specific issues should be arranged as part of the formal induction programme, at the end of which the usual support and supervision and appraisal procedures should commence.
- 7.5** The new employee could also be offered the opportunity to participate in some activities almost as soon as they start, for example working alongside other staff, attending relevant meetings, e.g. whole school meetings, governor meetings, departmental planning meetings. These would help to give them an overview of the school, even if they would not normally be a participant in those meetings. Such activities would also provide an opportunity for new employees to be introduced to a wider group of school colleagues.

8. Roles and responsibilities

8.1 Governing Body

The Governing Body has overall responsibility for the recruitment, the well-being of staff and the adoption and implementation of induction procedures. They are also directly responsible for the induction of a new head teacher for which advice and support is available from the Education Improvement Adviser (EIA). A programme of induction conferences and other support, advice and guidance for newly appointed head teachers and deputy head teachers is provided by the Education Improvement Service (EIS). Information and procedures documents are available through the Teaching Regulation Agency (TRA). Governors have a responsibility to ensure newly appointed Head Teachers participate in an induction appropriate to their needs.

8.2 Head Teacher

The head teacher has overall management responsibility for ensuring the effective induction of staff in line with school procedures, as part of their duty to ensure that suitable staff are recruited and enabled to become capable and effective in their roles as quickly as possible. Although in practice this responsibility may be delegated to another school leader, the new employee should have the opportunity to meet the head teacher within their first few days at work, if only briefly to welcome them and establish their working relationship.

8.3 Line manager and peer support

The day to day management of the induction programme should normally be undertaken by the individual's line manager as they have the best overall view of the role the individual will undertake. In addition to the important role of the line manager the school should identify an appropriate key colleague to offer peer support to new starters. This is a more informal role to help the individual to settle in socially and familiarise themselves with the school and how things work practically on a day to day basis. This might be particularly important for individuals who are coming into employment of this nature for the first time, or after a long break, e.g. due to maternity.

8.4 Mentors

8.4.1 Some staff may benefit from a mentor or coach to support them in developing their role/career, for example women returners, staff entering management roles for the first time, staff moving into very senior positions, new teachers, and staff who are keen to develop their careers. Mentoring helps to strengthen internal networks between staff, reinforces the school's commitment to professional development, and helps to spread good performance and valuable skills throughout the organisation. Good mentoring relationships tend to have the following hallmarks:

- both parties have a positive view of their relationship and potential benefits;
- the new employee must be clear about what kind of support they would like from the mentor;
- the mentor must be capable of providing support for an individual without jeopardising their own performance;
- the new employee must have some degree of aspiration towards the mentor/their role;
- the mentor must be able to commit themselves to spending time with their new colleague and the school should facilitate this time being made available;
- the mentor must only undertake the mentor role on the basis that they want to help someone else develop - competition between mentor and the new employee will undermine the relationship.

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8.4.2 Whilst it is not always possible an individual's line manager should not also be their mentor and ideally the mentor should be removed from the individual's day-to-day work and have an overall view of their work and role. For staff in senior positions, where practicable, the most appropriate mentor may be external to the school, perhaps in another school, in which case there will be a need to negotiate the terms of the relationship initially. The Education Improvement Service may be able to provide advice in this area for newly appointed head teachers.

9. Contractual Issues

9.1 Early Career Teachers (ECTs)

A summary of the guidance that has been circulated by the LA relating to ECT induction is available as Appendix 1 of the document. This statutory process is supported by the LA, acting as the Appropriate Body for Induction, through the Education Improvement Service. Schools must ensure that they issue the specific ECT employment contract available on the school portal.

9.2 Probationary Period (Support Staff)

9.2.1 The permanent appointment of some school support staff may be subject to a probationary period (normally 6 months) if they have not previously worked within a local authority school or service. In such cases, the induction period should include more formal arrangements for monitoring progress and discussing and resolving any shortfalls in performance.

9.2.2 The appointment documentation should confirm to the employee that they are subject to a probation period. Schools should seek advice from their named HR Business Partner as soon as possible after appointment if the employee's probationary status is unclear. The employee should also be informed that they will be assessed during that period with a view to transferring them to the permanent establishment after a satisfactory formal review at the end of the probationary period.

9.2.3 It is advisable to undertake a first formal review for new support staff at 2 months and a second review should be no later than 5 months after commencement in the post. The probationary period will normally be for a maximum of 6 months, but this may be extended up to 12 months where performance concerns have not been satisfactorily addressed. All meetings and any decisions regarding an employee's probationary period should be carefully documented. The probationary review form (Appendix 4) should be used to record all formal meetings and placed on the employee's personal file.

9.2.4 Any concerns about performance during the probationary period should be addressed with the employee as they become apparent, in accordance with the principles of the Disciplinary (Capability) procedure, ensuring that concerns are

identified, and support is given. Any decision to dismiss an employee within the probationary period will be made by the head teacher, following thorough consideration of the evidence of an employee's incapability to perform the role, and having demonstrated appropriate support and timescale for improvement have been provided. Advice should be sought from the area HR Business Partner about the process, and an employee should be advised of their right to appeal against dismissal to a panel of 3 governors.

9.3 Supply Teachers and Other Temporary Staff

9.3.1 Schools have a duty to ensure that all supply and temporary staff are properly inducted and supported to enable them to perform their duties safely and effectively. It is good practice to establish a clear written protocol for the induction of such staff to include the following, and be given to the member of staff either before they start work or as soon thereafter as practical:

- Introductory briefings by senior staff
- Handbook for supply/temporary staff outlining key procedures, policies as set out in the Induction Checklist (Appendix 3) and KCSiE Part One paragraphs 13-18 and basic information about the school e.g. behaviour management, child protection, safer working, health and safety
- Responsibilities of school staff e.g. working practices, preparation of work, information about class, etc.
- Risk assessments
- Training and development opportunities for regular supply staff on key issues e.g. behaviour management, child protection, special needs, etc.
- Basic equipment e.g. stationery, laptops and use of mobile phones in the classroom etc.

9.3.2 Schools must ensure that all the required safer working checks are completed for all staff including supply staff and any temporary/fixed term employees and the details recorded on the Single Central Record. (SCR). All new staff relevant to be listed on the SCR must be added to the SCR immediately and updated as the safer working checks are completed.

Monitoring and Review

10.0 Where changes to this policy are proposed the governing body will undertake an Equality Impact Assessment (EQIA). The governing body will make available to staff the outcomes of the Equality Impact Assessment.

10.1 The governing body will monitor the outcomes and impact of this policy annually. As part of this review it will monitor trends on retention across all groups of staff

Appendix 1: Induction arrangements for Early Career Teachers

1. Introduction

1.1 The DFE has issued guidance on the Induction Period for Early Career Teachers – “Induction for early career teachers (England)” – published March 2021, available on the Department of Education website. This guidance provides the statutory framework which schools must use to design the induction and assessment arrangements for all early career teachers who are undertaking induction.

1.2 Nottinghamshire Local Authority (LA), acting as the Appropriate Body for Induction, has provided information and guidance for ECTs, Induction Tutors and mentors ECTs through recorded webinars and the “Nottinghamshire Induction Guidance – a handbook for ECTs, Tutors and Mentors” which is available from the Education Improvement Service. The guidance highlights the significant elements of the formal assessment and monitoring procedures and other important induction issues which schools need to consider.

2. Summary of key elements of the induction arrangements

2.1 The standard length of induction is two school years (for full time ECTs). During year one of induction all early career teachers should have a timetable of 90% of normal average teaching time to allow their induction to take place. In addition, they are also eligible for 10% PPA time. During year two all early career teachers will receive a 5% timetable reduction.

2.2 The induction programme should be clearly structured and should include a combination of monitoring, support and assessment. The programme should include the following components:

- An active role for the ECT, encouraging them to take increasing responsibility for their own professional development
- Two formal assessment points one at the end of year one and the second at the end of the induction period
- Support from a designated induction tutor
- Support from a designated mentor
- Regular observations of the ECT’s teaching with follow-up discussions (observations are advised once each half term with the first observation within four weeks of the ECT being in post for full time ECTs)

- Progress Reviews are to be held at the end of terms 1, 2, 4, and 5 for full time ECTs) where a formal assessment is not scheduled
 - Observation of experienced teachers.
 - Other targeted professional development activities.

2.3 The role of an induction tutor is very important in the process of supporting an ECT. It is a role that is well developed in Nottinghamshire schools. Support for induction tutors is available through the training programmes organised by the Education Improvement Service and through the Nottinghamshire Induction Tutor Handbook .The “Career Entry and Development Profile” is used by many (but not all) ITT providers and can be used to help teachers make constructive connections between initial teacher training, induction and the later stages of their development as a teacher; to guide the processes of reflection and collaborative discussion; and to focus their reflection on their achievements and goals.

2.4 Written evidence should be kept of progress towards the achievement of the Teachers’ Standards, (part 1 and 2). Performance targets should be set, new targets agreed, and the support provided to the ECT to meet the required standards. Nottinghamshire Induction Guidance - a handbook for ECTs, Tutors and Mentors contains a range of pro-forma to assist with keeping written evidence. This written evidence will inform a Continuing Professional Development Portfolio for the ECT.

2.5 Sources of evidence will include:

- A copy of the Career Entry and Development Profile - where made available from the ITT provider.
- Copies of Progress Review meeting documents
- Tutor meeting notes/minutes
- Mentor meeting notes/minutes
- Identity of the ECF Induction accessed
- Records of lesson observations
- Records of ECTs e.g. courses attended, professional development activities, visits, observations of other experienced teachers, self-assessment records, etc.
- Records of the two formal assessment point meetings and copies of the assessment pro-forma is completed using the on line assessment programme ECT Manager from the Local Authority.

2.6 The cameo set out in Appendix 2 is the kind of written evidence that might also be included:

- An example of planning for a particular lesson.
- The observation notes of the lesson made by the induction tutor or other member of staff.
- Examples of pupils’ work resulting from the lesson (unmarked and marked)
- The ECT’s self-reflection of the lesson.

- 2.7** There should be two formal assessment meetings between the ECT, the head teacher and the induction tutor throughout the induction period. There should be formal Progress Review meetings held at the end of each term where there is not a formal assessment meeting – Terms 1,2,4 and 5. Under normal circumstances the assessment meetings should be held towards the end of each term and schools will be advised by the Education Improvement Service of appropriate dates for each term.
- 2.8** The Local Authority, acting as the Appropriate Body for Induction, has a quality assurance role in the induction of early career teachers. It is also required to maintain a record of all ECTs and to confirm the school's decision about whether or not an ECT has satisfactorily met the Teachers' Standards for the completion of the induction period. The Local Authority will communicate its decision to the ECT, the head teacher and the TRA. A checklist for schools to ensure that all the elements for the induction of ECTs are in place is available in the Nottinghamshire Induction Guidance - a handbook for ECTs, Tutors and Mentors.
- 2.9** The Education Improvement Service will undertake the quality assurance role for the monitoring and support arrangements for ECTs through the work of the Education Improvement Adviser (EIA). Where an ECT is experiencing difficulties, the school will require further advice and should notify the EIA as soon as possible. In this case a programme of support will be agreed and put in place by the school. An HR Business Partner will also provide advice and support to the school and ECT as appropriate.
- 2.10** The Local Authority, acting as the Appropriate Body for Induction, has to provide a named contact with whom ECTs can raise issues about induction which have not been resolved with the school. This person should not be directly involved in providing monitoring and support to the ECT or in making decisions about satisfactory completion of induction. The named person is identified in the Nottinghamshire Induction Guidance – a handbook for ECTs, Tutors and Mentors. Information is also provided through the recorded webinar.
- 2.11** Advisers from the Education Improvement Service and the HR Service meet termly with representatives of the recognised teacher trade unions. As well as providing an opportunity for the teaching unions to raise general issues on behalf of their ECT members in Nottinghamshire, these meetings also enable the Local Authority to offer support to any individual ECT identified as experiencing difficulties, in co-operation with their school. The Local Authority, therefore, actively encourages ECTs to seek advice from both the Local Authority and their trade union representative as soon as possible if problems arise during their induction period. This is particularly important if the ECT has been informed that they may not meet the required Standard at any of the induction review stages. However, schools should ensure that all ECTs are informed of the confidential support available to them from the trade unions, the Teacher Support Network and the Local Authority as part of their school's induction provision/programme.

3. Formal assessment and monitoring procedures

The formal procedures are demonstrated in the flowchart Appendix 1A.

4. Length of Induction Period

- 4.1 Full time ECTs are normally required to serve an induction period of six terms. However, if an ECT is appointed to part-time or temporary posts and there is a query about the duration of their induction period, then schools are advised to contact the ECT business support team. The contact point is Louise Ward 0115 8040129.
- 4.2 On appointment, the Head Teacher should formally register the ECT with the LA by completing the appropriate Registration Documents using 'ECT Manager' (an on-line recording and assessment tool) notts.nqtmanager.com

Telephone number 0115 8040129

If an ECT has 30 days or more absence during the Induction period, an extension is given of usually one term for full time ECTs.

5. Contract of Employment – ECT

- 5.1 There are specific contracts on the schools Portal for the appointment of an ECT <https://www.nottinghamshire.gov.uk/schoolsportal/hr-advice-support-and-training/policies-and-procedures/contracts/teaching-staff-contracts> which includes the following paragraph:

“As an early career teacher you will be required to complete a statutory induction period of six terms (or equivalent for part-time staff) in accordance with the regulations of the Department for Education. Your continued employment beyond this period will be dependent on satisfactory completion of this period. In the event of failing to satisfactorily complete your induction period, you will be given 10 days’ notice of termination.”

- 5.2 The school should ensure that all the necessary monitoring, support and assessment arrangements are in place. Schools will be advised by the Education Improvement Service (EIS) as to the online submission dates. During the first weeks of the monitoring and support programme the Head Teacher should ensure that any early concerns about the ECT’s performance are discussed with the EIA straight away. Concerns which emerge at any other time must be discussed with the ECT promptly and supportively.
- 5.3 At the end of the first period of induction an assessment will be made of the ECT’s progress. If satisfactory, the programme of monitoring and support will continue; if unsatisfactory, the EIA should be contacted to verify the school’s judgement and arrange for additional support to be provided as appropriate.

- 5.4** The school must confirm their assessment by the term dates specified on the NCC website notts.nqtmanager.com and by submitting a completed form using 'ECT Manager'. Where unsatisfactory progress has been made, details of the support programme should be included with the form.
- 5.5** The Local Authority, acting as the Appropriate Body for Induction, will then make the final decision as to whether the ECT has met the standards required and inform all parties accordingly. It should be noted that there is no formal involvement of the governing body in this process although the Head Teacher should keep the governing body informed of progress of the ECT through the induction period.
- 5.6** It is anticipated that in most cases, the school and the Local Authority will be able to confirm the satisfactory completion of the induction period to the TRA who will formally notify the teacher of their status. In those cases where the Local Authority determines that identified Teachers' Standards have not been met within the required timescale the school should work closely with the EIS, the EIA and the school's named HR Business Partner to review the evidence and consider whether it is appropriate to initiate dismissal proceedings as appropriate according to the governance arrangements in place. The statutory guidance for ECT's states, "*An ECT working in a relevant school who has failed induction must be dismissed within 10 working days of them giving notice, they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought, if the ECT's appeal is heard, and they are judged as having failed induction, the employer should dismiss the ECT within 10 working days of being told the outcome of the hearing.*"

6. Serious performance difficulties

- 6.1** Where, at any point during the induction period, a school and the Local Authority have agreed that the ECT's performance raises serious concerns because the education of pupils is at risk, it may be necessary to consider formal disciplinary procedures immediately in line with the Disciplinary (Capability) Procedure – The Performance of School Staff located on the School Portal Disciplinary (Capability) Procedure. In this procedure please refer to the 'exceptional cases' paragraph on page 4 of the policy statement, and Appendix 1, paragraph 5.1 and 5.2 which details supplementary guidance regarding ECTs. In such cases advice should be sought from HR Service and the EIS as soon as possible.

7. Reference documents

Induction Period for Early Career Teachers – "Induction for early career teachers (England)" – published March 2021, Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies:

- The Nottinghamshire Induction Guidance – a handbook for ECTs, Tutors and Mentors - Nottinghamshire Local Authority

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- Trade Union advisory documents regarding induction and ECT status
- nottsnqtmanager.com

8. Contact Points

8.1 Education Improvement Service – Louise Ward – ECTs – all enquiries

Meadow House

Littleworth

Mansfield

Nottinghamshire

NG18 2TB

Telephone: 0115 8040129; Email - louise.ward@nottsc.gov.uk

8.2 HR Service

County Hall

West Bridgford

Nottingham

NG2 7QP

Telephone: 0115 97 74433; Email - hrdutydesk@nottsc.gov.uk

8.3 EIS named contact for ECTs: Bryony Charnock-Walmsley - EducationImprovement Adviser

Meadow House

Littleworth

Mansfield

Nottinghamshire

NG18 2TB

Telephone: 0115 8040129 Business line: 01777 817995

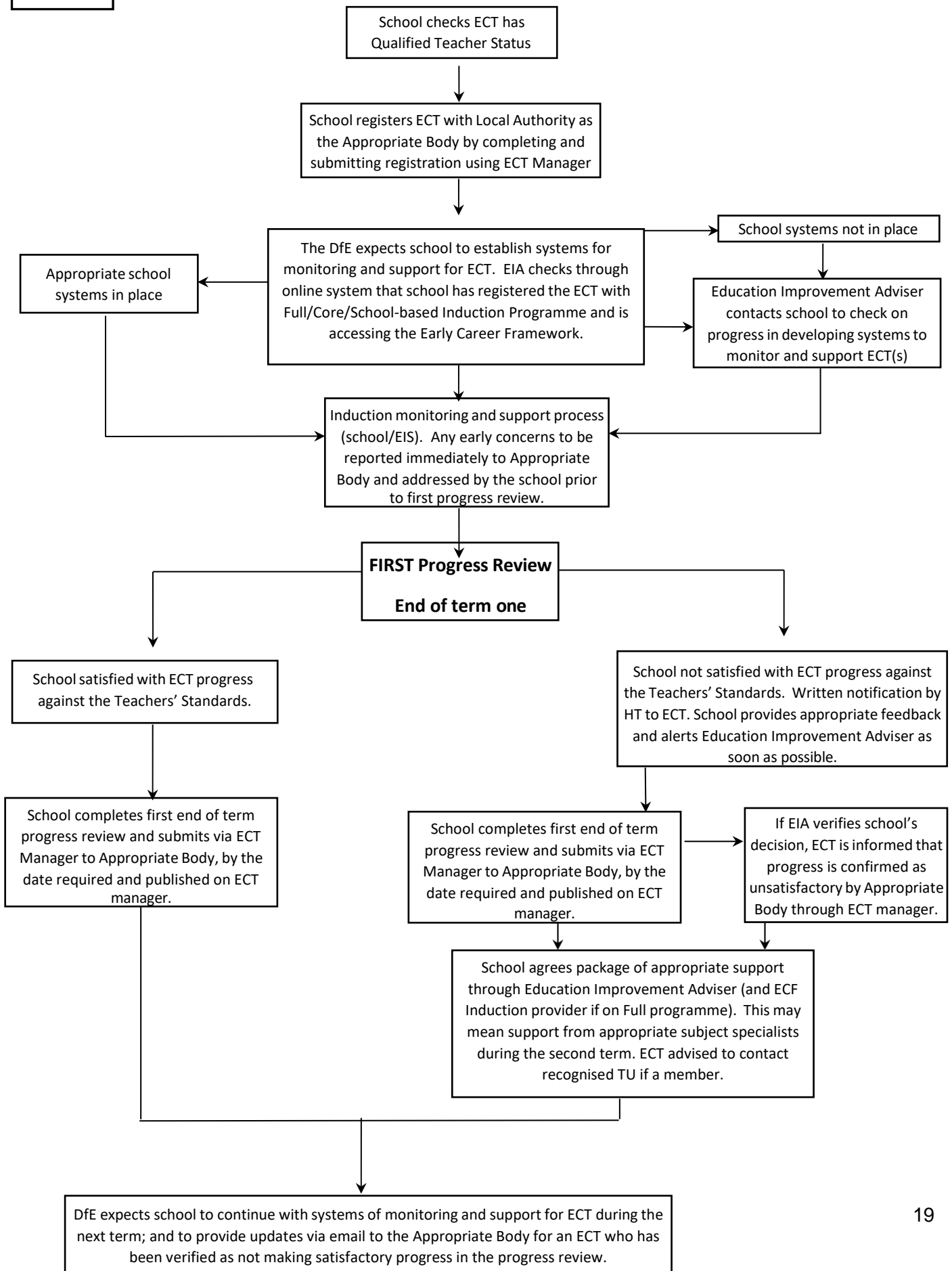
Education Improvement Service

Email - [bryony.charnock-walmsley](mailto:bryony.charnock-walmsley@nottsc.gov.uk)

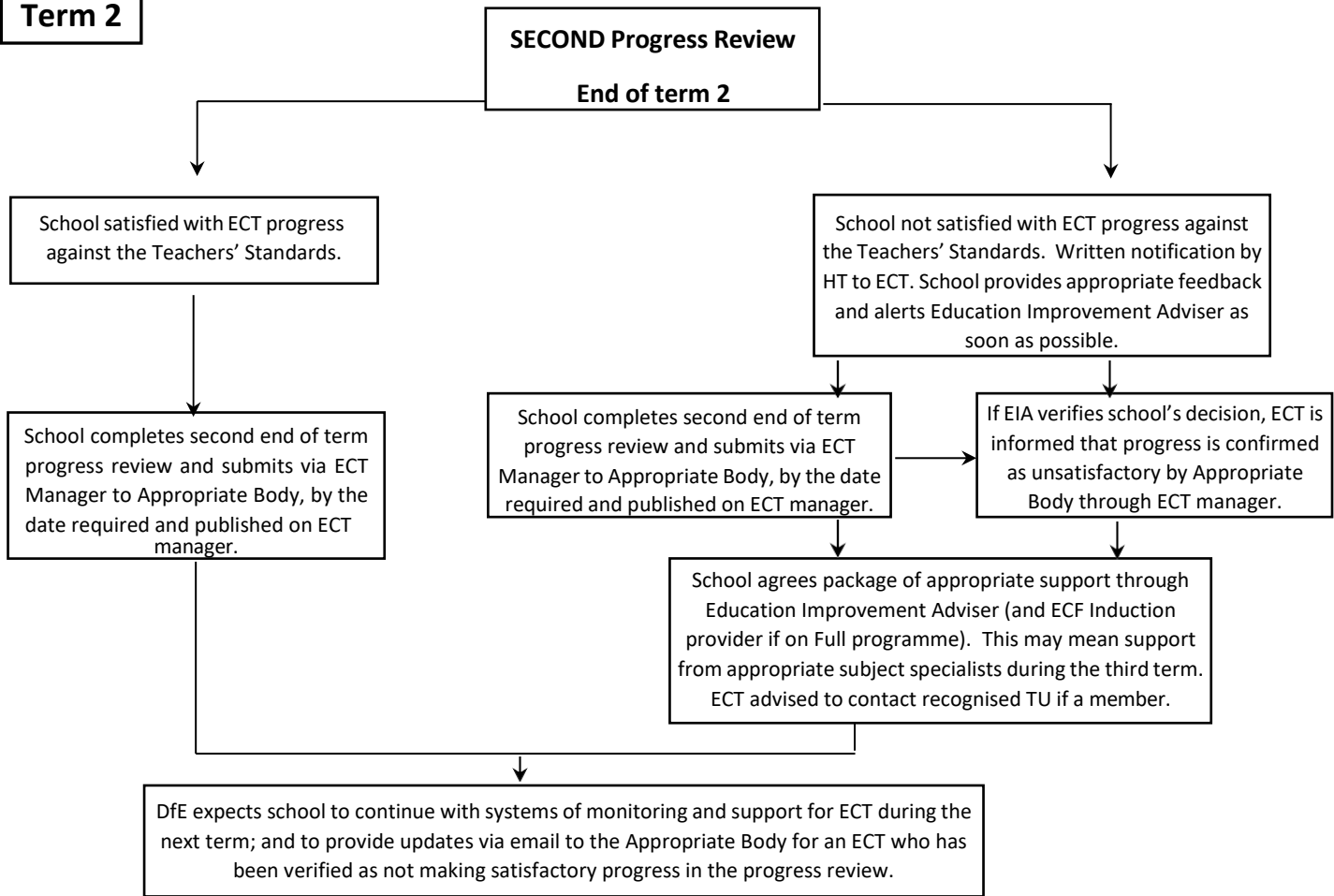
[@nottsc.gov.uk](mailto:bryony.charnock-walmsley@nottsc.gov.uk)

Appendix 1A: Assessment Timeline for Full Time Early Career Teachers

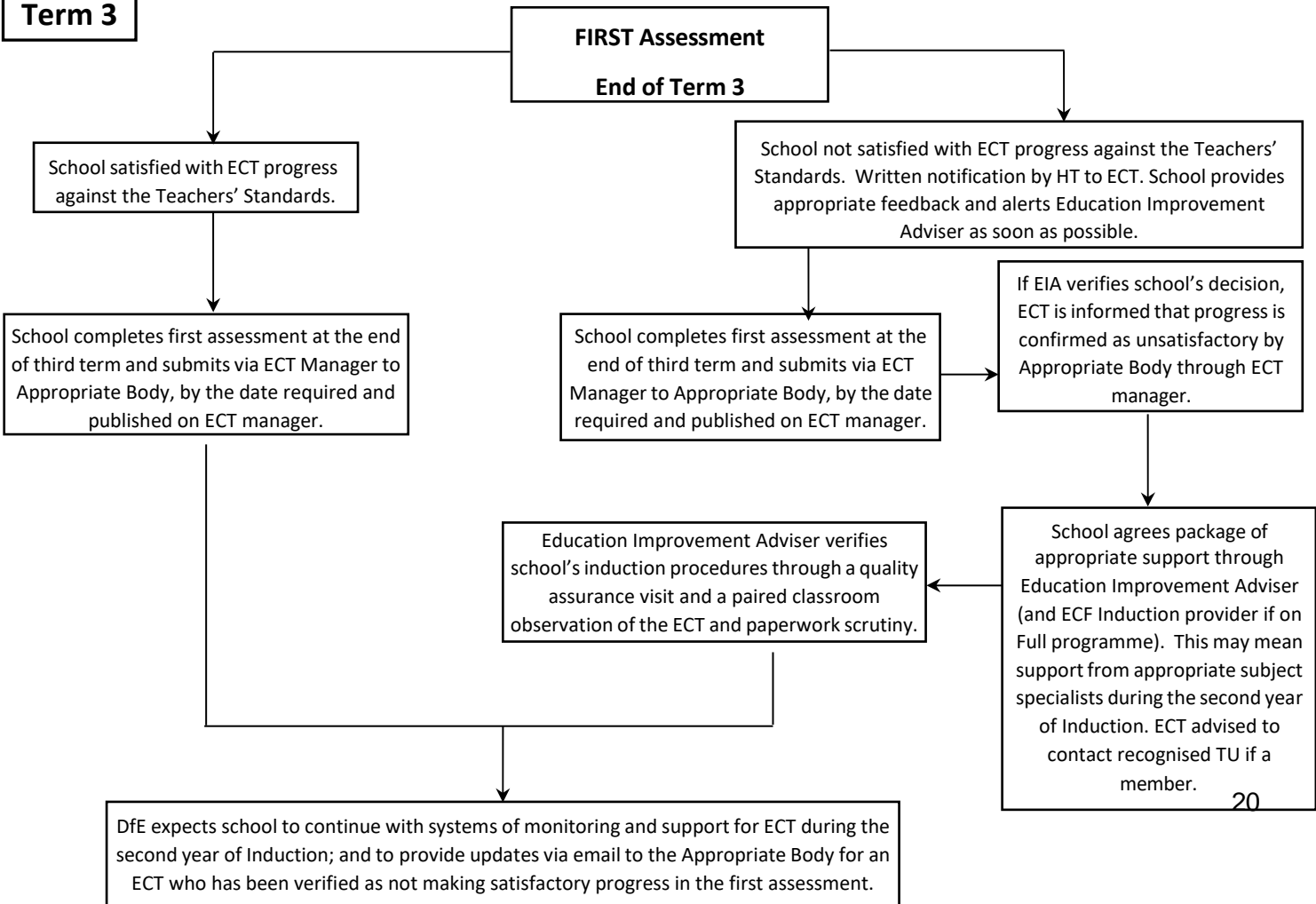
(part time ECTs will be pro rata)
Term 1



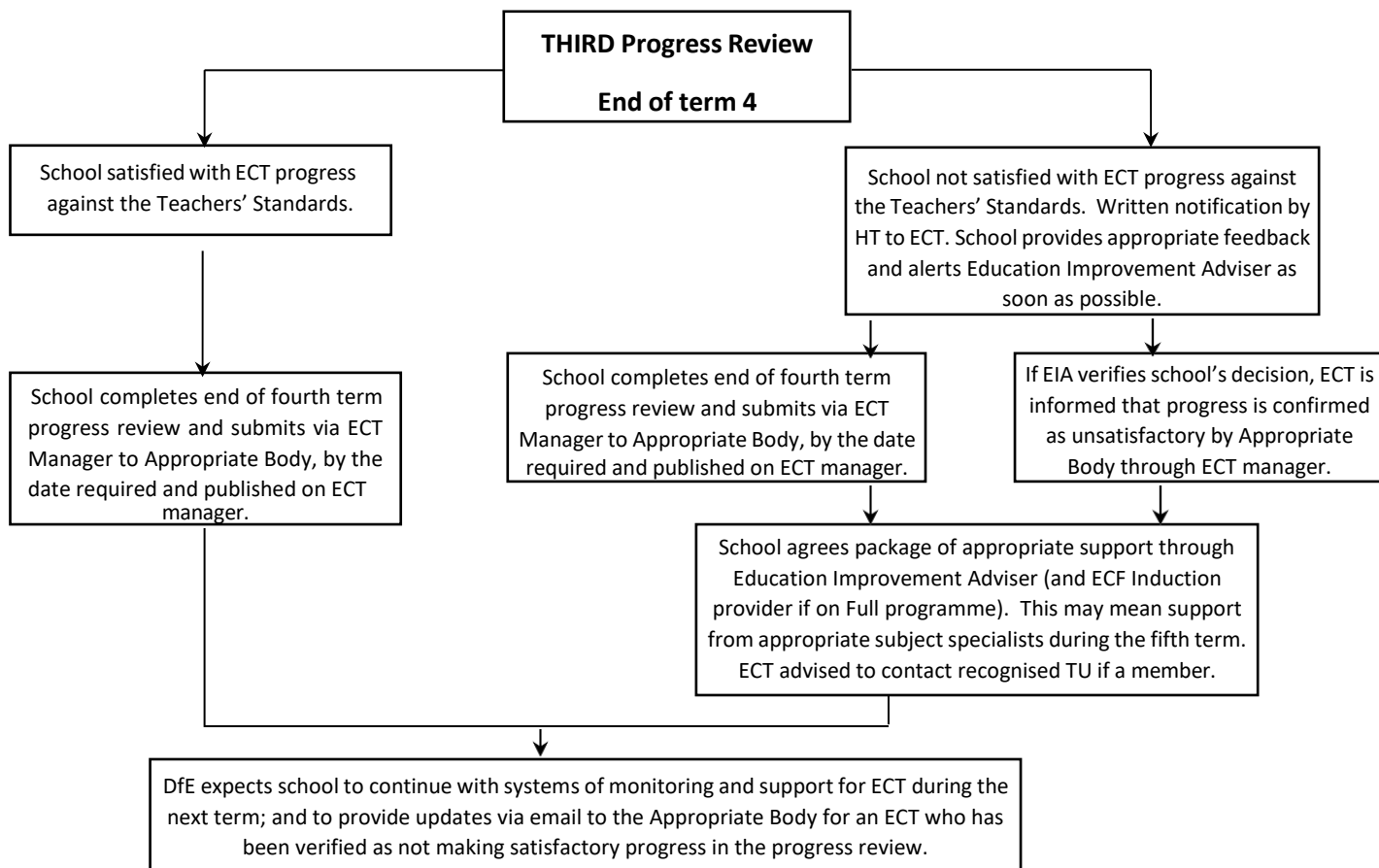
Term 2



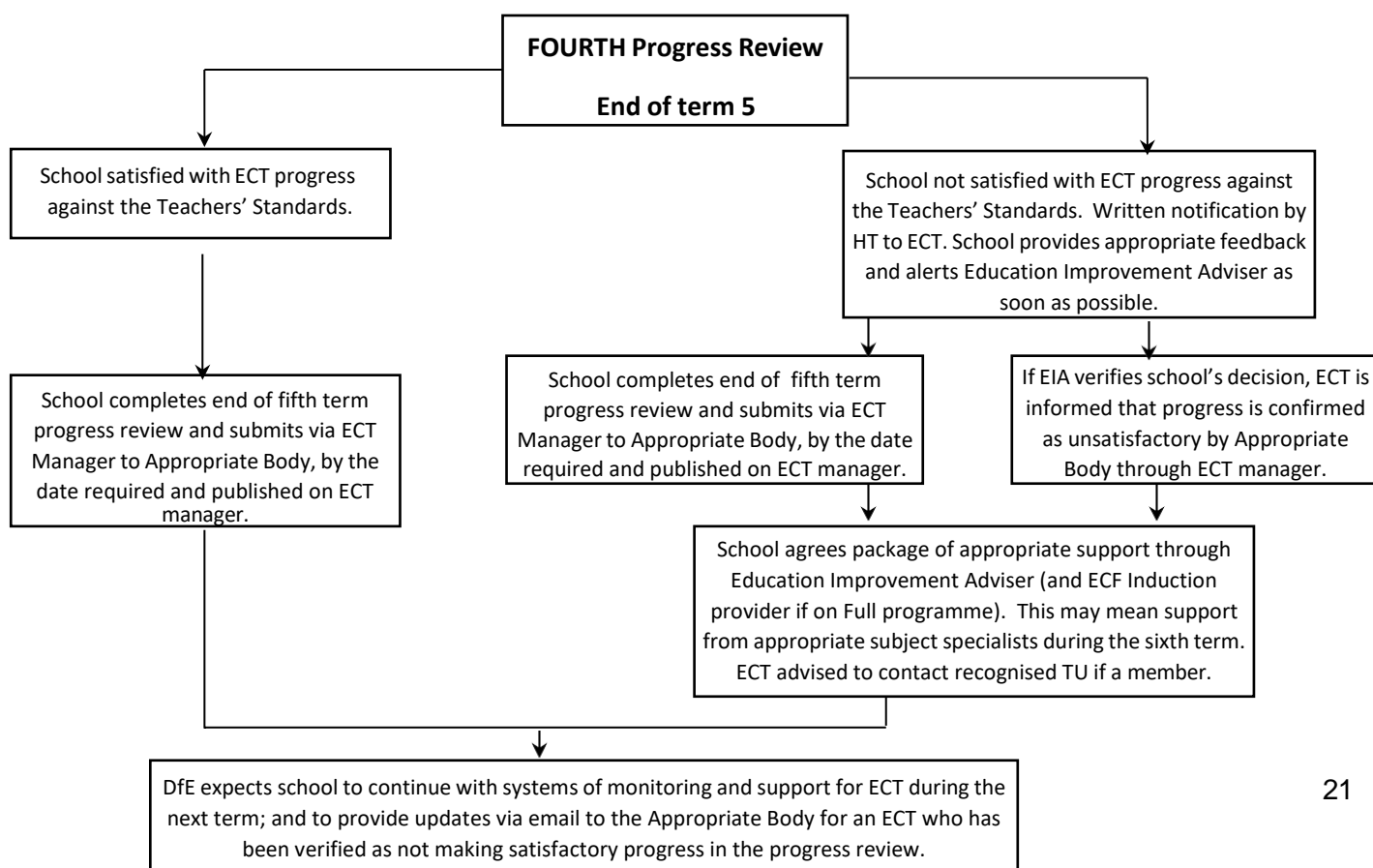
Term 3



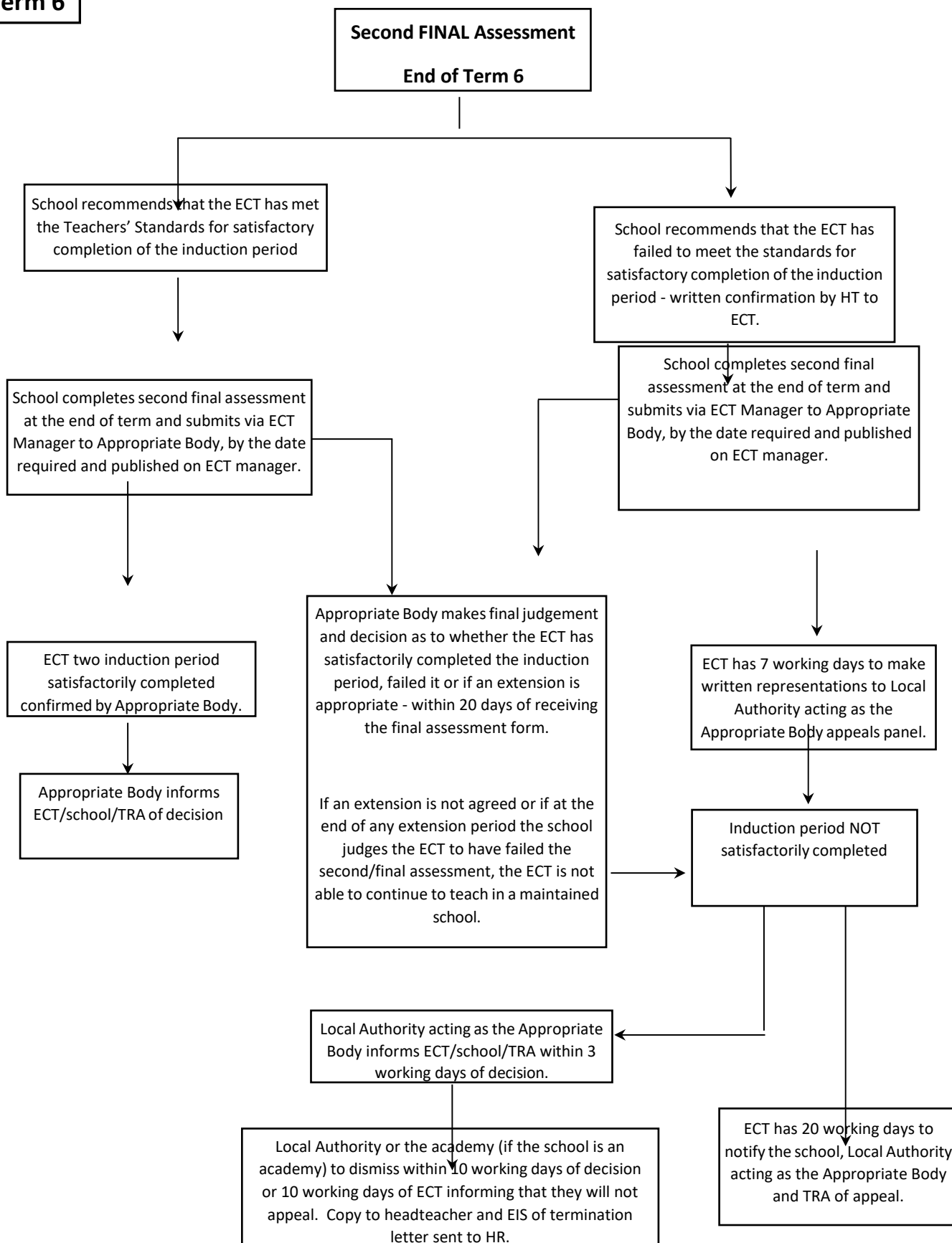
Term 4



Term 5



Term 6



***PLEASE NOTE ***

Any concerns about performance will be managed effectively during the stages of the ECT induction period. Where ECT performance concerns persist and there is a possibility that the teacher will fail the induction programme, the school will need to plan potential timescales for the matter to be handled appropriately and this may include arrangements for managing the termination of the contract. There will need to be time built into the arrangements for this so that any meetings take place

Appendix 2: ECT Induction Assessment Form - Example

Assessment for the end of the First Assessment

The assessment is a report on how the ECT has performed against the teacher standards, this will be:

- 1 Completed by the tutor
- 2 Read, commented and signed by the ECT
- 3 Read and signed by the tutor and headteacher
- 4 Reviewed (accepted or rejected) by the Local Authority.

ECTs Personal Details

Full Name: Ms Jayne Doe
Date of Birth: 01/01/1995
Teacher Reference Number: 1001001
National Insurance Number: NQ 10 20 30
T Date of award of QTS: 12/06/2018

Recommendation

The above names teacher's performance indicates that he/she **is making satisfactory progress** against the Teachers' Standards within the induction period

Progress Grading

B: This ECT is currently making satisfactory progress towards meeting the Teachers' Standards.

Confirmation of Induction

I confirm that the ECT has received a personalised programme of support and monitoring throughout the period specified below in line with the statutory guidance.

Start Date: 02/09/2020

End Date: 18/12/2020

Days Completed: 74

Days Absent: 0

The ECT worked Full Time throughout this assessment period

Institution Details

Appropriate Body

Name: Lawn View House
DCSF Number: 891
Head Teacher/Principal: Bryony Charnock-Walmsley
Tutor: Joe Bloggs
Address: 40 Station Road, Sutton in Ashfield, Notts NG17 5GA
Telephone: 01623 434134

Name: Nottinghamshire
Address: Meadow House
Littleworth
Mansfield
Nottinghamshire
NG18 2TB
Telephone: 0115
8040129

Programme:	FULL Induction
Delivery Partner:	Redhill High Teaching School HUB
Provider:	Ambition Institute

Part One – The following paragraphs have been completed to give an example of the type of information required

Teacher standard 1

Jayne has established high expectations within the class. This in turn ensures that the children are motivated and encouraged to rise to the challenge in order to further their individual progress. Jayne has also completed a safeguarding course which has enabled her to develop the understanding of the importance of providing a safe and nurturing environment. In addition to this, Jayne has also undertaken autism awareness training which has highlighted specific strategies and resources that she could use to support children with specific needs within her class. Jayne's rapport and professional relationship with the children is developing well and she is beginning to adapt appropriate communication strategies with the children by varying her use of tone and the level of her voice.

Teacher standard 2

Jayne has developed good systems for planning lessons that build on prior learning and take the children forward. She has been part of whole school internal monitoring to address standards in English and Mathematics. Jayne has responded well to the recommendations of the monitoring and is improving her practice as a result. As the term has progressed, Jayne has developed the use of pace within lessons to ensure all groups of learners make progress. She is also developing marking that sets targets for the pupils and is beginning to provide opportunities for the children to respond to the marking.

Teacher standard 3

Jayne's general subject knowledge is strong in the most commonly taught (core) subjects. This ensures that the children are engaged and their interests are sparked. CPD through staff meetings has enabled her to act upon advice and further enhance her subject knowledge in order to develop the children's learning. Jayne does need to develop her practice in order to allow children to make links within their learning, for example, choosing from a range of strategies the most efficient techniques to solve problems or calculations in mathematics.

Teacher standard 4

Planning is a real strength of Jayne. She is able to plan a series of lessons that builds progression over time. As the term has progressed, she has become much better at managing time effectively so that the pace within her lessons minimises the opportunities for children to become disengaged. Jayne routinely sets homework that is in line with school's agreed policy. Jayne needs to further develop assessment for learning strategies that ensures she is aware of what all children or groups of children are achieving in particular lessons when they are engaged in independent or individual tasks. This could be achieved by spot checking periodically throughout lessons.

Teacher standard 5

There is a broad range of abilities and needs within Jayne's class. She appropriately differentiates work and tasks so that all children are suitably challenged. Jayne has reflected on the training she has received as part of INSET. Jayne is developing strategies to work with specific children and is accessing support available through training and the school SENCO.

This is ongoing as pupils' needs emerge.

Teacher standard 6

Jayne began the year by effectively grouping the children according to individual needs. She has reflected upon these groupings as the term has progressed and has been flexible in allowing the children to access differing levels of challenge depending upon what was being taught. Jayne has participated in joint moderation exercises which have enabled her to further her knowledge of summative assessment. Jayne has acknowledged that as she moves into term 2, she will work with her mentor to further develop an understanding of assessment and how this information is used to adapt teaching and learning accordingly.

Teacher standard 7

Jayne has improved over the term in managing behaviour effectively. Monitoring indicates that Jayne does have high expectations and has adapted strategies that promote a positive learning environment. She works in line with agreed school policies and expectations and is proactive in implementing these, routinely asking questions for clarification. A target for further improvement is to manage transition points within lessons so that all children quickly settle and begin tasks / challenges that have been set.

Teacher standard 8

Jayne plans well for the teaching assistant support she receives including interventions. This means that these adults are deployed well and are suitably equipped to support their groups of children with their learning. Jayne has also taken the lead in organising a school visit and effectively communicated instructions to the supporting adults.

Part Two

Personal and Professional Conduct

Jayne has undertaken Safeguarding training and understands her professional duties in this aspect. Jayne is proactive in seeking support and advice with any issues that are causing concern. As part of induction, Jayne has observed colleagues and engaged in professional dialogue and is always keen to act upon advice given. She has also participated in training centred on autism awareness to help her better understand the needs of some of the children in her class. Within school and the wider community, Jayne conducts herself in professional manner and she is able to effectively communicate with parents and other stakeholders. Her confidence over the term has grown and she contributes well during staff meetings.

ECTs Comments

The ECT has discussed this report with the induction tutor and/or head teacher. During this term I feel that I have gained confidence in my teaching and professional aspects to being a teacher. I've found that as the time has passed I have used my knowledge of the class to plan and teach lessons. I have had support from my mentor and other members of staff in the school regarding teaching, planning, marking, assessments and children's individual issues as they arise. I am starting to become confident in my own ideas and have enjoyed this term. I've used my reflections and professional dialogues with members of staff to adapt and move forward.

The ECT will be remaining at this school for the next assessment period.

Signatures

Head Teacher/

Date

DIGITALLY SIGNED

Full Name:

ECT

Date

DIGITALLY SIGNED

Full Name:

Induction Tutor

Date

DIGITALLY SIGNED

Full Name:

Regular meetings with your mentor to discuss your progress against the Teacher Standards: **Yes/No**

You have had your additional Year 1 10% ECT time: **Yes/No**

You have had your additional Year 2 5% ECT time: **Yes/No**

You have observed other teachers: **Yes/No**

You have been observed regularly during this period of assessment and received written feedback against each of the Teacher Standards: **Yes/No**

You have had progress review meetings throughout this assessment period to discuss your progress against the Teacher Standards: **Yes/No**

Appendix 2A: ECF Progress Review Template

- ~ The form is for the member of staff assigned as the induction tutor for an ECT to complete.
- ~ Only a summary of the evidence considered in reviewing the ECT's progress is required. **There is no need to reproduce all the evidence in detail.**
- ~ In all instances, send copies of this form to the ECT and their designated mentor.
- ~ If an ECT is deemed not to be on track to meet the relevant standards or if copies are requested, send copies of this form to the headteacher/principal and the appropriate body.

Personal Details and Induction Details

Name of School/Academy	
Full Name of ECT	
Teacher Reference Number	
Date of Birth	
Induction Tutor Name and Role	
Mentor Name and Role	
Progress Review Period Start Date	
Progress Review Period End Date	
Term 1/2/4/5/Other?	
Is the ECT Full Time or Part Time? (if PT give the FTE)	
Days Absent in the Period	

Progress review period details

Progress reviews are expected to take place in any term in which a formal assessment is not scheduled.

1 At formal assessment points, and to successfully complete induction, the ECT's performance against the Teachers' Standards will be assessed. **Based on current performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction?**

Yes
No

2 If No - give brief details for the reason(s) for your answer to question 1.

Where an ECT is deemed not to be on track to successfully complete induction, list any Teachers' Standards (including personal and professional conduct) where there is cause concern and how any for evidence supports that concern.

3 If the ECT is not on track to successfully complete induction, has the ECT been informed?

Yes
No

4 If the ECT is not on track to successfully complete induction, has a support plan been put in place?
(If yes, please attach the support plan)

Yes Not
yet

5 Has the ECT continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements? (If no, please explain why an ECF-based induction has not been accessed or why statutory entitlements have not been met in the text box)

Yes
No

6 Is the ECT expected to remain at this school for the duration of the next term?

Yes
No

If 'No' and the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction. An interim formal

assessment may instead be required in order to give a fuller picture of the ECT's progress to date to the new institution and/or appropriate body.

--

ECT Comments

Use this section for the Early Career Teacher to make any brief comments

themselves.

--

Section 3 - Signatures

This progress review was completed

by:

Induction Tutor

Signature	
Date	

Early Career Teacher

Signature	
Date	

In all instances, copies of this progress review should be provided for the ECT and their designated mentor.

If the answer given to questions 1, 3, 5 or 6 is '**No**', copies should be provided to the headteacher/principal and to the appropriate body.

Appendix 2B: ECF Fidelity Checking Templates

CORE Induction Programme - Progress Review 1

~ The member of staff responsible for planning the 1st year ECF induction should complete this format the end of each term for full time ECTs (pro rata for part time ECTs).

~ This form should be signed off by the headteacher at each progress review point and after assessment 1.

~ This form should be sent to the school's Appropriate Body for verification.

~

Part 1 Early Career Teacher(s)

Appropriate Body	
School	
URN	
Headteacher	

Full Name of ECT	
Teacher Reference Number	
Date of Birth	
Induction Start Date	
Mentor (Name/Role/Position)	

Part 2 Core Induction Programme

This form should not be used to describe every session delivered over the entire progress review period but should give the Appropriate Body a clear understanding of how Core Induction Programme materials have been used, referring to the sequencing of sessions.

1 Which provider's Core Induction Programme has been delivered during this term?

Information on the four options can be found online at: [Early Career Framework – Core Induction Programme \(education.gov.uk\)](http://www.education.gov.uk)

- Ambition Institute
- Education Development Trust
- Teach First
- UCL Early Career Consortium

2 Outline, including dates where appropriate, where delivery of **ECT training sessions** has diverged from the planned sequence. Explain what mitigations are in place.

3 Outline, including dates where appropriate, where delivery of **mentor sessions** has diverged from the planned sequence. Explain what mitigations are in place.

4 Outline, including dates where appropriate, where delivery of **self-directed study** has diverged from the planned sequence. Explain what mitigations are in place.

Part 3 Signature

By signing on this page, I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

Headteacher signature	
Date	

CORE Induction Programme - ECT Year 1

- ~ The member of staff responsible for planning the 1st year ECF induction should complete this form
- ~ This form should be signed off by the headteacher ahead of the start of induction
- ~ This form should be sent to the school's Appropriate Body for verification by **20th August 2021** for ECTs starting September 2021.

Part 1 Early Career Teacher(s)

Appropriate Body	
School	
URN	
Headteacher	

Full Name of ECT	
Teacher Reference Number	
Date of Birth	
Induction Start Date	
Mentor (Name/Role/Position)	

Part 2 Core Induction Programme

This form should not be used to describe every session delivered over the entire induction period but should give the Appropriate Body a clear understanding of how Core Induction Programme materials will be used, including the sequencing of sessions.

Staff planning induction are expected to have good knowledge and understanding of the CIP materials available from their chosen CIP provider and pay particular attention to the planned sequence of sessions. They should refer to individual provider's handbooks for further details on how their CIP programme is designed to be delivered.

1 Which provider's Core Induction Programme is being delivered?

Information on the four options can be found online at: [Early Career Framework – Core Induction Programme \(education.gov.uk\)](https://www.education.gov.uk/early-career-framework-core-induction-programme)

- Ambition Institute
- Education Development Trust
- Teach First
- UCL Early Career Consortium

2 With reference to the provider's Core Induction Programme material, outline how the **ECT training sessions** will be delivered. Please provide a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period. (Pro rata for part time ECTs)

Term 1
Term 2
Term 3

3 With reference to the provider’s Core Induction Programme material, outline how the **mentor sessions** will be delivered. Please provide a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period. (Pro rata for [part time ECTs)

Term 1
Term 2
Term 3

4 With reference to the provider’s Core Induction Programme material, outline how the **self-directed study** will be delivered. Please provide a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period. (Pro rata for part time ECTs)

Term 1
Term 2
Term 3

Part 3 Signature

By signing on this page, I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

Headteacher signature	
Date	

SCHOOL BASED Induction Programme - Progress Review 1

- ~ The member of staff responsible for planning the 2 year ECF induction should complete this format the end of each term for full time ECTs (pro rata for part time ECTs).
- ~ This form should be signed off by the headteacher at each progress review point and after assessments 1 and 2.
- ~ This form should be sent to the school’s Appropriate Body for verification.

Part 1 Early Career Teacher(s)

Appropriate Body	
School	
URN	
Headteacher	

Full Name of ECT	
Teacher Reference Number	
Date of Birth	
Induction Start Date	
Mentor (Name/Role/Position)	

Part 2 School Based Induction Programme

This form should not be used to describe every session delivered over the entire progress review period but should give the Appropriate Body a clear understanding of how the ECT(s) has received training and/or mentoring to support every statement of the ECF in sufficient depth and breadth, and with robust evidence-based rationales for how the framework has been translated into an ECF-based training programme. The commentary is expected to reference the 'learn that' and 'learn how to' statements from the Early Career Framework which can be found online: [Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

- A) Outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

1 High Expectations (Standard 1 - Set high expectations)

Outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

2 How Pupils Learn (Standard 2 - Promote good progress)

Outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

3 Subject and Curriculum (Standard 3 - Demonstrate good subject and curriculum knowledge)

Outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

4 Classroom Practice (Standard 4 - Plan and teach well structured lessons)

Outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

5 Adaptive Teaching (Standard 5 - Adapt teaching)

Outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

6 Assessment (Standard 6 - Make accurate and productive use of assessment)

Outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

--

7 Managing Behaviour (Standard 7 - Manage behaviour effectively)

Outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

--

8 Professional Behaviours (Standard 8 - Fulfil wider professional responsibilities)

Outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

--

Part 3 - Additional planning documents

On completion of this form, you may attach any additional plans/schedule which provide information as to changes/alterations which you will be making for the next term, these will be reviewed by the appropriate body.

~~If you have attached additional documents, give a very short summary of what has been attached.~~

--

Part 4 - Signature

By signing on this page, I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

Headteacher signature	
------------------------------	--

Date	
-------------	--

SCHOOL BASED Induction Programme – ECT

- ~ The member of staff responsible for planning the full ECF induction should complete this form.
- ~ This form should be signed off by the headteacher ahead of the start of induction.
- ~ This form should be sent to the school's Appropriate Body for verification by **20th August 2021** for ECTs starting in September 2021.

Part 1 Early Career Teacher(s)

Appropriate Body	
School	
URN	
Headteacher	

Full Name of ECT	
Teacher Reference Number	
Date of Birth	
Induction Start Date	
Mentor (Name/Role/Position)	

Part 2 School Based Induction Programme

This form should not be used to describe in detail every session delivered over the entire induction period but should give the appropriate body a clear understanding of how the ECT(s) will receive training and/or mentoring to support every statement of the ECF in sufficient depth and breadth, and with robust evidence-based rationales for how the framework has been translated into an ECF-based training programme.

Staff planning induction are expected to reference the 'learn that' and 'learn how to' statements from the Early Career Framework which can be found online: [Early Career Framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Overview: Scheduling/Sequencing

- A** Give a termly overview of how the induction programme has been scheduled and sequences across the full 2 year induction period.

This should cover the topics that you plan to cover each term and in what order. It should give an explanation and rationale for why specific topics will be covered in this order and how this learning will be consolidated in later terms.

--

1 High Expectations (Standard 1 - Set high expectations)

With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- ~ Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study.
- ~ How mentoring will support ECT's learning of this statement.

2 How Pupils Learn (Standard 2 - Promote good progress)

With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- ~ Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study.
- ~ How mentoring will support ECT's learning of this statement.

3 Subject and Curriculum (Standard 3 - Demonstrate good subject and curriculum knowledge)

With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- ~ Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study.
- ~ How mentoring will support ECT's learning of this statement.

4 Classroom Practice (Standard 4 - Plan and teach well structured lessons)

With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- ~ Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study.
- ~ How mentoring will support ECT's learning of this statement.

5 Adaptive Teaching (Standard 5 - Adapt teaching)

With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- ~ Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study.
- ~ How mentoring will support ECT's learning of this statement.

6 Assessment (Standard 6 - Make accurate and productive use of assessment)

With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- ~ Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study.
- ~ How mentoring will support ECT's learning of this statement.

7 Managing Behaviour (Standard 7 - Manage behaviour effectively)

With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- ~ Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study.
- ~ How mentoring will support ECT's learning of this statement.

8 Professional Behaviours (Standard 8 - Fulfil wider professional responsibilities)

With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- ~ Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study.
- ~ How mentoring will support ECT's learning of this statement.

Part 3 - Additional planning documents

Schools may have separate school-designed induction plans and schedule. On completion of this form, you may attach any additional plans/schedule to be reviewed by the appropriate body.

If you have attached additional documents, give a very short summary of what has been attached

Part 4 - Signature

By signing on this page, I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

Headteacher signature	
------------------------------	--

Date	
-------------	--

Appendix 3: Nottinghamshire Schools Induction of Staff - Checklist for Safeguarding (September 2021)

HR Advice, Support and Training Services

Name of Employee	
Name of School	
Post Title	
Start Date of Employment	
Name of manager responsible for induction	
Name of mentor (where applicable)	
Name of Head Teacher	

This Induction – Checklist for safeguarding should be used to supplement the general arrangements schools have in place for the induction of all school employees, volunteers and all governors. This checklist is included as Appendix 3 in the current version of the Nottinghamshire School Staff Induction Policy located on the School Portal.

Induction of Staff – Checklist for Safeguarding	Date	Check
1. Employee informed that the designated safeguarding lead in school is.....		<input type="checkbox"/>
Employee informed that the deputy designated safeguarding lead in school is.....		<input type="checkbox"/>
2. Explanation of the systems the school has in place to ensure safeguarding is secure and the role of the safeguarding lead.		<input checked="" type="checkbox"/>
2.1 Procedures in school for reporting safeguarding concerns, including the procedure if the head teacher and designated safeguarding lead (or deputy) are absent. Staff informed / reminded that they must always act in the best interests of the child.		<input checked="" type="checkbox"/>
2.2 Inform staff of the procedure to follow if an allegation is made about another member of staff (including supply staff, volunteers, governors, contractors) posing a risk to children and what to do if they have (a) safeguarding concerns about another member of staff or (b) concerns about safeguarding practices in the school. Refer to School Disciplinary procedure Part 2 (Part (A) and (B) - their duty to report and assist with the management of low-level concerns		<input checked="" type="checkbox"/>
2.3 Ensure staff understand they are expected to support social workers, LADO, Police and other agencies following any safeguarding referral		<input type="checkbox"/>

<p>3. Advised of and given access to the following policies. The Governors Policy checklist will support this. These policies should also be discussed at induction, covering the agreed procedures and expectations of staff under each one. There should also be an opportunity for questions and any issues to be clarified:</p> <p>4.</p> <ul style="list-style-type: none"> a) Whole school child protection policy including peer to peer abuse and appendix templates b) School Behaviour Policy (which should include measures to prevent bullying, including cyberbullying, prejudice based and discriminatory bulling, Anti-bullying, Anti-racism, Homophobic and Transphobic) c) Employee Code of Conduct (including the mandatory duty for reporting Female Genital Mutilation (FGM) and the Prevent Duty) d) Safeguarding response to children who go missing from education e) Whistleblowing and Confidential Reporting Policy f) Physical intervention and use of “reasonable force” g) School IT Policy, Internet safety (including Social Media and Internet Usage Policy)) h) Disciplinary Procedure part 1 – Managing conduct of school staff and Disciplinary Procedure part 2 – Managing allegations of school staff i) Guidance on Visitors, including VIPs, to schools j) Add any other relevant policy as determined by the head teacher, governing body or DfE:(add your school list here) 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>5. Advised of and discuss and provide opportunity for questions and clarification on all statutory guidance for schools and the responsibility of staff within them.</p> <ul style="list-style-type: none"> - “Keeping Children Safe in Education” (latest edition) (Senior designated lead officer will ensure all staff read and are provided with a copy of at least part one of latest edition “Keeping Children Safe in Education) - Working Together to Safeguard Children (latest edition) - Dealing with Allegations of Abuse made against Teachers and other Staff. (Part 4 of the latest edition of KCSiE) - Single Central Record and statutory pre-employment checks - Disqualification under the Childcare Act 2009 – explanation of ongoing responsibility to self-report to head teacher where circumstances change. 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<p>6. Advised of and discuss the Nottinghamshire and Nottingham City Safeguarding Children Boards’ Safeguarding Children’s Procedures and how they can be accessed at www.nottinghamshire.gov.uk/nscb</p>		<input type="checkbox"/>

7. Advised of and discuss the relevant paragraphs regarding safeguarding under the teacher standards. (See part 2 of the Teachers Standards, 3 rd bullet point)		<input type="checkbox"/>
8. Arrange safeguarding training as detailed in Keeping Children Safe in Education (KCSIE) and the latest NSCB <u>Training programme</u> a) To Include Whole School safeguarding and Child Protection training including online safety for all school staff and for any governor responsible for leading on safeguarding. Refresher dates should be diarised. b) Prevent Duty training for all school staff (on-line 20 minutes Channel training) c) Specific training for Designated Person for Safeguarding d) Recruitment and Selection training for staff, as required. (At least one member of any interview panel should have received appropriate training on safer recruitment). e) Ensure all new staff are on the school list to receive safeguarding and child protection updates		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
9. a) For Teachers – Explanation of the statutory induction process (ECT) and appraisal process/ link with pay/Teachers’ standards b) For Support Staff – Explanation of the school’s probation arrangements for new employees and the support and supervision / appraisal arrangements.		<input type="checkbox"/> <input type="checkbox"/>
10. Relevant Policies, procedures and Guidance documents in relation to (a) Whole school and (b) Individual Risk Assessment, School Outbreak Management Plan and pupil and staff well being		<input type="checkbox"/>
Date Checklist fully completed Head teacher/line manager’s signature:..... Date:..... Employee’s signature: Date:.....		

Appendix 4: Probationary Review Form (SUPPORT STAFF)

Name of School :

Employee Name/Post : **Post**

Date probationary period commenced:

This form should be used as a basis for managing the probationary period at the:
First review – at 2 months
Second review – at 5 months
Governor Appeal stage or further review as a result of an extension to the process

1. Probationary Review
2. First review period (2 months review) Date from: Date to:
3. First Review Meeting Date: Time:
Following sections to be completed during the first review meeting
3.1 Details of performance standards required (see job description/person specification)
3.2 Details of aspects of performance and/or conduct which are at, or above the required standard
3.3 Details of the specific aspects of performance and/or conduct which are below the required standard evidenced during the First Review Period

6. Second review meeting	
Date:	Time :

Following sections to be completed during the second review meeting

6.1 Details of progress made against the targets for improvement during the second review period and state whether the evidence demonstrates the employee is now working to the required standards of performance and/or conduct at the end of the Second Review Period

6.2 Details of the support provided or accessed by the employee during the second review period. What support was provided, by whom and when.

7. Overall second review outcome and decision
 (Where appropriate include additional comments regarding good or poor conduct, attitude, and / or suitability for permanent employment)

Progress Satisfactory: **Progress Unsatisfactory:**

8. Decision regarding transfer to the school's permanent establishment (*delete as applicable*)

1. YES - probationary standards achieved - confirm permanent appointment)
2. NO (a further review to be conducted – Review (date and time))
3. NO (recommendation to dismiss) *

* Following a decision by the head teacher to dismiss an employee has right of appeal to an appeal panel of the governing body. If dismissal is a possible outcome -any actions being considered in relation to recommendations 2 and 3 need to be discussed by the head teacher with their HR Business Partner prior to the review meeting.

Signed: Head Teacher :

Date :

I confirm that the above issues have been discussed with me at a review meeting and that I have been given a copy of this completed document.

Signed: Employee :

Date :

Appendix 5 – Whole school Template HR induction checklist for all staff (school to amend as required)

Name of school:	
Employee name:	
Post:	
Date of appointment:	
Name of line manager responsible for induction:	
Name of Head Teacher:	

This HR Induction checklist should be used to supplement the general arrangements schools have in place for the induction of all school employees. Please also ensure The Induction checklist for Safeguarding is followed for new employees.

			Date
1.0 General Induction	1.1	Tour of school	
	1.2	Toilet facilities	
	1.3	General fire/evacuation procedures/security	
	1.4	Food/drink facilities/break times	
	1.5	Conduct and dress code	
	1.6	Non-smoking site	
	1.7	Car parking	
	1.8	Security of personal belongings	
	1.9	Communication/messages (text/email) and use of mobile devices	
	1.10	The school day (times) and working times	
	1.11	Term dates	
	1.12	Management structure	
	1.13	Staff roles	
	1.14	Absence procedure	
	1.15	Health and Safety (including Risk assessments, whole school and individual)	
	1.16	Pay/Pension	
	1.17	IT equipment/ID badge	
2.0 Role Specific Information	2.1	Written job description and person specification	

	2.2	Staffing structure, work team	
	2.3	Department specific information (if applicable)	
3.0 Staff Development and Training	3.1	Performance Management Procedure	
	3.2	Appraisal and Capability Procedure	
	3.3	Training and Development	
4.0 Policies and Procedures	4.1	Staff Induction Policy	
	4.2	Behaviour Policy	
	4.3	ICT Acceptable Use - Staff	
	4.4	Social Media Policy	
	4.5	Whistleblowing	
	4.6	Staff Code of Conduct	
	4.7	Confidentiality	
	4.8	GDPR and Information Management	
	4.9	Grievance Procedure	
	4.10	Disciplinary Procedure – parts 1 and 2	
	4.11	Complaints Procedure	
	4.12	Harassment Procedure	
	4.12	Stress Management Policy	
4.13	Redundancy and Restructure Policies		
5.0 General Information and any follow up actions			
<p>Date signed off: Employee</p> <p>Date signed off: Manager</p>			

JCNP – Staffing Regulations	3 June 2016 14 November 2019 23 September 2021
Lead HR Business Partner	Tanya Bonner/Joanne Misiuda
Lead EIS Team member	Bryony Charnock-Walmsley
Circulated to TU's	31 August 2021
Timescale for comments	17 September 2021
Considered at Meeting	23 September 2021
Date policy updated	September 2021
Review date	As per legislative changes
Lead HR Senior Business Partner	Andy Wilson

Document ends