

Harbour Learning Trust

Induction Plan

(Model Trust Plan & Exemplar)

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| Reviewer | HR Manager / External HR Provider |
| Date adopted by MAT Trustees | 6 th March 2019 |
| Date Reviewed | Summer Term 2019 |
| Review Frequency | 2 Years |
| Consultations/Training | Trustees, LGBs Teaching & Support Staff Unions |

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TRUST MODEL INDUCTION PLAN



The Induction Plan below is for all new teaching and support staff. At the end of the induction period all documentation must be signed and returned. In cases where significant weaknesses are highlighted or where an overall assessment of performance reveals poor performance, the line manager must immediately inform the Headteacher/Principal

Notes for Line Managers:

1. **Teaching staff**-complete Appendix 1 (Teachers Standards-QTS). This forms the basis for the 6 month coaching/mentoring induction programme.
2. **NQT and ITT**-complete Training Provider documentation.
3. **Support staff**-Performance Management objectives will be set for the 1st 3 months, followed by a review and revised objectives for the next 3 months.

| Section | Information you could include | Appendix | Notes | Completed |
|--|---|----------|-------|-----------|
| Information about the role and induction | Job description | | | |
| | Line management information | | | |
| | Timetables (where relevant) | | | |
| | Pupil lists | | | |
| | Specific inserts for subjects or years taught | | | |

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| Information about the school | <ul style="list-style-type: none"> • A map of the school and travel/access/parking information • An outline of the school day and relevant procedures • A summary of the school's essential characteristics and key aims • The school's mission statement • Details of staffing and/or year structures • Details of school support services, such as secretarial and IT support • The school improvement plan and self-evaluation form • The school's most recent inspection reports | | | |
| Important dates | <ul style="list-style-type: none"> • Term dates (as far ahead as these are known) and how they relate to the contract for the post • A full school calendar for the current year | | | |
| Policies and handbooks | <ul style="list-style-type: none"> • Key policy statements for the school • The staff dress code • The school or staff handbook • Any subject, department or year handbooks | | | |
| Technical information and contact lists | <ul style="list-style-type: none"> • Internal telephone directory and email list • Information about the staff area of the school website, including login and user ID • Useful external agency/personnel contact details - for example, local authority contacts • List of names of school governors and their roles | | | |

Appendix 1: Induction programme-Teachers Standards

Insert
school
logo



Name:

Role:

Line manager:

Start Date:

Completion date:

| Standards | | Summary discussion (incl. dates) | Evidence e.g. lesson observations records, assessment records, meeting notes/emails, faculty meeting minutes etc. | Support |
|--|--|-------------------------------------|---|---------|
| 1. A teacher must set high expectations which inspire, motivate and challenge pupils | <ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils. | | | |
| 2. Promote good progress and outcomes by pupils | <ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study. | | | |
| 3. Demonstrate good subject and curriculum knowledge | <ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings | | | |

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| | <ul style="list-style-type: none"> • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | | | |
| 4. Plan and teach well-structured lessons | <ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | | | |
| 5. Adapt teaching to respond to the strengths and needs of all pupils | <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development | | | |

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| | <ul style="list-style-type: none"> • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | | | |
| 6. Make accurate and productive use of assessment | <ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | | | |
| 7. Manage behaviour effectively to ensure a good and safe learning environment | <ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. | | | |

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| <p>8. Fulfil wider professional responsibilities</p> | <ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to pupils' achievements and well-being. | | | |
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| <p>Personal and Professional Conduct</p> | <p>A. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> • treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position • having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways, which exploit pupils’ vulnerability or might lead them to break the law. | | | |
| | <p>B. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p> | | | |
| | <p>C. Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities.</p> | | | |



TRUST MODEL INDUCTION PLAN (*Exemplar-Healing School*)

The Induction Plan below is for all new teaching and support staff. At the end of the induction period all documentation must be signed and returned to Charlotte Carter or Sam Clarke in the HR Department (in cases where significant weaknesses are highlighted or where an overall assessment of performance reveals poor performance, the Line Manager must immediately inform Mrs A Smith – Vice Principal

Notes for Line Managers:

4. **Teaching staff**-complete Appendix 1. (Teachers Standards QTS). This forms the basis for the 6 month coaching/mentoring induction programme.
5. **NQT and ITT**-complete Training Provider documentation.
6. **Support Staff**-Performance Management objectives will be set for the first three months, followed by a review and revised objectives for the next 3 months.

| Section | Information | Appendix | Notes-Exemplar | Completed |
|--|--|----------|--|-----------|
| Information about the role and induction | <ul style="list-style-type: none"> Job description | Yes | <i>Available from Line Manager or the HR Department</i> | |
| | <ul style="list-style-type: none"> Line management information/ key staff | | <i>Available from Line Manager</i> | |
| | <ul style="list-style-type: none"> Timetables (where relevant) | Yes | <i>Available from Line Manager</i> | |
| | <ul style="list-style-type: none"> Faculty information e.g. Photocopying | | <i>Code to be provided by line manager</i> | |
| | <ul style="list-style-type: none"> Performance Management procedures | | <p><i>Teaching staff - Review and lesson observation by 31st October. An Interim Review takes place in the spring term, as calendared. There will be a second lesson observation in spring term.</i></p> <p><i>Support staff Performance Management takes place in the spring term and an</i></p> | |

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| | | | <i>Interim Review takes place in the autumn term, as calendared.</i> | |
| Information about the school | <ul style="list-style-type: none"> • A map of the school and travel/access/parking information • An outline of the school day and relevant procedures • Absence procedures • Signing in and out | | <p><i>Parking is in the large staff car park (though limited parking is available at the front of school) and the overflow – 2 disabled places must be left free. It is best to avoid leaving school until the buses have left at 3.25 (they arrive at 2.50) A barrier system at the entrance to the large carpark is in operation from approximately 2.50 until 3.25 to ensure the safety of our pupils. The gates at the entrance to the large carpark will be locked at 5.30pm daily.</i></p> <p><i>Staff must be in school by 8.25 – school day for pupils is 8.30 – 3.15. Lunch time is 12.10 – 1.05. Each lesson is one hour long, commencing at 9.10. Break is 10.55 – 11.10</i></p> <p><i>Briefing is held twice a week at 8.25 – Mondays and Wednesdays in the staffroom.</i></p> <p><i>Any absence must be reported to the school office by 8am – please phone and leave a message – no texts please</i></p> <p><i>A job will be provided by Mr A Short (Network Services Manager) – please sign in and out whenever leaving or</i></p> | |

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| | <ul style="list-style-type: none"> • Catering • Change of personal details • Accident / incident reporting • Fire alarm / Lockdown • Health and Safety | | <p><i>entering the building – machines are available on reception, the staffroom and other locations around school</i></p> <p><i>School meals can be obtained from the dining halls – please note cashless catering – biometric scanning can be carried out at reception</i></p> <p><i>Any change of personal details must be conveyed to the HR Department</i></p> <p><i>Please inform Premises Manager Mr T Flarty of any accidents or incidents on site. Serious incidents must be reported to the Principal.</i></p> <p><i>Should the fire alarm sound, proceed to the tennis courts and wait in designated area. Please familiarise yourself with instructions in the Health and Safety Policy for a Lockdown – staff will need to proceed to the nearest classroom or office, should the Lockdown warning sound.</i></p> <p><i>All Health and Safety measures are dealt with by Mr T Flarty Premises Manager- a Health and Safety induction must be</i></p> | |
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| | <ul style="list-style-type: none"> • Badges • E.safety /Code of conduct • IT • Safeguarding /Child Protection Officer • GDPR Training | | <p><i>carried out as soon as possible and ideally by the end of an employee's first day</i></p> <p><i>Badges should be worn at all times and can be obtained from Mrs D Kipling in the Finance Office</i></p> <p><i>Employees to read the AUP and code of conduct (held within the Staff Handbook) on the first day of employment</i></p> <p><i>An IT induction will be provided by Mr A Short asap and ideally on the first day of employment</i></p> <p><i>A safeguarding induction will be carried out with Mrs C Gunn (Designated Safeguarding Lead)</i></p> <p><i>A GDPR induction will be carried out with Mrs A Smith (Vice Principal)</i></p> | |
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| | <ul style="list-style-type: none"> • Smoking • First Aid • Finance • Leave of absence procedures | | <p><i>Healing is a completely non-smoking site</i></p> <p><i>All premises staff and the Health and Welfare Assistant are trained in First Aid, as are several other staff – lists displayed around school</i></p> <p><i>Payroll issues are dealt with by the HR Department –bank details should be provided on appointment. Staff are paid on the last working day of every month. Pensions involve auto enrolment with the chance to opt out.</i></p> <p><i>Leave of Absence forms are available on the “O” drive and should be passed on electronically to line managers. Where a LOA is of a personal nature, employees will need to seek permission from the Principal or Vice Principals.</i></p> | |
| Important dates | <ul style="list-style-type: none"> • Term dates (as far ahead as these are known) and how they relate to the contract for the post • A full school calendar for the current year | | <p><i>Available on the school website</i></p> <p><i>Available electronically via the timetable booklet – printed copies are available on request and also on the “O” drive under “school information.”</i></p> | |
| Policies and handbooks | <ul style="list-style-type: none"> • Characteristics and key aims • The school’s mission statement | | <p><i>School website/Pupil Handbook</i></p> <p><i>School website/Pupil Handbook</i></p> | |

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| | <ul style="list-style-type: none"> • Details of staffing and/or year structures • Details of school support services, such as secretarial and IT support • The school improvement plan and self-evaluation form • The school's most recent inspection reports • Key policy statements for the school • The staff dress code • The school or staff handbook • Any subject, department or year handbooks | | <p><i>School prospectus/Pupil Handbook</i></p> <p><i>Photocopying / typing can be requested vi school – 3 days' notice preferred</i></p> <p><i>Please see Line Manager for area AIP/SEF</i></p> <p><i>Available on school website</i></p> <p><i>Available on school website</i></p> <p><i>Staff are asked to adhere to the school dress code i.e. smart professional clothing - office staff have a uniform provided</i></p> <p><i>Available under "school information" on the "o" drive</i></p> <p><i>Available under "Faculty " information" on the "o" drive</i></p> | |
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| <p>Technical information and contact lists</p> | <ul style="list-style-type: none"> • Internal telephone directory and email list • Information about the staff area of the school website, including login and user ID • List of names of school governors and their roles | | <p><i>List are displayed in school offices / staff room or available via Miss G Wesley (Principal's PA)</i></p> <p><i>Information provided during IT induction</i></p> <p><i>Available via school website</i></p> | |
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Appendix 1: Induction programme-Teachers Standards

Name:

Role:

Line manager:

Start Date:

Completion date:



| Standards | | Summary discussion (incl. dates) | Evidence e.g. lesson observations records, assessment records, meeting notes/emails, faculty meeting minutes etc. | Support |
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| <p>good subject and curriculum knowledge</p> | <p>maintain pupils' interest in the subject, and address misunderstandings</p> <ul style="list-style-type: none"> • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | | | |
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| <p>5. Adapt teaching to respond to the strengths and needs of all pupils</p> | <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | | | |
| <p>6. Make accurate and productive use of assessment</p> | <ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | | | |

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| <p>7. Manage behaviour effectively to ensure a good and safe learning environment</p> | <ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. | | | |
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| <p>Personal and Professional Conduct</p> | <p>B. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> • treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position • having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways, which exploit pupils’ vulnerability or might lead them to break the law. | | | |
| | <p>D. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p> | | | |

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| | E. Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities. | | | |
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