

SINGLETON C.E. PRIMARY SCHOOL



Policy for Staff Induction and PPA

Policy for ECT Induction

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Staff Induction

This policy applies to all new staff, because we believe that it is important that all staff, both teaching and non-teaching are entitled to a programme of induction when they start employment at Singleton CE Primary School. It also sets out the approach to PPA (Planning, Preparation & Assessment) at the school.

An appendix to this policy contains the induction policy for Early Career Teachers.

Before appointment

When a job is advertised, a job description is made available to all interested candidates, who are also invited to visit the school before applying. The job description and visit should clearly inform potential candidates about the nature of the job, school ethos and our expectations of staff.

Purposes of staff induction

- To provide the opportunity for familiarisation with the general philosophy of the school and its organisation.
- To familiarise the member of staff with the range of resource and support material available for general use and for subject specific purposes.
- To fully acquaint the member of staff with school curricular, administrative and any other relevant policies.

Broad guidelines

- All new members of staff will be given an induction period (usually a day or half day, according to nature of job) to familiarise themselves with the general operation of the school.
- During the induction period, the new member of staff will :-

Meet other staff and children

Receive relevant Safeguard training (if starting outside usual whole school training schedule)

Be given explanations about school routines and arrangements for security, fire, health & safety, etc

Be made aware of the current SIP any current initiatives and the school Behaviour Policy

Be given a tour of the school, showing where equipment/resources is stored

Be shown how to use relevant equipment, such as photocopier

- The member of staff will be provided with copies of policies relevant to their job.
- Essential documents for staff working with children (teachers and teaching assistants) to receive before starting work are:
 - Staff handbook
 - Behaviour policy
 - Safeguarding policy
 - Timetables
 - Policies for their subject area(s)
- Every member of staff is entitled to an annual appraisal review (see appraisal Policy): this will take place a year after employment starts.
- At Singleton CE Primary School we work as a supportive team, and all members of staff are expected to welcome new staff and offer help and encouragement. As well as offering general advice, all staff have particular areas of knowledge and expertise that we share as part of a professional dialogue.

Planning, Preparation & Assessment

Context

As part of a national initiative to reduce the workload of teachers, and to raise standards further in schools, the government introduced a series of requirements on all schools.

This National Agreement, effective from 1st September 2005, required ALL schools to ensure that teachers, subject to School Teachers' Pay and Conditions of Service, receive 10% Planning, Preparation and Assessment Time (PPA).

The PPA entitlement relates to the taught timetable of each individual teacher and can only be allocated within the timetabled sessions.

The intention of the Agreement is to support the continuation of the raising standards agenda. This section sets out how we will achieve these statutory requirements at Singleton C.E. School.

1. **Principles**

- We are committed to the intentions of the Agreement. We will provide PPA to reduce teacher's workload whilst providing high quality teaching in P.E. and PSHE for the benefits of all our pupils.
- The Headteacher cannot direct PPA time.
- Content of lessons taught during PPA cover must be planned, assessed and resourced by the covering teacher.

2. **Operation of the PPA Scheme**

- From September 2023, the Headteacher and Claire Bracey will cover the class teachers PPA.
- PPA time occurs on a Thursday (KS2) and Tuesday (Willow Class).
- In certain circumstances PPA may be paid
- PPA time will normally be taken on school premises because the necessary resources are on site. However, staff may go off site if necessary, by prior agreement with the Headteacher.
- Ultimate decisions about PPA issues will rest with the Headteacher, taken in spirit of the agreement and due account of equality for all staff.
- Missed PPA due to unforeseen circumstances, will be provided as soon as possible.

Induction of Early Career Teachers

The school aims to:

- Run an ECT induction programme that meets all of the statutory requirements underpinned by the early career framework (ECF)
- Provide ECTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Make sure all staff understand their role in the ECT induction programme

Purposes

1. To provide the opportunity for familiarisation with the general ethos of the school and its organisation.
2. To provide support in the management of his/her class as appropriate to the needs of the ECT at any given time.
3. To familiarise the ECT with the range of resources and support materials available for general use and for subject specific purposes.
4. To monitor the progress of the ECT and offer advice/training to support his/her professional development and teaching role.
5. To fully acquaint the ECT with school curricular and other policies.
6. To monitor and maintain the well-being, confidence and workload of the ECT
7. To create opportunities for the ECT to work alongside more experienced colleagues and observe their teaching methods and styles.
8. To provide opportunities for the ECT to visit other educational establishments to broaden his/her own perspectives.

Broad Guidelines

1. Have an appointed induction tutor, who will have qualified teacher status (QTS)
2. Have an appointed induction mentor, who will have QTS
3. Have a reduced timetable to allow them to undertake activities in their induction programme; in their first year, this will be no more than 90% of the timetable of our existing teachers on the main pay range, and in their second year, this will be no more than 95% of the timetable of our existing teachers on the main pay range
4. A 'mentor' will be nominated, from amongst the experienced teachers on the staff to have responsibility for the ECT's day-to-day progress and support. Appropriate in-service support will be provided for the 'nominated teacher' to enable him/her to effectively undertake this responsibility.

5. The ECT will be provided with copies of all current school policy documents related to the curriculum, school organisation and administration.
6. Visits to the school will be encouraged to enable the ECT to familiarise himself/herself with the general operation of the school.
7. After an initial settling period opportunities will be provided for the ECT to spend time in other classes to observe teacher colleagues.
8. The ECT will be provided with supply cover to enable him/her to attend the selected provider's programme of training / courses during the 2 probationary years.
9. Regular meetings will be held between the ECT, mentor and Headteacher to discuss progress and offer advice and support as required. Weekly meetings of ECT and mentor must be scheduled and timings mutually agreed.
10. Visits to other schools in the area to enable the ECT to observe a range of educational provision and approach, will be planned.
11. The ECT will be encouraged to provide support to a teacher colleague who has a particular area of curricular responsibility.
12. The ECT will be provided with all the necessary information regarding access to resource materials within the school and support agencies which exist at local level.
13. In accordance with the procedure, assessment reports will be drawn up at stipulated times during the probationary years and their contents discussed with the ECT and his/her mentor and tutor.
14. The school will provide support and guidance as particular events arise, e.g parents' evenings, etc.
15. The health and wellbeing of the ECT should be closely monitored and he/she should be familiarised with procedures to adopt in case of illness. Encouragement should be provided to enable the ECT to establish and maintain a good work/life balance.
16. Familiarise ECT with support procedures for coping with disciplinary problems and pupils' specific learning difficulties.

Conclusion

It is in the interests of the school and the ECT that the probationary period of teaching provides a firm foundation for further professional development. Whilst the mentor and Headteacher will have responsibility for the day-to-day support of the ECT, support by all staff members is essential to ensure effective induction into the teaching 'team'.