



**Loving God - Caring for Each Other - Achieving Excellence**

## **Induction Policy**

**Approved Date: January 2026**

**Next review due by: January 2027**

## Rationale

It is accepted that good induction can make a significant difference to the quality of learning and teaching in our school. We, therefore, aim to provide an induction programme for all staff to help them become proficient quickly, adjust to the school environment and ensure they need less on-going support from their line manager.

## Welcoming new staff

We welcome new staff to Crompton House School in the knowledge that they will each bring with them unique experiences and perspectives which will enhance the quality of life at the school. The school recognises its responsibilities to enable them to take their place as professional colleagues as smoothly and efficiently as possible. We seek to support new staff by providing information, advice and development activities when required.

## Purposes

Our induction process will

- Contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meet the needs of pupils, parents, and the wider community.
- Ensure all staff new to the school understand what is expected of them at the school and gain support to achieve those expectations (Appendix 1).
- Contribute to job satisfaction, personal achievement, individual and team effort, thus encouraging the most effective work for Crompton House.
- Ensure teachers new to the profession have the best start in their careers and are supported in effective practice.
- Build co-operation between staff in all sections of the school.
- Ensure that all new staff equally feel they are valued and recognised as the school's most important asset, in line with all other staff at Crompton House.
- Ensure that all staff have all information relevant to their role.

## Management and Organisation of Induction

The Head Teacher is responsible for the oversight of the management and organisation of induction. The school provides a programme of support, monitoring and assessment for ECTs which is the responsibility of the Induction Tutor (Andrew Barron and Emily Duthie). This area of induction is covered in a separate policy.

New staff will be invited to the school for a preliminary visit (Appendix 3). They will meet the members of their department, the Head of School, Deputy Head Teacher, Induction Tutor, Designated Safeguarding Lead and Head of Subject. They will be provided with the following:

- Staff handbook;
- Policies;
- Personal timetable;
- Schemes of work and resources
- An outline of the ECT 2 year programme (if applicable)

They will also:

- Meet staff and students;
- Be assisted to find their way around;
- Receive personal help, e.g. to seek accommodation;
- Begin to familiarise themselves with school routines;
- Be introduced to people in their own and other departments

## After taking up post

### **Induction Programme**

The induction co-ordinator will ensure that there is an effective Induction Programme that will help new staff to settle in, understand and become efficient in the use of the systems used in Crompton House (Appendix 1)

All new staff members will have access to induction training session which will take place during Monday meeting time. The sessions cover many of the key issues that will be faced by new staff as they settle into the systems at Crompton House. Focus areas range from assessment and marking to report writing and questioning techniques.

All new staff will;

- be provided with the opportunity to attend training sessions
- a statement of training needs, in particular Child Protection and Health and Safety
- a training timetable
- a checklist of the policies and procedures to be understood (Appendix 1)
- details of help and support available

Induction programmes will be tailored to specific individuals or groups. Areas which should be considered for each category of staff are set out below. These are not intended to be exhaustive and careful consideration should be given in relation to each post and the experience of the post holder.

The Head of Subject will have a principal role in the induction of new staff. He/she will be responsible for monitoring the progress of new staff and being available to observe lessons, offer

advice and to respond to any difficulties that may arise. The Head of Subject will arrange regular meetings with new staff, to discuss progress and to support their work.

The Head of Year will have specific responsibilities in respect of new staff including:

- Providing information on the role of the form tutor
- Explaining the year & house system
- Registering students
- Student planners
- Regular advice and support in dealing with pastoral issues

The IT systems manager will provide a laptop and instruction on the use of IT systems for registration, emails and conferences as well as a link to complete cyber security training.

The GDPR Officer will arrange for GDPR training. The Designated Safeguarding Lead will arrange for child protection training.

## New Staff Observations

All new staff will have a new staff observation by Emily Duthie (Assistant Headteacher T&L) and either Susanna Hegarty (Head of School) or with Andrew Barron (Induction Tutor) if an ECT. They will have a meeting in their first half term to receive feedback and check on their induction.

All new teachers are expected to undertake their professional responsibility in striving to meet high standards and all new staff will be expected to contribute to the spirit and life of the school to ensure a conducive environment for learning for all school members, students and staff.

# Crompton House Church of England School



## Appendix 1: New Staff Checklist

	Area to be covered	Notes	Received?
Administration	Essential Paperwork	Have staff completed and submitted DBS and other forms? Refer JSL. Is staff name in SIMS/Class Charts?	
	ID Card	JSL will create ID badge, IT technicians will need to activate the badge. If staff name is on SIMS, IT can set up email account.	
	Laptop / Printing	Have staff got full access to all necessary systems inc. printing? Do they know how to use Reprographics?	
	Basic Orientation: School Map / List of current Staff	Available from SharePoint. Take staff on a quick tour of the school.	
Teaching & Learning	Meet with Head of Subject / CTL (HOS may also cover some of the topics below)	Staff should be aware of their new timetable, Schemes of work, exam specifications, where to find shared resources. Talk through any difficult classes and subject related priorities.	
	Behaviour for Learning and De-escalation Skills	Staff should be given a copy of the Behaviour policy. Explain C1,2,3. Highlight any difficult classes that you may offer help with supportive drop-ins.	
	School Assessment & Marking Policies	Staff should be aware of marking and feedback policy- inc. non-negotiables.	
	Class Charts: Homework / PLCs / Proformas + Homework frequency	HOS or subject teacher should talk this through as applies to the subject area. Refer Homework Policy – Refer to SharePoint Homework Timetable/ marking submission on Class Charts / dealing with non-submission.	
	School data/targets, assessment & LAGs/ESTs / Pupil Progress	Talk through Assessment and reporting calendar. Importance of LAGs/Estimated grades. Report writing and best practice.	
	T&L Expectations and Coaching	What we look for in a good lesson. Discuss CHS Way and new BlueSky observation proforma/focus for coaching visits.	
Pastoral	The House Pastoral Structure & System and The Role of the Form Tutor & Head of Year	DSK can provide the latest form tutor list. Consult with DDU / CRA/RSMHoy, e: form tutor role dependent on the form group they are taking on. Knowledge about assembly days and behaviour expectations etc.	
	How the 6 <sup>th</sup> Form Works	Especially important if HOS/CTL or teaching 6 <sup>th</sup> Form. 6 <sup>th</sup> form expectations/ dealing with issues- Refer RSM	
	SMSC at Crompton House	Talk through the importance of SMSC & pass a copy of the SMSC policy- Refer AHO	
	Duties	Do staff know when their duty days are / where they are meant to be?	
	Key Dates in the school year	E.g. Parents Evenings, speech nights, end of term communions etc. Show staff how to access school calendar on Office 365	
	Quality inclusive teaching & SEN	Arrange a time for staff to meet with SENCo or HLTAs to discuss SEN related matters. Show where to access SEN data on SharePoint.	
	Safeguarding and Health and Safety issues.	Fire drills, reporting dangers, protecting self and others, IT safety, Confidential waste.	



## Appendix 2: New Staff Induction Timeline

CROMPTON HOUSE INDUCTION TIMELINE				
Time	Pre -DAY 1	WEEKS 1 & 2	WEEKS 3 & 4	WEEKS 5 -7
	INDUCTION (WELCOME) Coverage of main preparation ready for first teaching day/week.	SETTLING IN PERIOD	Continued settling in.	
Activity	TOUR OF SCHOOL Acquire staff badge/laptop & password etc.	Head of Subject meet weekly. Get acquainted with Monday Priority time/ meetings <b>Complete New Staff Checklist</b>		
SUPPORT offered	Content on Spiritual Ethos of the school The Class Charts system & Curriculum Behaviour for Learning Role of the Form Tutor Safeguarding T&L	General support from Induction tutor (and relevant staff i.e. SENCO/Inclusion with SEN advice / IT staff with laptop issues/ JSL with contracts / KSH with SIMs etc.	Continued general support from staff & HoD	
Head of Subject	TIME WITH HEAD OF SUBJECT	Identifies any potential issue classes & ensures a presence at the beginning of lessons (from subject team or SLT if extreme) <b>Learning walks (at least 2) as deemed necessary.</b>	Continued support (i.e. weekly meeting) <b>1 Learning walk per week (min)</b>	<b>Observation with SHE/EDU (week 5)</b>
Subject input	TIME WITH SUBJECT TEAM	General support from subject team. To cover general systems i.e. resources, marking, recording – SIMs/ Class Charts day to day	Continued staff support.	
Induction Mentor if ECF	ECT Induction Week offered	Subject mentor support on a day-to-day basis. Meeting with mentors and EDU / ABA		<b>Observation by SHE &amp; ABA</b>
New Staff Programme			<b>22<sup>nd</sup> September</b> – Behaviour Training (Conference Room)	<b>6<sup>th</sup> October</b> – Assessment / Pupil Progress (Conference Room)



## Appendix 3: New Staff Summer Induction Day



## Crompton House New Staff Induction – Monday 7<sup>th</sup> July



School Day	Time	Activity	Staff	Room
	8.00 - 8.10	Arrival- Refreshments available	Emily Duthie – Assistant Head (Teaching and Learning)	Conference Room
	8.10 – 8.25	Welcome & schedule of the day	Susanna Hegarty - Head of School, Emily Duthie - Assistant Head	
	8.25 – 8.40	Role of Form Tutor / Form Time Expectations	Chris Raynerd – Deputy Head (Pastoral)	
Form	8:40-8:50	Form Time Learning Walk	Emily Duthie / Chris Raynerd	
Period 1	8.50 – 9.20	Crompton House – Ethos and Values	Susanna Hegarty – Head of School	Conference Room
	9.20 –9:50	IT Support – systems inc. registration for laptop use	Jamie Macfarlane– Trust IT Manager	A11
Period 2	9:50 – 10.05	Break Duty Shadowing	Susanna Hegarty	Dining Room
	10.05 – 10.30	BREAK		Conference Room
	10.30 – 10:50	Safeguarding	Danyel Dunkley – Senior Deputy Head (DSL)	
	10:50-11:25	Behaviour for Learning & Class Charts	Chris Raynerd – Deputy Head	
Period 3	11.25 – 12.15	Parent Pay / Photographs	Lindsey Clark - Business Manager, Janet Slater – Personnel Officer	Conference Room
Period 4	12:15-13:0	LUNCH TIME – Refreshments provided		
Lunch time	13.00 – 13:20	Tour of the school	Sixth Form students	
	13:20-13:45	Time with departments/buddies	Department Teams	Dept offices
Period 5	1:45-14:10	Timetable and class lists / SEN support	Dan Slack – Deputy Head (Curriculum) Kate Heywood – Assistant Head & SENDCo	L06
	14:10-14:40	Opportunity for discussion with HoS & SENDCo	Heads of Subject Supported by DSK / KHE / EDU	
After School Training	14:40 – 15.10	All Staff Meetings – Form Tutor & HoY Meeting	Heads of Year	Y7 – S11 Y8 – M109 Y9 – M108 Y10 – R206 Y11 – R108 Y12/13 – L01



## Appendix 4: Induction Day Discussion Points for HoS and New Staff

New Staff Day – Monday 7 <sup>th</sup> July - Period 5		
Curriculum	Exam boards and topics for exam classes.	
	Brief outline of schemes of learning and curriculum maps.	
Class Notes	Where to access handover notes or class profiles – show them information on Class Charts.	
	Any specific groups or individuals to be aware of (SEND, EAL, pastoral concerns) (KHE will be here to support).	
	Point of contact for questions about classes.	
Resources	Where to access shared resources (e.g., shared drive, Teams).	
	How to request/order resources if needed.	
	Overview of textbooks, equipment, and teaching materials .	
Communication	Key people to contact for support	
	Any useful Teams/WhatsApp groups	



## ECT Induction Programme

At Crompton House we are striving to become a learning school through a culture of continuous improvement. Our main purpose is learning - for both staff and pupils. Through the continuous learning of our staff and governors the school improves and develops and bringing ever greater benefits for our pupils.

### **Rationale (*what induction is and why it is important*)**

Effective induction is a vital foundation for continuous learning by supporting the effective performance and continuing professional development of all staff and governors new to the school. Induction is a process which starts before a person joins the school and continues through the first 2 years at the school and beyond. Induction is a process which aims to increase the effectiveness of all staff both as individuals and as team members, by ensuring they understand the policies and expectations of the school and by supporting highly effective performance. This policy applies to Early Career Teachers (ECT's). Thus, it enables them to contribute to the school's vision and goals and to fulfil its guiding principles. The induction process will ensure mutual benefit for the individual and the school.

### **Purposes (*who benefits*)**

Our induction process will:

- Ensure teachers new to the profession have the best start in their careers and are supported in effective practice.
- Contribute to improving and developing the overall effectiveness of the school, raising student achievement, and meet the needs of pupils, parents, and the wider community.
- Contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective work at the school.
- Ensure all staff new to the school understand what is expected of them at the school and gain support to achieve those expectation.
- Build co-operation between staff of all sections of the school.
- Ensure that all staff are valued and recognised as the school's most important asset.

### **Early Career Teachers**

For Early Career Teachers the school provides a programme of support, monitoring and assessment. The timetable for this programme is provided at a National Level, whole school level and at an individual level.

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

The Induction Tutor is responsible for having an overview of the day-to-day management of the induction of the Early Career teachers and a strategic role in the planning of relevant training/CPD. The Induction Tutor reviews progress, set targets, and identifies support strategies with the ECT.

The Induction Tutor and school maintains a documented record of the ECT's induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken.

Induction tutors will be supported in their role by:

- Being provided with information from the LA and school, relevant to the induction process;
- Being offered training provided by the LA on the Role of the Induction Tutor
- Having meetings with the member of staff responsible for the overall induction programme in the school (currently Emily Duthie)
- Through the monitoring and feedback of the induction provision in the school undertaken by the member of staff responsible for the overall induction programme.
- Ask for feedback from the school and from the LA on the quality of their work
- Collaboration with the ECT Mentor who will work with the ECT to deliver the Early Career Framework programme.

## **School Induction programme for Early Career Teachers**

The induction programme at the school consists of support, monitoring, assessment and access to relevant CPD courses and ECT's are expected to fully engage in the programme.

All ECT's will have a ECT Mentor. They will be responsible management of the Early Career framework programme and the delivery of this week by week.

All ECT's will also have an induction mentor who will be a senior and experienced member of the school. There will be responsible for the and the statutory requirements of the ECF assessments. They will meet with the ECT every half term.

All ECT's will receive the basic entitlements for the role. These include the following:

- ECT's will use the Career Entry and Development profile as a basis of planning the initial stages of their induction.



- All early career teachers are observed teaching during their statutory induction period, and this is undertaken by the Induction Tutor, a senior member of staff or an experienced teacher as appropriate.
- Three formal assessments will be undertaken during the ECT 2-year period. These will be documented on forms that are sent to the LA and must be signed by the ECT, Induction Tutor and Headteacher.
- All ECT's will receive an early career framework programme over the first 2 years of their teaching career to help pedagogy and development skills within the classroom. This is not assessment based but practise based and mentored by the ECT Mentor.
- ECT's will receive feedback on their strengths and areas for development.
- Each ECT has 10% professional development time during their statutory induction period in the first year and 5% within their second year. This is in addition to the teaching and professional development time that other substantive teachers would expect in the school.
- ECT's will be provided with an induction programme which is designed to induct them into the profession and into the school.

## **Expectations of Early Career Teachers**

- At Crompton House all ECT's are expected to undertake their professional responsibility in striving to meet high standards.
- Each ECT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio. This will be digitally recorded via the ECT Teams page in order to support the Induction Mentor in their assessment of the ECT.
- Early Career Teachers who are not meeting the induction standards or making satisfactory progress towards them will develop a detailed support plan with the Induction Tutor. The school will increase the support necessary to implement the action/support plan within the available resources within the school. As appropriate the LA will be involved to ensure the action plan can be implemented.

## **Appendices.**

### **Roles and responsibilities as stated in section 5 of the statutory guidance on Induction for newly qualified teachers (England) Dec 2016.**

This section summarises the roles and responsibilities of those involved in the induction process.

#### **The ECT**

##### **The ECT should:**

- provide evidence that they have QTS and are eligible to start induction;

- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance;
- provide evidence of their progress against the relevant standards (see para 1.5);
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment forms.
- be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- provide interim assessment reports for staff moving in between formal assessment periods; and
- notify the appropriate body when an ECT serving induction leaves the institution.
- In addition to the above, headteachers/principals of FE institutions, independent schools, academies and free schools, BSOs and nursery schools must also ensure the ECT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

## Headteacher

The headteacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the ECT during induction, and should:  
check that the ECT has been awarded QTS;

- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the ECT starting the induction programme, which body
- will act as the appropriate body;
- notify the appropriate body when an ECT is taking up a post in which they will be
- undertaking induction;
- meet the requirements of a suitable post for induction;
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively; ensure an appropriate and personalised induction programme is in place;
- ensure the ECT's progress is reviewed regularly, including through observations and feedback of their teaching;
- ensure that termly assessments are carried out and reports completed and sent to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period;
- make the governing body aware of the arrangements that have been put in place to
- support ECTs serving induction;
- make a recommendation to the appropriate body on whether the ECT's performance against the relevant standards is satisfactory or requires an extension;

- participate appropriately in the appropriate body's quality assurance procedures; and retain all relevant documentation/evidence/forms on file for six years.

## **There may also be circumstances where the headteacher/principal should:**

- obtain interim assessments from the ECT's previous post;
- act early, alerting the appropriate body when necessary, in cases where an ECT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an ECT who may be at risk of not performing satisfactorily against the relevant standards;
- notify the appropriate body as soon as absences total 30 days or more;
- periodically inform the governing body about the institution's induction arrangements;
- advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- provide interim assessment reports for staff moving in between formal assessment periods; and notify the appropriate body when an ECT serving induction leaves the institution.

## **Induction tutors**

The induction tutor (or the headteacher/principal if carrying out this role) should:

- provide, or coordinate, guidance and effective support including coaching and mentoring for the ECT's professional development (with the appropriate body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake three formal assessment meetings during the total induction period
- co-ordinating input from other colleagues as appropriate (normally one per term, or pro rata for part-time staff);
- inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
- ensure that the ECT's teaching is observed and feedback provided;
- ensure ECTs are aware of how, both within and outside the institution, they can raise
- any concerns about their induction programme or their personal progress; and
- take prompt, appropriate action if an ECT appears to be having difficulties.
- The Induction tutor and the ECT mentor will be different staff members for the ECT in order to provide the appropriate holistic support.

## **ECT Mentors**

- Following the introduction of the DfE [Early Career Framework](#) the mentor role is critical in providing the expertise to diagnose ECT needs and coach them in the knowledge, understanding and skills referred to in the ECF.
- At Crompton House we want to ensure that the mentor's role is valued, prioritised and supported; a core part of the ECF programme is not only developing the Early Career Teacher but developing the coaching



skills and expertise of their mentors. Mentors will be expected to undertake ECF Coaching and Mentoring training as part of this role.

## **Summary of Main Duties and Responsibilities:**

- To meet weekly with Y1 ECTs or to meet fortnightly with Y2 ECTs, to support and implement their understanding of the ECF 'learn to' and 'learn how to' curriculum statements
- To discuss progress made on identified key targets and/or [Teacher Standards](#).
- To keep the ECT Induction Coordinator (EDU) informed about the Early Career Teacher's progress.
- To know, understand and be able to demonstrate in their own teaching the 'learn to' and 'learn how to' statements in the [Early Career Framework](#), please refer to the [Early Career Framework](#)
- To support the ECT to help develop their knowledge of pedagogy using current research evidence.
- To record the main points from their ECT Meetings on the ECT Teams page to provide a clear record of support and for QA purposes.

## **Requirements**

- ECF Mentors must have at least 2 years teaching experience and hold QTS/QTLS.
- They must have had 2 years' experience as a teacher.

Date: 28/01/2026

Signed E Duthie

Date of next review: January 2027