

OBJECTIVE

To create a staff induction programme giving new staff a clear understanding of the expectations and processes of the school and reduce the time it takes for them to settle.

CONTEXT

- A rapidly expanding secondary school with high numbers of new staff.
- A current induction that has left new staff feeling "isolated and underprepared".

METHOD

1. Survey and talk to staff who recently joined the school to find out about their current induction experiences and what could have improved their transition into the school.
2. Complete research into induction to gain insight from successful models.
3. Liaise with SLT regarding the SIP and current school focus.
4. Review findings and set up an induction programme that fits the school timetable and priorities but won't overload new staff members.
5. Ensure sessions are timetabled and publicised.
6. 1st Review; after the first term, review progress by using a comparable survey to method point 1.

ACTION

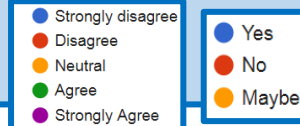
A series of induction sessions were planned that took into account the needs of NQTs. These were available to all new staff but optional for experienced teachers with QTS. This avoided experienced staff sitting through sessions on items with which they were familiar.

The induction sessions had a central coordinator who was present at every session and was on hand to deal with any matters arising, however each was run by specialists in the school, this introduced the new staff to key members of the team.

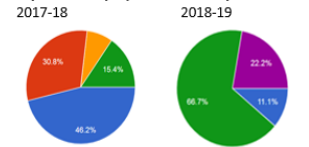
Program	Date
Introduction/EE6/Tour	INSET DAY
Local area	5/09
SIMS	11/09
Setting up your homepage	
Recording rewards and sanctions	
Assessment, reporting and data entry	19/09
Google classroom	26/09
Systems	3/10
Intervention and SEND	10/10

OUTCOMES - 1st REVIEW

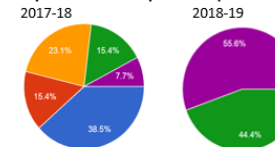
Survey Results



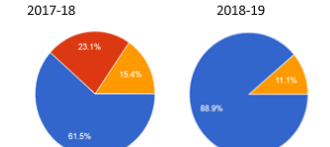
My induction prepared me for my role at ETA.



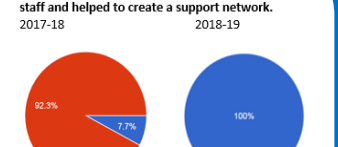
My induction was a positive experience.



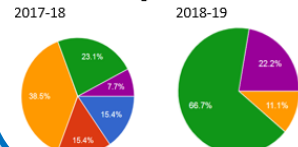
I was given copies of the school policy documents.



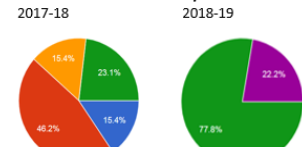
My induction allowed me to meet and bond with new staff and helped to create a support network.



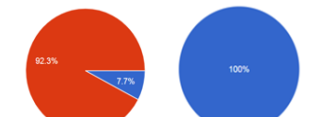
I understood the expectations and processes for behaviour management.



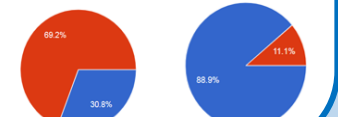
I understood the expectations and processes for data collection and entry.



School systems such as parents evening, show my homework and google docs, were explained to me and I felt confident using them.



I was given a tour of the school and I knew where the essential resources and rooms were.



1st REVIEW SUMMARY

The initial induction program was very successful but how is this going to be made available to staff that start mid-year?

ACTION

As staff have joined through the year I have met with them and discussed their current level of competency. All staff have been given an introduction to the EE6 and smaller scale programmes/conversations have been delivered based on individual need.

END OF PROJECT REVIEW

As a project this has been a very successful induction model. However there have been some challenges and barriers to full implementation:

- **Availability of staff:** It has been difficult finding an appropriate time to complete induction sessions especially for staff joining the school mid-term with no INSET opportunities. This was partly due to my teaching commitments and other TLR responsibilities.
- **Clarity of roles:** A lack of clarity in the current staffing structure has led to an absence of communication/coordination regarding the appointment of new staff. This resulted in staff joining the school without notice to prepare induction.
- **NQT:** Could more be done to link NQT and new staff induction? Especially regarding expectations of behaviour management and planning for progression.

NEXT STEPS

CPD experiences

- EHA to explore links with T&L team and new BEST NQT programme to offer a wider variety of CPD experiences for NQTs and new staff to upskill and set the school expectations helping to create a culture of learning at Etonbury.

Ensure a smoother transition from appointment to first in-school experience.

- Project lead to work more closely with school manager regarding staffing appointments so the necessary induction preparation can be done before staff join the school including sending an induction timetable that is **manageable for the staff involved**.
- For staff joining part way through a year look into the possibility of timetabling an induction day/morning on their arrival and for staff joining at the start of the year see if they could have induction time given on the transition day.

Communication

- A changed staffing structure in the school should ensure **clarity of roles** and accountability.

The results compare the experience of staff that joined the school in September 2017 with those that joined the school in September 2018. They show a huge improvement in staff satisfaction.