

Ensuring excellence in the induction of staff new to the profession

Use this checklist to consider current practice.

A = Development needed **B** = Meets this statement **C** = Exceeds the statement **D** = Clear strength

| Understanding and Evidencing Professional Standards and Expectations | A | B | C | D |
|--|----------|----------|----------|----------|
| There is a recruitment and induction policy that specifically relates to new teachers | | | | |
| There is an explicit and transparent criteria of success that is shared with new teachers on appointment | | | | |
| There is opportunity for new teachers to regularly review their progress and create an evidence base against the National Teachers' Standards or relevant professional standards | | | | |
| Personalising Professional Learning and Collaboration | | | | |
| There is a clear structure for professional learning with an identified core programme for new teachers | | | | |
| Structures and procedures are in place to enable new teachers to identify personal learning needs and goals | | | | |
| There are opportunities for all professional learning to be recorded and evaluated | | | | |
| There are opportunities for new teachers to engage in collaborative professional enquiry within the organisation or through wider networks | | | | |
| The organisation has identified lead practitioners or expertise that new teachers can access for support | | | | |
| Mentoring and Coaching | | | | |
| The organisation has a clear process for recruiting and training the best mentors for new teachers | | | | |
| Coaches and mentors are rigorously trained to undertake this role | | | | |
| All new teachers have assigned trained coaches and mentors | | | | |
| The role of the coach and mentor is clearly defined with explicit expectations | | | | |
| The performance of coaches and/or mentors are quality assured as part of their role | | | | |
| Monitoring of Training and Induction | | | | |
| The policy on new teachers makes it explicit on how performance of new teachers and mentors will be measured and quality assured | | | | |
| There are systems in place that formally track the progress of all new teachers | | | | |
| Where intervention is deemed necessary there is clear guidance on how this will be implemented | | | | |
| There are systems in place to quality assure all aspects of this provision | | | | |

Contact our customer support team to find out more.

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