

## 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

| <b>Understanding and Evidencing Professional Standards and Expectations</b>  | <b>A</b> | <b>B</b> | <b>C</b> | <b>D</b> |
|--|----------|----------|----------|----------|
| 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 |          |          |          |          |
| <b>Personalising Professional Learning and Collaboration</b>   |          |          |          |          |
| 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   |          |          |          |          |
| <b>Mentoring and Coaching</b>  |          |          |          |          |
| 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  |          |          |          |          |
| <b>Monitoring of Training and Induction</b>  |          |          |          |          |
| 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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