

**Botanic** 

**Botanic**   
**PRIMARY SCHOOL**

**A POLICY FOR INDUCTION  
AND  
EARLY PROFESSIONAL DEVELOPMENT**

**Reviewed: December 2024**

**Botanic Primary School**

*Delighting in Effort, Achievement and Respect*

## **Rationale**

The first year of teaching is not only very demanding but also of considerable significance to the professional development of the beginning teacher. At Botanic Primary School we consider BTs an important addition to our staff bringing with them new knowledge and skills as well as enthusiasm, creativity and imagination.

Through our structured and flexible induction programme we offer comprehensive guidance and support to BTs in order to develop their knowledge, skills and professional competences which will enable them to achieve success as experienced teachers in Botanic Primary School. We see it as the next step in a continuum of professional development to build on and complement initial teacher education and promote effective learning, teaching and assessment practices. This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction are crucial in its continued success. The whole staff will be kept informed of the school induction policy and will be encouraged to participate, wherever possible, in its implementation and development. We see an effective induction scheme as benefiting the school by:

- assisting with the integration of the BT into the school;
- enhancing communication between colleagues;
- encouraging a supportive culture;
- motivating staff;
- providing further opportunities for professional development;
- confirming the school as a centre for professional debate and development;
- enhancing the quality of support for teachers and the educational provision for the school's BTs;
- encouraging collaboration and exchange of good practice.

## **Aims**

- To provide a programme of monitoring and support which is tailored to the individual and will help the BT to meet the expectations and requirements for satisfactory completion of induction
- To build on the BT's knowledge and skills developed through initial teacher training and take account of strengths and areas for development as set out in the Career Entry Profile
- To involve the Teacher Tutor working with the BT to develop their action plans which take account of individual needs identified in the Career Entry Profile and the school's priorities within the context of the GTCNI teacher competences
- To involve both formative and summative processes as part of regular reviews of progress
- To develop the BT's continuing skills of self-evaluation and reflection and provide a sound foundation for continuing professional development

## **The Teacher Tutor**

At Botanic Primary School the teacher tutor, Mrs Joanie Harper is responsible for the Induction and Early Professional Development programmes. She is responsible for providing pastoral and professional support and making rigorous but fair judgements. Since there is a strong emphasis on developing classroom confidence, she is mainly responsible for carrying out lesson observations and reviews and encouraging the BT to reflect on his/her classroom practice.

## **Practices**

BTs will be given access to an Induction Programme which will commence upon appointment and continue until the successful completion of EPD.

This will include:

- Regular meetings with the Teacher Tutor to discuss key issues such as school policies, classroom management, mixed ability teaching, differentiation, assessment, recording and reporting and effective and appropriate communication with pupils, students, colleagues and parents.
- Encouraging the BT to reflect critically on her/his teaching and on the quality of pupils' learning.
- Supporting the BT to identify her /his professional development needs in the school and ensuring that these are addressed effectively.
- Regular year group or co-ordinator meetings to discuss curriculum planning to provide help and guidance.
- Opportunities to observe good practice - other experienced colleagues teaching.
- Support and guidance from Principal, Teacher Tutor, Curriculum Coordinators, Head of Pastoral, Key Stage coordinators.
- Assisting the BT to select an appropriate focus for both PDAs for EPD, drawing together all sources of evidence and completing reflective statements.
- Keeping the Board of Governors informed of the Induction and EPD arrangement in place for beginning teachers in the school.
- Supporting the Staff Development attendance at EA programmes for BTs, Teacher Tutors and other key staff.
- Providing support for key staff involved in the development of the BT.
- Ongoing monitoring of the programme of support to ensure high quality and consistent provision for all beginning teachers.
- Countersigning the interim review and summative reports and if appropriate recommending successful completion of Induction to BOG.

- Providing support and quality assurance of the successful completing of the EPD programme if appropriate.
- Sending copy of completion of Induction certificate or completion of EPD certificate to Teachers' Administration and Salaries Branch, Waterside House, 47 Duke Street, Waterside, Londonderry, BT47 1FP.
- Celebrating within the school successful completion of the Induction and EPD stages by beginning teachers.

### **The Beginning Teacher**

The Beginning Teacher is expected to:

- register with the EA- Belfast Induction and EPD Team
- engage fully with the induction process, identifying strengths and areas for improvement
- work closely with the Teacher Tutor to use their Career Entry Profile (CEP) as the basis for their professional development, review and target setting
- make herself /him familiar with the teacher competences in: 'Teaching the Reflective Profession' (GTCNI)
- develop knowledge and understanding, teaching, monitoring and assessment, teaching and classroom management, and ensure that their teaching meets these standards
- keep a record of all professional development, monitoring and assessment
- express any concerns about his/her induction to the Teacher Tutor, the Principal or Head of Key Stage.

During the EPD stage the beginning teacher is required to:

- identify professional development needs in the current school context;
- review professional development needs regularly in consultation with the Teacher Tutor and/or other key staff who is/are monitoring her/his work and progress;
- complete two Professional Development Activities (PDAs – over 2 years, 1 in EPD 1 and a second in EPD 2) which should derive from the professional needs identified and be linked to the GTCNI teaching competences;
- present PDAs in a portfolio of evidence, recorded in the format outlined on the EPD Website;
- complete the EPD stage successfully.

In reciprocation, we would have an expectation that the BTs would:

- be proactive and take the initiative in seeking advice and help from the teacher tutor with any matters related to their personal and professional welfare
- be well prepared for teaching lessons and have lesson plans readily available
- act upon the constructive comments of staff who observe lessons
- observe more experienced teachers within the Key Stage and elsewhere in the school and on visits to other schools, in order to learn from their good practice
- take full advantage of the School's Induction and EPD programmes;
- engage in reflective self-analyses of their professional practice and the underlying assumptions on which they are based;
- play an active part in the everyday life of the school by fulfilling administrative and pastoral responsibilities and school duties;

- maintain the school's professional ethos.

### **At risk procedures.**

If any BT encounters difficulties with meeting the teaching competences, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the BT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure will be given and the school's concerns communicated to the EA without delay.

Where a BT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the EA adviser will support the Teacher Tutor and BT in observations and planning an appropriate programme to ensure satisfactory completion of the BT year and that all steps have been taken to improve the situation.

### **Addressing BT Concerns**

If a BT has any concerns about the induction, and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the BT should raise concerns with the named EA contact. The named EA contact is the Adviser/Assistant Advisory Officer responsible for Induction and Early Professional Development.

### **Teacher Handbook**

The Teacher Handbook is designed as a reference book for all staff, detailing the organisation and administration of the school. The book aims to inform staff of the mechanics of the school organisation, and it acts as an appendix to the induction meetings.

## **Assessment and Review**

The Governors and Principal of the school will review these arrangements annually and ensure that the school is fulfilling its responsibilities to provide the necessary monitoring, assessment and support for BTs.

### **Resources and links:**

#### **EA Beginning Teacher webpage:**

**<https://www.eani.org.uk/services/beginning-teachers-induction-and-early-professional-development>**

#### **General Teaching Council Northern Ireland Department of Education Northern Ireland**

➤ [www.gtcni.org.uk](http://www.gtcni.org.uk)

## **Induction and Early Professional Development Team**

School Development Service  
Silverwood Office  
Lough Road  
Lurgan  
Craigavon BT66 6LX

Tel: +44 (0)28 3831 0920  
Fax: +44 (0)28 3834 6604  
Email: [iepd@eani.org.uk](mailto:iepd@eani.org.uk)