



## Staff Induction Policy (EL Courses)

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## 1. Introduction

Trent Education Centre (TEC) is committed to ensuring that every new member of staff is welcomed, supported and settled into the organisation through a robust induction process. This policy provides clear information on the steps that are taken so that new staff are provided with the training, information and guidance they need for their safety and wellbeing and to become effective team members able to perform the role(s) assigned to them.

## 2. Purpose and Scope

The purpose of induction is to provide new staff members with everything they need to integrate into the organisation. It includes making sure they know the TEC mission, vision, and values as stated in its strategic plan as well as the key policies and procedures they must comply with for their safety and wellbeing and the safety and wellbeing of others. It covers the mandatory and job-related training they must complete, their IT access requirements, the rules and regulations they need to follow as stated in key policies/handbooks, and all other job-specific information they may need.

## 3. Aims and Objectives

This policy aims to ensure that all new staff are given all the support they need to become effective team member. It aims to achieve the following objectives in the first week of employment.

### 3.1. All staff:

- Are welcomed and introduced into the team
- Understand TEC's mission, vision, values, management and governance structure, service provision and quality expectations
- Receive mandatory safeguarding, Prevent, GDPR and Health & Safety training in their first week of employment
- Are clear about their role and what is expected of them
- Are provided with all the key policies, handbooks and any other relevant documents they need

### 3.2. English Language Teachers

- Receive and read the English Language Teacher's Handbook
- Are introduced to TEC's teaching approach, expected academic standards and the curriculum they will be teaching
- Receive specific support according to their professional background, with more guidance provided for less experienced teachers and more autonomy for more experienced teachers. See the **New Teacher Support Matrix** below for more details on the degree of support provided and it is determined
- Are allocated appropriate teaching responsibilities according to their qualifications and teaching experience
- Are supported through a combination of mentoring, observation, CPD and ongoing reviews

### **3.3. Higher Education (and Vocational Training) Teachers**

- Receive and read the Higher Education Teacher's Handbook
- Are introduced to TEC's Learning, Teaching and Assessment Strategy, expected academic standards and the curriculum they will be teaching
- Receive specific support according to their professional background, with more guidance provided for less experienced lecturers and more autonomy for more experienced lecturers.
- Are allocated appropriate teaching responsibilities according to their subject specialism, qualifications and teaching experience
- Are supported through a combination of mentoring, observation, CPD and ongoing reviews

## **4. Roles and Responsibilities**

### **4.1. Senior Management Team (SMT)**

The Senior Management Team (SMT) provides strategic oversight of induction and ensures that all processes meet legal, regulatory, accreditation and awarding-body expectations. The SMT reports on staff recruitment to the Board of Governors.

### **4.2. HR Manager**

The HR Manager coordinates pre-employment checks, maintains induction records and ensures that mandatory training is completed. The HR Manager reports to the Head of Operations who is a member of the SMT.

### **4.3. New Staff**

All New Staff are expected to engage fully with the induction process, read policies and other documents and complete all mandatory training. They should raise questions with their line manager if there is anything they are not sure about. New staff must complete the induction checklist (Appendix 1) have it approved by their line manager and pass it to the HR Manager for record-keeping.

### **4.4. Director of Studies & Head of Higher Education**

The Director of Studies (DoS) leads the induction for English language teachers, and the Head of Higher Education leads the induction for new higher education lecturers. The **DoS** decides on the allocation of new English language teachers to their classes according to their teaching qualifications and experience as detailed in the New Teacher Support Matrix below. The Head of Higher Education does the same for new higher education lecturers. The DoS conducts formal lesson observations of all new English language teachers and higher education lecturers within the first three weeks of their employment. The DoS must be TEFLQ.

#### **4.5. Programme Leaders**

The English Language (EL) Programme Leader provides day-to-day line management and academic support for new English language teachers, including mentoring, resource guidance and early-stage classroom management support. The Higher Education (HE) Programme Leader does the same for new HE lecturers. Both Programme Leaders ensure that new staff understand their responsibilities, complete their induction checklist within the first week of employment and receive appropriate guidance. Programme Leaders also review the progress of new staff at the end of their first month of employment and again at the end of their probation period.

English Language Programme Leaders must normally be TEFLI (5+ years) or TEFLQ. However, teachers classified as Experienced Practitioner (Equivalent to TEFLI) may also act as the English Language Programme Leader where they have:

- Extensive ELT experience (8+ years)  
Strong observation outcomes
- CPD in ELT methodology and commitment to ongoing CPD
- Evidence of mentoring or curriculum development experience

### **5. Induction Process**

#### **5.1. Pre-Employment Stage**

Before starting work, all new staff complete safeguarding, Prevent, GDPR and Health & Safety training. HR verifies DBS checks, right-to-work documentation, qualifications and two referees contacted by the HR Manager stated that the individual is safe to work with vulnerable adults. Teachers receive access to the Teacher's Handbook, schemes of work, lesson plan templates, weekly plan record templates, assessment procedures and key academic policies.

#### **5.2. Day One Orientation**

On their first day, new staff meet with HR and their line manager, receive a tour of the premises, are introduced to colleagues and are allocated a mentor. ICT access is set up, and staff receive the Staff Handbook, Code of Conduct and relevant academic documentation. Teachers meet the Director of Studies or Head of Higher Education and their Programme Leader for an initial academic briefing.

#### **5.3. First Week**

During the first week, staff review safeguarding procedures, internal systems and departmental processes. Teachers receive an introduction to TEC's teaching approach, academic expectations, lesson planning requirements and assessment procedures. They are shown how to use schemes of work, teaching resources and the weekly teaching record.

#### **5.4. First Month**

Teachers attend induction workshops delivered by the Director of Studies, including sessions on TEC's English language teaching approach, lesson observation expectations, and assessment requirements for Ascentis ESOL and NCFE Functional Skills. A formal review meeting identifies any further support needs and confirms deployment suitability.

#### **5.5. Three-Month Review**

A probation review evaluates progress against induction expectations. Teachers receive feedback on teaching performance, including planning, differentiation, contextualisation and student-centred practice. An action plan for ongoing professional development is agreed where appropriate.

### **6. Induction Content**

All induction programmes include safeguarding, Prevent, GDPR, Health & Safety, equality and inclusion, behaviour management, academic integrity and TEC's mission, vision, values and Strategic Plan. Teachers additionally receive induction on TEC's teaching approach, curriculum structure, schemes of work, lesson planning, teaching resources, assessment procedures, and the observation process. Teachers with lower qualifications and less experience receive additional support through further workshops, mentoring and observations of experienced teachers.

### **7. Records and Retention**

Induction checklists, training certificates and probation reviews are stored securely by HR for the duration of employment plus six years.

### **8. Monitoring and Evaluation**

Induction is monitored through the completion of the Induction Checklist, probation reviews, and feedback from new staff. The Director of Studies, Head of Higher Education and Programme Leaders monitor the effectiveness of academic induction through early lesson observations, mentoring meetings and review of teaching records. Insights from induction are used to improve future processes and ensure alignment with the standards of awarding bodies, accreditation bodies and regulators.

### **9. Policy Review**

This policy is reviewed annually by the Senior Management Team (SMT) and updated in line with accreditation body, awarding-body and regulatory requirements.

## 10. English Language Teacher Deployment and Support

TEC deploys teachers in line with their qualifications and experience, ensuring that all staff are supported appropriately. The following matrix outlines typical qualification profiles and the support provided at each level. **All staff categories automatically receive an induction.**

### Teacher Support Matrix

Category	Qualification	ELT Experience	Job Role	Deployment	Support Provided
ATEFL (Assistant Teacher)	No TEFL/ESOL qualification externally validated by a reputable examination body e.g. a university or recognised examination board and/or accredited by a national accrediting body such as Ofqual in England	Less than 1 year	<ul style="list-style-type: none"> <li>- Trainee teachers</li> <li>Classroom assistants</li> <li>- Support staff</li> <li>- Volunteers</li> </ul>	<ul style="list-style-type: none"> <li>- Support teachers in class preparation, Monitoring activities, Small-group support.</li> <li>- Do not teach independently</li> <li>- Do not plan lessons</li> <li>- Do not assess learners</li> <li>- Do not deliver whole-class teaching</li> </ul>	<ul style="list-style-type: none"> <li>- Induction includes safeguarding, classroom roles, expectations and boundaries.</li> </ul>
<b>TEFLI (Initial Qualification)</b>	CELTA, CertTESOL, Level 5 TEFL, PGCE with ESOL specialism, teacher qualification externally validated by a reputable examination body <b>OR</b> included minimum 6 hours of supervised teaching practice and minimum 100 hours ELT/ESOL input	0–2 years	English Language Teachers	Assigned to lower levels (Entry 1–Entry 2);	<ul style="list-style-type: none"> <li>- Provided with detailed schemes of work, model lesson plans, and resource guidance.</li> <li>- Observes an experienced teacher, receives mentoring from the Programme Leader and attends additional induction workshop by the DoS</li> </ul>

Category	Qualification	ELT Experience	Job Role	Deployment	Support Provided
<b>TEFLI (Initial Qualification)</b>	CELTA, CertTESOL, Level 5 TEFL, PGCE with ESOL specialism, teacher qualification externally validated by a reputable examination body <b>OR</b> included minimum 6 hours of supervised teaching practice and minimum 100 hours ELT/TESOL input	3 – 4 years	English Language Teachers	Assigned to Entry 1– Entry 3 (B1)	<ul style="list-style-type: none"> <li>- Provided with detailed schemes of work, model lesson plans, and resource guidance</li> <li>- Observes an experienced teacher,</li> <li>- Receives standard induction and mentoring from the Programme Leader.</li> </ul>
	CELTA, CertTESOL, Level 5 TEFL, PGCE with ESOL specialism, teacher qualification externally validated by a reputable examination body <b>OR</b> included minimum 6 hours of supervised teaching practice and minimum 100 hours ELT/TESOL input	5+ years	<ul style="list-style-type: none"> <li>- Programme Leader</li> <li>- English Language Teacher</li> </ul>	<p>May teach all levels (Entry 1 – Level 2 (C1))</p> <p>May not teach English for Academic Purposes (EAP)</p>	<ul style="list-style-type: none"> <li>- Given greater autonomy in planning and delivery</li> <li>- Contributes to curriculum development</li> <li>- Mentors less experienced teachers</li> <li>- Receives standard induction</li> </ul>

Category	Qualification	ELT Experience	Job Role	Deployment	Support Provided
<b>Experienced Practitioner (Equivalent to TEFLI)</b>	No standard TEFLI qualification but substantial, verifiable teaching experience with evidence of: – 8+ years full-time ELT/ESOL teaching – strong lesson observation outcomes – CPD in ELT methodology – relevant academic study (e.g., PGCE)	8+ years	<ul style="list-style-type: none"> <li>- Programme Leader</li> <li>- English Language Teacher</li> </ul>	<p>May teach all ESOL &amp; FS levels (Entry 1 – Level 2 (C1))</p> <p>May not teach EAP</p>	<ul style="list-style-type: none"> <li>- Given greater autonomy in planning and delivery.</li> <li>- Has mentoring responsibilities.</li> <li>- Receives ongoing CPD and support from the Director of Studies.</li> </ul>
<b>TEFLQ (Advanced Qualification)</b>	DELTA, DipTESOL, MA TESOL/ELT, Level 7 ESOL qualifications,	5+ years	<ul style="list-style-type: none"> <li>- Director of Studies</li> <li>- Programme Leader</li> <li>- English Language Teacher</li> </ul>	<p>May teach all levels (Entry 1–Level 2 (C1))</p> <p>May teach EAP</p>	<ul style="list-style-type: none"> <li>- May lead the English Language Team</li> <li>- May conduct lesson observations</li> <li>- Mentors new staff and supports CPD delivery</li> <li>- Receives standard induction</li> </ul>

## Appendix 1: Induction Checklist

This checklist should be completed by all new staff and their line manager.

Induction Checklist			
Stage	Who	Induction Activity	Done (✓)
Before starting	All New Staff	Completion of all mandatory training: safeguarding, Prevent, GDPR and Health & Safety training	
		HR Manager verifies DBS check if relevant, right-to-work documentation and qualifications	
		If relevant, two referees contacted by the HR Manager stating that the individual is safe to work with vulnerable adults (and children if relevant).	
	New Teachers	Read the relevant Teacher's Handbook and Policies	
Week 1	All New Staff	Welcome meeting, tour of TEC, introduction to staff, allocation of mentor	
		ICT access (email, Wi-Fi, systems login), ID badge issued	
		Provision of Staff Handbook, Code of Conduct, Safeguarding Policy, E-safety agreement	
		Introduction to TEC Strategic Plan and any Action Plans relevant to their role	
	New Teachers	The Director of Studies (DoS) provides a workshop on TEC's English language teaching approach, and the Head of Higher Education provides a workshop on TEC's higher education teaching approach	
		Further workshops on schemes of work, lesson planning, preparation of teaching materials, assessment procedures, and classroom management expectations. Degree of induction training depends upon the teacher's qualifications and experience (see the English Language Teacher Support Matrix above).	
All New Staff	Review of safeguarding, Prevent, GDPR, and Health & Safety Policies		
Month 1	All New Staff	Formal review meeting with line manager	
		Discussion of training completion and identification of support needs	
Month 3 may be more	All New Staff	Probation review and induction evaluation	
		Agreement on future professional development action plan	

## **Appendix 2: TEC Staff Induction Flowchart**

### **Pre-Employment Stage**

- Mandatory training completed (Safeguarding, Prevent, GDPR, H&S)
- HR verifies DBS, right-to-work, qualifications, references
- Teachers receive access to handbooks, scheme of work, templates, policies

### **Week One Orientation**

- Welcome meeting, tour, introductions
- ICT access set up; ID badge issued
- Staff Handbook, Code of Conduct, Safeguarding Policy issued
- Mentor allocated
- Teachers meet DoS/Head of HE + Programme Leader
- Teachers attend induction workshops (ELT/HE specific)
- Deployment suitability confirmed
- Review safeguarding, Prevent, GDPR, H&S procedures
- Introduction to TEC teaching approach and academic expectations
- Training on lesson planning, scheme of work, resources, assessment procedures
- Teachers shown weekly teaching record and internal systems

### **First Month**

- Early lesson observation by DoS/Head of HE
- Formal review meeting with Programme Leader

### **Three-Month Review**

- Probation review meeting
- Evaluation of teaching performance
- Identification of further support needs
- Professional development action plan agreed

### **Ongoing Support**

- Mentoring
- CPD programme
- Peer observations
- Annual appraisal

## Appendix 3: British Council T1–T3 Mapping Table

The following table shows how the TEC Staff Induction Policy meets the British Council requirements for **T1 (Staff Management)**, **T2 (Academic Staff Qualifications)** and **T3 (Academic Staff Induction)**.

BC T1–T3 Mapping Table

British Council Criterion	Requirement Summary	Where Met
<b>T1 – Staff Management</b>	Clear management structure, defined responsibilities, appropriate oversight, monitoring of induction and probation	Roles and responsibilities clearly defined; induction monitored through checklists, probation, mentoring, and SMT oversight
<b>T2 – Academic Staff Qualifications</b>	Teachers must be appropriately qualified; deployment must match qualification level; unqualified staff must not teach independently	The Teacher Support Matrix defines ATEFL, TEFLI, TEFLQ and the Experienced Practitioner (Equivalent to TEFLI) category. Deployment boundaries are clearly stated, ensuring that only appropriately qualified or experienced teachers teach independently and that higher-level teaching (e.g., EAP) is restricted to TEFLQ staff. The DoS (TEFLQ) provides oversight of all academic deployment.
<b>T3 – Academic Staff Induction</b>	Structured induction covering teaching approach, curriculum, assessment, observation, and support	Five-stage induction structure with academic workshops, early observations, mentoring and more structured support for less experienced teachers