



**ST PETER'S SCHOOL
INDUCTION POLICY**

**Date Reviewed: February 2018
Date of Next Review: February 2020
Reviewer: Mike Gregory
Date of ratification by Governing Board: 22nd May 2018**

Document Control		
Edition	Issued	Changes from previous
1		No significant changes

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
This policy links to other school policies on: Health and Safety Safeguarding SEND	Teaching and Learning team HR Manager Head of Department Head of Year Student Support Manager Professional Tutor Mentor NQTs SLT Head Teacher

Induction Policy for Teachers (other than NQTs)
Induction Policy for NQTs
Induction Policy for Support staff

TEACHERS OTHER THAN NQTs

A RESPONSIBILITY

The Teaching and Learning team and Human Resources Manager for the implementation of the school policy.

B AIMS

- to help teachers settle into the school quickly
- to provide help and advice in order to cope with new experiences

How are these aims put into practice?

- support from Head of Department
- opportunities to observe lessons and have lessons observed
- information on school policies and briefings on school procedures by appropriate staff
- ensure confidentiality concerning staff professional development
- Full induction process covering Health and Safety, ICT and Safeguarding.
- Start performance management process within 4 weeks of joining school.

C HEADS OF DEPARTMENT

All new teachers will receive support from the relevant Head of Department. Although this person is not a mentor, it may be appropriate for the two parties to meet regularly. The new teacher will be part of the performance management cycle. The Teaching and Learning team will oversee this support and where appropriate may involve the new teacher in professional development opportunities.

Heads of Department should:

- give advice and encouragement
- give guidance
- review performance as appropriate

D PRE-POST VISIT

This will be organised by the Teaching and Learning team and should focus on:

- i) Routines and procedures of the school.
- ii) Department information, including meeting with HOD
- iii) Written documentation*

*Teachers should be given whole school/department policies, timetable and class lists where possible.

E LESSON OBSERVATION

The Head of Department is likely to observe lessons for quality assurance purposes. Other senior staff may request observation opportunities as well as the identified performance management observations.

Observers should ensure:

- the aims/focus are established prior to an observation
- notice of the observation is given and cover arrangements are made
- a 'follow up' discussion is held within 24 hours of the observation
- a written report of the lesson is produced within 48 hours of the observation. This should outline future objectives, and be agreed and signed by the observer and teacher.

F PASTORAL PROCEDURES

Head of Year or Student Support Manager to inform teacher of pastoral procedures and relevant support.

For September joining staff this should take place on the Autumn term professional day, for staff joining throughout the year this should take place as part of their induction training.

NQTs

A RESPONSIBILITY

The Professional Tutor for the implementation of the school policy.

B AIMS

- to help teachers settle into the school quickly
- to provide help and advice in order to cope with new experiences
- to help extend teaching skills
- to facilitate rapid and sustained development
- to plan ahead for future career
- to improve recruitment and retention of staff

How are these aims put into practice?

- support from Head of Department
- provision of trained mentor, with regular meetings
- opportunities to observe lessons and have lessons observed
- information on school policies and briefings on school procedures by appropriate staff
- full induction process covering Health and Safety, ICT and Safeguarding
- additional protected non-contact as well as protected PPA.
- ensure confidentiality concerning staff professional development
- briefings on school procedures by appropriate staff.
- involvement of a number of staff in the induction of NQTs
- bespoke CPD package to supplement school wide CPD
- individualised development plans that are based on final training reports.
- monitoring and tracking of performance against NQT standards
- regular meetings with the professional tutor to review progress and access wider range of support.

C MENTORS

NQTs will be assigned a mentor. This will be done by the Professional Tutor in conjunction with the Head of Department and will be a teacher with significant experience and whose own teaching practice is very strong.

Mentors should:

- give advice and encouragement
- give guidance
- be able to demonstrate good practice
- help select appropriate CPD opportunities for the NQTs
- enlist the help of other staff in the mentoring process
- complete appropriate written reports for the attention of the Professional Tutor and Head Teacher
- ensure regular meetings are held with the NQT*
- oversee the observation programme for NQTs
- write detailed and personalised termly reports that analyse performance against the teaching standards
- raise concerns immediately

*A mentor evidence file will be provided and should be used to collate evidence in relation to the core teaching standards. It is the responsibility of the NQT to provide relevant documentation for review.

D INDUCTION PROGRAMME

The purpose of this programme is to address general educational issues; pastoral care and administration matters not dealt with by the mentor.

Pre-post Visit

This will be organised by the Professional Tutor and is usually in June for September starting NQTs and should focus on:

- i) Routines and procedures of the school
- ii) Department information, including meeting with HOD
- iii) Written documentation*

*Teachers should be given whole school/department policies, timetable and class lists where possible.

The Induction Programme

The programme will be organised and delivered by the Professional Tutor. Where appropriate other staff may be involved in the delivery of specialist information.

The programme will look at topics such as:

Classroom management	Assessment	SEN
Working with parents	Role of Tutor	Data analysis
Planning & delivering	Quality teaching	Observing good practice

E LESSON OBSERVATION

Lessons will be observed once every half term by a member of the Senior Leadership Team (SLT). The subject mentor will carry out additional observations throughout the year. Observations will provide evidence towards the successful completion of core standards and are therefore of high importance.

Observers should ensure:

- the aims/focus are established prior to an observation
- notice of the observation is given and cover arrangements are made
- a 'follow up' discussion is held within 24 hours of the observation
- a written report of the lesson is produced within 48 hours of the observation. This should outline future objectives, and be agreed and signed by the mentor and teacher.

F REVIEWING NQTs PROGRESS

At the end of each term the mentor and NQT should review overall progress. Evidence should be used from: lesson observation, regular meetings, informal meetings and the induction programme.

The NQT should be encouraged to reflect on his/her role, responsibilities and experiences.

Recorded targets should be set for the next term and reviewed in reports two and three.

At appropriate times during the year the mentor should write a report on the NQT which has been negotiated with him/her. The report is to be passed to the Professional Tutor and then to the Head Teacher. The report will be held in school but a copy is also passed to the local authority.

SUPPORT STAFF

A RESPONSIBILITY

An informal mentor appointed by the Head Teacher in consultation with the Senior Leadership Team. The mentor will normally be the line manager.

B AIMS

- to help the employee settle into post
- to provide help and advice in order to cope with new experiences
- to understand the importance and relevance of the post

How the aims are put into practice

- support from line manager
- line manager should brief employee of the exact nature and scope of their role and how it fits in with the rest of the school
- Full induction process covering Health and Safety, ICT and Safeguarding.
- Line manager will listen to any problems employee has and make contact with other members of staff, and if needed, resolve such problems
- Start performance management process within 4 weeks of joining school.