

Deyes High School



Induction Policy 2017/18

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Induction Policy 2017/18

Rationale

Deyes High School is striving to become a centre of excellence for teaching and learning through a culture of continuous professional development. Our main purpose is learning - for both staff and students. Through the continuous learning of our staff and governors the school improves and develops, and bringing ever greater benefits for our students.

Effective induction is a vital foundation for continuous learning by supporting the effective performance and continuing professional development of all staff and governors new to the school. Induction is a process which starts before a person joins the school and continues through the first year at the school and beyond. Induction is a process which aims to increase the effectiveness of all staff and governors both as individuals and as team members, by ensuring they understand the policies and expectations of the school and by supporting highly effective performance. This policy applies to teaching and support staff. It thus enables them to contribute to the school's vision and goals and to fulfil its guiding principles. The induction process will ensure mutual benefit for the individual and the school

Our induction process will

- Contribute to improving and developing the overall effectiveness of the school, raising student achievement, and meet the needs of students, parents and the wider community
- Provide information and training on the school's policies and procedures
- Provide Child Protection training and assess its effectiveness
- Contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective work at the school
- Ensure teachers new to the profession have the best start in their careers and are supported in effective practice.
- Ensure all staff new to the school understand what is expected of them at the school and gain support to achieve those expectation
- Build co-operation between staff of all sections of the school
- Ensure that all staff are valued and recognised as the school's most important asset
- Explain the school's Code of Conduct to that ensure all staff, volunteers and governors new to the school understand what is expected of them at the school and gain support to achieve those expectation
- Identify and address any specific training needs
- The induction programme will include:
 - an induction checklist of the policies, procedures and training to be covered
 - a timetable and understanding of curriculum groups
 - details of help and support available
 - details of work shadowing, if appropriate
 - a diary of induction meetings
 - details of other relevant individuals with responsibility for induction e.g. the designated mentor or supervisor

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Resources are prioritised to support induction in accordance with the induction needs of staff and governors. Resource will be available for the whole school programme of induction and to meet the needs of specific staff in helping them to meet the standards required by the school. Induction activity is planned in the context of the school's vision, goals and guiding principles, and national standards for teacher induction and for other specific roles and responsibilities.

Management and Organisation of Induction

Pauline Treanor (Assistant Headteacher) is responsible for the overall management and organisation of Induction, including Newly Qualified Teacher Induction across the whole school. This includes a whole school planning and quality assurance role.

Management and Organisation of Induction

1. Responsibility for Induction

- The Assistant Headteacher is responsible for the overall management and organisation of the induction of new Teachers
- The Cover Co-ordinator is responsible for the overall management and organisation of the induction of new supply teachers and agency staff.
- The Business Manager is responsible for the overall management and organisation of the induction of support staff
- The Assistant Headteacher is responsible for the overall management and organisation of the induction for volunteers
- The Clerk to the Governors is responsible for the overall management and organisation of induction of Governors
- The SENCO is responsible for the overall management of the induction of teaching assistants.

2. The person responsible for induction should

- Make arrangements to ensure that a new member of staff, volunteer or governor is welcomed.
- Ensure that immediate needs are identified **before** taking up the position where possible
- Provide, if appropriate, a tour of the school and information about facilities, answering questions and giving practical advice
- Introduce key personnel.
- Ensure that an Induction Programme is provided, delivered and evaluated.

Newly Qualified Teachers

For Newly Qualified Teachers the school provides a programme of support, monitoring and assessment. The timetable for this programme is provided at a whole school level and at an individual NQT level.

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Each Newly Qualified Teacher is provided with an Induction Subject Tutor who will be an experienced and competent member of staff.

The Induction Subject Tutor is responsible for the day to day management of the induction of Newly Qualified Teachers.

Induction Subject tutors will be supported in their role by:

- being provided with information from the TTA and school, relevant to the induction process;
- having meetings with the member of staff responsible for the overall induction programme in the school, including training
- having their role as an induction tutor as part of their performance management process
- through the monitoring and feedback of the induction provision in the school undertaken by the member of staff responsible for the overall induction programme.

School Induction programme for Newly Qualified Teachers

At Deyes High all new teachers are expected to undertake their professional responsibility in striving to meet high standards.

The induction programme at the school consists of support; monitoring and assessment elements and NQTs are expected to engage in the programme.

All new teachers are allocated an Induction Subject Tutor and a 'buddy' outside their faculty/ department.

- All new teachers are invited to visit the school before they take up post. All new teachers are met on their first day by their mentor / line manager.
- All new teachers are provided with copies of school policies and the school's staff handbook and be expected to develop their understanding of them.
- All new teachers will meet with the Headteacher within their first week in post.
- NQTs will receive feedback on their strengths and areas for development
- Induction subject Tutors are responsible for the day to day management of their NQT's induction, and will meet with their NQT regularly. The Induction subject Tutor reviews progress, set targets, and identifies support strategies with the NQT.
- All newly qualified teachers are observed teaching during their statutory induction period and this is undertaken by the Induction subject Tutor, a senior member of staff or an experienced teacher as appropriate .
- Three formal assessments will be undertaken during the NQT induction period. These will be documented on forms that are sent to the LA and must be signed by the NQT, Induction Tutor and Headteacher.
- Each NQT has 10% professional development time during their statutory induction period. This is in addition to the teaching and professional development time that other substantive teachers would expect in the school.

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- Each NQT has a planned programme to ensure 10% professional development is used to the maximum effect. The induction programme for staff new to teaching is designed to induct them into the profession and into the school. Each NQT develops with their Induction Subject Tutor their own induction and support plan.
- NQTs use the Career Entry and Development profile as a basis of planning the initial stages of their induction.
- Each NQT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio.
- The Induction Subject Tutor and school maintains a documented record of the NQTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken.
- Newly Qualified Teachers who are not meeting the Teachers standards or making satisfactory progress towards them will be given further support through the Induction Subject Tutor and other appropriate staff to create a detailed action plan. The school will increase the support necessary to implement the action plan within the available resources within the school.

School Induction for experienced staff

All new experienced staff will be allocated a mentor, and every effort will be made to ensure this is not the line-manager, within the resources available in the school. All new staff will be invited to visit the school before they take up post. All new staff will be met on their first day by their mentor / line manager. All new staff will be provided with copies of school policies and the school's staff handbook and be expected to develop their understanding of them.

All new staff will meet with the Headteacher within their first week in post. An induction programme will be provided for new staff and their attendance is expected. All new staff will have a review of their induction after one month, three months and six months with their line manager. All new staff will be provided with an explanation of the school's performance management arrangements (see the school's performance management policy) within which they will be expected to participate. All new staff will be expected to contribute to the spirit and life of the school to ensure a conducive environment for learning for all school members, students and staff. All new experienced staff will be allocated a line manager

Other staff Involved in Induction Process

1. The Head of Faculty/ Department will oversee the teaching and learning for which the new member of staff is responsible. For a new Head of Department this will be undertaken by a designated current Head of Department.
2. The PDM will ensure the new member of staff understands the aims and practices of the School's pastoral and tutorial system and will explain administration systems before the new member of staff needs to use them.
3. An allocated 'buddy mentor' from another department area in the School, will ensure that the new member of staff is comfortable socially in the routines of the staff. The

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'buddy mentor' will also provide reinforcement of the information provide by other sources, and act as another clear line of communication and source of information.

Procedures

Each newly appointed member of staff will be invited to visit the School for a day or half a day prior to taking up the post. The programme for the visit will depend upon the job description of the individual, but will include some of the following:

- (i) Meetings with the Head of Department and other department members to receive and discuss the Department Handbook, Schemes of Work and other department resources.
- (ii) Meeting with the Head of Year to discuss the Form and Year Group with which the new member of staff will be working.
- (iii) Meeting with the allocated 'buddy mentor'.

Within the First Half Term

Head of Faculty/ Department

- (i) The Head of Faculty/Department should see all new members of staff teach a lesson during their first term. The lesson observation should last for at least one period. Team teaching is an acceptable method of lesson observation.
- (ii) The observed lesson should be the choice of the Head of Department. The aims of the lesson should be discussed beforehand and feedback should be given as soon as possible after the lesson.
- (iii) Written comments on the observed lesson should be filed in the teacher's file.
- (iv) The Head of Department should see the new member of staff's mark book and some marked work within the first half term to ensure that marking is being carried out according to School and department policy.

PDM

- (i) The communication systems within the Pastoral System should be clarified.
- (ii) The new member of staff should be made aware of the background of the students in his or her Tutor Group.
- (iii) The PDM should ensure the new member of staff understands systems relating to the tutorial system and operates them correctly.
- (iv) The use of the planners /Report systems and its relevance to the Tutor should be explained.

Allocated 'Buddy Mentor'

- (i) The 'mentor' should ensure that the new member of staff is familiar with such things as arrangements in the Staff Room, tea and coffee facilities, lunch and break arrangements, including duties.
- (ii) The 'mentor' should explain the duty system and arrange a meeting with the duty team leader.
- (iii) The 'mentor' provides a source of support outside the Faculty/ Departmental or Year Group systems, and the opportunity for the new member of staff to ask any questions.

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Beyond the First Half Term

- All staff with responsibility for the new member of staff should continue with any necessary development for him or her that is relevant to their present job and builds upon previous experience. Inset needs can be discussed and arranged for.
- School systems and procedures should be discussed and explained before they are needed, for example progress assessment / reports or Parents' Evenings. Reports should be discussed at an early stage by both the Head of Department and the PDM. Examples can be given and rough copies can be checked before final versions are submitted.
- The Staff Handbook has a great deal of material that can aid discussion.

Induction of Support Staff New to the role

- All support staff will be invited to the school prior to taking up the post. All new support staff will have a line-manager who will discuss their job description with them. An induction programme will be designed for each new member of support staff.
- All new staff will have a review of their induction after one month, three months and six months, with their line manager. Following the induction period all support staff will enter the performance management programme for the school. New support staff will be expected to network with other support staff through the Local schools networks and gain support.

Agreed by Governing Body – (date). To be reviewed (date).

Evaluation of the Induction Programme

This will be carried out through a discussion with the Assistant Headteacher at the end of the Summer Term. This information can then be used in the planning of the following year's programme.

Appendices

- Appendix 1 Induction exemplar
- Appendix 2 The Induction Programme
- Appendix 3 Induction Checklist

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Appendix 1 Induction exemplar

Wednesday 11th July 2012 in L9

9am – 10am	School vision, values and ethos (AS)
10.00 – 10.30am	Organisational structure internal/ School day, term dates and meeting structure (PTE) CPD opportunities (PTE)
10.30 – 11.00	Curriculum timetable (KE)
11.00– 11.30	Behaviour management key points – core values (DB)
Break (15 mins)	
11.45 – 12.15	SEN (EWY)
12.15 – 12.45	‘Scores on the doors’ (JB)
Lunch on the move ! – Tour of the area (PTE) with Head Boy / Head Girl	
1.15 – 1.45	Safe Guarding (FE)
1.45 – 2.15	Support staff (key contacts/services, ie reprographics, student support etc) (NB)
2.15 – 2.30	Internal information, dress code, parking, biometric procedure, ID badges, fire procedures, HR policies, Governing body (NB/COM)
2.30	Q & A session

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Appendix 2

The Induction Programme

Deyes High School Induction Programme will be delivered to all new contracted staff. In addition the following documents will be given to each new member of staff:

- Child Protection Procedures
- Health & Safety Policy
- Staff Handbook

Induction programmes should be tailored to specific individuals. Areas which should be considered for each category of staff are set out below. These are not intended to be exhaustive and careful consideration should be given in relation to each post and the experience of the post holder.

Teaching Staff including Teaching Assistants and Student Support Services

All new staff should be given appropriate induction advice, training and resources *by a variety of senior staff with key responsibilities eg the SENCO* This should include:

- Safeguarding children and children protection
- Health and safety
- Fire and emergency procedures
- First aid
- Faculty / department handbooks
- Staff Handbook,
- School Brochure
- Policy documents, including School Improvement/Development plan
- Year group schemes of work.
- Assessment advice, recording, reporting, resources and procedures.
- Class and set lists.
- Information on whole school and year group resources, including ICT.
- Timetables.
- SEN information.

Cover supervisors, Supply Teachers and Agency Staff

All new supply teachers and agency staff should be given appropriate induction advice, training and resources by the supply cover co-ordinator. This should include:

- Safeguarding children and children protection
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- Behaviour management policy
- Relevant information from the Staff Handbook;
- Relevant information on curriculum, schedules and timetables

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Administrative Staff

All new staff should be given appropriate induction advice, training and resources *by the Business Manager/Line Manager*. This should include

- Safeguarding children and children protection
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- Staff Handbook
- School administrative systems and procedures
- Specific job related training such as finance, for recruitment selection administration etc

Cleaning/Caretaking/Kitchen Staff

All new staff should be given appropriate induction advice, training and resources *by appropriate Line Manager*. This should include:

- Safeguarding children and children protection
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- Staff Handbook
- Specific job related training such as manual handling, use of ladders, kitchen safety etc

Midday and lunch Cover Supervisors

All new staff should be given appropriate induction advice, training and resources *by the Lunchtime Co-ordinator*. This should include:

- Safeguarding children and children protection
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct
- Staff Handbook
- Specific job related training such as Behaviour management

Governors

All new Governors should be given appropriate induction advice, training and resources *by the Clerk to the Governors*. This may include:

- Safeguarding children and children protection
- Health and safety

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- Fire and emergency procedures
- First aid
- Code of Conduct
- Current relevant school information, policy documents and School Improvement Plan data.
- School brochure including staffing, Ofsted and school performance data
- DfES information on the role of governor
- Governing Body Policy documents.
- Dates and times of whole governing body and sub committee meetings
- Access and information of previous governing body minutes,
- Latest governing body report to parent and school newsletters.
- Information and access to governor training courses.

Volunteers

All new volunteers should be given appropriate induction advice, training and resources *by the Assistant Headteacher and ITT subject mentor*. This should include:

- Safeguarding children and children protection
- Health and safety
- Fire and emergency procedures
- First aid
- Code of Conduct

Appendix 3 Induction Checklist

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Staff Name

Deyes High School New Staff Induction checklist



	√	Comments
Health & Safety:		
Fire drill for students and staff		
Medical information for children		
Giving medication		
Safety equipment - only if relevant to the job		
First Aiders		
Medical procedures for unwell students		
Accident procedures		
Site security		
Visitors' procedure		
Child Protection designated person		
Knowledge of risk assessments		
Subject Area:		
Classroom organisation – seating plan		
Lesson plan proforma		
Health and safety in your area		
Any special requirements for individual learners/TAs		
Coats/blazers/bags/mobile phones		
Short/ Medium/Long term planning		
Resources:		
Location		
Organisation		
Tidying up procedure		
Timetables, curricular and extra curricular:		
Daily timetable (times of the day)		
Fortnightly timetable		
Activities outside classroom i.e. Computer facilities, Hall bookings, LRC, PE		
School calendar		
Extra curricular opportunities		
Off-site activities – trips etc		
Dates of school year		
Staff development days		
Weather closure procedures		
Assemblies		
Student Information:		
Visual timetables, students on SEN register, I.E.Ps		
Working with TA's		
Groups - FSM,EAL etc		

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Procedures:		
School uniform policy		
Permission to leave classroom		
Toilet		
Use of erasers, pens, sharpeners, calculators, tippex		
Marking work		
Completed work - storage		
Access to computers		
Break/lunch Time:		
Hospitality for staff		
Student arrangements / duties		
Biometric scanner - lunch		
Other Adults:		
TAs, student teachers, parent, external visitors		
Staff Meetings:		
Faculty, Year, KIT, CPD, INSET		
whole school meetings,		
line manager meetings,		
NQT will have subject mentor meetings		
Parents Evening		
PSHEE & Citizenship		
Classroom focus or issues		
Role of form tutor		
SMSC / Thought of the day		
Homework:		
Policy - expectations		
Planners		
Behaviour Management:		
Steps system		
Class rules		
Rewards and Sanctions		
Record Keeping Requirements:		
Absence/Sims registers		
Computerised – progress assessment, internal faculty/department records		
Assessment, Recording and Reporting		
Liaison with Home:		
Policy on contact with parents – letters, phone calls		
Resources that go home		
Confidentiality		
Parental visits		
Home-school contact agreement		
Prospectus/Staff Handbook:		
Induction Pack/Electronic		

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School Development Plan:		
Faculty/department development plan		
Individual workplans		
School Family Tree:		
Organisational structure – Support, Governors, Teaching staff		
Location of each person		
Communication System:		
KIT meetings/ briefings/Headteacher bulletin		
Newsletter/VLE/website		
Website		
Staff notice boards		
Emails		
Safeguarding:		
Data protection requirements		
Location of all records		
Whole school requirements		
Photographs/videos		
School Policies:		
Human resource policies in staff files (human resource documents)		
School policies in staff files under school policies		
Location and Timetabling of Resources:		
ICT and booking procedures/repairs		
Photocopiers		
LRC		
Technician support/repairs		
Personal Work Protocol:		
Line Manager		
Reporting sick or staff absence – forwarding work		
Use of photocopier/telephone/Internet		
Continuing Professional Development Programme		
Performance Management procedure		
Request for leave of absence		
Car parking - registration		
Dress code/ badges		
Communication with cover supervisors		
Dress code		
Times of work – requests for leave of absence		
Map of School:		

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