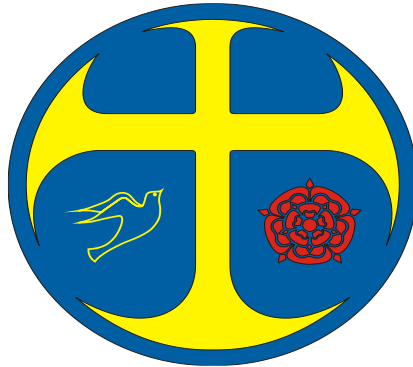


All Saints' Catholic High School



Luceat lux Vestra

Induction Policy

Policy Approval:

Signature of Headteacher

Date

Signature of Chair/Vice-Chair

Date

Updated: May 2019

To be reviewed: May 2022

Responsibility of: Mr Graham

Mission Statement

All Saints' is a school where the Catholic faith is taught, lived and celebrated.

We will educate the whole person spiritually, morally and intellectually.

We embrace Catholic values in all we do and in all our relationships.

We will identify and cater for the individual student's needs and prepare them for responsible participation in society.

Our aim is to follow Christ's teaching, as found in the Gospels, in everything we do.





ALL SAINTS' CATHOLIC HIGH SCHOOL

INDUCTION POLICY

SECTION A

PROCEDURE AFTER THE APPOINTMENT OR PROMOTION OF TEACHING STAFF

As soon as the decision is final, existing staff will be informed in briefing. When new staff take up their post, parents will also be informed.

SECTION B

INDUCTION OF NON-TEACHING STAFF

The line manager of the newly appointed member of staff will be responsible for ensuring that appropriate induction is carried out. Where aspects of the induction are delegated to a member of the team who has the appropriate experience, the line manager should monitor the induction to ensure that no important element is overlooked.

ITEMS TO BE COVERED IN THE INDUCTION OF ALL NON-TEACHING STAFF

1. An Information Pack about the school should be made available to the new member of staff including the school policies and Staff Information book and key items should be drawn to his/her attention, in particular:
 - The Mission Statement
 - The School Action Plan
 - The Department Action Plan
 - The list of personnel
2. The new member of staff should be made aware of all tasks which will be required of him/her.
3. Where necessary, on-site training should be given.
4. Where urgent off-site training is required before the scheduled staff development meetings, the Staff Development Co-ordinator should be informed.

SECTION C

SUPPORT PROVIDED FOR TEACHERS NEW TO THE SCHOOL

1. INFORMATION

Before they take up their post, all staff new to the school will be given the opportunity to visit the school to meet the Headteacher, their Curriculum Leader, their Progress Leader, the Staff Development Co-ordinator and any other relevant members of staff. They will also receive an up-to-date staff handbook and set of school policies, their timetable and all curricular documents, including statutory documents, relating to the National Curriculum relevant to the subject/s they will teach. The staff handbook will include a plan of the school and all information required by a new member of staff to settle into school procedures and routines as quickly and smoothly as possible.

2. INITIAL AND DAY-TO-DAY SUPPORT

The Curriculum Leader and Progress Leader will be the first and main point of reference. When these primary supports are not available (for example, where the newly appointed teacher is a Curriculum Leader, a Progress Leader or an Assistant Head) the Staff Development Co-ordinator will, having first consulted the member of staff concerned, name an appropriate person to carry out these duties. As far as possible, all newly appointed staff should have two clearly designated members of staff available for day-to-day support, one to advise on curriculum matters and one with pastoral expertise.

Induction Areas to be Covered by Curriculum Leader

- schemes of learning
- internal examinations
- external examination specifications
- resources location and arrangements for use
- departmental and whole-school marking policy
- National Curriculum, GCSE and other qualification requirements
- pupil monitoring system
- departmental reports

Areas to be Covered by Progress Leader

- role of form tutor
- use of the PARS system
- use of the Behaviour for Learning policy
- merits
- assembly
- registration time
- systems for dealing with pupil concerns
- pupil planners

The Deputy Head, the Assistant Headteacher and other members of staff with specific whole-school responsibilities will be available for day-to-day advice and support in their specific areas of responsibility. In addition, the Staff Development

Co-ordinator will be available for advice and support in any area not adequately covered by other members of staff, for whatever reason.

3. STRUCTURED SUPPORT BY KEY MEMBERS OF STAFF

The Curriculum Leader and Progress Leader, in addition to the regular support given, will meet the new member of staff formally on a regular basis during their first year in the school. In the case of the Curriculum Leader, who is the main support available for the new teacher, this should take place at least twice a term, more frequently during the first term. Where more than one member of staff is involved, these meetings will be held individually or as a group at the Curriculum and Progress Leader's discretion. The Staff Development Co-ordinator and the Headteacher will also meet new members of staff several times during their first year in the school, but these meetings will always be individual.

4. ADDITIONAL SUPPORT FOR CURRICULUM LEADER/PROGRESS LEADER/DEPUTY ETC. (whether internally or externally appointed)

A named mentor, will be allocated to the newly appointed member of staff by the Staff Development Co-ordinator. The mentor will be available for day-to-day advice and support, in addition to which they will meet the new member of staff formally several times during the first year after appointment. Advice from other members of staff will be sought by the mentor as necessary.

Areas to be covered by Mentors for Curriculum Leaders

- budget
- resources
- leadership and management meetings
- departmental meetings
- reports
- record keeping and tracking of data
- examination entries
- moderation
- support staff
- staff management
- time management
- stress management
- prioritising
- any other perceived area of need

SECTION D

INDUCTION OF NEWLY QUALIFIED TEACHERS

In addition to the support made available to all newly appointed members of staff, Newly Qualified Teachers (NQTs) and Recently Qualified Teachers (RQTs) will require extra support. The degree of support needed will vary from individual to individual, but the following procedures will need to be followed:

1. TEACHING LOAD

The NQT teaching role should be 90% of the average teaching load of more experienced staff during their first year of teaching.

2. MENTORS

The Curriculum Leader will have the major responsibility for guiding and supporting the new teacher through their first year of teaching. As extra support, a Mentor will meet on a regular basis to ensure that support is given in order to successfully complete the Induction year. In addition to the formalised structures, informal support should also be given by all members of staff, in response to immediate need.

3. TRAINING

All NQTs will be given the opportunity to attend induction and teaching, learning and assessment sessions. In addition, they will be encouraged to attend any subject specific induction courses which may be available and to undertake any training which has been identified as a need in their Career Entry Profile.

4. OBSERVATION OF EXPERIENCED MEMBERS OF STAFF

The NQT will also be given the opportunity to observe experienced members of staff. Adequate notice should be given and the Staff Development Co-ordinator informed. Cover will be available if necessary.

5. OBSERVATION BY EXPERIENCED MEMBERS OF STAFF

The NQT's training/classroom management will be observed by experienced members of staff including, in particular, the Curriculum Leader (who will be of particular importance in carrying out this task), the Progress Leader (who will pay particular attention to matters related to the duties of Form Tutor) and the Staff Development Co-ordinator

When a lesson is to be observed, adequate notice should be given and the Staff Development Co-ordinator should be informed. If necessary, cover will be arranged for the observing teacher. The lesson and seating plan of the lesson should be made available to the observer at the beginning of the lesson and more general records (lesson planning and pupil data) should be made available for monitoring. Lesson observations will be judged using the National Teaching Standards.

Whenever the NQT has been observed, the observer will meet the NQT as soon as possible after the observation. Both strengths and areas for improvement will be discussed. Areas for improvement will inform the NQT's next targets and will result in an increase in confidence and effectiveness. A written report will be prepared by the observer using the school's agreed lesson observation pro-forma, copies of which are available in the staff room, outlining the areas of strength, the areas and strategies for improvement. When the report has been discussed with the NQT, copies will be made available to both teachers and, in addition, to the Headteacher and the Staff Development Co-ordinator.

6. THE CURRICULUM LEADER'S ROLE

Although the NQT will follow the whole school induction programme and the Staff Development Co-ordinator will oversee the process, the Curriculum Leader has the primary responsibility for the induction of the NQT. In order to do this he/she should:

- * ensure that all aspects of induction outlined in the general induction implementation document are carried out with particular care
- * ensure that the NQT receives ample support in the role of a subject teacher including preparation of lessons, assessment of pupils and keeping of records, both lesson plans and pupil records
- * monitor both the quality and the thoroughness of records kept by the NQT
- * undertake formal observations of the teaching of the NQT as outlined above
- * ensure that the NQT is able to observe the teaching of experienced members of staff, including all members of the department, as outlined above
- * meet formally and frequently with the NQT to discuss needs and progress. Discussion should be informed by the National Teaching Standards Document.
- * inform the Headteacher and Staff Development Co-ordinator immediately if they feel the NQT is facing significant difficulties, in particular if they are failing to meet the National Teaching Standards.

7. THE STAFF DEVELOPMENT CO-ORDINATOR'S ROLE

The Staff Development Co-ordinator will:

- * co-ordinate and monitor the process of NQT induction
- * develop and monitor appropriate schedules and pro-forma for each aspect of the process
- * undertake formal observation of all NQTs as outlined above
- * meet individually with all NQTs to monitor their progress and the support given
- * if appropriate, ensure that the NQT is able to visit neighbouring schools which have particular expertise in their subject area
- * following the NQT Induction Schedule, draw up action plans with the NQT and identify areas for professional development in line with the needs outlined on the NQT's Career Entry Profile and linked in to the priorities identified on the Departmental Action Plan

- * termly, using the National Teaching Standards as a guideline, write a progress report summarising the strengths and weaknesses of the NQT. Copies should be made available to the NQT, the Curriculum Leader and the Headteacher.
- * The required LA documentation ensuring that the NQT is making appropriate progress will be forwarded to the LA at the end of each term.

8. THE HEADTEACHER'S ROLE

The Headteacher will:

- * discuss with the NQT any difficulties they may be experiencing
- * discuss any additional training which may be needed
- * if necessary, inform the NQT in writing if they are at risk of failing to meet the induction standard
- * at the end of the year, a judgement will be made on whether the NQT has passed the Induction year or not.

SECTION E

THE FORMAL INDUCTION PROGRAMME

In the course of the first term after appointment, a series of meetings will be held, during which members of staff with specific areas of responsibility within the school will explain the systems in place within the school related to their area of responsibility. All new members of staff and students placed in the school at the time will attend these meetings. Extra "experts" such as an Educational Welfare Officer, will be invited to these meetings at the discretion of the person holding the meeting. The allocation of topics and the number of meetings will need to be regarded as fluid because of constantly changing situations. The following outline has been drawn up to cover present circumstances.

HEADTEACHER

- * Mission Statement and ethos
- * Introduction of Staff Brochure and School Routines Booklet
- * Job descriptions
- * Staffing structure and lines of communication
- * Role and purpose of Governors
- * Development Plans and Targets
- * Approaches to teaching and learning
- * Pupil intake and admissions
- * The school in the community (parents/parish/business)
- * Salary
- * CES Contract
- * Professional Duties (Teachers' Pay and Conditions Act)
- * Legal liabilities regarding:
 - o Health & Safety, including Accident Book
 - o Care of pupils
 - o Anti-discrimination
 - o Equal opportunities
 - o Child Protection (including Children Act)
 - o Detention, physical restraints and chastisement
- * Appraisal

DEPUTY HEADTEACHER

- * Timetable and curriculum structure at Key Stage 3 & 4, including Options
- * Record Books
- * Parents' Evenings
- * Liaison with College
- * Reports
- * Extra curricular activities
- * Homework Policy
- * The School Library
- * ICT in the school
- * Assessment Policy, including marking
- * Internal examinations
- * Public examinations
- * Diary, absence and cover including procedures for sick pay
- * Systems for monitoring pupil progress
- * Inset
- * Appraisal
- * Health and Safety Policy.

ASSISTANT HEADTEACHER

- * Safeguarding Policy
- * Pastoral structures
- * Discipline policy
- * Rewards/Sanctions

- * Role of Form Tutors
- * Liaison with Primaries
- * PSHE, Citizenship, Careers
- * Buses
- * Use of PARS
- * Outside Agencies
- * Attendance

SEND Co-Ordinator

- * Special Needs provision
- * Access of SEN pupils to National Curriculum
- * SEN Code of Practice