

## Staff Induction policy

---

### **‘Seek Ye First the Kingdom of God...’**

**Matthew 6: 33**

#### **Introduction**

At St Patrick's Catholic College our aim is to provide a high quality education based upon the teachings of Christ; where all students are valued members of our community and able to develop their talents to the full.

True Catholic education is concerned with academic success and is also about helping all young people to grow and appreciate their own worth and value. It is our responsibility to help students realise their dignity and discover their own purpose.

We acknowledge that every person, is a unique individual and therefore, we strive to respect each individual irrespective of circumstance, gender, race or creed. We will encourage everyone to develop their unique personality and educate the whole person within a loving and caring Christian environment. To this end we will promote a happy and caring environment within which each individual can develop their potential to the full.

At St. Patrick's, we recognise that our staff are our most valuable resource in providing the very best outcomes for all students. Achievement of our school vision depends on recruiting and developing high quality staff. Integral to this objective is the need to provide a framework for the effective induction of newly appointed staff, and those who are promoted, transferred or have been off work for a long period e.g. on career breaks.

We also believe that effective induction is one of the best ways to welcome and integrate new members of staff into the Academy, thereby ensuring that they settle in and are able to work effectively and efficiently as quickly as possible. Induction to the college takes place at a number of levels and involves contributions from a range of people/agencies.

## **Aims**

The aim of the Induction Policy at St Patrick's Catholic College is to ensure that all new starters:

- contribute effectively to raising achievement;
- understand how the school operates and the expectations placed on all staff;
- understand the School Improvement Plan and how their role fits in with their respective team, and the school as a whole;
- understand their objectives for the appraisal cycle;
- understand the school's commitment to safeguarding and the related policies and procedures;
- understand the Health and Safety obligations of staff members and their employer;
- achieve and continue to develop the levels of knowledge and standards of professional competence necessary to maintain and improve standards in schools;
- receive the necessary support and guidance;
- are provided with time for discussion and reflection with colleagues;
- participate in relevant INSET activities to allow continued Professional Development.

## **Roles & Responsibilities**

Our existing staff and post-holders have a key role to play in induction and are accountable for specific aspects of induction.

### **The Headteacher (or nominated representative)**

It is the Headteacher's responsibility to ensure that an effective induction takes place for a new member of staff or staff new to a role, however, the AHT (T&L) will be accountable for the member of staff concerned, from the pre-employment stage through to greeting on the first day and ensuring all areas on the Induction Checklist are covered and understood.

The AHT (T&L) has responsibility for:

- overseeing the induction and support provided through Departments/Year Teams/Line Management/other staff or agencies;
- managing and organising the whole school systems of support, in consultation with the School Business Manager;
- providing guidance on professional matters and professional behaviour;
- sharing safeguarding strategies and expectations;
- giving an overview of "who is who" at the school;
- providing detailed information about the school including all relevant documentation and answering any questions that arise from the School Handbook;
- ensuring all relevant colleagues are giving appropriate support and guidance with respect to ensure a successful induction;

- encouraging reflection and development in new teachers;
- organising lesson observations early in the term for new teachers.

### **School Business Manager**

The School Business Manager (SBM) is conversant with the Induction Policy and Procedures and will be able to provide advice and guidance where necessary. They will:

- ensure the steps on the Induction Checklist are followed and monitored in liaison with the AHT (T&L);
- issue a Staff Handbook on the first day of employment, or induction day, if prior to the start of employment;
- will ensure the relevant overview or checklist of specific points is issued to the mentor/Line Manager.

### **The Head of Department (HOD)**

There should be regular timetabled meetings with the teacher new to the school for support and updating information relating to the subject area and school policy. The HOD is the key induction lead for staff in their department and should ensure that new members of staff joining their department understand the school's expectations with regards to the quality of learning, teaching and assessment. Some aspects of the induction could be delegated to a named TLR holder but remains the responsibility of the HOD for ensuring it is implemented.

The Head of Department has responsibility:

- to introduce the teacher entering the school to other colleagues in the Department;
- to provide Department/Department Handbook and/or relevant documentation including syllabi and schemes of work;
- to share expectations regarding the assessment of students' work and home learning, record keeping, profiles and examination preparation;
- to explain strategies used to monitor progress;
- to guide and advise about the organisation and planning of lessons/schemes of learning, if appropriate;
- to explain the use of "Show my Homework";
- to share systems used to track data and student progress (SIMS, SISRA);
- to observe lessons taught in KS3 and KS4;
- to be the first support network with respect to Behaviour for Learning;
- to encourage involvement in Department policy and decision making;
- to provide focused support and guidance regarding school wide systems for ensuring outstanding achievement for all students with a particular focus on students that are vulnerable to underachievement e.g. SEND, Pupil Premium, EAL, LAC, SC etc;
- to provide an opportunity for a teacher entering the school to discuss concerns;

## **The Head of Year (HOY)/ Chaplain**

All teaching staff have a pastoral role within the school and it is the responsibility of the HOY to whom they are attached to ensure this is effective. The HOY has responsibility:

- to induct teachers entering the school into the pastoral team;
- to provide opportunities for observation and support within PSHE lessons, if appropriate;
- to provide guidance with respect to registration procedures and expectations of students in their Collective Worship time;
- to familiarise teachers with relevant aspects of school policy relating to attendance, punctuality, detentions, lunchtimes and school uniform;
- to encourage participation in Year Team discussion and decision making.

## **New member of staff/staff new to role**

The new member of staff, or staff member new to a role, must ensure that they fully participate in the induction process and work with the Headteacher or AHT (T&L) to complete all the requirements listed on the Induction Checklist.

## **Programme of Induction Activities**

For support staff joining the school, the first day will be devoted to Induction.

Teachers joining the school at the beginning of an academic year will, wherever possible, spend a day visiting the Department or pastoral teams in advance of their taking up post. This familiarisation day will include meetings with the AHT (T&L), the SBM, the Head of Department/Year, an 'Induction Partner' and members of the Leadership Team. There will also be a Staff INSET day at the beginning of September. The Induction programme on these days will include familiarisation with routines, procedures and policies in existence and introduction to new policies.

Teachers arriving mid-term will not have the benefit of the Induction in September and it is therefore essential that the meetings with key staff mentioned form a focus of the Induction once in post. Teachers arriving mid-term will, whenever possible, be taken off timetable for the first day in order to complete a thorough and robust induction day prior to taking up teaching responsibilities.

During the first and second half-terms in post, there will be line management meetings with the appropriate HOY or HOD. There is an induction programme for NQTs and other new teachers are invited to relevant sessions in order to obtain more detailed information e.g. behaviour expectations. It is expected that there will be more informal support sessions during this time if the incoming teacher seeks assistance or support.

The Induction Checklist makes reference to when meetings should be held by referring to the whole school calendar.

Incoming staff will be involved in all school based INSET activities and are actively encouraged to get involved with as many extra-curricular activities (enrichment and intervention clubs and assemblies) as they can, to expand the whole school experience.

### **Induction for Incoming Middle Leaders** (for newly appointed staff and internally promoted staff)

In addition to the induction outlined above, middle leaders new to the school will be paired with another middle leader sharing similar responsibilities. Specific detailed task lists will be provided for new middle leaders in the form of the Middle Leader Handbook and these should be considered and discussed at Line Management Meetings with the appropriate Line Manager to ensure clarity of procedures and support generally. Information will be shared with them that outlines an overview of annual key tasks. A Middle Leaders handbook is provided and INSET training is provided for Middle Leaders and those seeking middle leadership roles through CPD sessions.

Meetings will be arranged with appropriate personnel to ensure thorough understanding of relevant procedures and policies. This programme will be co-ordinated by the Leadership Team member responsible for Induction.

### **Induction for new Leadership Team Members** (for newly appointed staff and internally promoted staff)

In addition to the relevant induction outline above, Leadership Team members will be paired with another Leadership Team member. The Headteacher will meet with the new Leadership Team member at the start of their appointment to provide the necessary induction. Clarification of roles, duties and procedures will be given at that meeting as well as an overview of annual key tasks and accountabilities.

### **Induction for NQTS and Student Teachers**

The aims of the Induction support programme for NQTs (Newly Qualified Teachers), and Student Teachers are:

- to ensure all new teachers entering the school achieve and continue to develop the levels of knowledge and standards of professional competence necessary to maintain and improve standards in schools;
- to plan and manage the necessary training and support, in partnership with the Teaching Schools that we work with;
- to ensure the NQTs and Student Teachers are competent with respect to subject knowledge and application, classroom management, assessment and recording of students' progress as well as demonstrating skills to develop further their professional role with respect to the school community, effective working relationships, awareness of student needs, promotion of moral and spiritual well-being of students and the ability to evaluate learning and teaching;

- to provide effective support and appropriate guidance to new entrants to teaching;
- to provide time for discussion and reflection with colleagues;
- to encourage participation in relevant Professional Learning and Development;
- to promote Equality for All.

## **Roles and Responsibilities**

### **NQT Mentor**

The current mentor for NQTs is Mrs Maia Winn, Head of MFL. She has responsibility for:

- managing and organising the whole school systems of teaching and support for NQTs, through the relevant middle leaders;
- liaising between NQTs and the LA;
- providing guidance on professional and personal matters;
- ensuring the teaching timetable is appropriate;
- organising opportunities for lesson observation of experienced teachers, in liaison with relevant middle leaders;
- ensuring all relevant colleagues are giving appropriate support and guidance with respect to academic and pastoral curriculum matters;
- encouraging reflection and development in new teachers;
- observing lessons to provide constructive comments for effective development;
- providing written evidence of progress, identifying strengths and needs and providing formal assessment of competence where relevant;
- holding regular meetings with NQTs to identify appropriate support and pastoral help;
- completing administration and documentation required such as end of term reports.

This role is quality assured by the Assistant Head Teacher for T and L.

## **The Head of Department**

The role implies close liaison with the NQT Mentor, regular timetabled meetings with the NQT and updating information relating to subject area and school policy. The Head of Department has responsibility:

- to introduce NQT to other colleagues in Department/Department;
- to provide Department Handbook and/or relevant documentation including syllabi and schemes of learning;
- to assist with assessment of students' work and homework, record keeping, profiles and examination preparation;
- to provide opportunities for lesson observation within Department and in other Departments, in liaison with NQT Mentor;
- to assist with organisation and planning of lessons/schemes of learning;
- to monitor the NQTs use of time;
- to be the first support network with respect to discipline issues;
- to make regular observations of NQT with positive feedback/discussion;
- to encourage involvement in Department policy and decision making;
- to provide guidance regarding school wide systems for ensuring effective differentiation and quality first teaching to students that are vulnerable to underachievement including those that are SEND and Pupil Premium;
- to provide an opportunity for NQTs to discuss concerns;
- to provide NQT Mentor with relevant information regarding progress and development of skills;
- to meet with the NQT mentor once a term to discuss progress made towards the Induction Standards and the termly assessment;
- to refer to the Department for Education handbook on 'Induction for newly qualified teachers (England)';
- to keep up to date with changes and developments relevant to Induction.

## **The Head of Year / Chaplain**

All NQTs have a pastoral role within the school and it is the responsibility of the HOY to whom they are attached to ensure this is effective. They have responsibility:

- to induct attached NQTs into the pastoral team;
- to provide opportunities for observation and support within PSHE lessons;
- to provide guidance with respect to registration procedures and expectations of students' attendance and Collective Worship time;
- to familiarise NQTs with relevant aspects of school policy relating to detentions, lunchtimes and school uniform;
- to encourage participation in Year Team discussion and decision making;

- to provide the Induction Mentor with relevant information regarding progress and development of skills.

### **Programme of Induction Activities**

NQTs will be given an allocation of time for INSET. This will include meetings with the Mentor and Head of Department, observation of lessons in the school and in other schools (if requested), funded relevant courses, meetings organised by the school/ LA.

Student Teachers will be given the opportunity to be involved in all school based INSET activities. There will be regular meetings with the Mentor and Head of Department and opportunities for lesson observation throughout the school. Student Teachers are encouraged to get involved with as many extra-curricular activities (clubs and assemblies) as they can, to expand their whole school experience. Attendance at parents' evenings and other directed time events is also encouraged.

There will be a programme of lesson observations carried out by appropriate Line Managers.

### **Monitoring**

It is important that all new staff have a thorough and effective induction and that the process is monitored to ensure that staff are able to deliver their roles to the best of their ability.

The induction process for a new employee may have input from a variety of staff. However, it is the responsibility of the School Business Manager to ensure that the appropriate induction checklists are fully completed, signed off by the Headteacher and filed on the employee's HR file.

### **Review**

This policy will be reviewed annually in the summer term by the SLT. STUDEN

Reviewed & amended: **June 2017**  
To be 'Approved by Governors': **July 2017**  
Review Date: **June 2018** (or sooner if necessary)

Chair of Governors:

Headteacher:

DRAFT