



Saint Joseph's
CATHOLIC SCHOOL

Induction Policy

(Version 1.2 January 2019)

Success Criteria:

All new staff to the school will settle quickly into the new procedures and understand the structures in place

Context/Aim:

The School recognises its obligation to provide Newly Qualified Teachers (NQTs) with a statutory induction period.

The School also recognises the importance of providing for the induction of teachers and all other staff new to St Joseph's School.

The induction programmes will enable new staff to be made aware of the ethos of St Joseph's School as a Catholic School. The programmes will also inform new staff of the expectations of governors, management and parents.

Monitoring Procedures:

<u>By Whom:</u> Governors' Staffing Committee	<u>When:</u> Biennially	<u>How:</u> Reports to the Governors' Staffing Committee termly
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Evaluation:

<u>By Whom:</u> Head teacher and the Governors' Staffing Committee	<u>When:</u> Biennially	<u>How:</u> SLT and the Governors' Staffing Committee to review Policy
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Version	Approved	Review Date	Additional Notes
V1.2	January 2019	January 2021	
V1.1	January 2017	January 2019	Support Staff procedures added
V1.0	December 2015	December 2016	New Policy

Key Personnel

Head teacher:	The Head teacher has the final sign off for NQTs.
Induction Co-ordinator:	The assistant Head teacher has responsibility for ensuring a suitable induction and/or mentoring programme is in place for all new teaching staff.
Bursar:	The Bursar has responsibility for ensuring a suitable induction and/or mentoring programme is in place for all new non-teaching staff.
Line Managers:	Line Managers are responsible for ensuring a new starter is welcomed into departments and is given appropriate support.
Subject Mentors:	Departments will provide a subject mentor for each NQT.

Vision Statement:

St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.

At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth and justice. We want each pupil to be healthy in mind, body and spirit.

Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.

We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations of themselves to understand the value of service to others and our responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to

equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's.

We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic well-being while being mindful of the needs of others who are less fortunate.

We are committed to aspiring for excellence in all that we do for the sake of the Gospel.

Head teacher

National Policies and guidance/courses referred to and incorporated into SJCS Policy:

NQT Induction folders provided by Wiltshire

DfE guidelines on NQT provision

Teaching Standards (2012)

TCEP document (Wiltshire LA)

Document/Course Title:

Document/Course Date:

Annual NQT Induction Mentor Meeting

July 2015

Other SJCS Policies that relate to this Policy:

Staff Development Policy

Safeguarding Policy

Child Protection Policy

Support staff probationary procedure

The School will implement this policy by carrying out the following programmes:

- a. The induction of newly qualified staff (NQTs).
- b. The induction of new members of the Teaching Staff.
- c. The induction of new members of the Support Staff.

In accordance with statutory guidelines, all staff, including temporary staff and volunteers, are to be provided with induction training that includes: the School's Child Protection and Safeguarding Policy, the staff Code of Conduct, the identity of the Designated Safeguarding Lead.

NQT Induction

Roles and Responsibilities

Head teacher

- The Head teacher is responsible for the final sign off assessment records each term.
- This is to be done digitally via NQT manager

Induction Co-ordinator

The Induction Co-ordinator who is responsible for co-ordinating the NQT programme will:

- ensure that a Whole School Policy for NQT induction is in place and available to trainees
- hold a meeting with NQTs to discuss the NQT's Teaching Career Entry Profile (TCEP) bridging the gap from ITT to NQT.
- ensure that appropriate school staff attend review meetings and training sessions
- allocate NQTs to work with suitable Subject Mentors
- manage and monitor the work of subject mentors to ensure that NQTs receive a high standard of training and support.
- liaise with subject mentors to ensure NQTs are well informed, supported and carefully inducted into school life
- ensure that NQTs are allocated the appropriate teaching time according to DFE guidelines
- understand and explain the expectations and requirements for completion of NQTs to appropriate school staff and NQTs
- monitor NQT progress through observation, tutorials and refer any concerns to **appropriate professional** at Wiltshire
- advise and support mentors and other school staff in developing coaching and mentoring skills, knowledge of teaching standards
- understand the procedures for informing **appropriate professional** at Wiltshire if a trainee is failing to meet the standards for QTS
- observe NQT's teaching progress, in liaison with Subject Mentors (as a minimum one joint observation at the beginning of the NQT year and a final one at the end of the NQT year.
- ensure that NQTs are given opportunities to observe a range of teaching across the school
- organise a professional programme which develop the NQT's knowledge and understanding of teaching and related professional issues
- register all NQTs on NQT Manager to aid efficiency of administration and logging of progress
- review and sign off NQT assessment reports each term using NQT Manager

Subject Mentor

- the subject Mentor has responsibility for arranging and managing the NQT's day to day work.
- it is the responsibility of all subject Mentors to:-
 - introduce the NQT to the department
 - support as appropriate the completion of the NQT's subject knowledge, action plan and its ongoing cycle of review through fortnightly meetings

- provide a regular weekly/fortnightly meeting opportunity with NQT to monitor progress
- ensure that a record is kept of the meeting and forwarded to the Induction Mentor
- support NQT in setting appropriate yet challenging targets against the QTS standards
- support NQT with lesson planning and evaluation
- ensure completion of lesson observations followed by evaluative feedback (as a guideline 1 observation each half term)
- liaise regularly with Induction Tutor and complete a joint observation of the NQT's lessons (as a minimum, one observation at the start of the NQT year and one at the end of the academic year).
- work with the NQT to ensure that trainees complete the termly assessment records on NQT manager
- assist the NQT with the collation of their evidence portfolio and if required sign off evidence that meets the teaching standards, where applicable
- attend Mentor training provided

Assessment Procedure

- each NQT will meet with their Subject Mentor on a weekly/fortnightly basis.
- the Subject Mentor will observe the NQT teaching during each half term. The Induction Mentor will carry out joint observations at the beginning and end of the induction cycle.
- towards the end of each full term, a review meeting will be held. The evidence gathered from observations, the NQT's teaching practise, training and also records from the regular weekly/fortnightly meetings will be used as the basis for a summative assessment of the NQT and will be recorded on NQT Manager.
- at the end of the final induction term, the assessments made by the Induction Tutor and other staff will provide the basis for the Head's recommendation of satisfactory completion of the Induction Period.
- this will all be recorded electronically on NQT manager.

Entitlement for NQTs:

- in practice entitlement to this policy will ensure that the approach for all NQTs in the school will be consistent in its professional support and assessment.
- a weekly programme of induction to the school will be provided with access to key personnel, documentation and resources
- dedicated mentor with regular informal and formal observations of the NQT's teaching with follow up discussions
- a programme of professional development opportunities, tutorials and seminars as appropriate, to needs and focus of training

Staff Development Opportunities

- the training of Subject Mentors and Induction Mentor will be undertaken by Wiltshire
- Subject Mentors will also be trained in house using material developed locally and nationally
- the Induction Mentor and Subject Mentors will have a timetable that reflects the need for time to help develop the NQT.

- the concepts of the 'Reflective Practitioner' and quality teaching and learning will be the main development emphasis for both teaching staff and NQTs
- involvement with the programme will be considered during the Performance Management consultations with relevant staff

Quality Assurance

- quality assurance will be achieved by a coordinated cross liaison dialogue between the school and **appropriate professional** at Wiltshire. The criteria for judgement will be the Teacher Standards.
- NQT manager will be used to log assessments.
- **Appropriate professional** will be contacted to discuss any NQTs with whom the school feel may not meet the teaching standards.
- in addition, there will be monitoring, evaluation, moderation and assessment of the subject mentors involved undertaken by the Induction Mentor.
- the Mentors are selected using the following criteria:
 - at least 5 years' teaching experience;
 - be an excellent classroom practitioner;
 - be observed teaching by the Induction Mentor
- the Induction Mentor is assessed at annually by the Head Teacher

Monitoring of the programme

- The Induction Mentor will manage:
 - Mentor selection, training, guidance and support
 - Development of the weekly induction professional programme
 - The registration of NQTs on NQT Manager
 - Distribution and updating of all ITT documentation

Evaluation

- The quality of the NQT Induction programme, mentor support, provision of training and impact on the school will be evaluated through:
 - NQT evaluation on completion of the NQT year
 - Feedback from Wiltshire
 - Ofsted inspections

Further details concerning NQT induction can be found in the Wiltshire NQT handbook.

The induction of new members of Teaching Staff

GENERAL

The induction period should provide a level of professional support which will introduce the newly appointed member of staff to the practices and procedures of the department and the School. Lesson observations and regular meetings with the Head of Department provide evidence to be used in the appraisal process.

The induction of temporary and short term staff employed to work in a classroom environment at St Joseph's (e.g. Cover Supervisors and Supply Teachers) will be based on the principles outlined in this section, but at an appropriate level that is needs driven (according to the length of time that they will be working at St Joseph's).

The Induction Programme

In terms of support during the induction period, the programme will address issues in the following areas:

- Getting to know the Department – schemes of work, methods of assessment, resources etc.
- Teaching skills – planning, classroom management, recording and reporting etc
- Pastoral issues – the role of the tutor and heads of school, PSPs, child protection etc
- Professional issues – career development, training, health and safety etc

Some of the above issues are also dealt with in the Staff Handbook, which the newly appointed teacher will receive during an initial visit.

The Initial Visit

The aims of the visit are to:

- meet the departmental staff.
- meet other staff in the School and develop an understanding of their roles.
- become familiar with the geography of the School.
- meet with the Induction Mentor to discuss the induction programme and assessment procedure.
- receive the Staff Handbook.

Support During The Induction Programme

Professional support will come from the Induction Mentor and the relevant Head of Department, both of whom will meet with the newly appointed teacher on a regular basis.

In liaison with Heads of Department, the Induction Mentor will be responsible for the induction of new staff in both a formal and informal manner, including:

- organising the initial visit.
- liaising with the HoD in departmental induction.
- providing opportunities for external INSET.
- providing informal help and advice.
- implementing the weekly formal induction programme.

The Head of Department will be responsible for the induction of new staff into the relevant department and, in liaison with the Induction Mentor, will undertake the following:

- introduction of departmental schemes of work and procedures.
- school and departmental disciplinary arrangements.
- resources available.
- timetable.
- lesson observations, copies of which should be made available to the Induction Mentor.
- school and departmental assessment arrangements.
- appraisal procedures

It is also hoped that other departmental members will act as informal mentors (buddies) and that all staff will be as welcoming as possible.

The induction of new members of Support Staff

All support staff are employed subject to a probationary period of 26 weeks. Please see separate policy for further details of this process.

The school bursar has responsibility for organising support staff induction and adherence to the probationary procedure.

The Induction Programme

In terms of support during the induction period, the programme will address issues in the following areas:

- getting to know their Line Manager and other colleagues
- working conditions, contractual responsibilities, and health and safety matters
- professional development procedures, including application for courses
- pastoral matters, including the welfare of pupils and Child Protection criteria
- understanding the School's Catholic ethos
- Understanding of the probationary procedure

The Initial Visit

The aims of the visit are to:

- meet the Line Manager less formally than during the interview.
- meet other members of staff and develop an understanding of their roles.
- become familiar with the geography of the School.
- receive the Staff Handbook.

Support During The Induction Programme

Professional Support will come from the Line Manager meeting the newly appointed member of the support staff on a regular basis in accordance with the probationary procedure.

The Line Manager will be responsible for the induction of a new member of the support staff in both a formal and an informal manner including:

- introduction to working procedures, schedules of work and lines of communication.
- use, availability and security of resources.
- disciplinary arrangements for pupils.

The school bursar will be responsible for:

- providing information and opportunities for Inset during the School's Staff Development Programme and at other times and places.
- providing other information and advice.

It is also expected that other members of staff will act as informal mentors (buddies) and be as welcoming as possible.

Consultation and Review

The policy will be reviewed every two years. In school, staff will be engaged in discussion about the policy and its values. The views of parents, staff and governors regarding the content or operation of this policy should be submitted to the Head teacher.