



Induction Policy

(includes NQT Policy and Initial Teacher Education Policy)

Review date:	June 2017
Next review date:	June 2018
Staff resp. for review:	CRS/SRC (ITT Policy)

NEW STAFF INDUCTION

GENERAL AIM

This policy brings together our NQT Policy and our Initial Teacher Education Policy alongside protocols for any new member of staff regardless of their career stage.

All new members of staff – including teachers, admin and support staff – should have access to a thorough induction process that fully introduces the member of staff to Norbury Manor and our systems. For ongoing support, new staff should refer to their line managers in the first instance, and to the assistant headteacher responsible for staff development if needed.

INDUCTION BOOKLET

All new staff will receive a copy of the new staff induction booklet that outlines the basics of working at Norbury Manor. The assistant headteacher responsible for staff development updates this yearly and emails it to new staff. All new staff will have received this by the end of their first working week at Norbury Manor.

INDUCTION PROGRAMME

Along with weekly staff briefings, frequent curriculum area meetings and Continuing Professional Development (CPD) sessions, new staff will benefit from an induction programme of meetings on Wednesdays from 15.30-16.00 until October half term. All new teachers are expected to attend this, and it is also open to new admin and support staff. The scheduled programme is attached to the induction booklet.

The programme will include information about the Senior Leadership Team (SLT), SIMS, the college's behaviour policy, year leaders, college ethos, sixth form, data, teaching and learning, trips, CPD, SEN, EAL and mentoring.

MID-YEAR STARTERS

It is important mid-year starters are properly inducted despite potentially missing out on the induction programme of meetings outlined above. They will receive the induction booklet and initially meet with the assistant headteacher for staff development to identify induction needs.

NEWLY QUALIFIED TEACHERS AND INDUCTION

GENERAL AIM

The first year of teaching presents complex problems for the new entrant to the profession. The aims of the college induction policy are to provide help and support for the newly qualified teacher in coping with these problems; to assist in the development of professional competence and in the establishment of good relations with staff and students; and to provide a sound basis for subsequent professional development.

The induction programme should build upon the strengths and abilities of new teachers. It is not meant to focus upon any identified deficiencies but has, as one of its major objectives, the creation of professional competency rather than dependency.

It should also take into account the skills, knowledge and experience which new teachers bring to their first post; ensure that they become confident and competent in their jobs; and provide a period of professional growth and development so that their early experience in college provides a secure foundation for their future professional development. The action-planning process in the career entry profile is central to this process.

NORBURY MANOR BUSINESS AND ENTERPRISE COLLEGE PROGRAMME FOR NQTs

It is expected that NQTs will follow the induction programme for all new teachers. This will be supplemented by additional meetings with their induction tutors and the assistant headteacher in charge of induction. Lessons will be observed at least once per half term. Other appropriate activities will also be provided based upon the action planning process in CEDP.

ARRANGEMENTS REGARDING THE NQT INDUCTION PERIOD

Following legislation NQTs need to complete a formal induction period of three terms.

NQTs continue to progress against the standards achieved in their training year; they are to build their strengths as outlined in their 'Career Entry Development Profile' and address their areas for development. At the end of each of the three terms they are to be assessed against the 'Standards' again before completing their induction period.

In secondary schools the Induction Tutor would normally be an experienced member of the faculty/department, although they would work closely with the assistant headteacher responsible for induction. NQTs are to have no more than 90% of the average contact time to allow time for induction training.

The Headteacher is responsible for ensuring that the NQT has an appropriate induction programme and is ultimately responsible for recommending to the LEA as to whether or not the NQT has met the induction standards or not.

There are 2 elements:

1. An individual programme of monitoring and support
2. An assessment of the NQT's performance

AN INDIVIDUAL PROGRAMME OF MONITORING AND SUPPORT

- ◆ Using the CEDP which has already been filled in by the training institution, the Induction Tutor sets objectives on the plan format with the NQT; there are to be professional review meetings half termly when progress is to be reviewed and new or revised objectives set, alongside more frequent informal meetings with the Induction Tutor
- ◆ There are to be formal observations and follow ups at least every half term and the first should be within four weeks of the start; these can be done by the Induction Tutor or another member of staff
- ◆ The NQT is to have the opportunity to observe experienced teachers
- ◆ Other appropriate training should be identified in conjunction with the Induction Tutor
- ◆ Internal training and experience should be provided such as participating in working groups

ASSESSMENT AGAINST THE INDUCTION STANDARDS

A form is to be sent to the authorised body at the end of each term.

RESPONSIBILITIES

The **Headteacher** is responsible for the general oversight of the Induction Programme and for assessment reports to the authorised body.

The **Assistant Headteacher (Induction)** is responsible for organising and planning the induction programme. She will liaise closely with the Induction Tutors. The NQTs will be given an additional NQT induction pack.

The **Induction Tutor** will ensure an appropriate individual programme of monitoring and support is undertaken. Two lesson observations are to be undertaken each term. Termly reports are to be submitted.

The **Head of Year** to which the NQT is attached will provide guidance on pastoral and related matters.

The **NQT** is expected to participate in college activities, to keep records, to familiarise her/himself with the staff policies and, in general, to make the most of the opportunities offered by the induction scheme.

All staff will help the NQT to become an established member of our college community as soon as possible.

An Equality Impact assessment has been carried out with regard to this policy. There was found to be no significant impact on any group with protected characteristics i.e. this policy does not discriminate against anyone on the basis of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation.

Updated Sept 2017.

INITIAL TEACHER EDUCATION POLICY

As a Training School since Sept 2003 we are committed to providing high quality training for all teachers. We work with student teachers (STs) in Initial Teacher Training (ITT) programmes such as the PGCE, as well as those on School Direct programmes (SDs), to ensure future teachers are given the best opportunities possible. We are equally committed to addressing the training needs of all staff in the college throughout their career.

Aims

1. To provide quality training which will give all student teachers the experiences required to meet the Qualified Teacher Status Standards as set out by the Sec. Of State for Education.
2. To create links with Higher Education Institutions (HEIs), the Local Authority (LA), our partner schools and other bodies to ensure requirements are met and a profitable relationship is established.
3. To create opportunities for all staff to develop through updating their knowledge and skills, through reflecting on their own teaching practice and through making a valuable contribution to the development of others.

Benefits

The benefits of working in ITT are numerous:

- All teachers are encouraged to reflect upon their own practice
- Teachers are able to share their expertise and offer support to others
- Teachers are able to update their subject knowledge and skills through links with HEIs
- Teachers are supported through tutor support, team teaching and resources
- Students benefit from an increased number of adults helping in the classroom and around the college
- The college is able to recruit quality staff who are already partially inducted into the college

Entitlement

STs and SD are entitled to:

- Access to teaching opportunities in line with the expectations of the HEIs /provider
- Support and guidance regarding teaching skills and feedback from trained Student Observers
- An induction programme encompassing the whole college as well as the work of the department
- A professional studies programme delivered by specialists within the college
- Opportunities to be involved in the whole life of the college, e.g. extracurricular events
- Opportunities provided by our partner schools, Haberdashers' Aske's and Langley Park Boys

- Thorough monitoring and evaluation culminating in the completion of the required reports/profiles

Roles and responsibilities

All staff throughout the college are involved in our work as a Training School. The following staff have specific responsibilities:

Headteacher – overall responsibility

Associate Assistant Headteacher – Professional Coordinating Mentor (PCM)

Administrator –PGCE & SD

Subject mentors –department-based

Staff development

Some training is arranged by the providers. New mentors attend induction sessions at the HEI. Established mentors attend sessions where they are updated on any changes. Training is also provided in college and in partnership with other schools. Experienced mentors and the Coordinator are able to offer support and guidance to new mentors. There is internal moderation of lesson observations and reports.

Mentoring is seen as a valuable form of professional development and is recorded in teachers' professional development portfolios. All teachers are likely to be involved with ITE and should note this.

Resources

There is a central budget which funds the whole college professional development programme and whole college photocopying and resources. STs are able to use the computer network and are provided with a print allocation. The Staffroom is available for them to use and computers are also accessible here.

Quality assurance

The college Coordinator receives informal feedback throughout the year with formal feedback at the end of each placement. SLT and governors receive regular reports regarding training school developments throughout the year.

STs are asked to complete an end-of-placement evaluation (they also do this at their HEI). The results of these are fed back to mentors and SLT. At the end of the academic year, mentors and students are asked to evaluate the impacts of ITT in college. Suggestions are requested for future improvements.

Links to other policies

- **Equality, Race Equality and Cultural Diversity Policy**

We provide an experience of a multicultural and multi-ethnic college which enables the STs to begin to understand and appreciate the benefits and difficulties in working in such an environment

- **Professional Development Policy**

As an Investors in People college we work to ensure all staff have the opportunity to develop and progress; working in ITE is one such opportunity

- **NQT Policy**

This outlines the support and assessment provided for STs in their induction year

Current arrangements

We work with the Institute of Education (IOE), St Mary's University and Goldsmiths College and receive about 15 (x two cohorts) STs from all subjects across the curriculum. Some of these work in paired placements. In 2011-12 we began a pilot programme with Haberdasher Askes, Langley Park Boys and the IOE - the SLTE (South London Teacher Education collaborative) - which continues to develop.

As of 2015 we are part of the Change Through Learning Teaching School Alliance (CTLTSA). They provide support and training for the mentors and the trainees. As part of membership of CTLTSA we have the possibility to host a small number of School Direct salaried student teachers. They study at Sussex University one day per week.

Review date

The ITT policy shall be reviewed annually by the College Coordinator and SLT.

An Equality Impact assessment has been carried out with regard to this policy. There was found to be no significant impact on any group with protected characteristics i.e. this policy does not discriminate against anyone on the basis of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation.

Updated July 2017