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|  <b>Kingsmead</b> | <b>POLICY TITLE:</b> | <b>Teaching Staff Induction<br/>(plus NQT Induction)</b>      |
| <b>Kingsmead Academy<br/>T/A Kingsmead School</b>  |                      |   |
| <b>Committee/Person Responsible for Policy:</b>  |                      | Headteacher<br>Finance, Strategy & Personnel<br>sub-committee |
| <b>Date Approved by Governing Body:</b>  |                      | February 2017   |
| <b>Date of Last Review:</b>  |                      | Term 3 – 2016/17  |
| <b>Next Review Due:</b>  |                      | Term 3 – 2019/20  |

It is important that newly appointed staff are made welcome. They need to be informed of the day to day procedures pertaining to teaching at Kingsmead. New staff, therefore, must be rapidly informed and helped to settle in their new School. The Induction Policy sets out a procedure to follow whilst recognising that staff also need encouragement in their professional role. It is important that procedures take a pro-active initiative and that support at all levels continues throughout their time at Kingsmead.

Induction for new staff will be through the dissemination of information and careful and supportive monitoring. A number of Senior Staff will be responsible for this process.

To ensure that the process has met given criteria, including a proposed time schedule, the newly appointed member of staff will be asked to complete an induction check-list.

The procedure aims to clarify and inform of:-

- (1) The principles and values of the School
- (2) The day to day procedures
- (3) Responsibilities and duties
- (4) Annual events
- (5) Support systems

**Dissemination of Information** – The following will meet with every new member of the teaching staff:

(a) The Headteacher – will:

- Formally welcome the member of staff and explain the aims and ethos of the School
- Explain the Staff Code of Conduct
- Explain procedures for lone working
- Explain the procedures for physical restraint of students and the normal expectation that physical contact with students should be avoided
- Explain the procedure if a member of staff ever gives a lift in their car to a student

which should be a very rare event  
Explain the management of workload and involvement in the full life of the school including 1265 hour allocation  
Explain the duty system  
Explain the CPD policy and system  
Explain Governor open days and SLT 'drop ins'  
Explain Academy status

- (b) The Deputy Head teacher (Curriculum) will explain:  
the curriculum, timetable, PPA  
our Applied Learning structure  
the meeting cycle
- (c) The Senior Assistant Head teacher (Student Support) will explain:  
Relevant Safeguarding and Child protection Training/ Policies/ responsibilities  
the process, organisation and expectations of our student support systems  
the Rewards and Sanctions procedures and support systems  
the role of the tutor  
the effective use of planners  
the child protection policy  
the performance management policy, lesson observations, team reviews  
the policy re the taking of photographs, use of mobile phones and other personal electronic devices  
the structure and system of support for GTP, NQT and ITE staff
- (d) The Assistant Head teacher (Teaching and Learning) will explain:  
the teaching and learning policy, lesson planning and delivery  
the ethos behind Challenge Days, how they work and the involvement of staff  
the International Citizenship 'agenda'  
the PSHCE curriculum  
the educational visits policy
- (e) The Business Manager will explain:  
capitation, ordering of goods, inventory etc if applicable  
school and personal security including the issue and use of keys  
the procedures when ill, applying for a course, trips and visits  
the health and safety policy  
the procedure for handling money  
Give information regarding salary and contract queries
- (f) The Assistant Head teacher (Assessment & Reporting/ ICT) will explain:  
the school's policy with regard to raising standards, monitoring and mentoring in the assessment, recording and reporting policy and reporting cycle  
the phase structure  
the ICT development structure  
use of the internet, school network, security  
the school's policy with regard to e-safety, the use of social networking sites
- (g) The Inclusion Co-ordinator will explain:  
the Inclusion policy  
the system for identification of AEN  
the in-class support available and the effective use of TA's  
procedures, policy and effective practices for known AEN conditions eg. Dyslexia, dyspraxia, Autism, speech and language etc
- (h) The ICT Managers will explain:  
the Virtual Learning Environment  
the safe use of the network and equipment

how to gain access off site  
how to get software made available to aid teaching  
how to report faults and issues  
the email system  
Issue a laptop and memory stick

- (i) The Leader of Student Support will explain:  
tutor time and assemblies  
issues pertinent to the tutor group  
duties  
the role of the Leader of Student Support and the support they can offer
- (j) The Learning Team Leader will explain:  
the relevant meeting cycle  
the structure of roles and responsibilities  
the team teaching and learning and homework policy  
the team rewards and sanction policy  
how to access resources  
how to access support  
the monitoring and mentoring systems within the team  
any issues with the team timetable and grouping policy  
the team's system for contacting parents
- (k) The NQT Manager will explain:  
the support, mentoring and monitoring systems that will operate during the year

## **Support and Monitoring**

Newly appointed staff are very welcome to seek any required clarification with a member of the Senior Leadership Team, should the need arise. This is part of the School's informal support system, with the initiative from the newly appointed member of staff. In addition to this, a more formal structure exists:-

- (i) The Headteacher will give the member of staff the induction checklist and agree a date to discuss the completion of the initial induction process. She/He will meet with the member of staff a maximum of twice a term in the first year of appointment. This will be to discuss developments, help to prepare for future events and give support where necessary.
- (ii) The Learning Team Leader will meet formally with the member of staff at least once a month in the first two terms and twice in the third term. She/He will be responsible for monitoring the new colleague's academic work, offering and giving support in classroom related matters, explaining the department handbook and schemes of work, and the school assessment policy.
- (iii) The Leader of Student Support will check regularly that the tutor-time work and other aspects of the tutor role are going well. She/He will be responsible for monitoring the new colleague's pastoral work, offering and giving support with the role of the tutor and explaining pastoral procedure. This is especially important - given the role of the tutor.
- (iv) In the case of newly qualified teachers, a designated mentor will meet regularly with the member of staff and proceed with support as designated by County recommendations. It is important that the Career Entry Profile is collaboratively used. Focus on the use of this document should occur in the first half-term of the appointment. Use of targets for further professional development during the induction year will be vital.

The NQT will be seen teaching twice in the first half term by a member of the SLT. Their Learning Team Leader will also observe them teaching. This will be in the first instance during the first month of the NQT taking up post. NQTs should be observed teaching by the Learning Team Leader once in the first month and then twice a term for the first year or more often if circumstances require.

## **APPENDIX 1**

Please return this checklist to the Headteacher after two weeks of taking up post.

By .....

Responsibility for making appointments lies with the senior members of staff.

### **INDUCTION CHECK-LIST**

Please tick if procedure has been completed, add comment if concerns remain.

1. Have met with the Headteacher
2. Have met with the Designated Safeguarding Lead and received appropriate advice/training including full understanding of KCSIE, The Safeguarding Policy and Prevent Duties.
3. Have met with the Deputy Headteacher and received information
4. Have met with all three Assistant Headteachers and received information
5. Have met with Business Manager and received information
6. Have met with the Learning Team Leader and received information
7. Have met with the Inclusion Co-ordinator and received information
8. Have met with Leader of Student Support and received information
9. Have met with both ICT Managers and received information
10. Have met with the NQT Manager (if appropriate)
11. Have received a staff handbook, schemes of work and relevant departmental paperwork
12. Have received the tutor programme for the year (if a tutor)
13. Have received a calendar, meeting cycle, duty rota, incident forms etc
14. Appreciate the aims and the ethos of the School
15. Performance Management process begun
16. Health and Safety and e-safety have been explained to me
17. ICT security has been explained to me
18. INSET system has been explained to me

## APPENDIX 2

### LEADER OF STUDENT SUPPORT CHECKLIST FOR INDUCTION OF NEW STAFF

Meet formally with the new member of staff as soon as possible. It is recommended that this should take place prior to the member of staff taking up post, if at all possible.

You are responsible for the following, (and may find it useful to tick off procedure as completed):-

1. Explain about the pastoral duties of members of staff.
  
2. Explain the 'day to day' procedural role of the tutor, in addition to monitoring academic progress, encouraging standards of behaviour, discipline, and the encouragement of the supportive/caring ethos amongst all members of the School community. Here the Planner, Rewards Policy and Sanctions Policy should be discussed.
  
3. Explain the aims of the tutor programme and give the newly appointed member of staff a copy of the year's programme. Explain about the 'assembly spot' for tutor groups if relevant to your year group.
  
4. Explain your expectations for the tutor through their facilitation of the programme.
  
5. Offer support and guidance for the role. Ensure that you meet regularly with the tutor to monitor and support them in this role. 'Sit in' on at least one tutor time each half-term in the first year.
  
6. Explain your role within the pastoral structure.

**N.B.** The member of staff will be given an Induction Check-List to complete; all procedures must be completed within two weeks of the member of staff taking up appointment.

## APPENDIX 3

### **LEARNING TEAM LEADER CHECKLIST FOR INDUCTION OF NEW STAFF**

Meet formally with the new member of staff as soon as possible. It is recommended that this should take place prior to the member of staff taking up post, if at all possible.

You are responsible for the following, (and may find it useful to tick off procedure as completed):-

1. Explain the process, organisation, workings of your Team. This should include record keeping, reporting and marking, the homework policy, in addition to responsibilities, lesson preparation, syllabus, teaching and learning, department meetings and any other relevant procedures.
2. Explain the expectations and standards of the School and your Team.
3. Explain the use of systems of rewards and sanctions.
4. Offer support for rewards and sanctions and general procedures.
5. Set up a simple system to monitor progress of the newly appointed member of staff. This should involve discussion between you and some written documentation from the newly appointed member of staff; it will be important to give the newly appointed member of staff clear objectives. To achieve this you should meet formally once a month in the first two terms and twice in the third term. These meetings should be in addition to planned Team meetings. Needs will determine the length of these meetings. It may be necessary to implement additional formal structures; you may feel it necessary to seek further support from members of the Senior Leadership Team.
6. Give the member of staff the Team Handbook and Schemes of Work.

**N.B.** The member of staff will be given an Induction Checklist to complete; all procedures must be completed within two weeks of the member of staff taking up appointment. If the member of staff is an NQT, a mentor will be responsible for greater support and monitoring.

NQTs should be observed teaching by the Team Leader once in the first month, and then twice a term for the first year or more often if circumstances require.

## **APPENDIX FOUR – Staff Code of Conduct**

### **All Staff at Kingsmead School should be fully mindful of the following points:**

They place the safety and welfare of students above all other considerations

When recruiting staff and volunteers, the school must ensure all appropriate checks are made

The school must keep a careful check on all visitors and guests whether their visit is by invitation or unsolicited

The school must ensure that there is sufficient staff (male/female balance) to run all activities

All school staff must be an adult role model for students: courteous, friendly and kind. No member of staff should make suggestive or discriminatory or other inappropriate comments

All school staff should respect students at all times regardless of their sex, ethnicity, disability or sexual orientation

No member of school staff must ever allow or engage in inappropriate verbal or physical contact of any description

Physical contact should be avoided unless not doing so would result in:

- the student being harmed
- other students being harmed
- you being harmed

Understand that staff are in a position of trust and that sexual relationships with a student, even over the age of 16, may be an offence and could lead to prosecution

Be alert to, and report appropriately, any behaviour that may indicate that a student is at risk of harm

All school staff should be firm and fair with students. Favouritism should be avoided, as should singling out 'troublemakers'

No member of school staff should allow students or adults to engage in abusive activities such as initiation rites, ridiculing or bullying

The school must develop an ethos that allows staff to feel comfortable and caring enough to point out any inappropriate attitudes or behaviour to each other

The school must encourage students to trust their own feelings about adult behaviour and to assert their right to determine (within sensible limits) the behaviour with which they are comfortable



All school staff should ensure that when working individually with a student, they should be mindful of safe working practices, (e.g. where possible doors are left open), other staff are aware they are working on a one to one basis, and immediate help is available if needed

All school staff should report disclosures or concerns to the DSL/ DDSL

Staff should never trivialise child abuse issue

No member of school staff should drive a student home without informing and receiving permission from the parent/carer and Head Teacher / Member of the SLT

No member of staff should ever take a young person to their home

No member of staff should engage with any student on social media sites

All staff should be aware that in any one-to-one situation that is not a clear and proper part of your work, you put yourself at risk of false allegations