

A Policy for the Induction of all New Staff

Rationale

Every school has its own culture, procedures and policies and so it is essential that time is set aside and a programme devised to ensure that all staff are given the opportunity to learn about and to discuss the way in which Sheldon School operates within the framework of its Statement of Intent.

In addition to the general induction of new staff (teaching and support) there must be a programme of continuing professional development for Newly Qualified Teachers. This will build upon their Initial Teacher Training (ITT) and upon those strengths and targets as set out in the new Career Entry Profile.

Purposes

To welcome new staff to Sheldon School.

To enable staff to understand the ethos and the values of Sheldon School.

To ensure that day-to-day tasks and responsibilities are explained.

To introduce new staff to a variety of key personnel, essential routines and procedures.

To familiarise new staff with school documentation including the Staff Handbook, Calendar and Schemes of Work.

To give the opportunity for discussion of all the issues related to settling in at Sheldon School.

Guidelines (General)

- Induction begins as soon as the appointment is made. Appropriate documentation is made available and key personnel (eg team leaders) make contact and initiate meetings and briefings.
- The team leader ensures that, on the first day of the new appointment, there is an appropriate welcome, briefing, and introductions. Specified staff should be available to offer support and advice.
- The Head will introduce new members of staff to colleagues.
- Regular briefings and discussions should continue to take place; shadowing of a colleague may facilitate the settling-in process.
- New staff should be introduced to resources and administration facilities and personnel.
- Staff handbook and calendar must be available.
- New staff must be informed of procedures for: emergency evacuation, accidents, suspected child abuse, health and safety policy documents, signing in and out, absence from school.
- The school should ensure that appropriate advice and information to those who are moving into the area are made available.

Guidelines (Teaching Staff)

In addition to the above:

- Pre-service visit to familiarise him/herself with timetable, resources, class lists, faculty and tutorial matters.
- Arrangements for new staff to work with an experienced member of staff.
- Heads of Faculty/Year must oversee the settling-in of a new member of their team.
- School routines of the tutor/teacher must be explained: registration, statutory duties, record-keeping, schemes of work.
- Regular meetings to brief staff on policies and procedures will be held, including an extended intensive session early in September.
- An induction programme booklet, outlining key features of the process, is given to new staff.

Guidelines (Newly Qualified Teachers – NQTs)

In addition to the above:

- All NQTs will be allocated a mentor from within their team. The mentor will meet regularly with the NQT and oversee his/her progress.
- Additional meetings, experiences and opportunities will continue through the year and will cover a variety of themes, building upon the key elements of the ITT Programme –
 - a) Discussion of classroom management, teaching styles, discipline procedures, time management.
 - b) Opportunities for NQTs to meet their self-stated targets in their Career Entry Profile.
 - c) Working alongside and observing experienced colleagues.
 - d) Visits to other schools where appropriate.
 - e) INSET, especially geared to NQTs (an opportunity to meet other NQTs locally).
 - f) Formal training in assessment, recording and reporting with particular reference to Sheldon School's procedures such as Academic Progress Review, Parent Consultations and Report writing.
 - g) Reflection upon career development opportunities.

November 2007

Next review: October 2010