

## BISHOP WORDSWORTH'S SCHOOL

### INDUCTION OF NEW STAFF POLICY

Contains statutory information concerning safeguarding at Paragraph 5

#### **Definitions:**

1. *Parent(s)* also refers to guardian(s) or any person who has parental responsibility for the child or who has care of them.
2. *'Is to', 'are to' and 'must' are obligatory. 'Should' is not obligatory but is good practice and is to be adhered to unless non-compliance can be justified.*

#### **POLICY**

1. The Governors of Bishop Wordsworth's School (the School) recognise the importance of providing induction programmes for all new staff.
2. These induction programmes are to enable new staff to be made aware of the ethos of the School as a Church of England school and to inform them of the expectations of governors, School management and parents.
3. In addition, the School has an obligation to provide Early Career Teachers (ECTs) with a statutory induction period.

#### **PROCEDURE**

4. The School is to follow this Policy by implementing the following programmes:
  - a. The induction of Early Career Teachers.
  - b. The induction of new members of the Teaching Staff.
  - c. The induction of new Heads of Departments.
  - d. The induction of new members of the Support Staff.
5. In accordance with statutory guidelines, all staff, including temporary staff and volunteers, are to be provided with induction training that includes: the Child Protection and Safeguarding Policy, the Staff Code of Conduct, the Behaviour Policy, the Whistleblowing Policy, the role and identities of the Designated Safeguarding Lead (DSL) and any Deputy Designated Leads (DDSLs); the school's response to children missing education; the procedure to follow if an allegation is raised about the behaviour of an adult and a copy of Part One of Keeping Children Safe in Education (KCSIE).

#### **MONITORING AND EVALUATION**

6. The appropriate Line Manager, the ECT Induction Tutor and the Staff Development Co-ordinator are to monitor induction.
7. The Leadership Team will monitor the effectiveness of this policy. It was adopted by the Governors on 23<sup>rd</sup> November 1999 and is to be reviewed biennially (from 2022). The most recent 3 years' review history is below:

23 <sup>rd</sup> June 2020	Minor updates
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25 <sup>th</sup> March 2021	Minor updates
25 <sup>th</sup> April 2022	Minor updates
15 <sup>th</sup> November 2022	Minor updates
12 <sup>th</sup> November 2024	Minor updates

## **Annexes**

- A. The Induction of Early Career Teachers.
- B. The Induction of Members of the Teaching Staff New to Bishop Wordsworth's School.
- C. The Induction of New Heads of Department.
- D. The Induction of Members of the Support Staff New to Bishop Wordsworth's School.

See Also

1. Staff Handbook.
2. Staff Development Policy.

## **THE INDUCTION OF EARLY CAREER TEACHERS (ECTs)**

### **GENERAL**

1. It is a statutory requirement that all teachers obtaining Qualified Teacher Status (QTS) must undergo an induction period of six terms (or equivalent if part time) during which they are to undertake a programme of monitoring and support based around the Early Career Framework alongside an assessment of performance in line with the Teachers' Standards.
2. The Teachers' Standards, which the Early Career Teacher (ECT) will be required to meet, are to cover areas such as planning, teaching, classroom management, recording and reporting and professional requirements.
3. ECTs should have no more than a 90% timetable to allow time for the induction programme.
4. The ECT Induction Tutor is to discuss with the ECT their strengths and specified areas for further professional development which then drives target setting for induction and professional development. This target setting and review process each term allows the ECT Induction programme to be tailored to ensure that the ECT's needs are met.
5. An ECT is not to be given a job description which makes unreasonable demands. The ECT should normally serve the Induction Period in a post which:
  - a. Does not demand teaching outside the age range and subject(s) for which the ECT has been trained.
  - b. Does not present the ECT on a day-to-day basis with acute or especially demanding discipline problems.
  - c. Involves regular teaching of the same classes.
  - d. Will provide experience of the whole breadth of the 11-18 curriculum.
  - e. Involves similar planning, teaching and assessment processes to those in which teachers working in substantive posts in the School are engaged.
  - f. Does not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.
6. The ECT will undergo a two-year training programme that will ensure they have received all the support laid down in the Early Career Framework. The ECT will receive this training from the Ambition Institute in collaboration with the Swindon and Wiltshire Teaching Hub. The ECT's mentor will work with the ECT in helping them follow the training programme that is available online from the Ambition Institute. In addition, the Swindon and Wiltshire Teaching Hub will provide face-to-face training that will complement the online training from Ambition.

## **THE INDUCTION PROGRAMME**

7. The Induction Programme is to be delivered primarily by the ECT Mentor. However, the relevant Head of Department is to be largely responsible for the induction of the new teacher into departmental procedures and practices. The Induction Tutor is responsible for gathering evidence for assessment, eg via lesson observation. In addition, other members of the department are to be encouraged to offer support as unofficial mentors to the new teachers.

8. The framework for the induction programme is laid down in the Early Career Framework. Prior to taking up the appointment, the ECT should make one or more initial visits to the School during which the ECT meets with the Induction Tutor, Mentor and the relevant Head of Department for an introduction to the School and their department and to be given a copy of the Staff Handbook.

9. Throughout the two years of the induction programme, the ECT and their mentor will receive the training and resources required by the Early Career Framework for the induction of ECTs.

10. As the emphasis throughout is upon the ECT's individual needs, the induction programme must necessarily remain flexible in terms of the issues raised and discussed. However, all ECTs are to be encouraged to continue to develop their skills of self-evaluation, to take opportunities to observe more experienced staff at work and to attend any relevant INSET available.

## **ASSESSMENT PROCEDURE**

11. Each ECT is to meet with their Mentor on a weekly basis in Year 1 and every two weeks in Year 2.

12. The Mentor or another member of staff is to observe the ECT teaching each week for approximately 15 mins and offer feedback on each occasion as part of the training offered via the Early Career Framework. The Induction Tutor will observe the ECT each term and use evidence gathered from these observations and any other observations carried out, as the basis for a summative assessment of the ECT. The ECT is to be provided with copies of all records.

13. At the end of the final induction term, the assessments made by the ECT Induction Tutor and other staff are to provide the basis for the Head's recommendation of satisfactory completion of the Induction Period.

**THE INDUCTION OF MEMBERS OF THE TEACHING STAFF NEW TO  
BISHOP WORDSWORTH'S SCHOOL**

**GENERAL**

1. The induction period is to 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.
2. The induction of temporary and short-term staff employed to work in a classroom environment at the School (eg Cover Supervisors and Supply Teachers) is to be based on the principles outlined in this Annex but at an appropriate level that is needs driven (according to the length of time that they will be working at the School).

**THE INDUCTION PROGRAMME**

3. In terms of support during the induction period, the programme is to address issues in the following areas:
  - a. Getting to know the Department – schemes of work, methods of assessment, resources etc.
  - b. Teaching skills – planning, classroom management, recording and reporting etc.
  - c. Pastoral issues – the role of the tutor and Heads of School, IEPs, child protection etc.
  - d. Professional issues – career development, training, health and safety etc.
4. Some of the above issues are also dealt with in the Staff Handbook, which the newly appointed teacher is to be given during an initial visit.

**THE INITIAL VISIT**

5. The aims of the visit are to:
  - a. Meet the departmental staff.
  - b. Meet other staff in the School and develop an understanding of their roles.
  - c. Become familiar with the geography of the School.
  - d. Meet with the Induction Tutor to discuss the induction programme and assessment procedure.
  - e. Receive the Staff Handbook and link to School policies.

## **SUPPORT DURING THE INDUCTION PROGRAMME**

6. Professional support is to be provided by Induction Tutor and the relevant Head of Department, both of whom are responsible for the successful induction of a new member of the teaching staff. The induction is to include:

- a. Organising the initial visit.
- b. Providing departmental induction.
- c. Providing opportunities for external INSET.
- d. Providing informal help and advice.
- e. Implementing the formal induction programme.

7. The Head of Department is to be responsible for the induction of new staff into their department. Departmental induction is to include:

- a. Introduction of departmental schemes of work and procedures.
- b. School and departmental disciplinary arrangements.
- c. Resources available.
- d. Timetable.
- e. Lesson observations.
- f. School and departmental assessment arrangements.
- g. Appraisal procedures.
- h. School policies – with a particular focus on the Child Protection and Safeguarding Policy.

8. Other departmental members are to be encouraged to act as informal mentors and all staff are to be welcoming and helpful.

### **THE INDUCTION OF NEW HEADS OF DEPARTMENTS**

1. The induction period is to provide a level of professional support which will introduce a newly appointed Head of Department or Pastoral Head to the practices, procedures and policies of the School and the expectations of the Leadership Team.

#### **THE INDUCTION PROGRAMME**

2. It is essential that the following key issues are addressed in the programme:
- a. Finance and Planning – including costed development planning, application of value-added analysis and target setting.
  - b. Meetings – including the meetings cycle, management of meetings and reporting to the Head.
  - c. Recruitment of Students – including brochure inserts, recruitment evenings and open afternoons.
  - d. Recruitment of Staff – including job advertisements, particulars and descriptions and interviewing.
  - e. Line Management of Colleagues – including production of schemes of work, staffing the timetable, performance management responsibilities, and support for colleagues encountering difficulties.
  - f. Links with External Agencies – including other schools, and the area and national support networks.
  - g. Pressure Points – throughout the school year, including deadlines, examination, selection and notification of public examination syllabuses, moderation processes, predicted grades, analysis of results, reports and parents' evenings.
  - h. Support Mechanism – both inside and outside school.
  - i. School policies - with a particular focus on the Child Protection and Safeguarding Policy.

#### **THE INITIAL VISIT**

3. This should take place towards the end of the term before the new Head of Department takes up his/her appointment for a general introduction to the School and is to be led by the Induction Tutor.

4. The aims of the visit are to:
- a. Meet other departmental staff.
  - b. Meet other staff in the School and develop an understanding of their roles.

- c. Become familiar with the geography of the School.
- d. Be introduced to the Department's current schemes of work.
- e. Be introduced to the timetable and lessons to be taught.
- f. Meet with the Induction Tutor.
- g. Receive the Staff Handbook and link to School policies.

### **SUPPORT DURING THE INDUCTION PROGRAMME**

- 5. Professional support is to be provided by the Induction Tutor in the first instance who is to guide the new Head of Department through the key issues outlined above during the early part of the first term.
- 6. Subsequently the Head and Induction Tutor are to continue the programme during the first year.

### **MENTORING**

- 7. Another Head of Department should be appointed to act as a mentor to the new Head of Department.

### **RESPONSIBILITY**

- 8. The Induction Tutor is responsible for oversight of the induction programme.

## **THE INDUCTION OF NEW MEMBERS OF THE SUPPORT STAFF**

1. The induction is to provide new members of the Support Staff with an appropriate introduction to the practices and procedures of the School, and their work within the School, during the first three terms of their contract.

### **THE INDUCTION PROGRAMME**

2. During the induction period, the programme is to provide support in the following areas:

- a. Getting to know their Line Manager and other colleagues.
- b. Working conditions, contractual responsibilities and health and safety matters.
- c. Professional development procedures, including application for courses.
- d. Pastoral matters, including the welfare of pupils and the Child Protection and Safeguarding Policy.
- e. Understanding the School's ethos – Cathedral Services, Chapel and other Assemblies
- f. School policies – with a particular focus on the Child Protection and Safeguarding Policy.

### **THE INITIAL VISIT**

3. The aims of the visit are to:

- a. Meet the Line Manager less formally than during the interview.
- b. Meet other members of staff and develop an understanding of their roles.
- c. Become familiar with the geography of the School.
- d. Receive the Staff Handbook and link to School Policies.

### **SUPPORT DURING THE INDUCTION PROGRAMME**

4. Professional Support will come from the Line Manager meeting the newly appointed member of the support staff on a regular basis.

5. 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:

- a. Introduction to working procedures, schedules of work and lines of communication.
- b. Use, availability and security of resources.

- c. Disciplinary arrangements for pupils.
  - d. Appraisal procedures following the induction period.
6. The Staff Development Co-ordinator will be responsible for:
- a. Providing information and opportunities for Inset during the School's Staff Development Programme and at other times and places.
  - b. Providing other information and advice.
7. It is also expected that other members of staff will act as informal mentors and be as welcoming as possible.