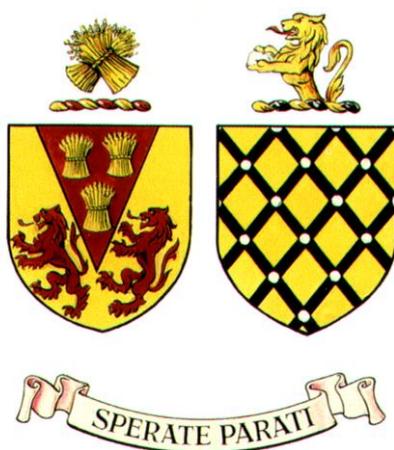


WATFORD GRAMMAR SCHOOL FOR GIRLS



INDUCTION OF NEW STAFF

Updated May 2016.

STAFF INDUCTION POLICY

Policy Statement

The school aims to integrate all new members of staff at all levels of experience into the work of the school, ensuring they have the necessary knowledge, resources and support to enable them to contribute successfully to the work of Watford Grammar School for Girls. If appropriate staff will be invited into school prior to the start of their contract for a period of induction. It is important that all staff are aware of the school policy for induction and their responsibilities within it.

Induction for Non Teaching Staff

Team leaders of non-teaching teams are responsible for the induction of new members of staff to their team. They should offer informed support and ensure new members come to know the school and the way it works as quickly as possible. When appropriate, individual training and development needs should be reviewed and requests passed to the Staff Development Co-ordinator.

The team leader should involve him/herself with the induction of new staff by:

- Communicating vital information about the school and their roles within it.
- Discussing an appropriate induction programme with the new member of staff.
- Providing them with (where appropriate) a staff handbook , staff list, parking permit, ID badge, list of phone numbers, telephone trees and School Health and Safety Policy.
- Introducing them to colleagues.
- Checking the job description and ensuring working practices are clear.
- Process of appraisal.
- Checking that the health and safety procedures are followed.
- Clarifying team's systems and the ways of "doing" things.
- Safety information, fire procedures, door codes, safety when working outside school hours, specific safety requirements of the team they are working in.
- Action when school is closed.
- Arrange reporting back sessions to evaluate the induction process and identify further support.
- Report to school office and/or line manager when ill.

At Watford Grammar School for Girls our core aim is teaching and learning, we all work as part of a team, whether in the classroom or outside of it to foster and further that aim.

Who to Contact:

All members of the senior team operate an open door policy and encourage all members of staff to share their concerns and triumphs with them.

- Philip Beasley has general responsibility for non-teaching staff.
- Jane Hart has input to induction of non-teaching staff and staff development funds.
- Sue Dabiran has information on Conditions of Services.
- Sue Edwards holds the whole school diary.
- Information for the week is to be found in the School Bulletin.
- Non-teaching staff are invited to the first staff meeting of the year and are represented at Tuesday staff meetings.
- Staff can be contacted through pigeonholes.
- Non-teaching staff are very welcome to use the Food Factory and staff room.

Induction for Teaching Staff

The school aims to integrate new members of teaching staff at all levels of experience into the work of the school, ensuring they have the necessary knowledge, resources and support to enable them to contribute successfully to the work of Watford Grammar School for Girls. If appropriate, staff will be invited into school prior to the start of their contract for a period of induction. It is important that all staff are aware of school policy for induction and their roles within it.

It is also the aim of the school to assist new teachers, i.e. Newly Qualified or trainee Staff (NQTs, School Direct Trainees and PGCE students) towards full professional autonomy by giving them professional support and the opportunity for self-evaluation and the development of their teaching styles. A subject mentor will be appointed and the Professional Mentor will have an overview of this process.

The School has a commitment to ITT: School Direct Trainees will be inducted in the same way as all other teaching staff but, in addition, will ideally have a two-week period of school experience before taking up their appointment. PGCE Students will be inducted in accordance with school policy and an assessment of need. (See ITT Policy).

The needs of NQTs and new staff, especially in the early stages after their appointments, will be similar. The meeting of these needs by information sessions, discussion meetings etc will form the core of Watford Grammar School for Girls' Induction Programme.

The school will also support and guide the professional development of its NQT and ITT staff with an additional programme of activities. These will sometimes be in conjunction with the local NQT Consortium and other providers.

All new staff appointments will be invited to come to the school prior to the start of the term for a "Day of Induction".

All members of staff have a role to play in both the induction of new staff. It is important that all staff are aware of the school policy for induction and their roles within it.

Induction of new staff will be carried out in the following ways:

1. A member of staff will be nominated to be in charge of the induction of new staff i.e. Miss Hart and Mrs Edwards, and They will be responsible, after consultation with staff, for the planning and co-ordination of an induction programme. They will work closely with the HoD or HoY who will have day-to-day responsibility for the induction of new staff to their teams.
2. Mrs Edwards will keep a record of each NQT's programme and progress and will meet individually with him/her to discuss and evaluate progress.

3. Miss Hart and Mrs Edwards will plan a programme of sessions over the year to assist all new staff with their integration into Watford Grammar School for Girls. Newly Qualified Teachers will have an additional meeting structure. Part of the programme will be structured meetings to assist the NQT or trainee with his/her integration into the school and their professional roles.

Before taking up appointment all new teaching staff should have the appropriate examples of the following made available to them:

1. The opportunity to visit the school to meet the headmistress, the member of staff responsible for induction, the team leader and fellow members of staff. The school policy and the aim of the school induction programme should be explained during this visit.
2. Information from the school in the form of a staff handbook or similar document giving useful facts about the school, staff, codes of conduct, calendar dates, etc.
3. Adequate notice of the timetable to be taught and duties to be performed.
4. All curricular documents, relating the National Curriculum and examined courses; relevant to the subjects he/she will teach;

After taking up the appointment new teaching staff should be able to:

5. Seek help and guidance from all members of staff but especially from their team leader and/or member of staff responsible for their induction and/or Miss Hart.
6. Join a staff induction programme which will gradually familiarise them with the school, its pupils, staff and methods of working. In addition new staff will have the opportunity to have his/her lessons or work observed by colleagues and to receive prompt feedback and advice as necessary. In addition they should have the opportunity to observe other colleagues through departmental Peer observation.

Newly qualified and trainee staff will also have the opportunity to observe other colleagues' teaching and to visit and meet with newly qualified and trainee staff in other schools through the local Consortium group. This group will also be observed more regularly by the Professional Mentor, Miss Hart and Mrs Edwards.

7. Newly Qualified Teachers will follow the guidelines for Induction and Assessment as set out by the DfES. See separate file.

At the end of each term a report will be completed and a short interview will be held between the newly qualified teacher and Mrs Edwards.

The Role of the Induction Coordinator

The aim of the member of staff responsible for new staff is to offer informed professional support. He/she will be the major facilitator of an induction programme suitable to the needs of the new staff. She/he will also be involved in creating the correct environment including, along with HoDs, observing and analysing the new members of staff's teaching and providing constructive comments upon it.

The Induction Coordinator's role involves;

1. **COMMUNICATING** vital information about the school-based induction programme to all members of staff in such a way which encourages dialogue and involves negotiation:
 - by discussing with staff the purpose of induction and the school's policy towards it;
 - providing detailed information about the school in the form of a staff handbook;
 - introducing new members of staff to colleagues before he/she starts teaching;
 - ensuring that Heads of Department provide new members of staff with a teaching timetable for the year with detailed information about the work, together with class lists, syllabuses and schemes of work, including any national curriculum information required.
 - checking that suitable classes have been allocated to the new colleague have knowledge of resources and equipment available for use.
2. **ORGANISING** a school based induction programme in consultation with colleagues and making sure that it is in line with the school's policy in other areas.
3. Attempting to ensure that the newly qualified teacher's timetable has meeting time protected and that his/her non-teaching time is not unduly used for cover of absent staff etc.
4. Discuss with new staff any cross-curricular and whole school based initiatives and provide training.

5. **ENCOURAGING** and facilitating the contribution of other colleagues in providing support for new staff.
6. By making sure that the new ideas that new staff can bring to the school are shared with colleagues.
7. Translating the school policy into individual training programmes to suit the needs of each new member of staff based on his or her job requirements and existing knowledge.
8. To encourage/welcome staff to school functions, e.g. concerts.

The Role of the Head of Department

1. To make the new person feel welcome and involved and to help them to become socially and professionally a full member of the team.
2. To nominate a mentor for all NQTs, School Direct trainees and PGCE students. (This might be the HoD him/herself on occasion).
3. To ensure that the new person is aware of the support in all the relevant aspects of teaching the subject in this school:
 - Provide syllabus details for all years and schemes of work/sample of exercises etc where appropriate.
 - Give guidance as to the level and standard of work to be expected in this school.
 - Ensure easy access to all departmental resources.
 - Give them information about departmental "protocol" for photocopying.
 - Check that they understand and can use all the equipment available in the department.
 - Inform them of safety procedures connected with departmental equipment.
 - Encourage them to use a variety of teaching methods and approaches as appropriate.
 - Clarify departmental systems for giving out of textbooks and stationery, as well as for dealing with lost or damaged books and wasted paper.
 - Discuss with them the support available (language, social etc), if any, for their classroom teaching; and help devise strategies for dealing with such problems (in consultation with learning enrichment coordinator).
 - Support them in their implementation of departmental policies on the setting and marking of homework, testing, formal assessment, etc; this should include strategies for helping them cope with the weight of such tasks.
 - Discuss with them on a regular basis the planning, recording and evaluation of their lessons.
 - Observe some of their lessons on a regular basis.

- Ensure that attendance at departmental meetings is a useful part of their professional development.
 - Ensure that the new colleague is aware of data, tracking and target setting procedures. Ensure that new colleagues understand the role of self-evaluation and Appraisal. To ensure that the new person is aware of, can deal with, and feels supported in understanding the ethos of the School. For example:
 - That teachers here are normally addressed by the marital title and surname and not called "Miss".
 - That pupils will stand as they enter the room.
 - That there will be an orderly departure at the end of the lesson.
 - That registers are taken in every lesson.
 - That some pupils must be allowed to leave the room during lessons; which pupils, why and strategies for dealing with them
 - What sanctions there are and the importance of liaison with the form tutor in the first instance over any minor problems.
 - If it seems helpful, the timetable and rooms of the HoD, so that they know where to go if a specific problem arises.
5. To introduce them to the various forms of recording of pupil attainment and consultation with parents:
- Regular departmental record keeping, whether in mark book, other types of profile sheets or on the intranet.
 - Information about the school's profiling policies as they develop together with tracking, target setting and learning styles.
 - As it becomes relevant, filling in grade sheets and subject reports.

- Parents' Consultations: subject specific strategies on the sort of comments required as well as strategies for getting through the evening efficiently. This will also be covered by the Induction Programme.
 - Reassurance that any contact from a parent other than these evenings should be handed straight to the HoD or HoY as appropriate.
6. To be available, both formally on a regular basis, and informally, to give help and advice as needed or requested; to be receptive to suggestions and requests from the new person.
 7. Heads of Departments with NQTs will need to refer to separate files on procedures and regulations for induction and assessment.

The Role of the Head of Year

1. To ensure that the new person is involved and part of the pastoral team:

a) In daily routine:

- It may be helpful for the new person to know where the HoY will normally be during form time in case problems arise.
- Ensure awareness of Code of Conduct, especially uniform, blazers, jewellery etc and general behaviour. Encourage regular uniform monitoring.
- Make sure they know about filling in registers: Relevant symbols, addresses and dates of birth.
- Guide them in dealing with absence notes: To HoY except for requests for recreational time off school (direct to the Headmistress). Also, with late information from the office.
- Discuss with them behaviour to be expected during form time and suitable use of time, access to lockers etc.
- Support them over care of the form room, litter etc.
- Ensure they know about general stationery needs of form – planners; and monitoring.
- Explain about attendance at Assembly (and escorting form to the Hall) and about the pupil behaviour expected there.
- Ensure an orderly departure at the end of the school day.
- Discuss role of form prefect and encourage full participation by the prefects, perhaps particularly with the form's charity.

b) At the start of term:

- Explain about: giving out timetable; democratic election of Form Leaders; selection of charity (and administration according to current scheme); monitors; subject books and tidiness; homework timetable.

c) Within the form:

- Ensure that the teacher feels supported in attempts to establish a warm relationship with the girls; strategies for dealing with social problems, behaviour problems but also good news!
- Encourage care of the classroom, liaising with the HoD if a subject room.

d) PACE:

- Provide support in delivery of PACE syllabus, encouraging full participation and flexibility where appropriate.

e) Contact with Parents:

- Reassure that contact from parents will be handled by HoY/HoD as appropriate.
- Explain arrangements for organisation of and attendance at Parents' Consultation as a form tutor.
- Discuss report writing as a form tutor, as well as collation, administration etc required.

f) Contact with outside agencies:

- Normally available through HoY: Discuss what is available

g) Other:

- Make sure the new person knows the workings of fire drills.
- Encourage a feeling of support from others in the year group by regular meetings on Tuesday evenings and at recess if appropriate.

INITIAL TEACHER TRAINING POLICY

Philosophy

We believe that in order to safeguard the future of the profession and the provision of high quality staff it is our responsibility to provide opportunities for trainee teachers and those considering teaching as a profession to visit the school gain experience and undertake training.

We aim to provide high quality training to an individual in a supportive but academically challenging environment. To show good practice and to allow the trainee to develop into a professional, reflective practitioner, more ready to cope with the demands of the NQT year.

We see it as a tremendous opportunity for all staff and students to be able to work with those undertaking ITT, both for their enthusiasm, what they may bring from previous careers and links with universities.

All those undertaking ITT will be treated as a professional colleagues and individuals, with an entitlement to an individualized training plan.

The relationship between the school and other institutions and agencies, in the provision of training is very important indeed.

Range

The category of ITT includes various routes:

1. Those interested in teaching as a career who have accessed the school through a number of possible areas (Recruitment Fairs, personal contact, former pupil, Teaching School alliance; Associate teacher scheme; Intern Scheme) and who are in school for observation and familiarization purposes.
2. School Direct Trainees on a one-year contract with the school whose training is in partnership with Hertfordshire University.
3. School Direct Trainees who are being trained at another school, but are seconded to us for their complementary experience.
4. PGCE students. (We have taken students from the following institutions: King's College, London; The Institute of Education, London; Brunel flexible scheme; De Montfort University; University of Hertfordshire and the Open University).

Entitlement and Expectations

- There will be a professional tutor to coordinate training, have input to the training and liase with outside agencies
- Each trainee will have a subject mentor for School Direct and PGCE students and a departmental link person for observation visits.
- There will be regular supervision and monitoring in relation to Teacher Standards .
- School Direct, PGCE students and visitors will be encouraged to develop the habits of reflective practitioners, in terms of observation forms, compilation of portfolios and setting of targets.