



Watford Grammar School for Girls

Teaching Staff Induction and ITT Policy

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Committee Responsible	Resources
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1. Purpose, Scope and Principles

The purpose of the policy is to provide a framework for induction of teaching staff at all levels of experience into the ethos, aims, management and running of the school, in order that they might become effective colleagues. This is to ensure that they have the necessary knowledge, resources and support to enable them to contribute successfully to Watford Grammar School for Girls and the safeguarding of their pupils, to ensure that they can acquire the skills, knowledge and support to thrive, recognising the importance of establishing and maintaining staff wellbeing. Teaching 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 Schools' policy for induction and their responsibilities within it.

2. Aims and Ethos

2.1. Aims

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. It is appropriate for staff to be invited into school prior to the start of their contract for a period of induction. Colleagues will be invited in for at least two days; if they are starting in September one of these days will be the formal 'New Staff Induction Day.' It is important that all staff are aware of school policy for induction and their roles within it.

2.2. Early Career teachers and Trainee teachers.

It is also the aim of the school to assist new teachers, i.e. Early Careers teachers or trainee Staff (ECTs, School Direct Trainees, PGCE students and teaching interns) towards full professional autonomy by giving them professional support and the opportunity for self-evaluation and the development of their teaching styles. Early Careers Teachers will have a Subject Mentor appointed for 2 years, with whom they will meet termly. The assessment, registration and target setting will be over seen by the Induction tutor and assistant Induction Tutor. The professional mentor Assisted by the assistant Professional Mentor will have an overview of the process and plan, organise and contribute to the contextualised, in-school training. The ECP is overseen by the Watford Partnership who provide 4 training sessions every term. ECTs follow the Education Development Trust scheme of training.

The School has a commitment to IIT: School Direct Trainees will be inducted in the same way as all other teaching staff. When possible, they will be given the opportunity to visit the school for more extended periods of observation and induction prior to starting their placement. PGCE Students will be inducted in accordance with school policy, an assessment of need and specific requirements from the IIT provider. A Subject Mentor will be appointed for one year and meetings will take place weekly. The assessment, registration and target setting will be over seen by the

Professional Mentor. The professional mentor Assisted by the Assistant Professional Mentor will have an overview of the process and plan, organise and contribute to the contextualised, in-school training and induction.

3. Induction Programme.

All new teaching staff appointments will be invited to come to the school prior to the start of the school year for a "Day of Induction". When an appointment has been made during the year staff will be invited to the following Induction Day. For those starting during the year, two days of induction will be provided and staff will be expected to attend the on-going induction programme.

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

The school will also support and guide the professional development of its ECTs and ITT staff with an additional programme of activities.

3.1. Scope.

All members of staff have a role to play in 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 SLT will be responsible for the induction of new staff and will act as Professional Mentor for all trainees; in addition there will be an Induction Tutor ECTs who will work with the Professional Mentor and report to them. They will be responsible, after consultation with SLT, for the planning and coordination of an induction programme. They will work closely with the Head of Department or Head of Year who will have day-to-day responsibility for the induction of new staff to their teams.
2. The Induction Tutor for ECTs will keep a record of each ECT's programme and progress and will meet individually with them to discuss and evaluate progress. In addition, they will liaise with the Teacher Mentor. They will write and submit reports to the recommending body.
3. The Professional Mentor will plan a programme of sessions over the year to assist all new staff with their integration into Watford Grammar School for Girls. ECT will have an additional meeting structure. Part of the programme will be structured meetings to assist the ECT, NQT or trainee with his/her integration into the school and their professional roles.

3.2. Before taking up appointment.

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 member of staff responsible for induction, the Head of Department 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.
3. Adequate notice of the timetable to be taught and duties to be performed.
3. All curricular documents, relating to teaching including schemes of work and examined courses; relevant to the subjects they will teach.

3.3. After taking up appointment.

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

1. Seek help and guidance from all members of staff but especially from their team leader and/or member of staff responsible for their induction.
2. 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 their 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 and paired observation.
3. ECT and trainee staff will observe other colleagues' teaching and to visit and meet with ECT and trainee staff in other schools through the Watford Partnership and other partner schools. This group will also be observed more regularly by their Subject Mentor and the Professional Mentor.
4. ECT will follow the guidelines for Induction and Assessment as set out by the DfE in the ECP. At the end of each year a report will be completed and a short interview will be held between the ECT and the Induction Tutor. ECTs are required to satisfactorily complete a statutory Induction period. Where applicable, the induction period will be applied in accordance with the relevant Regulations and statutory guidance issued by the DfE.

4. Roles and responsibilities.

4.1. The Role of the Induction Coordinator/ Professional Mentor.

The aim of the member of staff responsible for new staff is to offer informed professional support. They will be the major facilitator of an induction programme suitable to the needs of the new staff. They will also be involved in creating the correct environment including, along with Head of Department or Line Manager observing 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 they start 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.
 - Checking that suitable classes have been allocated to the new colleague.
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. To ensure that the ECT's timetable has meeting time protected and that their non-teaching time is not used for cover.
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. Ensuring that new ideas that new staff can bring to the school are shared with colleagues.
7. To encourage/welcome staff to school functions, e.g. concerts.

4.2. The Role of the Head of Department

1. To welcome the new colleague and make them feel involved and to help them to become socially and professionally a full member of the team.
2. To nominate a mentor for all ECTs, School Direct trainees and PGCE students in consultation with the Professional Mentor. (This might be the Head of Department themselves 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.
 - Give guidance as to the level and standard of work to be expected in this school.
 - Ensure easy access to all departmental resources.
 - 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.
 - 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 their lessons in line with observation protocols.
 - 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 Appraisal.
 - To ensure that the new person is aware of, can deal with, and feels supported in understanding the ethos of the School.
 - Parents' Consultations: subject specific strategies on the sort of comments required This will also be covered by the Induction Programme in the case of ECTs and trainees.
4. 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 colleague.
5. To advise on CPD and training.

4.3. The Role of the Head of Year

1. To ensure that the new person is involved and part of the pastoral team:
 - In daily routine: It may be helpful for the new person to know where the Head of Year will normally be during form time in case problems arise. Ensure awareness of Code of Conduct, especially uniform and behaviour. Make sure they know how to take registers. 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. Explain about attendance at Assembly (and escorting form to the Hall) and about the pupil behaviour expected there.
 - At the start of term: Explain about giving out timetable, election of Form Leaders etc.

- PACE and Forum: Provide support in delivery of the syllabus, encouraging full participation and flexibility where appropriate.
- Contact with Parents.

4.4. The role of SLT/Line Manager.

If a new member of staff is taking on a TLR, the Line Manager will:

- Provide training and support in staff appraisal.
- Support in understanding examination administration, if appropriate.
- Provide support in understanding budget management.
- Overtly monitor induction through frequent line management meetings.
- Provide a buddy system of support from another head of Department or Head of Year.

5. Initial Teacher Training.

5.1. Philosophy

Watford Grammar School for Girls 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 to gain experience and undertake training. We believe that there are considerable benefits of having student teachers as colleagues, which encourages the whole staff to reflect on and develop their own practice and the value ITT can bring to the continuing professional development of individual teachers through mentoring which can be evidenced in the Appraisal process. Furthermore that the training of teachers leads to the enrichment of pupil learning, the sharing of ideas and resources and the benefits of working in partnership with Universities and other schools.

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 ECT years.

Watford Grammar School for Girls 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 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.

5.2. 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, 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 (salaried) and Tuition Route 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. University route PGCE students.

5.3. Rationale.

School-Based Training commitments

The school's commitment to Initial Teacher Training is to:

- Enact the terms of the University Partnership Agreements.
- Provide a whole school model of support for student teachers, thus creating a supportive environment and a consistent, fair and professional support and assessment of student teachers
- Manage student-teacher' time in school and respond to their individual training needs
- Provide a range of experiences and development opportunities in the classroom and in the school as a whole, appropriate to their programme
- Know and respond to the identified Key Priorities of the Partnerships to best enable student teachers to progress Support the student teachers establishing a secure foundation for entering the profession through facilitating the observation of good practice and the opportunities to practice these skills in the classroom
- Plan a graduated timetable, appropriate to route, that enables an increase in teaching responsibilities over time.
- Regard student teachers as colleagues and to treat them as such in relation to all staff and other colleagues in the school, parents and the pupils
- Source the best teachers with QTS to guide the student teacher and be the named mentor, trained by the University, to support the student teacher
- Develop and provide a programme of induction with access to key school personnel, documentation, resources, and ongoing professional development that responds to the school's unique training context
- Undertake informal observations of the student teacher and informal discussions about excellent practice. Write formal lesson observations of the student teacher and give feedback with opportunities for discussion and reflection
- Set and review high quality targets regularly and give guidance for successfully meeting the Teachers' Standards. Write an Assessment Point Report at each Assessment Point on School-Based Training to give a summative review of student-teachers' progress and identify targeted training priorities to support progress

5.4. Entitlement and Expectations

- There will be a professional mentor to coordinate training, have input to the training and liaise with outside agencies
- Each trainee will have a subject mentor for School Direct and PGCE students and a departmental link person for observation visits.
- 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.

1. APPENDIX 1 : TEACHING STAFF INDUCTION CHECK LIST

NAME:

DEPT:

START DATE:

TO BE COMPLETED BY NEW STAFF MEMBER, WITH THE SUPPORT OF THEIR LINE MANAGER WITHIN TWO WEEKS OF START DATE.

Note: Much of this will be carried out on the ‘New Staff Induction Day’ and followed up in the Staff Induction Programme. It is particularly important for Line Managers to ensure that these areas are covered for colleagues starting mid-year. Policies and procedures can be found in the Staff Handbook.

Policies and Procedures.	Notes.	I can confirm that I have received information and training in
Safeguarding		
Completed Level 1 Child Protection in Education	Via Educare web based package	
Completed Prevent Duty training	Via Educare web based package	
Safeguarding policies including the use of CPOMS and “Keeping Children Safe in Education”	Further training takes place as part of the formal induction programme	
Evacuation and lockdown procedures.		
Health & Safety Policy		
WGS Community		
GDPR Statement		
Watford Grammar School for Girls: Aims, Ethos, Ethos and Values.	Further training takes place as part of the formal induction programme	
Behaviour policy and the use of rewards to promote learning and progress.		
Teaching and Learning		
Teaching timetable and schemes of work.	Trainee teachers’ timetables will develop over time.	
Curriculum Policy		
Assessment Policy of the school and assessment guidelines for my Department		
An introduction to how to identify and support pupils’ needs including SEN, more and less able pupils and pupils with medical needs.	In particular where to find appropriate information and support. Further training takes place as part of the formal induction programme.	

Signed: _____

Date: _____