

# HASSENBROOK SCHOOL Specialist Technology College



# INDUCTION POLICY

# **HASSENBROOK SCHOOL**

## **Induction Policy**

**Section 1      Induction Policy for Teachers      (other than NQT's)**

**Section 2      Induction Policy for NQT's**

**Section 3      Induction Policy for Non- Teaching staff**

# Section 1

## TEACHERS OTHER THAN NQT'S

### A. RESPONSIBILITY

The Professional Tutor for the implementation of the School Policy.

### B. AIMS

- to help teachers settle into the school quickly
- to provide help and advice in order to cope with new experiences

#### How are these aims put into practice ?

- provision of mentor, with regular meetings
- opportunities to observe lessons and have lessons observed
- information on school policies
- ensure confidentiality concerning the professional development of staff
- briefings on school procedures by appropriate staff.

### C. MENTORS

Teachers will be assigned a mentor. This will be done by the Professional Tutor in conjunction with the Leader of Learning and or Subject Leader. ITT students will have the appropriate Subject Leader as their subject mentor.

#### Mentors should:

- give advice and encouragement
- give guidance
- enlist the help of other staff e.g. HoSP's in the mentoring process

**D. PRE-POST VISIT**

This will be organised by the Curriculum Co-ordinator and will focus on:

- i) Routines and procedures of the school.
- ii) Departmental unit organised by Lead Learner.

All Staff will be given an induction handbook.

**E. LESSON OBSERVATION**

Mentor should observe lesson(s) once a term for the first year.

Mentors should ensure:

- the aims of the observation are established before observation takes place
- cover arrangements are made
- have a 'follow up' discussion session on the week of the observation
- a written report of the lesson outlining future objectives should be agreed and signed by mentor and Teacher.

**F. PASTORAL PROCEDURES**

HoSP's, on first day of appointment, to inform teacher of pastoral procedures and relevant section of staff handbook.

## **Section 2**

### **NQT'S**

#### **A. RESPONSIBILITY**

The Professional Tutor for the implementation of the School Policy.

#### **B. AIMS**

- to help teachers settle into the school quickly
- to provide help and advice in order to cope with new experiences
- to help extend teaching skills
- to combine, where possible, sessions from induction course for NQT and ITT students

#### **How are these aims put into practice?**

- provision of mentor, with regular meetings
- opportunities to observe lessons and have lessons observed
- information on school policies
- induction course
- protection from covering lessons
- ensure confidentiality concerning the professional development of staff
- briefings on school procedures by appropriate staff.
- involvement of a number of staff in the induction of NQTs and ITT students

#### **C. MENTORS**

NQTs will be assigned a mentor. This will be done by the Professional Tutor in conjunction with the Lead Learner and will mostly be the Subject Leader. ITT students will have the appropriate Subject Leader as their subject mentor.

#### **Mentors should:**

- give advice and encouragement
- give guidance
- be able to demonstrate good practice

- provide an opportunity for the NQTs and ITT students to reflect on their experiences
- help select appropriate INSET opportunities for the NQTs
- enlist the help of other staff
- be responsible for writing, and discussing with the NQT, a termly report for the head teacher.
- ensure meetings are held fortnightly with NQT, the areas of which are to reflect on past experience and plan for future development (see later)
- observe the NQTs and ITT student's lessons and provide feedback (see later)
- to ensure any training/help they, i.e. the mentor requires, is identified and discussed with the appropriate line manger

#### **D. INDUCTION PROGRAMME**

The purpose of this programme is to address general educational issues; pastoral care and administration matters not dealt with by the mentor. Where possible sessions will incorporate NQTs and ITT students.

##### **Pre-post Visit**

This will be organised by the Professional Tutor and will focus on:

- i) Routines and procedures of the school.
- ii) Departmental unit organised by Subject Leader

NQTs will be given the necessary written documentation including: policies, calendar, handbook, timetable and lists of pupils.

##### **Topics covered in the Induction Programme**

These will be organised by the Professional Tutor and taken by a variety of staff. The topics are subject to amendment.

|                      |                     |
|----------------------|---------------------|
| Classroom Management | INSET Opportunities |
| Assessment           | School Finance      |
| Equal Opportunities  | Role of Governors   |
| S.E.N.               | Community Links     |
| Parents' Evenings    |                     |
| Role of Tutor        | Meetings            |

These topics will be addressed throughout the year.

## **E. LESSON OBSERVATION**

Mentors should ensure that NQTs lessons are observed once every half term and that a HoSP observes at least one tutorial lesson throughout their first year.

Mentors should ensure:

- the aims of the observation are established before observation takes place
- cover arrangements are made
- have a 'follow up' discussion session on the week of the observation
- a written report of the lesson outlining future objectives should be agreed and signed by mentor and NQT.

## **F. REVIEWING NQTs PROGRESS**

At the end of each term the mentor and NQT should review overall progress. Evidence should be used from: lesson observation, fortnightly meetings, informal meetings and the induction programme.

The NQT should be encouraged to reflect on his/her role, responsibilities and experiences.

Recorded targets should be set for the next term.

## **Section 3**

### **NON-TEACHING STAFF**

#### **A. RESPONSIBILITY**

A mentor appointed by the Headteacher in consultation with the Management Team. The mentor will normally be the line manager.

#### **B. AIMS**

- to help the employee settle into post
- to provide help and advice in order to cope with new experiences
- to understand the importance and relevance of the post

#### **C. How the aims are put into practice.**

- employee is assigned a mentor
- mentor should brief employee of the exact nature and scope of their role.
- mentor will make employee aware of Health and Safety Regulations
- mentor will explain how employee's role fits in with rest of school
- mentor will listen to any problems employee has and make contact with other members of staff, if needed, in the resolution of such problems.
- mentor will provide a report for the Management Team and the Personnel Committee after six months employment.