

POLICY FOR THE INDUCTION OF NEW STAFF AT PORTHCAWL COMPREHENSIVE SCHOOL

PREAMBLE

The overall responsibility for the induction of new staff lies with the Headteacher – Mr. K. Dykes with Mrs. A. O’Brien (SMT) responsible for the Induction Programme.

POLICY

The school’s Induction Policy will endeavour to

- provide support and guidance for all new staff appointed (teaching and non-teaching)
- assist the newly appointed member of staff in settling into the life of the school/department and to provide an insight into the working of the school/department
- facilitate the development of his/her professional skills
- provide additional support and guidance for NQTs and EPD teachers through an individualised programme

PROCESS

The *Headteacher* should:

- ensure all new staff to the school receive an Induction Programme

The *Senior Teacher* with responsibility for new staff should:

- ensure there is a planned Induction Programme available for staff

New staff should:

- ensure they participate fully in the Induction Programme

PROCEDURE

Induction to the school starts prior to interview when information on the school and a copy of the job specification are sent out to applicants. The interview day and process also contribute strongly to the Induction procedure. Appointed staff attend an Induction Day for all new teaching staff organised by the Induction Co-ordinator (Mrs. A. O’Brien) prior to the start of term in order to provide guidance on whole school issues. The day also includes time to meet with department members, collect a copy of their timetable and collect relevant planning and pupil information prior to the start of the new term. Copies of the school prospectus together with policies and procedures within the staff handbook are given to new staff, providing information about the school as an organisation, its systems and structures, its aspirations, values and ethos, its rules and routines, and its accommodation etc. The INSET day at the start of the new school year also contributes to the Induction process.

A series of lunchtime sessions are organised by the Induction Co-ordinator where school procedures and practice are covered.

Department Induction

To supplement and complement the whole School Induction there is a need for Department Induction. The Head of Department will be responsible for ensuring the delivery of the programme. Each new member of staff is allocated a mentor to assist them with their integration to the department and school and together with the mentor or Head of Department a department checklist is completed to ensure coverage of the following information

- Department Handbook focusing on schemes of work, marking, ARR, homework and discipline policy
- Observing colleagues teaching
- Observation by Head of Department
- Department Development Plan (DDP)
- Department Target Setting
- Any other topic as required

One copy is kept by the new member of staff, one by the Head of Department and one by the Induction Tutor, for school records. The pro-forma used for the Department Checklist is included as Appendix 1. It is intended the departmental induction programme be completed by the October half-term, or within a half-term on arrival at Porthcawl Comprehensive School.

Ongoing monitoring is provided throughout the Induction process with mentoring provided by the Induction Co-ordinator in the case of NQTs and EPD teachers. The LEA organise certain training events which NQTs are encouraged to attend thus providing them with opportunities to meet with NQTs from other schools.

The NQT and EPD programmes encourage staff to maintain a personal record of Continued Professional Development (CPD). It is suggested that these should include copies of targets, lesson observation notes/reflections and feedback, evaluation of training/INSET attended, meetings, reports etc.

Induction on change of role or promotion is covered by a series of meetings to agree new objectives with guidance and support from the line manager. Non-teaching staff have an Induction process in relation to their particular role provided by their line manager.

The Induction programme for new staff is monitored throughout the year and evaluated at the end of the year by the Induction Tutor.

INDUCTION OF NEWLY QUALIFIED TEACHERS (NQTs)

PREAMBLE

Circular 24/05. Induction for Newly Qualified Teachers in Wales (revised 2005) replaces Circular 19/04.

- Induction is a statutory requirement for all Newly Qualified Teachers (NQTs) in Wales who gain Qualified Teacher Status (QTS) after April 1st 2003. This Guidance Circular provides NQTs, Induction Tutors, Headteachers, appropriate Bodies and Governing Bodies with full details of the requirements for the Induction Framework in Wales. Published 30th August 2005.

Induction Period

Teachers who obtain QTS by whatever route, must successfully complete an induction period of three school terms (or equivalent) if they are to continue to work as a teacher in maintained schools and non maintained special schools. If the teacher does not complete the induction year successfully they may not be employed as teachers, but their QTS is not affected. The Induction period will usually be 380 school sessions and will be calculated on a pro-rata basis for part-time NQTs.

End of Induction Standards

In order to complete Induction successfully, the NQT must consistently meet the QTS Standards and meet the End of Induction Standard set out within the four key areas below

1. Professional Characteristics
2. Knowledge and Understanding
3. Planning, Teaching and Learning and Class Management
4. Monitoring, Assessment, Recording and Reporting

(See Annex A of Circular 19/04).

POLICY

- To provide all newly qualified teachers (NQTs) with a bridge from initial teacher training (ITT) to effective professional practice during their first year of teaching
- To provide individualised targeted support, guidance and monitoring for NQTs in order for NQTs to develop their knowledge, skills in relation to the End of Induction Standards
- To make a real and sustained contribution to school improvement and to raising classroom standards

PROCESS

The *NQT* should:

- Ensure they are registered with the GTCW
- Make their Career Entry Profile (CEP) available to the Induction Tutor at the start of the Induction period
- Participate fully in the programme of monitoring, support and assessment

- Keep an updated professional development portfolio
- Take increasing responsibility for their own professional development as the Induction period progresses
- Keep their own record of Induction and log all periods of teaching that count towards statutory Induction (especially in the case of part time NQTs)

The *Induction Tutor* should:

- Have participated in the Induction Tutor Briefing Programme before commencing their role as Induction Tutor
- Inform the LEA of NQTs at the school using an 'NQT Induction Record' form – Appendix 2
- Ensure the NQT has 90% of a timetable in excess of PPA time
- Prepare the NQT's programme
- Set targets with NQT from CEP
- Observe the NQT at least once per half term and provide feedback
- Conduct 'Professional Development Reviews' at least once mid term
- Conduct 'Formal Assessment Meetings' at the end of each term to assess whether the NQT is meeting the 'End of Induction Standards'. Reports to be sent to the Appropriate Body within 10 working days.

The *NQT mentor (HOD or representative)* should:

- Observe the NQT at least once per half term and provide feedback
- Complete the Induction Checklist with the NQT
- Provide support and guidance as discussed with the NQT and Induction Tutor

The *Headteacher* should:

- When employing a teacher who gained QTS after 1st April 2003 confirm whether that teacher has completed their Induction successfully
- Confirm with the GTCW, as part of the normal pre-employment checks, whether any NQT who they wish to employ as a short term supply teacher has reached the five year limit (if so, they cannot be employed at the school)
- Ensure NQTs at the school are provided with their statutory Induction
- Keep the Governing Body informed about the arrangements for NQTs and the results of Formal Assessment Meetings
- Recommend to the Appropriate Body whether the NQT has met the requirements for the satisfactory completion of their Induction period. If the view is taken that the NQT has not met the Standard then an extension can be recommended in exceptional circumstances.

The *appropriate Body (i.e. the LEA)* should:

- be responsible for deciding whether the NQT has continued to meet the Standards for the award of QTS and has met all the Induction Standards, so successfully completing the induction period, on the basis of the Headteacher's recommendation.

The *General Teaching Council of Wales (GTCW)* should be:

- designated as the Appeal Body to cover arrangements if teachers disagree with a judgement that they have not met the Induction Standards, or that there should be an extension to their induction period.

PROCEDURE

NQTs must receive a time table of no more than 90% of the normal timetable of other qualified teachers in the school without TLRs – the additional 10% non-contact time is for activities that form part of the Induction Support Programme.

The overall responsibility for the Induction of new staff at Porthcawl Comprehensive School lies with the Headteacher – Mr. K. Dykes.

The Induction Tutor should be the NQTs line manager, a senior member of staff or a suitably experienced teacher who will have considerable contact with the NQT throughout their Induction period. It is not normally recommended that the Headteacher is the NQTs Induction Tutor. The Induction Tutor should have participated in the Induction Tutor Briefing Programme before commencing the role.

Mrs. Anne O'Brien is the designated Induction Tutor for Porthcawl Comprehensive School.

The tutor must ensure that for each NQT:

- GTCW is notified of start date of Induction (Appendix 2)
- the teaching programme falls within the age range and subjects for which he/she has been trained
- no classes with excessive demanding discipline problems are allocated (although the NQT should not be shielded entirely from classroom management problems)
- there is an appropriate share of all the normal responsibilities (duties, form tutor, etc.)
- there is an opportunity to be actively involved in planning the Induction Programme, including setting targets (from Career Entry Profile – CEP) and reviewing progress against those targets resulting in an individualised programme of support
- there is an opportunity to observe experienced colleagues (not exclusively in specialist area)
- records of lesson observation and the outcomes of professional reviews are provided.

The NQT should be observed teaching within the first four weeks in the post by the Head of Department and then at least once every half term.

The Induction Tutor observes the NQT at least once per half term.

The LEA subject advisor observes the NQT at least once, usually in the second half of the first term.

Observations should be planned in advance and followed by a brief written record relating to the NQT's objectives for development, indicating any action that needs to be taken. Informal professional review meetings should be held each half term with a formal assessment meeting held at the end of each term. Where weaknesses have been identified it is essential for remedial measures to be put in place. Within 10 working days of the end of each term (or equivalent) the relevant assessment forms should be completed and forwarded to the Appropriate Body. (Appendix 3).

The last of these meetings leads to a decision on whether or not the NQT has successfully met all the requirements of the Induction period.

Where an NQT leaves before the end of the successful completion of their Induction period a 'Transfer Form' (Appendix 4) must be issued to the individual and a copy sent to the GTCW within 10 working days of the teacher leaving.

Funding

Per NQT, funding of £2700 is allocated with £1000 for the designated Induction Tutor to that NQT. This is accessed through the LEA by completing the 'NQT Induction Record' form at the start of the NQT's Induction period. (Appendix1).

Teachers from outside Wales

Information on induction and teachers who qualified outside Wales can be found in Annex F of Circular 19/04.

Sort-Term Supply Staff

Short-term supply placements of less than one term; two consecutive half terms; or a period of 10 weeks cannot count towards an Induction period.

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SUMMARY OF EARLY PROFESSIONAL DEVELOPMENT (EPD) ARRANGEMENTS

PREAMBLE

Document 025-04. Summary of the Early Professional Development Arrangements in Wales (Sept 04).

- From September 2004, following the successful completion of a statutory Induction period, all teachers in Wales who gain their Qualified Teacher Status (QTS) after 1st April 2003 are entitled to a two-year programme of EPD.

The purpose of EPD is to enable teachers to continue to reflect and build on the progress made during their Induction period by developing a structured action plan that supports their EPD. They will need to plan with their EPD mentor (Mrs. A. O'Brien) a professional development programme that meets the challenges that their second and third years in the profession will bring. Unlike Induction, there is no formal assessment of EPD. Headteachers and LEAs are responsible for ensuring that teachers in their second and third years of teaching are undertaking a programme of EPD and are receiving their entitlement.

POLICY

- To develop knowledge, understanding and skills that improve the quality of teaching and learning
- To develop the teacher's wider role within the school
- To lay foundations necessary to help achieve longer-term career goals.

PROCESS

The *EPD teacher* should:

- Develop an action plan to support their EPD in consultation with their EPD Mentor

The *EPD Mentor* should:

- Help the EPD teacher to reflect on their development, improve their practice and plan for the future
- Inform the LEA of EPD teachers at the school

The *Headteacher* should:

- Ensure all teachers after successfully completing their Induction period undertake a further two years of EPD and receive their entitlement

The *LEA* should:

- Ensure all teachers after successfully completing their Induction period undertake a further two years of EPD and receive their entitlement

PROCEDURE

The first year of EPD should begin with an opportunity for the teacher to reflect on and review their Induction period and then plan and undertake a programme of EPD. At the end of the first year the teacher will review their progress and plan their second year of EPD.

At the end of the second year of EPD the teacher and EPD mentor should review the teacher's progress during the year and begin to consider the teacher's continuing professional development needs for the future.

Within 10 working days of the commencement of the first or second year of EPD a planning form must be submitted to the GTCW by the school (Appendix 5). Within 15 working days of the end of the first or second year of EPD an evaluation for must be submitted to the GTCW by the school (Appendix 6).

Teachers may choose for their EPD objectives set over the two years to be the same as their Performance Management objectives or they may focus on issues that are unrelated to Performance Management. However, EPD is not intended as a way of financing the professional development aspects of PM.

The practice of reflection, planning and review that forms an inherent part of EPD will continue to be relevant to the process of Performance Management and Threshold, thus teachers undertaking EPD are encouraged to keep a Professional Development Portfolio that contains quality evidence of their own and pupils' achievements.

Where a teacher leaves before the end of the successful completion of their EPD period a 'Transfer Form' (Appendix 4) must be issued to the individual and a copy sent to the GTCW within 10 working days of the teacher leaving.

Funding

Funding of £1000 is provided through the Better School Fund (BSF) Activity 8B to support the EPD of the teacher during their second year in the profession and a further £1000 is provided to support the teacher during their third year in the profession. Schools should decided how best to use the allocated funding to support the EPD teacher and the EPD mentor.

Anne O'Brien
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