



# Gosfield School

## Teaching Induction Policy

### Introduction

This document outlines the purpose, nature and management of staff induction in Gosfield School. It should be read in conjunction with the Staff Handbook and key policies that will be shared with each new staff member before they commence work.

The staff induction policy aims to:

- provide a flexible but systematic framework in which roles and responsibilities are clearly defined
- familiarise staff with the values and aims of Gosfield School
- integrate new staff into the team as quickly and smoothly as possible.

Equal opportunities in induction arrangements will apply, irrespective of hours or status and will be entirely consistent with the school's equal opportunities policy.

### School Ethos and Values

Everyone at our School is committed to "Knowing Every Child and Nurturing Potential". This is delivered through an environment in which individuals are provided with the foundations on which to grow and develop in all aspects of their educational and pastoral lives. Pupils are educated in a small and caring setting and encouraged to achieve their personal best in a small and caring setting and encouraged to achieve their personal best in all aspects of their lives. Every individual's contribution is counted and valued within a friendly and supportive ethos, where pupils and staff inspire one another, and in turn inspire others.

The Governors and Staff of Gosfield School are committed to providing the very best quality education for pupils. Underpinning this is a commitment to continuous improvement through a cycle of target setting and review which is set out in a detailed and rigorous School Development Plan. This identifies our priorities for the next three years and drives our self-review and staff appraisal process.

The School is fortunate to have a supportive and proactive PTA which all teachers are invited to join.

Parents will often show a keen interest in the progress of their attending child or children. The School expects any parental contact to receive a response within 24 hours on a working day. A holding email should be sent if further information is required before replying in more detail. Should support be needed with any parental correspondence, any new staff member can turn to their mentor or Line Manager for assistance.

### Procedures for the Induction of New Staff

All new members of staff will take part in the School's induction procedure, the aim of which is to provide new appointees with an overview of school procedures and to introduce them to key academic and support staff.

Where possible a new member of staff will be invited to visit the school before their start date in order to meet their line manager, their colleagues and be introduced to their mentor. If this is not possible prior to the start date, arrangements will be made for the necessary introductions to be made in other ways such as email and on the INSET day before the beginning of term.

**The following documents will be sent via email in advance of the first time, and new staff are asked to read these and be familiar with school policy:**

- Attendance including Children Missing in Education Policy
- Anti-Bullying Policy
- Acceptable Use of ICT for Staff and Pupils Policy
- Whistle Blowing Policy
- Safeguarding Policy
- Behaviour – Whole School
- Induction of New Staff in Child Protection
- KCSIE
- Code of Conduct
- Online link to complete Prevent Training
- School and Department (if relevant) Risk Assessment
- Marking and Assessment Policy
- Homework Policy

#### **Induction and Inset Days**

Sessions will be run for all new staff on the following:

- Welcome; aims; type of school; professional standards and expectations
- Fire and Lockdown
- Safeguarding Update KCSIE
- Bromcom Training
- Health and Safety roles and responsibilities, Incident reporting, First Aid
- SEN introduction
- Pastoral introduction
- Essential Teaching and Learning

**There will be an IT drop-in session on this day when new staff will be provided with:**

- An ID badge which will always be worn, whilst on site, with a Gosfield School lanyard. This is also the photocopy card.
- Passwords
- A Chromebook

**Follow up sessions will be run at regular, timetabled intervals throughout the first term on:**

- School curriculum and teaching strategies & Homework and Assessment
- Pastoral system, Form tutoring, contact with parents and parents' evenings. Use of Awards and Sanctions. Behaviour Policy/Classroom management
- Learning Support, SEN
- Assessment System and Reports
- Using Data to Track Pupil Progress academic and pastoral
- Teaching in the Sixth Form
- Continuing Professional Development (CPD) and Professional Development Review (PDR)
- Activities and organising a school trip



## **ECTs**

Statutory induction will be provided for newly qualified teachers appointed by the school.

## **Mentors (See guidelines for mentors at end)**

All new members of staff will have a mentor, normally from the department in which they are based. The mentor will arrange a weekly meeting with the new appointee to provide appropriate support and advice. After the first term, the frequency of mentor meetings will be reviewed.

## **Probation**

The first year of appointment is probationary. The Principal will confirm successful completion of probation in writing by the end of the third term of teaching at the School.

## **First term of employment**

As part of the probationary period, new members of staff should have the opportunity to observe colleagues teaching both inside and outside their own department. Normally the Head of the Department concerned will invite the new appointee to observe a lesson within the first few weeks of employment.

Within the first half term of employment, a new member of staff will be observed teaching; after which there will be a formal opportunity to reflect on the lesson seen. Early in the second half term, a second lesson (usually of a different year group) will be observed following the same procedure. The lessons to be observed will be agreed with the newly appointed teacher.

After the second formal observation, a meeting will be arranged with the Head of Department (or, in the case of a newly appointed HoD, a designated senior member of staff) to review progress in all areas of the teacher's responsibilities and address any issues of concern. In the event of the latter, some formal targets for improvement may be established, to be reviewed by the end of the first term. More serious concerns over performance may result in the school's capability procedure being invoked. The interim review document for Term 1 will be completed during this meeting.

## **Second term of employment**

At an early stage in the second term of employment, the new appointee will be observed by a senior member of staff; after which there will be a formal opportunity to reflect on the lesson seen.

A further lesson will usually be observed by the Head of Department either by the end of the first half of the second term or towards the end of the academic year. A formal meeting will take place to review progress and to check any targets established earlier in the year. The interim review document for Term 2 will be completed during this meeting.

## **Third term of employment**

The HoD (or other senior member of staff) will, if appropriate, recommend that the Principal confirms the appointment of the new member of staff. This will be notified in writing by the Principal.

## **Schedule for the Probationary Year**

This schedule is intended as a guide to the probationary period. The school reserves the right to alter the schedule if necessary. All observations are agreed in advance.

The immediate Line Manager is usually the Head of Department. The Senior Leader involved is usually the Line Manager of the Head of Department.

Term	When?	Action
1	Within the first month	New Teacher to observe Line Manager to gauge academic standards and expectations.
	Before half term	First lesson observation (agreed) of New Teacher by immediate Line Manager. Scrutiny of lesson planning, marking and record keeping.
	Before half term	Line Manager to feedback on observed lesson and scrutiny.
<b>Term</b>	<b>When?</b>	<b>HALF TERM</b>
1	Shortly after half term	Second lesson observation (agreed) of New Teacher teaching a different year group by immediate Line Manager
	Shortly after lesson observation	Review meeting to assess progress, identify any weaknesses and set targets for improvement (if required). Interim Review document completed for Term 1.
	By the end of term	Further review meeting to revisit targets and evaluate progress (if required). Line Manager or Senior Leader
	By the end of term	Action taken if concerns over professional standards and performance. Line Manager and Senior Leader.
<b>Term</b>	<b>When?</b>	<b>END OF TERM ONE</b>
2	Within the first month	Third lesson observation (agreed) - Senior Leader
	Shortly after lesson observation	Feedback on lesson observation and assessment of progress towards previous targets (if required).
	By half term	Action taken if any concerns over performance continue.
<b>Term</b>	<b>When?</b>	<b>HALF TERM</b>
2	By the end of term	If required, fourth lesson observation (agreed) by Line Manager and/or Senior Leader
	By the end of term	Second review meeting – feedback on lesson observation (if applicable) and overall evidence-based judgement of performance. The interim review document for Term 2 will be completed during this meeting.
<b>Term</b>	<b>When?</b>	<b>END OF TERM TWO</b>
3	By the end of term	Recommendation to the Principal to confirm appointment.

### Guidelines for Mentors

Newly appointed teachers are monitored through the probationary period by line managers, usually the Senior Subject Teacher or Head of Department, and a member of the Senior Leadership Team (see table below). New teachers are also allocated an informal mentor or “buddy”. The informal mentor is expected to provide appropriate support during the colleague’s first year in post.

Informal mentors are selected for their:-

- successful and wide-ranging experience in the department or similar role
- good communication skills and a willingness to share experience
- knowledge of school policies and systems
- professional knowledge and understanding
- ability to offer professional support
- sound judgement

Informal mentors and newly appointed colleagues should:-

- agree on regular meeting times
- identify forthcoming events and issues which require discussion
- consider problems and possible solutions
- reach agreement on keeping a record of discussions
- refer major problems to a member of the Senior Leadership Team

**Concerns**

Any new staff member who is concerned about their treatment or role should talk to their immediate Line Manager or Mentor in the first instance. If this does not resolve the issues they may consult the Vice Principal or Principal. There is a Complaints Policy for raising formal complaints, if required.





# Gosfield School

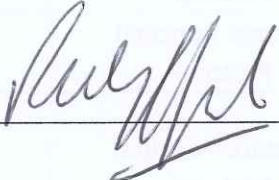
## Teaching Induction Checklist

<b>NAME:</b>	<b>DEPARTMENT:</b>	
<b>INDUCTION MENTOR:</b>	<b>START DATE:</b>	
<b>WELCOME TO GOSFIELD SCHOOL</b>		
Below is a checklist of the information and procedures that we hope will help you to quickly become part of the Gosfield Team. Please don't hesitate to ask if you require any further information.		
	<b>Staff responsible</b>	<b>Employee Initial</b>
<b>PRIOR TO STARTING</b>		
Single central record information collected (including relevant certificates)	Principal's EA	
Staff Handbook Received	Principal's EA	
Key Policies Received <ul style="list-style-type: none"> <li>• Attendance including Children Missing in Education Policy</li> <li>• Anti-Bullying Policy</li> <li>• Acceptable Use of ICT for Staff and Pupils Policy</li> <li>• Whistle Blowing Policy</li> <li>• Safeguarding Policy</li> <li>• Behaviour – Whole School</li> <li>• Induction of New Staff in Child Protection</li> <li>• KCSIE</li> <li>• Code of Conduct</li> <li>• Online link to complete Prevent Training</li> <li>• Marking and Assessment Policy</li> <li>• Homework Policy</li> </ul>	Principal's EA	
<b>GENERAL INTRODUCTION</b>		
Introduction to staff and key contacts	Vice Principal/Head of Prep	
Induction, probation, Interim Reviews	Vice Principal/Head of Prep	
Handbook	Vice Principal/Head of Prep	

School policies, information on location and also discuss key policies including Assessment & Marking, Homework	Vice Principal/Head of Prep	
Outline of school day	Vice Principal/Head of Prep	
All duties (playground, breaktime, lunch time, after school, etc.)	Vice Principal/Head of Prep	
Timetables	Vice Principal/Head of Prep	
Staff meeting arrangements	Vice Principal/Head of Prep	
Signing in and out	Head of Operations	
Term Dates	Vice Principal/Head of Prep	
Parent consultation arrangements and reporting dates	Vice Principal/Head of Prep	
<b>SCHOOL AND PERSONAL DEVELOPMENT</b>		
Aims of the School and SDP	Principal	
PDR and CPD	Principal/Assistant Principal Academic	
<b>TEACHING AND LEARNING</b>		
Key policies - in depth	Vice Principal/Head of Prep	
Minimum Expectations	Vice Principal/Head of Prep	
Quality Assurance	Vice Principal/Head of Prep	
Communication with parents	Vice Principal/Head of Prep	
Using BromCom to enter grades and write reports	Data Manager	
<b>CEM DATA AND ASSESSMENT</b>		
Using CEM data and assessment	Assistant Principal Academic/Data Manager	
<b>SAFEGUARDING</b>		
Safeguarding Policy	Assistant Principal Pastoral	
Safeguarding induction by DSL (signed and kept in personnel folder)	Assistant Principal Pastoral	
<b>PASTORAL</b>		
Role of the Tutor	Assistant Principal Pastoral	
Rewards and sanctions, assemblies	Assistant Principal Pastoral/Head of Section/Head of Prep	
<b>FIRST AID</b>		
Medication	First Aid	

First aiders and first aid supplies	First Aid	
<b>NETWORK</b>		
Acceptable Use Agreement	Assistant Principal Pastoral/Network Manager	
Email addresses and how to access, school network access	Network Manager	
BromCom Training - registration and recording consequences/praise points	Data Manager/Head of Section/Head of Prep	
E-safety (safe practice, reporting incidents etc)	Assistant Principal Pastoral/Head of Operations/Network Manager	
Chromebook Issued	Network Manager	
<b>SEN</b>		
SEND Policy	Assistant Principal SENCO	
SEN induction by SENCO	Assistant Principal SENCO	
<b>OPERATIONAL</b>		
Reporting Absences and Staff Absence Policy	Vice Principal/Head of Prep	
Codes: Entry codes to the buildings	Haed of Operations	
Staff identity badge	Haed of Operations	
Fire drill procedures	Haed of Operations	
Health and Safety procedures (personal responsibility, reporting hazards, trips etc)	Haed of Operations	
Tour of school and grounds, security, toilets, resources etc	Haed of Operations	
Do you have any further training requests?		
<b>INDUCTION PROGRAMME HAS BEEN COMPLETED</b>		
<b>SIGNED:</b>		<b>DATED:</b>

Induction Checklists to be stored online by JCo (Seniors) and HBo (Prep)

Signed  Date 24/9/24  
Principal

Date of next review: August 2025