

STAFF INDUCTION, TRAINING AND PROFESSIONAL DEVELOPMENT PROGRAMME

Written by	Deputy Headmaster
Ratified by Governors	November 2014
Date for Review	February 2019
Signed – Chair of Governors	
Signed – Headmaster	
ISI Code NMS	B20 13 & 15.1

STAFF Appointment Procedures are now covered under 'Safeguarding Policy'

Induction Procedure

Induction is the process which enables a newcomer to become a fully effective member of the community, as quickly and as easily as possible and to ease their transition into the school. It involves the dissemination of information and proper care and support during the first year at the school in particular.

To do this newcomers need:

- Knowledge of people, (pupils, parents and staff), routines, procedures and school values (kindness, perseverance, awareness, generosity, honesty and independence) and expectations.
- Professional, social and personal skills
- Support and guidance by senior staff

This helps the development of a sense of belonging and self-worth and a sense of contributing to the efficient running and on-going development of the school.

The Headmaster has overall responsibility for new staff although the organisation and responsibility for induction is with the Deputy Headmaster who will organise the in-service programme for induction and the mentors for new staff. Relevant packages of information will be circulated before staff take up their appointment. There will be opportunities for the new member of staff to spend time in the school before their period of employment begins. All senior staff are expected to contribute in their respective areas:

- The Deputy Head Academic assists with providing support and information on assessments, report writing, classrooms, resources, timetables and examinations etc.
- The Assistant Head Pastoral provides guidance on Safeguarding and Child Protection guidelines and necessary paperwork, pastoral care issues and a review of major care policies.
- The Bursar talks on budget and all aspects of conditions of employment, pensions, fire procedure and Health & Safety.

- The Headmaster gives an outline of the history, philosophy and expectations of the school.
- The Deputy Head outlines the various communication links in the school, notice boards and meetings and discipline procedures.
- The Assistant Head explains the Staff Code of Conduct and related paperwork requiring signatures, appraisal system and professional development files, SharePoint, school magazine, annual events and programmes.
- The Bursar will talk through risk assessments, fire procedures, the development plan, salaries and pensions.

In taking up a position, new staff will be made familiar with:

- Appropriate departmental schemes
- Pastoral care procedures
- Relevant school policies
- School policy manual
- Staff manual

New staff will be asked to sign Part One of KSCIE, the Staff Code of Conduct policy and required recruitment paperwork specified by the Bursary.

Boarding Induction:

Staff working in the boarding house will go through the initial induction in the same way as other members of staff. However, they will also receive a more in depth induction from the Boarding Housemaster on all aspects of boarding, including the routines, activities and registration requirements during boarding hours. They will also be allocated a senior member of the boarding staff who they will shadow for the first two weeks in order to absorb the routine of the boarding houses. They will not be required to host an overnight duty without support until they feel fully prepared.

Further Induction:

After two weeks, each new staff member will be asked to nominate an existing member of staff to act as their mentor for the year. This part of the process is designed to ensure that each new staff member receives open and frank guidance from someone they trust about their induction and professional development. Over the course of the term, informal meetings will be held with mentors as well as a formal review with the Headmaster regarding progress and problems. The Headmaster might use this opportunity to offer direction and support as appropriate.

For new teachers, guidance is available from the Head of Department, Deputy Head on the management of challenging classes or individuals.

Before the first parent interviews, the first report writing and the first assessments, new staff will be offered advice and assistance on procedure and content by their mentor. At the

end of the first term, new staff are asked to report on the induction process to the Headmaster.

Policies and Philosophy Relating to Staffing

As implicit in the policies pertaining to the appointment of staff, Sherborne Preparatory School expects its staff to be excellent and involved teachers who are wholly committed to the wider life of the school. As an Equal Opportunities employer, the school, in turn, recognises its responsibilities to its employees as outlined in the contracts of employment and in various relevant policies.

The school also endeavours to develop a professional teaching environment for all teaching staff with appropriate support and care and opportunities for personal growth and professional development. Teamwork is important to the success of the teaching staff and it is expected that staff appointed will have the ability and willingness to work in teams.

Amongst the various policies pertaining to staff are the following:

- School Aims and Ethos
- School Confidentiality Policy
- Equal Opportunities Policy
- Appointment Procedures
- Staffing and Remuneration
- Staff Disciplinary and Grievance Procedures
- Staff Duties
- Curriculum, Teaching and Learning Policy
- Staffing of Pastoral Care
- Safeguarding Policy
- Staff Appraisal Policy
- Staff Training and Professional Development

This is by no means an exhaustive list and new staff are directed to the School Policy Manual to ensure that they are aware of the various parts that pertain to their own areas of employment.

Staff Meetings

Meeting	Day	Time	Venue	Chair	Present	Agenda items to....
Staff Bulletin	Weekdays	8.00am-8.10am	Staff Room	Headmaster	All staff	Minutes circulated to all

						staff within an hour
Academic Staff	Monday	5.00 - 6.00pm	Room B4	Deputy Head Academic & Teaching and Learning	Prep and Pre-Prep as required	All academic staff
Pre-Prep	Wednesday	4.00 – 5.00pm	Pre-Prep	Head of Pre-Prep	Pre-Prep Staff	Head of Pre-Prep
Pastoral Care	Monday	10.30 – 10.55am	Boys' Common Room	Assistant Head Pastoral	Headmaster Head of Care Head of Boarding Deputy Head Academic Head of Year Head of Pre-Prep	Assistant Head Pastoral, or Staff members can attend in order to raise a specific concern
Learning Support	Wednesday	10.30 – 10.55am	Learning Support Room	Learning Support Coordinator	Learning Support Coordinator Head of Teaching and Learning Deputy Head Academic TAs/LSA	Learning Support Coordinator
Boarding Management	Half termly		Boys' Common Room	Head of Boarding	Head of Boarding Housemistress Matron	Head of Boarding
Boarding Staff	Monday	11.00am – 11.30am	Boys' Common Room	Head of Boarding	Head of Boarding Housemistress Matron All boarding staff	Head of Boarding
SLT	Tuesday	2pm	Headmaster's Study		Headmaster Deputy Head Deputy Head (Academic) Assistant Head (Pastoral)	All members of the SLT

					Bursar Head of Pre-Prep	
Heads of Department	Once per term or on demand	Inset	Library	Deputy Head (Academic)	HoDs	Deputy Head (Academic)
Health and Safety	Once per term			Bursar		

Other Meetings

Meeting	Frequency	Chair
School Council	Half Termly	Assistant Head (Pastoral)
Prefects	Once per Term	Assistant Head (Pastoral)
Eco	Once per Term	Head of RE

Minutes from all Staff Meetings are sent out via email and are also available in the Staff Room.

All Staff should read the minutes from each meeting in order to stay abreast of developments and changes.

COMMUNICATION WITH PARENTS

Mainly involves form teachers and tutors but can include all staff depending on situation. Informal communication (phone calls etc.) can improve relations with parent body. Official interviews take place each term (see Calendar) but not all parents attend. 24hr turnaround on all emails and phone calls.

PARENT PORTAL - Routine notices are published weekly on the Parent Portal, and some notices may be emailed. Sports team sheets can also be found on the Portal with teams for a Wednesday match being up by Monday evening and for a Saturday match by Thursday evening. Parents notify the school of any changes to contact details or medical history using the update form on the Parent Portal.

THE WEEK - The school office produces weekly lists of events and details to be emailed to parents on Thursdays.

NEWSLETTERS - The School communicates with parents via a Newsletter, which is published termly, and Dragon News, which is published weekly. The Headmaster also writes his own page on the School website. The Newsletter will inform parents of staffing changes. Student achievements and successes may be included as appropriate. News about Old Preppers may be published in the Newsletter. The Newsletter is accessible to all parents and guardians via the parent portal except where a hard copy or email is requested. The Newsletter is available on the School website and additional hard copies are made available in the School entrance hall

DRAGON NEWS - Changes to daily routines or weekly events will be published in Dragon News, which is on the school website, parent portal and also emailed (or hard copy if requested) to parents and staff on Thursdays. It can also be found via SharePoint/School Admin/Paper Forms.

CLARION - Text system that is used in the event of an unexpected change to any published events.

SCHOOL CALENDAR – All events for term and dates for year. These events take priority over all others. The calendar contains times, staff responsible, children involved and reminders about deadlines. Staff member in Charge: The Deputy Headmaster

COMMUNICATIONS TO STAFF

Staff Notices – Staff internal organisation. Produced daily reminders are posted on iSAMS.

Notice boards – in staffroom and workroom under headings – referred to regularly, especially for daily events.

Staff Cover – emailed to staff by Deputy Headmaster

Safeguarding Tracking Documents – files in staffroom

Course Detail And Feedback – box files kept in staffroom

Children's Records – in school office.

Sport – Coaches publish team lists/details of matches on Sports Hall notice board and copy to School Secretary (red file) early in week. Minibus allocation on whiteboard is checked by the Director of Sport. Mobile phones are taken to away matches and numbers left with the office.

EVENT ORGANISATION – Cleared with Deputy Headmaster first. Event Planner produced (checked by Deputy Headmaster) and Risk Assessment (checked by Bursar) and published in Events on SharePoint. Staff must ensure all those affected are aware of all details of the event, including the school office.

Communication Between Staff – please discuss individual student issues as appropriate with Form Teachers, Tutors, Heads of Departments, Assistant Head Pastoral and Assistant Head.

School Information Sources – The school has intranet through iSAMS, SharePoint and a school website.

STAFF DUTIES

All duties must be carried out fully and conscientiously. Punctuality is demanded.

The duty rotas are prepared by the Deputy Headmaster on an annual basis, but reviewed each term.

They are displayed in the staff room, office, work room, deputies office and all participating staff have a copy. Staff are consulted and the duties are as fairly allocated as possible taking into consideration staff loadings.

Members of Staff involved

Staff required for duty in the Prep school are: academic teaching staff, teaching assistants, peripatetic music staff, Gap year students and some boarding staff.

PLANNED ABSENCES

If a member of staff is absent it is his/her responsibility to exchange the relevant duty, then inform the Deputy Headmaster and notify the school office.

Sickness notification and certification

Staff requiring to take sick leave must inform the Deputy Headmaster, Assistant Head (in his absence), or Bursar by 8.00am on the first day of absence or as soon as possible afterwards. Pre-Prep Staff should inform the Head of Pre-Prep. If they are unable to make the call themselves they should ask a dependant/relative/friend to do so. Mobile Number: 075 3939 0198.

Absences of up to three calendar days may be self-certified but beyond three calendar days, a doctor's certificate must be provided. In the event of a protracted illness further doctor's certificates will be required on a regular basis to cover the entire period of absence.

Monitoring and Absence Management Policy

Any unplanned absence must be reported, in the case of Teaching staff to the Deputy Headmaster or Assistant Head (in his absence), or to the Head of Pre-Prep in the case of Pre-Prep staff or to the Bursar in the case of Support staff, using the form below. The details will then be reviewed as appropriate. The school's approach, in cases of ill health, will always be one of sympathy, compassion and understanding. Once a form has been submitted, the Deputy Headmaster or, in the case of the Support staff the Bursar, will decide whether a further interview is required.

Persistent, unauthorised absences, without justifiable reason, could result in disciplinary action being taken in accordance with the school's disciplinary procedure. Staff with persistent health problems may be referred by the Bursar to the school's medical officer or another medical adviser who will advise on the current state of their health and make the necessary recommendations regarding it. The school's medical officer will also offer advice to the employee and will, if necessary and with the employee's agreement, liaise with the employee's own doctor. The full circumstances of the employee's situation will be taken into account. Those with a serious illness or disability will continue to be treated sympathetically in accordance with the school's policies.

SHERBORNE PREP SCHOOL STAFF ABSENCE RECORD

In the event of any absence of longer than 2 hours, please complete and return to the Deputy Headmaster, Head of Pre-Prep or Bursar (as appropriate) within 24 hours of return

<u>Name</u>	
<u>Date Report Completed</u>	
<u>Date of Absence</u>	
<u>Reason for Absence</u>	
<u>Remarks (to include whether further assistance is required)</u>	

To be completed by the Deputy Headmaster

<u>Any further action to be taken</u>	
<u>Date Report sent to the Bursar</u>	

To be completed by the Bursar

<u>Any further action to be taken</u>	
<u>Date Report uploaded to SAGE</u>	

RESPONSIBILITIES OF STAFF ON DAILY DUTY

Car park

The member of staff should be present at 8.05am to welcome children and parents into school. They should keep a watchful eye with regard to children being dropped off in the car park and make sure they come safely into school. They should then go to their form room for registration.

Morning Break

Members of staff should arrive promptly for duty.

Staff who are on duty at this time will be allocated an area in the school grounds (these zones are numbered on the duty sheet). They should supervise the children at play. The children are expected to be out of the building if it is dry. Gap students provide and supervise the snack at this break.

Wet weather breaks

If it is wet there will be a double bell rung by the duty staff. Children go to form rooms and duty staff police the corridors. Area 1 staff member takes charge of Wessex, Quad staff cover Year 6 and two 7 classrooms and Lower Paddock staff cover 7T, and the year 8 classrooms. Wherever possible, form teachers return to form rooms.

Lunch Time

There is a rota for duty each day. Staff are encouraged to sit with the pupils when possible.

Lunch Duties

Members of staff, as at morning break should supervise children responsibly in their area allocated on the duty rota.

Members of staff should inspect changing rooms as per the rota.

On Saturdays, coaches sit with their teams. Boarders eat with boarding duty staff and any other staff staying on for lunch sit either with the boarders or at one end of the team tables. This ensures order and the careful clearing of tables for the kitchen staff.

Changing rooms

Classes are informed of the need to change before and after PE lessons and given a 10 minute window. Supervision is distributed by timetable.

Afternoon Break

This is as morning break. Drinks at this time are the responsibility of the Gap Year students.

Enrichment Duties

All members of full time teaching staff take enrichment once a week between 5pm and 6pm. The first classroom in the Blake wing B1 will take 'umbrella club' and this is where the clipboards and duty mobile is held. Other enrichment activities take place in various locations, but registers must be taken.

At the end of the session boarders go to the dining hall, day pupils must be handed over to parents in the normal fashion. The duty mobile must be passed to the boarding staff at 6.15pm.

From 6.15pm the boarding staff will take responsibility for supervision of tea.

Boarding Duties

These are the responsibility of the boarding staff and are detailed in the boarding documents. Boarding staff and contact details are contained in boarding handbook.

LEGISLATION:

All staff are expected to keep abreast with legislation pertaining to educational matters. This is usually disseminated to staff in four ways:

- By the legislation or summary thereof being made available by the DfE or other government departments
- By information sent to schools from IAPS
- By the School passing on information forwarded to the school pertaining to any matter relating to the teacher's own responsibilities, i.e. health and safety, risk assessment, employment matters, matters pertaining contact with children etc.
- By information promulgated by other sources, i.e. Boarding Schools Association (BSA), ISIS etc.

Referral Agencies

As a member school of the Independent Association of Preparatory Schools, all members have recourse to the association for employment / financial / professional advice. IAPS are responsible for assisting preparatory schools in their professional development and in ensuring that the employment of preparatory schools are safeguarded.

Teachers may choose to take up membership of NUT (The National Union of Teachers) or another union in order to have the opportunity to seek professional advice from outside of the independent schools should the need arise. The Common Room has a NUT representative on the staff.

Staffing and Remuneration

All teaching staff at Sherborne Preparatory are employed in one of three categories:

Full-Time Teacher: The position of full-time teacher involves a full-time loading of duties and extra-curricular commitments, along with responsibility for a form class, availability for cover etc. Remuneration is by annual salary, paid monthly.

Pro Rata Teacher: A teacher who is delivering twenty two or more teaching periods a week may be offered a pro rata contract with the school and be paid a pro rata salary. This is at the discretion of the Headmaster. In effect, this will mean that they will undertake a percentage of all school duties and extra-curricular commitments required of a full-time staff member, in line with their percentage of a full-time teaching load and will take a proportionate part in the wider life of the school. Their duties may include responsibility for a form class,

day, evening and weekend commitments, sport and extra-curricular activities and assisting in covering classes for absent staff. They will be expected to be available for teaching on any (but not all) of the five and a half days a week, although every effort will be made to block their lessons in the timetable where appropriate.

He/she is entitled to participate in the Teacher Pension Scheme. Remuneration is by annual salary, calculated as a pro-rata of the equivalent point on the pay scale, paid monthly.

Part-Time Teacher: A part-time teacher is employed on an hourly rate. They are paid for lessons only and planning and preparation time, along with attendance at staff meetings are included as part of their remuneration. Inset courses are paid on the hourly rate. They are paid a monthly salary based on hours worked over the course of the academic year and including an allowance for holiday pay based on hours worked. Qualified teachers are entitled to participate in the Teacher Pension Scheme. They are not expected to take part in the supervision of games, day, evening or weekend duties, form roles or other school activities outside their classroom commitments.

Remuneration for employment for teaching staff is based on years of teaching and experience. The School operates its own six-point pay scale which is known as the Sherborne Preparatory School Pay Spine and is above the equivalent scale offered by the State. A senior allowance is paid for extra responsibilities including Department Heads for purposes of recruitment and retention in key areas of the school. For those in senior positions in the school (i.e. Deputy Head, Bursar) the School has introduced a Senior Management Pay Scale.

Remuneration for all non-teaching positions is by negotiation and in compliance with national awards.

STAFF TRAINING AND PROFESSIONAL DEVELOPMENT

INSET Days

On-going professional development and training of staff is considered to be fundamental in addressing the needs of both the school and the staff. It is the entitlement of all staff to have the opportunity to discuss their professional development needs and where appropriate, to have these met. It is staff members' responsibility to provide effective feedback on the training they have received, in order that the other members of staff as well as themselves are provided with the opportunity to progress.

At the start of each term we hold two Inset days, and where appropriate an outside speaker will be invited to talk.

During the term we are sent details of other Inset courses. These are kept in a file in the staff room. Please see the Head if you wish to attend one of these. Cost is obviously an issue so please try to take this into account when looking at these courses.

Area 5 meetings are provided free of charge and the Headmaster is very keen that staff attend these meetings. It can be difficult for a whole department to go along to one of these as this provides too much stress on the cover system. However one member should attend and report back.

The Head of ICT will provide staff with training on the various aspects of the system, including many pieces of school software.

There is a file in the staff room for all feedback from Inset. This can be brief, but needs to be done

Area Five Training Days

Sherborne Preparatory School belongs to the Area 5 Training Board which is a body elected from Independent schools (prep and public) for the purpose of providing in-service training for staff within Area 5. The aims of the Area Training Boards are to be:

Responsive to local training needs in independent schools

Complementary to national training courses

Forums for local discussion and to promote networking

A Cost-effective, often self-financing and non-profit-making source of professional development in all subjects as well as in auxiliary, pastoral and management areas

Over 50 schools are involved in Area Training in the South-West. Each subject area has two subject secretaries, ideally one from a senior and one from a junior school, who have the responsibility for organising one or more meetings each year. The subject secretaries organise the meetings, topics and venues and send invitations direct to schools, inviting them to send representatives.

With the often prohibitive cost of in-service training, teachers at Sherborne Preparatory School are expected to attend their respective subject meetings wherever possible as these meetings provide the opportunity to meet with local colleagues at prep and senior schools and to share ideas as well as to benefit from some outstanding speakers and courses.

Teachers who do not attend these meetings are expected to inform the Headmaster of their inability to do so. Teachers who attend In-service days are expected to produce a brief written report which is filed in the Staff Common Room and is available for colleagues

Sherborne Preparatory School is committed to supporting the work of the Area 5 Training Board and, where possible, to augment their work by providing further courses or by providing venues, speakers resources.

Boarding Staff Training

Qualifications Boarding staff have access to qualifications including Child Protection, Fire safety and First Aid. Other boarding courses are available to staff and all members of the boarding staff are invited to apply for them. These courses may include those arranged by the Boarding Schools Association, the Independent Bursars' Association, and the Independent Association of Prep Schools. Details of all these courses are held in the Staff Room in the Training Folder.

At present there is much informal appraisal in the Department by the Head of Boarding. Feedback is normally given orally and in a positive and supportive way. There is also a more formal process as outlined below.

The objectives of the scheme are to:

- to provide a formal framework within which staff may review and discuss the quality of their contribution to the boarding houses in the school;

- to enable formal training and development needs of staff to be identified.

Nature of appraisal for boarding staff

Appraisal is intended to afford a frank exchange of views concerning not only the performance of the staff member being appraised but also their views on how the Boarding Houses function and their suggestions for improved performance.

Staff Appraisal policy

Appraisal is designed to:

Improve the quality of education for children at Sherborne Prep School, by helping teachers to realise their potential and to carry out their duties more effectively.

Assist in planning the in-service training and professional development of teachers.

Provide help to teachers who wish to improve their performance, through appropriate guidance and training.

Help teachers to recognise their achievements.

Enhance the overall management and development of the school.

The appraisal should be a positive experience looking at how we, as individuals, can teach more effectively.

What the Appraisal Will Consist of:

Lesson Observations:

- a. HODs (Headmaster/Deputy Head Academic – if appropriate) will observe every member of their department at least once. If members of the department teach different year groups then two observations might be on different year groups.
- b. The HODs will be observed by the Headmaster/Deputy Head Academic
- c. Teachers must provide a school lesson plan for each lesson to be observed.
- d. Observers will follow the school lesson observation forms
- e. Teachers must highlight one aspect of the lesson as a focus for development.
- f. Observers and teachers will meet after the observation(s) to discuss the lesson and only when both parties are happy with the observation write up will it be signed.
- g. During the following term teachers might be observed once more to check on the development of the focus for development

Inspection of Books

A sample of 3 books will be taken from each set observed by the observer to look at marking and classwork.

Professional Career Development – specific to the department.

- a. A one to one discussion will be held with each teacher to discuss their personal development within the department.
- b. Teachers will be asked to make suggestions for future departmental development.

Departmental Development

An interview will take place between the Headmaster/Deputy Head Academic once the report has been written on the department.

The Headmaster/Deputy Head Academic will inspect the schemes of work for the department.

Targets should be realistic and achievable. If we ask for too many changes then little is achieved

Appraisals will take place once every eighteen months, with all staff appraised after their first year at the school.

In some circumstances, for example where there is concern over a staff member's teaching, an appraisal will be conducted 'out of cycle.'

This scheme is intended to be developmental, supportive and encouraging in its outlook. Professional Development and Appraisal is intended to:

- Evaluate
- Look forwards rather than backwards
- Encourage
- Identify anxieties and problems
- Build on strengths
- Eliminate weaknesses
- It must also acknowledge and show appreciation for what is done both in the classroom and in the whole life of the school.
- Teachers will be encouraged to consider their own aims and needs, which will help to identify ways in which teaching can be developed through in-service training or further study or new classroom techniques and approaches. Additionally, extra-curricular, pastoral or management skills might be highlighted and enhanced through training or study.

The School has a responsibility regularly to provide in-service training opportunities to all teachers. Appraisal can help a teacher to identify courses that might usefully be attended, and it allows the School to evaluate which courses need to be run for the whole staff or for a particular group.

Who is involved?

- All permanent full and part-time teachers, apart from those in their first year in the school for whom there are separate arrangements.
- Non-teaching staff
- Office staff
- Bursary staff
- Heads of Department and Year
- The SMT
- Support staff
- Catering staff
- Groundsmen
- Maintenance staff

How does it work?

Preparing

1. As the appraisal draws near, teachers should print copies of the relevant forms. These are accessed from SharePoint in the Appraisal folder.
2. The white Professional Development folder should reflect what each teacher has achieved e.g. signed SPS IT licence cards, certificates, course feedback sheets, lesson observations and photocopied examples of marking or planning etc.
3. Peer observation should have taken place adding further evidence of teaching standards.
4. The self-appraisal form should be completed and reflect on the previous year, whilst looking ahead to future plans. This form is located in the Appraisal folder on SharePoint.
5. Ensuring demonstration of teaching standards, plan for an observed lesson.

Appraiser

1. Ensure teachers have the correct forms and understand the time scale. Explain procedure and expectations.
2. Request the self-appraisal form by an agreed date.
3. Observe a lesson and refer to teaching standards to provide evidence and address targets.
4. Take time to look through PD file. Reflect on evidence then complete the staff appraisal sheet, offering comments and grades as required.

5. Agree a time to chat through issues raised and look at the folder together. The Professional development plan should be completed together and targets agreed. Appraiser is then accountable to help provide necessary training/sort courses or support as required.
6. Both should then sign the appraisal and a copy should be sent to the Headmaster for signing. If a full appraisal, an appointment must be made with the Headmaster for an appraisal summary meeting.

After the Appraisal

The teacher should endeavour to make the most of the opportunities afforded by the agreed targets, so that there is an improvement noted in the next formal appraisal.

It is hoped that informal professional development will also play a part in the intervening time, perhaps through peer observation, work with a colleague on a particular aspect of the department's programme, further training in ICT use, a coaching or pastoral or managerial course.

The appraiser will act as a mentor and ensure any follow up regarding targets and training will be met.

The school endeavours to alternate between a full and interim appraisal every 18 months, and all new staff are to be appraised in their second year of employment.

Policy for the Induction of Newly Qualified Teachers (NQTs)

Rationale

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Our school's induction process ensures the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme. This programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Purposes

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of NQTs. The purposes of induction include:

- To provide programmes appropriate to the individual needs of the NQT.
- To provide appropriate counselling and support through the role of an identified mentor.
- To provide NQTs with examples of good practice.
- To help NQTs form good relationships with all members of the school community and stakeholders.
- To help NQTs become aware of the school's role in the local community.
- To encourage reflection on their own and observed practice.

- To provide opportunities to recognise and celebrate good practice.
- To provide opportunities to identify areas for development.
- To help NQTs to develop an overview of teacher's roles and responsibilities.
- To provide a foundation for longer-term professional development.
- To help NQTs meet all the induction standards.

The whole staff are kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Roles and Responsibilities for NQTs

The Governing Body

The governing body will be fully aware of the contents of Guidance to the Law The Education (Induction Arrangements for School Teachers) (England) Regulations 2008 which sets out the school's responsibility to provide the necessary monitoring, support and assessment for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings. The governing body will investigate concerns raised by the NQT and seek guidance from the appropriate body (LA) if necessary.

Senior Leadership Team

The Senior Leadership Team at Sherborne Preparatory School plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an induction tutor, a member of the Senior Leadership Team will also observe each NQT at least once each term.

Statutory responsibilities are:

- Clarifying whether the teacher needs to serve an induction period or is exempt.
- Notifying the appropriate body when an NQT who is taking up a post in which they will be undertaking induction joins the school/college, before the appointment begins.
- Ensuring the NQT's post is a suitable post in which to serve induction.
- Ensuring that an appropriate induction programme is in place.
- Ensuring the NQT has both a reduced timetable and PPA time as necessary.
- Where relevant, obtaining documentation from the NQT's previous post including any interim assessment and details of absences, and take this into account in determining the length and nature of the NQT's induction programme and period.

- Appointing an induction tutor (who must hold QTS) and ensure that an appropriate cycle of observations, 6 progress reviews and 3 formal assessments is scheduled (ideally in advance) and takes place.
- Ensuring the induction tutor is appropriately trained and has time to carry out their role.
- Acting early, alerting the Appropriate Body when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily.
- Ensuring third party observation of a NQT whose progress towards meeting the standards may be at risk.
- Maintaining accurate records of periods of employment that will count towards the induction period and when NQTs leave the school part way through a period.
- Monitoring absences and notify the Appropriate Body as soon as absences over the whole period total 30 days or more.
- Periodically informing the governing body about the school's induction arrangements.
- Ensuring timely assessment reports are completed (on pro rata time scale for part-time staff) and sent to the Appropriate Body as required.
- Participating appropriately in the Appropriate Body's quality assurance procedures.
- Consulting and agreeing with the Appropriate Body the exceptional cases where it may be appropriate to shorten the induction period.
- Within 10 days of the NQT completing the induction period, make a recommendation to the Appropriate Body on whether the NQT has met the core standards, using agreed forms.
- Providing interim assessment reports for staff moving in between formal assessment periods and notify the Appropriate Body when an NQT serving induction leaves the school/college.
- Retaining all relevant documentation/evidence on file for six years.
- Ensuring an appropriate induction programme is set up.
- Recommending to the LA whether an NQT has met the requirements for satisfactory completion of the induction period.

While these responsibilities may not be delegated, many of the associated tasks will be carried out by an induction tutor or other suitably experienced colleague. In addition to the statutory requirements the Senior Management Team will observe and give written warnings to an NQT at risk of failing to meet the required standards, and keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings

Induction Tutor

The principal requirement for the NQT induction tutor is to be responsible for the overall management of initiating NQTs into the teaching profession and into Sherborne Preparatory

School's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of NQT performance.

The induction tutor (or the Headmaster where he carries out this role) provides the NQT with day-to-day monitoring and support and must:

- Provide, or coordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the Appropriate Body where necessary).
- Carry out 6 reviews of progress during the induction period.
- Undertake 3 formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate (normally three termly, or pro rata for part-time staff)
- Undertake 6 observations of the NQT's teaching and provide the NQT with copies of written summaries (see para 2.72)
- Ensure NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.
- Take prompt and appropriate action where an NQT appears to be experiencing difficulties (see para 4.2).
- Ensure completed assessment reports/forms are sent to the Appropriate Body by the appropriate deadlines.

Newly Qualified Teacher

The NQT has a vital part to play in their own induction.

Before the period starts they should be:

- Checking that they have passed any skills tests prior to starting the induction period.
- Checking with the GTCE that they have been awarded QTS before starting an induction period.
- Providing evidence that they have QTS and are eligible to start induction.

Once the period has started:

- At the earliest opportunity, following appointment, meet with their induction tutor to discuss and agree priorities for their induction programme and development, and keep these under review.
- Agreeing with their tutor how best to use their reduced timetable allowance.
- Using the TDA Career Entry and Development Profile (CEDP) to support planning the induction programme.
- Monitoring their progress against the core standards.

- Participating fully in the agreed monitoring and development programme.
- (Only) if they are a Cohort 1 teacher, ensure that they pass the numeracy test before completing the induction period and notify the GTCE.
- Raising any concerns with their induction tutor as soon as practicable.
- Consulting their Appropriate Body named contact at an early stage where there are or may be difficulties in resolving issues with their tutor/within the institution.
- Keeping track of and participate effectively in the scheduled classroom observations, 6 progress reviews and 3 formal assessment meetings.
- Agreeing with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period.
- Retaining copies of all assessment forms and other documentation. This, along with tracking start and end dates for the induction period is especially important in cases where the NQT has a break/change of employer during the induction period.

In addition to the above, whilst not serving induction, NQTs should comply with the limits on supply teaching for those employed in a relevant school, seeking approval from the relevant Appropriate Body to extend the limits.

The Appropriate Body

The Appropriate Body along with the Head Teacher/Principal, is jointly responsible for the supervision and training (professional development) of the NQT during induction and has the main quality assurance role. The school works closely with the Appropriate Body to ensure that the statutory requirements are fully met.

The Appeal Body

The General Teaching Council for England (GTCE) is the Appeal Body in England. If an NQT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:

- Allow the appeal.
- Dismiss the appeal.
- Extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by the Appropriate Body).

Entitlement

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS).

The key aspects of the induction programme for NQTs at Sherborne Preparatory School are as follows:

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post.
- Structured visits to the school prior to taking up appointment with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these.
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with mentor, senior managers, subject coordinators and other key staff where appropriate.
- Time and regular opportunities to meet with other NQTs and teachers who have recently completed their induction programme.
- Observe experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload. This time is used for participating in the schools induction programme.
- Have teaching observed by experience colleagues.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.
- Attend meetings of NQTs arranged by the LA.
- Opportunities for further professional development based on agreed targets.

Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DFES guidelines on NQT induction unless the NQT is viewed as in risk of failing to meet the necessary standards.

Assessment & Quality Assurance

The assessment of NQTs will be rigorous but also objective.

The criteria used for formal assessments will be shared and agreed in advance.

Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used.

Responsibility for assessment will involve all teachers who have a part in the NQTs development in order to gain a reliable overall view.

Opportunities will be created for NQTs to gain experience and expertise in self-assessment.

The induction tutor will ensure that assessment procedures are consistently applied.

Copies of any records will be passed to the NQT concerned.

Termly reports will give details of:

- Areas of strength

- Areas requiring development
- Evidence used to inform judgement
- Targets for coming term
- Support to be provided by the school.

'At risk' procedures

If any NQT encounters difficulties with meeting the NQT standards, the following procedures will be put into place.

An expectation is established that the support provided will enable any weaknesses to be addressed.

Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.

Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.

Experienced colleagues will model aspects of good practice so that the NQT can focus attention on particular areas of teaching through observation.

Early warning of the risk of failure will be given and the school's concerns communicated to the LA without delay.

Where an NQT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out. Where necessary, the Head/LA advisor will support the induction tutor and NQT in observations and planning an appropriate programme to ensure satisfactory completion of the NQT year and that all steps have been taken to help a failing NQT improve.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the NQT should raise concerns with the named LA contact.