

Staff Induction, Training and Professional Development Programme

Written By	Deputy Head, Pastoral
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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 through training and mentoring 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 Head Pastoral 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. Wherever possible there will be opportunities for the new member of staff to spend time in the school before their period of employment begins.

At regular entry points new staff are expected to attend at least one additional day of INSET so that initial induction can be completed however the School recognises that effective induction happens over a period of time and the School is committed to supporting all new staff through the probationary period and beyond.

The Senior Management Group consists of:

The Headmaster, Bursar, Deputy Headmaster, Deputy Head Pastoral, Director of Operations and Co-Curricular and the Head of Pre-Prep

The Operations Groups consists of a wider team of staff who work within the Academic or Pastoral Committees chaired by the Deputy Heads respectively.

The Management Group and members of the Operational Group contribute in their respective areas:

The Deputy Head Pastoral (DHP) is responsible for providing training on:

- Safeguarding and Child Protection guidelines and the necessary paperwork;
 - The Child Protection policy;
 - KCSiE – part one, Annex A
- pastoral care issues and a review of major care policies including:
 - safeguarding response to children who go missing from Education
 - whistleblowing
- Staff Code of conduct
- The House system and events
- Pastoral Tracking – iSAMS database
- Form tutor role
- Independent tutor system
- Protocol for raising concerns
- Leadership and personal development of pupils
- Staff appraisal
- Behaviour management and rewards
- School council
- Display expectations
- For EYFS specific safeguarding the DHP will delegate to the Head of PrePrep

Annie Gent

The Deputy Headmaster is responsible for providing training on:

- Midterm assessment criteria
- report writing
- academic resources
- timetables; and
- examinations both internal and external
- academic CPD
- cover expectations

Daniel Fernley

The Director of Operations and Co-Curricular (DOCC) is responsible for providing training on:

- Daily routine
- Duties
- Event plans
- School calendar
- Extra-curricular commitment – evening enrichment and Saturday mornings
- Standards and expectations
- Sport expectations where applicable

Huw Thomas

The Bursar is responsible for providing training on:

- conditions of employment
- pensions
- fire procedure
- Health & Safety
- Academic budgets
- Risk assessments
- School development plan

Barry McMaster**The Headmaster is responsible for providing training on:**

- The outline of the history of the school
- philosophy
- Expectations of the school

Nick Folland**The Director of ICT is responsible for providing training on:**

- SharePoint
- Email etiquette
- Internet and Acceptable use of devices
- Booking school resources and spaces
- BYOD

Adam Anstey**The HoD is responsible for providing training on:**

- Curriculum planning
- Curriculum summaries
- Marking expectations
- Departmental schemes of work
- On-Line Safety
- Internet and Acceptable use of technology including social media

The Staff Handbook is provided containing relevant information to all members of staff

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 Deputy Head Pastoral, Academic, Director of Operations and the Headmaster regarding progress.

For new teachers, guidance is available from the Head of Department, Deputy Heads and the Director of Co-Curricular and Operations 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 Prep 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. Collaboration and collegiality 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 and be flexible.

Amongst the various policies and protocols 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
- Safeguarding Policy and Staffing of Pastoral Care
- Staff Code of Conduct

This is by no means an exhaustive list and new staff are directed to the School Policy section on SharePoint 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 via iSAMS Daily Bulletin
Academic Staff	Monday	5.00 - 6.00pm	Room B4	Deputy Head Academic and Deputy Head Pastoral	Prep and Pre- Prep as required	All academic staff
Pre-Prep	Wednesday Monday 4x per term	3.45-4.45pm 5.00-6.00pm	Nursery Pre-Prep	Head of Pre-Prep	EYFS Team Years R,1,2	Head of Pre-Prep
Health and Safety	Once per term			Bursar		

There are a number of other meetings that staff may be requested to attend at various times during each term:

- Pastoral Care
- Boarding
- Departmental
- Learning Support
- Child of Concern
- Child led Meetings
- Management Group
- Operations Group

Meeting	Frequency	Chair
School Council	4 times a term	Deputy Head Pastoral
Prefects	4 times a term	Deputy Head Pastoral
Eco	Once per Term	Head of RE

Minutes from staff briefing are published on iSAMS

Minutes from various meetings should be taken and sent to relevant parties.

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

COMMUNICATION WITH PARENTS

All staff must ensure they respond within 24 hours, even if this is a holding email when a parent contacts them. Staff should also be proactive and positive with their communications with parents. Telephone and meetings are preferable to long emails where possible. Informal communication (phone calls etc.) can improve relations with parent body and working together with parents is vital for each child to be supported properly. Staff that are unsure of how to respond should seek support and guidance from one of the Deputy Heads in the first instance. Parents need to feel confident that their child is cared about, liked and understood by the staff; it is important to be personable when talking to parents.

The school runs a series of formal Parents evenings in the Michaelmas and Lent terms

A full school report is provided at the end of the Trinity term and there is an interim Form Tutor report with core subject focus in the Michaelmas term.

The Headmaster runs a number of year group parent talks throughout the year and relevant staff will be requested to attend.

PARENT PORTAL - Routine notices are published weekly on the Parent Portal, and some notices may be emailed via the Dragon News. 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 where possible. Parents notify the school of any changes to contact details or medical history using the update form on the Parent Portal.

NEWSLETTERS - The School communicates with parents via a Newsletter, which is published termly, and Dragon News, which is published weekly. The Headmaster also writes a regular blog. 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 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. Paper copies are held outside the school office and displayed by the school entrance. 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 each term and dates for year are on the school calendar which is accessed by <http://www.sherborneprepcalendar.org/Staff>. The password is provided at appointment. These events take priority over all others. The calendar contains times, staff responsible, children involved and reminders about deadlines. Staff member in Charge: Director of CO-Curricular

COMMUNICATIONS TO STAFF

Staff Notices – Staff internal organisation. Produced daily reminders and briefing notes are posted on iSAMS – daily bulletin.

Staff notes – these are emailed to all staff every week (DOCC)

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

Staff Cover – emailed to staff by the School Administration team or Deputy Headmaster

Safeguarding Tracking Documents – iSAMS and by DSL

Course Detail And Feedback – shared with staff where appropriate

Children's Records – in school office and on iSAMS.

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 Co-Curricular and Operations. Mobile phones are taken to away matches by staff and numbers left with the office.

EVENT ORGANISATION – Cleared with DOCC first. Event Planner produced (checked by DOCC) 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, Deputy Headmaster and Deputy Head Pastoral.

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 DOCC on an annual basis, but reviewed each term.

Rotas are displayed in the staff room, office, work room, and all participating staff have an electronic copy. Staff are consulted and the duties are as fairly allocated as possible.

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

In Pre-Prep the duty rota is prepared by the Head of Pre-Prep and changes each term. All Pre-Prep staff take part in the duty rota.

PLANNED ABSENCES

If a member of staff is absent it is his/her responsibility to exchange the relevant duty, then inform the DOCC and notify the school office. Cover work must be set for all lessons missed and communicated with the cover teacher if known or sent to the Deputy Headmaster.

In Pre-Prep planned absences must be approved by the Head of Pre-Prep and cover work must be set and given to the covering staff member.

Sickness notification and certification

Staff requiring to take sick leave must inform the School by 8.00am on the first day of absence or as soon as possible afterwards by emailing staffabsence@sherborneprep.org. Numbers are provided when a staff member joins the School. For further information please read the Staff Absence Policy.

Pre-Prep staff must notify the Head of Pre-Prep by 7.30am on the first day of absence and each subsequent day either by email or phone. Communication details are given as part of Pre-Prep induction.

RESPONSIBILITIES OF STAFF ON DAILY DUTY

Car park- Management Group duty

The member of staff should be present at 8.00am 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. Between 8.00 and 8.10 children should go straight to the library and then will be released to their form room for registration.

Pre-Prep children may be delivered to Early Club from 8am or into the classrooms at 8.15am

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 or drizzly. Gap students provide and supervise the snack at this break.

Pre-Prep snacks are given in the classes and are not part of break time. Pre-Prep playtime is outside in all weathers and suitable clothing should be worn.

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 The

North Wing and Lower Paddock staff cover The Blake Wing. Wherever possible, form teachers return to form rooms.

Lunch Time and Lunch Duties

There is a rota for duty each day. Staff are expected to sit with the pupils at least twice a week.

Duty staff monitor the lunch queue, ensure the children are eating a healthy meal and behaving appropriately. Members of staff, as at morning break should supervise children responsibly in their area allocated on the duty 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.

In Pre-Prep staff sit and eat with the children and serve lunch from the tables. The children change tables each term.

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.

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

Pre-Prep children change for PE in their classes supervised by their teachers.

Afternoon Break

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

There is no afternoon break in Pre-Prep.

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 Boarding mobile is held. Other enrichment activities take place in various locations, but registers must be taken using the SOCs system.

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 Boarding mobile must be returned to the boarding staff at 6.10pm.

From 6.10pm the boarding staff will take responsibility for the supervision of tea.

All full time Pre-Prep staff take clubs between 4-5pm (usually 2 per week each). Registers are taken at the start of each session and the children are given a snack.

One member of staff is on late duty and they stay in Pre-Prep until the last child is collected.

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 a 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 Inset days, and where appropriate an outside speaker will be invited to talk. The School recognises there must be a balance between compliance and educational inset.

During the term the school is sent details of other Inset courses held at the two local senior schools and CPD opportunities. If you wish to attend a course please see the Deputy Head Academic for academic courses, Deputy Head Pastoral for pastoral courses and they will liaise with the Headmaster. 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 during a department meeting or through a written report.

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

District Five Training Days

Sherborne Preparatory School belongs to District 5 IAPS which is a body elected from Independent schools (prep and public) for the purpose of providing in-service training for staff within District 5. The aims of the 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

Teachers who attend In-service days are expected to produce a brief written report which is filed on SharePoint and shared with staff

Sherborne Prep 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.

Professional Development Co-ordinator: David Sibson, headmaster@stfpewsey.co.uk

District Sports Representative: John Thorpe, Sunninghill Preparatory School Tel: 01305 262306 Email: jthorpe@sunninghill.dorset.sch.uk

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 House functions and their suggestions for improved performance.

Academic Staff Appraisal and Professional Development

Sherborne Prep operates a collaborative approach to appraisal with coaching and peer mentoring at the centre.

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.
- To ensure well-being of staff
- To empower staff in their respective areas

Sherborne Prep runs a progressive system of appraisal that focuses on the continued development of each individual rather than a 'formal event' every couple of years.

All staff are allocated to a collaborative pod and every term during inset each pod will meet to discuss their personal and whole school development and needs. Staff are expected to self-assess and with support from the senior member of staff overseeing their pod create 3 targets to focus on and review over the school year. The level of support provided is determined by the need of each individual. This support may come from a member of the Management Group or through peer mentoring.

Targets: These should broadly be set according to:

- A personal target regarding their practice in school
- A whole school target to work towards collaboratively
- An academic target focusing on their teaching within the school (academic staff)

Individuals are encouraged to take ownership for their professional development and will be supported wherever possible. Requests for training or development must relate to targets set and link with the whole school development plan.

Informal observations are expected across departments and key stages and the school is working towards an open door policy. Team teaching where appropriate is encouraged.

Every year each individual will meet with either the Headmaster, the Deputies or the DOCC to review progress made and to evaluate targets. HoDs will also be expected to provide a clear 5 year development plan (which will have been discussed with their team) including projected budget needs which will be discussed with the Bursar.

The process of ongoing evaluation and target setting is aimed to encourage all staff to be empowered and supported.

In the circumstance where there is concern over a staff member's teaching; a specific in-depth appraisal will be conducted. This will include a greater level of formal observations, careful monitoring of marking and regular meetings with HoDs or Deputies to ensure support and guidance is in place and specific targets are met.

Formal Lesson Observations:

- a. HODs (Headmaster/Deputy Headmaster/DHP – if appropriate) will observe every member of their department at least once a year. 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 Headmaster/Deputy Head Pastoral
- c. Teachers must provide a school lesson plan for each lesson to be formally observed.
- d. Observers will follow the school lesson observation forms
- e. Teachers must highlight one aspect of the lesson as a focus for development and this will be the focus for the observer.
- 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
- h. Copies of lesson observations should be held in individual CPD files and a copy given to the Deputy Headmaster.

Work Scrutiny

HoDs are responsible for work scrutiny across their department and will provide formative and constructive feedback to colleagues and pass copies of feedback to the Deputy Headmaster.

Teachers are expected to mark work regularly and for purpose linked to learning objectives. Marking is only useful if it supports development and understanding for children. Smart and achievable targets should be set and marking should focus on the task that is being assessed.

Specific Departmental Development for HoDs and Subject leaders

Yearly reports for each area of the curriculum should be written evaluating the year, looking ahead and analysing and adapting where necessary the department development plan. An interview will take place between the Headmaster/Deputy Headmaster once the report has been written on the department.

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

Targets for departments should be realistic and achievable.

Protocol 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.

The Management Group

The Management Group 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 MG 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 termly 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 Prep 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.

Induction for New Staff

Record of induction (copies kept by employee and to Deputy Head Pastoral)

Name: _____

Date of employment commencement: _____

Line Manager: _____

Mentor: _____

Date Handbook provided: _____

MEETINGS

Deputy Head Pastoral:

DATE	CONTENT	NOTES	DHP & Staff member sign off
	Safeguarding and Child Protection guidelines and the necessary paperwork		
	pastoral care issues and a review of major care policies		
	Staff Code of conduct		
	The House system and events		
	Pastoral Tracking – iSAMS database		
	Form tutor role		
	Independent tutor system		

	Protocol for raising concerns		
	Leadership and personal development of pupils		
	Staff appraisal		
	Behaviour management and rewards		
	School council		
	Display expectations		
	For EYFS specific safeguarding the DHP will delegate to the Head of Pre Prep		

Deputy Head Academic:

DATE	CONTENT	NOTES	DHA & Staff member sign off
	Mid-term assessment criteria		
	Report writing		
	Academic resources		
	Timetables		
	Examinations both internal and external		
	Cover expectations		
	Academic CPD		

Director of Operations and Co-Curricular:

DATE	CONTENT	NOTES	DOCC & Staff member sign off
	Daily routine		
	Duties		
	Event plans		
	School calendar		
	Extra-curricular commitment – evening enrichment and Saturday mornings		
	Standards and expectations		
	Sport expectations where applicable		

Bursar:

DATE	CONTENT	NOTES	Bursar & Staff sign off
	Conditions of employment		
	Pensions		
	Fire procedure		
	Health & Safety		
	Academic budgets		
	Risk assessments		
	School development plan		

Director of ICT:

DATE	CONTENT	NOTES	DICT & Staff member sign off
	SharePoint		
	Email etiquette		
	Internet and Acceptable use		
	Booking school resources and spaces		
	BYOD		

HoD:

DATE	CONTENT	NOTES	HoD and Staff member sign off
	Curriculum planning		
	Curriculum summaries		
	Marking expectations		
	Departmental schemes of work		

Headmaster:

DATE	CONTENT	NOTES	HM and Staff sign off
	The outline of the history of SPS		
	Philosophy		
	Expectations of the school		

Staff Professional Development

Key Aims

1. Taking responsibility as a professional for ones' development
2. Greater self-evaluation for personal improvement
3. Collaboration
4. Non-threatening, but productive
5. Personal honesty in an open and honest culture as a staff
6. Whole School improvement by supporting and encouraging excellence

Expectations for individuals

- To attend all meetings, fill in appropriate forms
- To keep personal file up to date and full
- To make a School visit at least once every two years for discussion and record on set form
- To look into relevant courses to support targets set
- To observe and record three teachers per year

Self-Evaluation Form

To be completed privately for file prior to first Meeting of the year. Staff may choose to do this every academic year and are expected to undertake it every 2 years. Staff can choose whether to share this document with others in their pod. On a Scale of 1-5 how would you evaluate yourself (where 1 = Needs a lot of support and 5 = Confident and very much a strength):

1. Teaching and learning: 1 2 3 4 5

Comment:

2. Assessment for learning: 1 2 3 4 5

Comment:

3. Relationship with pupils: 1 2 3 4 5

Comment:

4. Communication with parents: 1 2 3 4 5

Comment:

5. Communication with colleagues: 1 2 3 4 5

Comment:

6. Extra-Curricular involvement: 1 2 3 4 5

Comment:

7. Role as a HOD/Subject lead (if applicable): 1 2 3 4 5

Comment:

8. Role as form teacher (if applicable): 1 2 3 4 5

Comment:

9. other responsibilities within School: 1 2 3 4 5

Comment:

10. Punctuality and reliability: 1 2 3 4 5

Comment:

11. Organisation: 1 2 3 4 5

Comment:

12. Planning: 1 2 3 4 5

Comment:

13. Supporting others: 1 2 3 4 5

Comment:

14. Commitment to School Ethos and protocol: 1 2 3 4 5

Comment:

Initial Meeting of Year

Name: _____ **Date:** _____

1. Identify your strengths and identify your weaknesses for discussion

2. Identify key objectives for this academic year

3. What were the key things you gained from the first Support group meeting?

4. What are my three targets for this academic year?
 - a) In my Teaching
 - b) As a colleague
 - c) Personally/Professionally

Target	Short term/medium or long term goals
1	
2	
3	

Review meeting - Term Two: Term Three: (please state)

The idea of this meeting is to discuss with colleagues what you think has been achieved to date.

1. Review the three targets set in Term 1, discuss and record

Target	Comments
1	
2	
3	

2. Discuss and record the ways in which you have tried to achieve your targets

3. Are there things you have noticed, become aware of during the process so far (this may be through school visits, observation, courses, discussion)

Informal Lesson Observation

Date: Subject: Teacher: Observer:	
Context of Lesson – comment on the following:	
Expectations in the classroom	
Differentiation	
Questioning	
Behaviour management	
Evidence of and independence in learning	
Relationship with children- have all participated?	
What have the children learned?	

One Key Strength of Lesson	Areas in which you as a teacher may have done something differently