

 SPRING HILL HIGH SCHOOL	Induction Procedure For New Staff
Person(s) Responsible:	
Approval:	Governing Body
Headteacher:	Gary Edmunds
Policy Originator:	Gary Edmunds
Date Approved:	September 2020
Date of Review	September 2021

1.0 Context

Spring Hill high school values all new members of staff and is committed to taking the necessary steps to retaining them. We do understand the trepidations, self-doubt and unanswered questions that come with starting a new job in a Social Emotional Mental Health (SEMH) school where the expectation is to deliver one to one lessons or small group lessons to students with severe complex needs and behaviours. The school is committed to putting together a programme for new staff that will support and train them so that they build the confidence that is needed to keep our students safe while learning take place.

2.0 Categories of new members of staff

Newly Qualified Teachers - Qualified teachers who are in their first year of teaching and are completing an induction year.

School-centered Initial Teacher Training (SCITT)- Individuals who are undertaking their teacher training through a network of schools that has been approved to deliver the teacher training course.

Qualified Teachers: Qualified teachers who are new to a post in the school.

Subject Specialists:- Unqualified teachers who are new to a post in the school.

Learning Support Assistant (LSA): Individuals with level 2 or level 3 qualification who support the learning of students under the guidance of a teacher.

3.0 The Procedure up to the point of Interview

This initial induction process for new staff was adopted from the Thoughts of Others induction process and procedures. Thoughts of Others is the parent company for Spring Hill High school. The process is as follows:

- **Step 1**- A tour of the Thoughts of Others Homes and School.
- **Step 2**- Completing DBS on arranged appointment date (1 hour expected time frame)
- **Step 3**- Completing physical intervention training-PRICE (Protecting Rights in a

Caring Environment)- This is an extremely intensive course that takes three days to complete. This includes all NQT's and SCITT trainees.

- **Step 4-** Interview- An individual is only offered an interview if steps 1-3 is successful and references are satisfactory. The interview is held by a panel of at least two senior members of staff, one of whom must be safer recruitment trained. The Headteacher and all deputy five (5) headteachers are all safer recruitment trained.

4.0 The Induction Procedure

The following gives an outline of the school's induction process once an individual has been successful at interview.

- Prior to a start date the individual must complete ; an online safeguarding training, an online fire safety training, an online health and hygiene training.
- By the end of the first week the senior member of staff in charge of induction and NQTs will have a general meeting with new staff members to check that they have the following:

-Check you have received planners, exercise books and resources.

-Check that they have ID Card and Laptop and email login

They will also be informed of the following:

-Fire evacuation process

-Duties, break and lunchtime arrangements

-Staff Structure

-Staff List

-Rota

-Questions about the drive

-Health and safety including accident reporting

-A list of first aiders

-Procedures for taking students off site

- During their first week they are expected to familiarise themselves with the students risk assessment as they move around the sites. All risk assessments are kept on the school's shared area with hard copies on individual sites.
- During the first week they are also expected to familiarise themselves with the use of the drive.
- During week 2 new staff will meet with Gary E (Deputy Orchard Road) to have a deeper look at Safeguarding and the Prevent Strategy. It is the expectation that they will read the school's safeguarding policy before this meeting and familiarise themselves with the government's Keeping Children Safe in Education 2016 document
- During week three they will meet with the lead teacher for teaching and learning to have a deeper understanding of the school's marking policy. They are expected to read the school's marking policy before they attend the meeting.
- During week four they will also meeting with the lead teacher for teaching and learning to look at engaging strategies for one to one and small group teaching for SEMH learners. They are expected to read the school Teaching and Learning Policy before they attend the meeting.
- During week five they will meet with the school's SENCo to look at the role of the SENCO in the school. They are expected to read the school's SENCO policy before they attend the meeting.
- During week six they will meet with the school's SLT to look at the role of of speech and language in a SEMH school.

- By the end of week seven they will meet with SRF(Headteacher) for a professional conversation to review what's going well and to identify any concerns.

5.0 The Induction Procedure for Newly Qualified Teachers(NQTs) and SCITT trainees

The Mentors for NQTs and SCITT trainees

- are aware of and able to implement the induction and training requirements
- arrange an effective programme of internal and external training, guidance and support
- liaise and collaborate with all partners in the induction and training process
- monitor the NQT's and trainees progress towards satisfactory completion of induction, gathering evidence for fair and rigorous assessments
- inform the co-ordinator about the NQT's or trainees progress and contributes to the school's monitoring and evaluation of its induction provision
- discuss and review, with the NQT or trainee, their teaching and progress against their objectives and the induction standards

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269288/induction_for_newly_qualified_teachers.pdf

School Induction Programme for Newly Qualified Teachers

- The induction programme for staff new to teaching is designed to induct them into the profession and into the school
- The induction programme at school consists of support, monitoring and assessment elements and NQTs are expected to engage in the programme
- All new teachers are allocated an Induction Mentor
- All new teachers meet with the Headteacher within their first week in post
- NQTs receive feedback on their strengths and their areas for development
- Induction mentors are responsible for the day-to-day management of their NQTs induction and meet with their NQT regularly. The induction mentor reviews progress, sets targets and identifies support strategies with the NQT
- All NQTs are observed teaching during their statutory induction period and this is undertaken by the Induction Mentor, a senior member of staff or an experienced teacher as appropriate
- All NQTs have 10% professional development time during their statutory induction period.
- Each NQT is expected to maintain a professional record of their induction and professional development
- The Induction Mentor and school maintains a documented record of the NQT's induction including plans, notes of meetings, records of monitoring and assessment activities including classroom observations and professional development activities undertaken
- NQTs who are not meeting the induction standards or making satisfactory progress towards them develop, with the Induction Mentor, a detailed action plan. The school will increase the support necessary to implement the plan within the available resources within the school. Following the successful completion of the induction period NQTs will participate in the school appraisal process.