

Latifa School for Girls

Policy for Induction of Newly Appointed Staff 2006-2007

POLICY FOR THE INDUCTION OF NEWLY APPOINTED STAFF

Background to the Policy

This policy outlines the programme that is used at Latifa School for Girls to induct any newly appointed staff - both teaching and non-teaching. It gives a framework within which all staff can work together to ensure a smooth induction for new staff.

After consulting with other members of staff, it has been possible to draw up an Induction Programme that the staff feel best meets the needs of newly appointed staff and the school. The programme contains many elements that have been successful in the past and others that recently appointed staff to Latifa School for Girls felt would be useful additions.

The Induction Programme for Newly Appointed Staff is the first part of the school's Staff Development Programme, which involves *all* staff, both teaching and non-teaching.

Philosophy of the Policy

At Latifa School for Girls, we feel it is important that *all* staff - both teaching and non-teaching, should be inducted into the whole school team. Such induction will begin as soon as practicable after the appointment.

Latifa School for Girls encourages the philosophy of a 'whole-school approach' to the life and work of the school. All members of the school community are valued and respected as individuals and as members of the Whole-School Team. It is important that new staff are welcomed into the Whole-School Team, helped to establish their role and position within that team, enabling them to grow and develop as individuals as well as team members. It is vital that new staff are given every assistance in settling into school quickly and happily and gain a knowledge and understanding of the philosophy and ethos of the school, the routines and practices that take place and the way in which the school operates.

Who Supports Newly Appointed Staff?

The induction of all new staff, including support staff, is an important aspect of school life and is essential in maintaining and developing the school ethos. It is essential that all new staff know who is responsible for giving them support.

At Latifa School for Girls the induction programme for newly appointed staff operates under the direction of the Deputy Head or Head of Primary, who consults regularly with the Head Teacher. The Deputy Head or Head of Primary are there to help, reassure, guide, counsel, inform and listen, and are responsible, with the Head Teacher, for monitoring the progress and professional development of newly appointed staff. They are responsible for guiding new staff through the school documentation, for whole-school issues and for organising the appropriate support meetings.

The Head of Department or Key Stage Co-ordinator of a newly appointed teacher has an important role in the induction programme. This colleague acts as a 'friend', guide, supporter and adviser on a day-to-day basis. A teacher, who is appointed to take on a teaching role other than that of a class teacher, for example a Learning Support Teacher, would have one particular teacher colleague to act as their supporter. This person would take on a similar role to that of the Head of Department or Key Stage Co-ordinator.

Newly appointed staff who have responsibility points have part of their induction programme 'matched' to their job description. This involves the Head Teacher and other members of the Senior Management Team.

In the Primary School the year group teacher(s) of a newly appointed Teaching Assistant plays a role in their induction programme. They are responsible for integrating new appointees into the year group team and familiarising them with year group/class routines and procedures.

All other staff in school are involved in the induction of any newly appointed staff. All staff assist in integrating a new colleague into the Whole-School Team. They share experiences and ideas, help in practical ways and offer support. Newly appointed staff are encouraged to approach any member of staff with any queries they might have.

The Induction Programme

Aims of the Induction Programme

- ◆ To make all staff feel welcome and at ease in their new environment.
- ◆ To enable new staff to settle happily into school so that the quality of learning experienced by the children can be maintained and improved.
- ◆ To enable new staff to understand the philosophy and ethos of the school and to observe good practice so that it can be reflected in their own work.
- ◆ To enable new staff to make a full contribution, taking on all their responsibilities as soon as possible.
- ◆ To foster positive relationships between existing and newly appointed staff, and to ensure there is a system of support in place.

On arrival into School

New colleagues are shown around the school and meetings with SMT take place to introduce staff to some of the practices and procedures that apply to staff of Latifa School for Girls.

Points of general organisation are discussed. There are opportunities for new colleagues to spend some time discussing any points or queries with the SMT and other staff. The SMT can be approached informally at any time.

Regular new teaching staff support meetings, taking the form of discussions/seminars, are held between the new teacher(s) and the SMT/PLT. These could be 'twilight' meetings or held during the school day, if cover can be organised.

In the first half of the semester these meetings take place once a fortnight. Later in the year and throughout the second semester meetings can be reduced in frequency (unless the new teacher(s) prefers to continue fortnightly meetings).

The agenda for the next meeting is agreed each time by all the parties involved and might include recent policy documents or statements, concerns or queries about the children and the general life and work of the school in relation to non-teaching staff.

At the start of every semester, some time is spent on a detailed review of the Year Planner for the term, so that events (such as Open Day or Parents Evenings) can be discussed and planned.

Year Group/Key Stage Meetings

Regular Year Group or Key Stage Meetings help to integrate newly appointed staff into various teams. Colleagues at such meetings can assist greatly by answering any questions about the day-to-day work of the school.

Other Parts of the Induction Programme

All teaching staff attend regular Staff and Curriculum meetings. Non-teaching staff attend Staff Meetings whenever possible. These gatherings are a useful part of the Induction Programme for all staff.

Departments or Curriculum Teams should meet new teachers to discuss Curriculum policies and schemes of work.

The LEARNING SUPPORT Co-ordinator might discuss the Learning Support provision within the school, with new teachers, their role as a class teacher in assessing, and providing for, children needing Learning Support and the way in which the Code of Practice operates at Latifa School for Girls.

Review of the Policy

This policy is reviewed regularly and updated as necessary. Amendments are based on the experiences of recently appointed staff and SMT and take account of their comments and ideas. SMT will evaluate the Induction Programme continuously at all stages and, if necessary, modifies it during the school year.

Areas where Heads of Department/Key Stage Co-ordinators Help Newly Appointed Teachers

This list is not all-inclusive and should be tailored to suit the needs of Primary or Secondary staff:

- ◆ Day-to-day organisation
- ◆ Class and school routines
- ◆ Classroom timetables
- ◆ Syllabus/Schemes of work
- ◆ Setting of students
- ◆ Use of IT rooms
- ◆ Discipline procedures, including awards and sanctions
- ◆ Initial and long-term plans
- ◆ Medium and short-term plans
- ◆ Year Group/Department use of exercise books
- ◆ Marking and presentation for the school/year group
- ◆ Record keeping - Teacher Assessment Grids, Class Lists, Reading Records, other records
- ◆ Reading Scheme
- ◆ Home reading books
- ◆ Merit points or other rewards
- ◆ Library
- ◆ Handwriting style
- ◆ Use of the photocopier and other specified equipment

Some Topics for New Teaching Staff Meetings

- ◆ Year Planner for each month/semester
- ◆ Policies
- ◆ ICT throughout the curriculum
- ◆ Literacy throughout the curriculum
- ◆ Learning Support (with Co-ordinator)
- ◆ Timetable
- ◆ Fire drill procedure

Extra Information

1. Open day
2. Parents Mornings/Evenings
3. Ramadan
4. Pastoral activities
5. Trips and Educational Visits
6. Assemblies
7. Sports Day

Appendix One

Induction Resources for New Staff

No Blame Policy
Blank Timetable Sheet
Class List
Class Records
Code of Practice for Learning Support
Health and Safety in the Workplace Policy
Curriculum/Departmental Teams
Induction Diary
Information for new staff
More Information for New Staff
Library Information
Information regarding BUPA
Plan of the School
Policies File (including list of all policies and statements)
Primary Record and Planning File
PSHE Scheme
Pupil Records
Registration Procedures
School Clubs Sheet
School Development Plan
School Calendar
School Rules/Code of Conduct Sheet
School Uniform Sheet
Learning support Register/IEPs
Staff Absence Information
Staff Handbook (on Latifanet)
Staff List
Staff Telephone Numbers
Timetables
Educational Visits Policy

Tray containing:

Mark book
Teachers' Planner
Diary
Stapler
Pens/pencils etc
General 'office' equipment

Induction Programme

The Induction Programme should cover the following where appropriate.

The School

- ◆ Welcome to Dubai
- ◆ Map or plan
- ◆ Environment
- ◆ Catchment area
- ◆ Organisation
- ◆ Basic routines, procedures and documentation (Registration; Marking Policy; assessment, recording and reporting; duties etc.)

The Staff

- ◆ Staffing structures
- ◆ Responsibilities (teaching and non-teaching staff)
- ◆ Lines of communication (i.e. to whom does the newly qualified teacher turn for help?)

Pastoral Organisation

- ◆ Behaviour Policy
- ◆ Rewards
- ◆ Sanctions
- ◆ General principles of pupil care and guidance
- ◆ PSHE programme
- ◆ Records of Achievement
- ◆ Assemblies

Resources

- ◆ Within school and locally
- ◆ Procedures for obtaining
- ◆ Ordering
- ◆ Stock control

The Classroom

- ◆ Teaching Expectations
- ◆ Organisation
- ◆ Display

Extra-Curricular Activities

- ◆ Range
- ◆ Organisation
- ◆ Staff involvement

Appendix Three

Induction of New Staff: Roles and Responsibilities

Find your position in the table below to see who is responsible for your induction, and who are responsible for the induction of.

Staff Responsible for Your Induction on Arrival:		Your Position		Staff you are Directly Responsible for the Induction of:
SMT Outgoing Head Teacher	is responsible for induction of...	Head Teacher	is responsible for induction of...	Deputy Head Teacher All teaching staff
Head Teacher Outgoing Deputy Head/ Outgoing Head of Primary		Deputy Head Teacher/ Head of Primary		All staff Support staff (NNs/TAs) (general support)
Head Teacher Deputy Head Teacher		Senior Teacher		All teaching staff (general support)
Head Teacher Deputy Head Teacher/ Head of Primary		HOD Key Stage Co-ordinator		Teaching and support staff in the department
Head Teacher Deputy Head Teacher/ Head of Primary		Curriculum Co-ordinators		All teaching staff
Head Teacher Deputy Head Teacher/ Head of Primary Senior Teacher Head of Department Key Stage Co-ordinator		Subject or Class Teachers		New staff Support staff including NNs/TAs
Head Teacher Head of Department Key stage Co-ordinator Class Teacher		Teaching Assistants		New Teaching Assistants

Appendix Four - Induction Diary

Latifa School for Girls

Staff Induction Diary

Name: _____

Date of Appointment: _____

Induction Procedures Check List

To help you settle in as quickly as possible you should have the following meetings or discussions with staff. Please keep a record for future reference.

Meeting/Discussion	Member(s) of Staff	Issues for Discussion	Date
1. Initial meeting with SMT	CMG, DBF, RJS, AML	Set procedures, documents, handbook, health & safety, staffing, responsibilities, planning, dates, etc.	
2. Second meeting with SMT	CMG, DBF, RJS, AML	General issues, concerns, etc.	
3. Initial meeting with Head of Department/ Key Stage Co-ordinator	HOD/ KS co-ordinator	Planning, schemes, timetables, behaviour policy, resources	
4. Initial Meetings with Heads of Year/ Year Teams	HOY/ KS co-ordinator	Pastoral issues/First day of term/registration procedures etc	
5. Special Educational Needs	Learning Support co-ordinator	To discuss pupils in class with special needs, IEPs, etc.	
6. Assessment, recording & reporting	HOD/KS coordinators	To discuss plans, record-keeping, assessment, reports	
7. Homework	HOY/KS coordinators	Homework diaries, homework provision	
8. Initial meeting with staff in same phase	Department/ Year Teams	To discuss plans, expectations, setting, standards, groupings	

Record of Extra Meetings

Date	Member of Staff	Meeting/Issues for Discussion

Record of Extra Meetings (continued)

Date	Member of Staff	Meeting/Issues for Discussion

Important telephone numbers

School:

Head Teacher:

Deputy Head:

Head of Primary:

Others: