

St Ursula's Convent School

A Humanities College and Teaching School

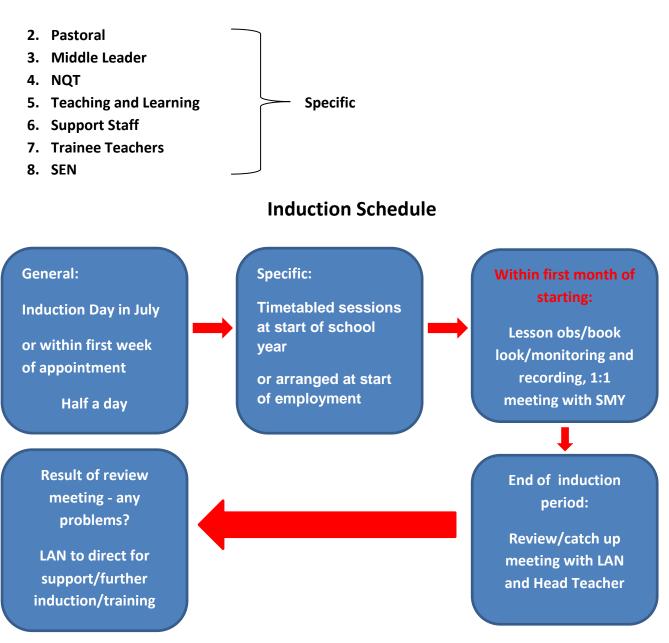
INDUCTION POLICY

Policy reviewed by: HEADTEACHER SENIOR LEADERSHIP TEAM

Reviewed	Agreed by Governing Body	Next review

Induction Timeline (Appendix A)

1. General



				Differen	itiated Ind	duction			
		General	Pastoral	Middle Leader	NQT	Teaching and Learning	Support Staff	Trainee Teachers	SEN
Role	New Teacher	•	•			•			•
	Middle Leader	•	•	•		•			•
	NQT	•	•		•	•			•
	Support Staff	•	•				•		•
	Trainee Teacher	•	•			•		•	•

Differentiated Induction Content (Appendix B)

1. General - LAN

Introduction to Ursuline community
Meeting with Head + tour of school
ICT paperwork/fob/ID card (RIL/AMO)
Staffing structure + staffroom
Timetable and structure of the day/week
H & S: (AMO/SMY)
Reporting absence/cover (SMY)
WSIP
Meeting schedule
Rotas: late gate/break duty/Merici room
RAP meetings
Behaviour/uniform expectations/responsibilities/protocols/Merici room/SLT on call rota
Cause for Concern
Safeguarding (DUR/SMY)
Logging on/email/shared areas
Wellbeing (DUR)
Buddy set-up(go to person in similar role)
Introduction to LM: specific departmental procedures

2. Pastoral - DUR

'ear Leader structure
IMS
ehaviour expectations and sanctions
form Tutor role
earning Support Centre
nrichment Days/PSHE/CIAG
lestorative Justice
iturgy/collective worship
Chaplain
Counsellor

3. Middle Leader – LAN

Responsibilities and duties			
Budget and ordering (AMO)			
LM meetings			
Meetings: department/ML			
Monitoring and reporting: lesson obs/book looks/FADE/data drops			
Behaviour in department: monitoring/sanctions/escalation			
Intervention - GCSE			
Specific departmental procedures/resources			
Staff new to department– departmental handbook			
Rotas: HoD - Exit gate YL – Morning late gate/lunchtime/home gate			
Referrals to outside agencies – YL (DUR)			

4. NQT – LAN

Mentor expectations
NQT Manager
NQT report schedule + exemplars
NQT programme: in- house + CTA

5. Teaching and Learning – SMY, FER, WAL, JOH, DUR, CFE

T & L expectations: differentiation/AfL/questioning/marking/peer and self-assessment
Assessment calendar
Data and tracking
KS3 Assessment and reporting
Literacy
Disadvantaged register
Upper ability register
Digital curriculum

6. Support Staff – AMO or specific LM

Protocols and procedures			
Responsibilities and duties			

7. Trainee teachers - LAN

Professional Studies programme Expectations: lesson plans/ working in dept/staffroom Time in department

8. SEN – WOJ

 SEN register and procedures

 Use of TAs in lesson

 Dyslexia

 Additional support referrals