

St Ursula's Convent School

A Humanities College and Teaching School

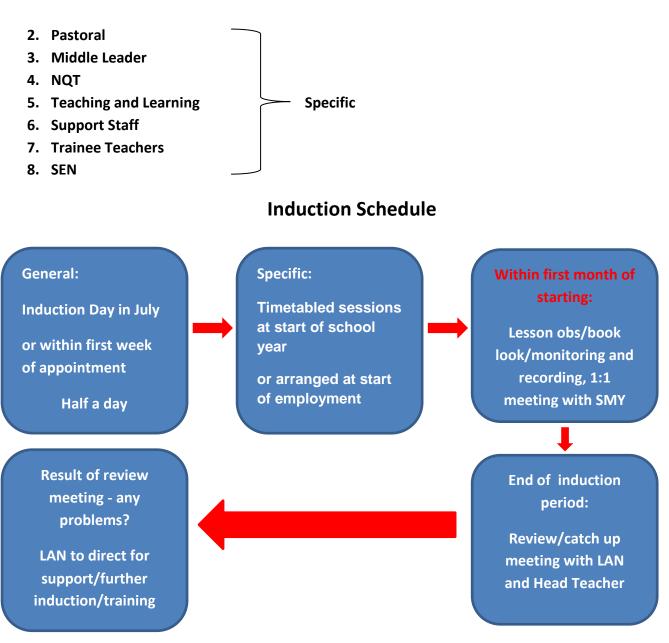
## **INDUCTION POLICY**

# 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<br>Leader | NQT         | Teaching<br>and<br>Learning | Support<br>Staff | Trainee<br>Teachers | SEN |
| Role | New<br>Teacher     | •       | •        |                  |             | •                           |                  |                     | •   |
|      | Middle<br>Leader   | •       | •        | •                |             | •                           |                  |                     | •   |
|      | NQT                | •       | •        |                  | •           | •                           |                  |                     | •   |
|      | Support<br>Staff   | •       | •        |                  |             |                             | •                |                     | •   |
|      | Trainee<br>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