



King's College School  
*The British School of Madrid*

La Moraleja

## **Induction of Newly Appointed Teaching Staff Policy**

### **Background to the Policy**

This policy outlines the programme which will be used at the King's College La Moraleja (KCS) to induct any newly appointed teaching staff.

The policy has been drafted in consultation with members of the KCS staff and the Governing Board.

The Induction Programme for Newly Appointed Teaching Staff forms a part of the KCS Performance Management Programme which involves all staff, both teaching and non-teaching.

Staff are our most expensive resource and form a large part of the investment of the school and as such the Induction Programme is planned and budgeted for within the School In-service & Training budget.

### **Philosophy of the Policy**

The Governors and Leadership Team of the KCS believe that new staff are entitled to an induction programme that warmly welcomes them and gives them the information to enable them to quickly feel confident, fully informed and secure in their new role. As a school we feel it is important that all staff – both teaching and non-teaching, are inducted into the whole school team. Such induction must begin as soon as possible after staff have been appointed.

At the KCS we encourage 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 as well 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 and enabled 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 are helped to gain knowledge and understanding of the philosophy and ethos of the school, the routines and practices that take place and the way in which the whole school 'works'.



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### **Who Supports Newly Appointed Staff?**

At the KCS the Induction Programme for Newly Appointed Staff operates under the direction of the Head teacher, who appoints an Induction Mentor for each new member of staff. The Induction Mentor will normally be, although is not limited to, the relevant Key Stage Coordinator.

The role of the Induction Mentor is to help, reassure, guide, counsel, inform and listen. They are also responsible for monitoring the induction of the newly appointed team member during the induction period. The Mentor is responsible for guiding new staff through the School documentation, for whole school issues and for organising any appropriate support from other staff members.

The Induction Mentor will usually be the new appointed staff member's Performance Management Reviewer. Curriculum Leaders will provide information, support and advice about their specific curriculum area.

The Curriculum Leader of Special Educational Needs, English as an Additional Language and Gifted & Talented pupils will also play a role in the Induction Programme for their new colleague. They will meet with these teachers to discuss Special Needs Provision within the school, their role as a class teacher in assessing and providing for children with special needs and the way in which the Code of Practice / EAL / G&T register operates at the KCS.

All other staff at the KCS have an important role to play in the induction of any newly appointed staff member. They will all assist in integrating a new colleague into the whole school staff team. They will be willing to share experiences and ideas, help in practical ways and offer support. Newly appointed staff are encouraged to approach any member of staff with any questions or queries they may have.

### **The Induction Programme**

Aims of the Induction Programme

- To make all staff feel welcome immediately, and at ease in their new environment
- To ensure the effectiveness and efficiency of all staff in their own role and within the whole school team.
- To foster positive relationships between existing and newly appointed staff and to give meaning to school documentation.



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- To enable new staff to understand the philosophy and ethos of the school and observe good practice so that it can be reflected in their own work.
- To ensure there is a system of support in place.

**At The Time of Interview**

The Induction Mentors, usually in their role as members of the School Leadership Team, are often part of the Selection Panel for the appointment of new staff and as such may be involved in short listing and interviewing.

Following a successful interview the new member of staff will be provided with certain documents. These include:

- Contract of employment & Job description
- A Copy of the school year book
- A copy of the staff handbook
- School & staff contact details, including Head Teacher, Induction Mentor & Bursar
- Employment start date

An Induction Mentor will also be assigned to the new member of staff. This person will be available to answer any questions they may have prior to their start date and to welcome the new staff member to the school upon their arrival.

**Pre-Term Visits**

Where possible the new colleague will be welcome to visit the school before the start of their contract. This may be in term time or in holiday time depending on what is practical.

It may be possible for newly appointed teachers to 'shadow' their key stage partner or the current class teacher of the children they will be teaching the following year/term.

**The First Day**

The Induction mentor will welcome the new staff member on the first day of employment.



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The Induction Mentor will explain the staffing structure in the school and introduce the new colleague to as many staff as possible. A guided tour of the building will help identify other classrooms, curriculum cupboards and stores etc. Points of general organisation will be discussed.

If the new colleague is appointed to commence their post at the start of the new school year there will be an opportunity to use part of the initial INSET Days to begin the Induction Programme. There will also be an opportunity during this period for the new teacher to meet formally with the Head Teacher, Senior Leadership Team and, where possible, members of the Governing Board.

At this stage the Induction Mentor will explain and give out further documentation including:

- National Curriculum Documentation and Planning Resources
- School Policy Documents including Mission Statement & Aims
- Timetables and Duty Rotas
- Term & Diary Dates (this includes the dates of all major events in the school year)
- Class Lists and Class Records
- Resources for the teacher and for the classroom.

### **Initial Induction Meeting**

The mentor will arrange an informal meeting with the new team member to answer any questions that may have arisen, and provide an opportunity to share any concerns. At this meeting the mentor and new team member may choose to plan a series of New Staff Support meetings. The regularity, timescale and format of these meetings will be appropriate to the individual, their role in the school, their experience, personal requirements and confidence.

### **New Staff Support Meetings**

The newly appointed teacher and Induction Mentor decide the day and time of the support meetings. The main focus for each meeting will be decided in advance. This may be looking at a particular document or policy. Some meetings will be used to consider planning and other paperwork, which will need completion at certain times during the school year. A list of suggested areas / topics is provided in Appendix 1.



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The Induction Mentor will also make it clear that they will be available to answer questions on an informal basis at any time.

Meetings may be attended by other staff team members if appropriate.

### **Other Areas of the Induction Programme**

The Induction Programme also includes five INSET days for staff at the start of the school year, two additional INSET days during the year. In addition there are usually three INSET days at the end of the school year.

All teaching staff are required to attend and contribute to regular staff meetings. Non-teaching staff are welcome to attend Staff Meetings whenever possible. These meetings form a useful part of the Induction Programme for all staff.

Other training / In-service needs will be identified through the School Development Plan or as a part of the KCS Performance Management Programme.

New teachers may wish to 'shadow' another class teacher to observe matters, such as classroom organisation and management, differentiated curriculum, assessment strategies etc. Cover for this can be arranged when necessary.

As part of the KCS Performance Management Programme lessons and teaching will be observed throughout the year by members of the SLT. Planning & marking of work will also be monitored.

Curriculum Leaders may conduct their own observations as part of the KCS Monitoring policy.

### **Review of The Policy**

This policy is regularly reviewed and updated where necessary. Such updating will be based on the experiences of recently appointed staff and the Induction Mentors and will take account of their comments and ideas. The SLT will be continuously evaluating the Induction Programme at all stages and may modify it if necessary during the school year. Budgeting implications will also be considered.



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## **APPENDIX 1**

### **A LIST OF SUGGESTED TOPICS / AREAS FOR DISCUSSION TO ASSIST INDUCTION OF NEWLY APPOINTED STAFF MEMBERS**

This is not an exhaustive list; it is a checklist for the Mentor who will choose appropriate topics for discussion depending on the role and individual needs of the new staff member.

<b>Long Term / Annual Planning</b>	<b>Assessment for Learning</b>
<b>Medium Term / Termly Planning</b>	<b>Mission &amp; Aims of school</b>
<b>Short term / Weekly Planning</b>	<b>Dates for year / term</b>
<b>Planning formats &amp; evaluations</b>	<b>Day to day organisation</b>
<b>Class &amp; School routines</b>	<b>Timetables - class &amp; other teachers</b>
<b>Use of books &amp; resources</b>	<b>Playground duties &amp; rules</b>
<b>Marking of work</b>	<b>Registers</b>
<b>Record Keeping &amp; Assessment / Tests</b>	<b>School Development Plan</b>
<b>Reading scheme &amp; reading records</b>	<b>Health &amp; Safety Policy / Accidents</b>
<b>Homework &amp; homework diary</b>	<b>Fire exits &amp; emergency procedures</b>
<b>Home/school communication</b>	<b>Child Protection &amp; designated persons</b>
<b>Behaviour Policy &amp; Management</b>	<b>Curriculum coordinator role</b>
<b>Once a Month Writing Assessment</b>	<b>Use of Non-contact time</b>
<b>School &amp; class rules</b>	<b>UK Order &amp; Budget holders</b>
<b>Library book loans</b>	<b>Parent Information evenings</b>
<b>Handwriting Scheme &amp; Style</b>	<b>Parent / Teacher Meetings &amp; Feedback</b>
<b>Display of work</b>	<b>Performance Management Programme</b>
<b>ICT Network &amp; Information Board</b>	<b>Lesson Observations</b>
<b>Ordering resources / stationary</b>	<b>In-service &amp; training</b>
<b>Working with teaching assistants</b>	<b>Use of photocopier &amp; other equipment</b>
<b>After School Clubs</b>	<b>Written reports to parents</b>
<b>Use of PE Equipment</b>	<b>SEN / EAL / G&amp;T</b>
<b>Christmas Events</b>	<b>Governing Board &amp; Events</b>
<b>Assemblies &amp; Performances</b>	<b>FPTA (Class rep.'s &amp; Events)</b>
<b>Sports' Day</b>	<b>Staffing structure &amp; responsibilities</b>



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<b>Out of school &amp; residential trips</b>	<b>Absence &amp; Sickness procedures</b>
<b>Confidentiality whilst working at KCS</b>	