



STAFF INDUCTION

There are always a number of new staff appointments to Cumberland School Specialist Sports and Applied Learning College in any one year all of whom will require differing degrees of support in the period after they take up their appointment. Therefore, the period of induction for some will be very short, while for others it may be more extensive.

The range of situations we may have are as follows:

- the appointment of more experienced teachers
- the appointment of newly qualified teachers (NQT);
- the appointment of staff on Graduate and Registered teacher schemes;
- the appointment of Overseas Trained Teachers;
- the teacher who comes for a short period to cover absences of staff, usually from an agency;
- student teachers on short-term teaching practice;
- teaching assistants and welfare assistants looking after individual pupils with specific needs.

Mentoring/Coaching is the process of helping another learn in order to enhance their professional role. This forms the cornerstone of the induction policy at Cumberland. All the above will require different degrees of mentoring/coaching to suit their specific needs. Mentoring/coaching will occur at two levels: subject specific, co-ordinated by the Teacher in Charge (or Department AST); and a general school system, co-ordinated by the Assistant Headteacher CPD.

The main focus for the induction programme at Cumberland will be the development of the Newly Qualified Teacher (NQT). For these colleagues, the programme will be extensive and will be monitored by the CPD Tutors who are ASTs. All other newly appointed staff will receive specific support and advice as required (see below). However, it will be the role of the Assistant Headteacher CPD, or the Operations Manager responsible for cover to make available all the basic information necessary to make a full impact in as short a time as possible.

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| Teaching Assistants | These will be guided and supported by the SENCO. |
| Beginner Teachers | These will be guided and supported by the Assistant Headteacher CPD, ASTs and BT Mentors. |
| Agency Teachers | These will be guided and supported by a designated teacher within the department area with which she/he is working. The Operations Manager will receive them initially into the school and issue them with the appropriate documents. |
| Experienced Teachers | These will be guided and supported by their Line Manager and Performance Management Team Leader |
| Non Teaching Staff | These will be guided and supported by their Line Manager. |

Cumberland School Specialist Sports and Applied Learning College aims to be a welcoming place to all who work within it and all that visit. Our mission statement is **Aspire to Achieve**. Specifically, our Vision is as follows:

To equip every Cumberland pupil with the knowledge and skills to develop as individuals, to contribute as citizens and to build happy and fulfilling lives.

To achieve this Vision we will:

- Promote learning as an exciting, independent and life long activity and broaden pupil horizons and aspirations.
- Allow pupils to develop academically, physically, artistically, creatively and emotionally.
- Provide a curriculum that motivates and meets the needs of all pupils.
- Use the Specialist Sports and Applied Learning College status as a means to raise self esteem, attainment and achievement.
- Develop skills in literacy, numeracy and ICT as keys to success.
- Promote an inclusive school with equality of opportunity for all regardless of race, religion, gender, colour, sexuality or disability.
- Maintain a school ethos and climate of care and commitment to one another, where individuals are valued, feel safe, happy and have their achievements celebrated.
- Support pupils with additional needs or talents and provide mentoring, counselling and support for those pupils and their families to remove barriers to success.
- Promote good Citizenship with the values of responsibility, courtesy, co-operation and respect at the core.
- Develop links with the wider community, local schools, business and industry, to extend learning opportunities and provide our pupils with wide ranging opportunities.

We go to great lengths to ensure that all who work here attain success and by so doing raise their self-esteem and self-worth. To this end we are committed to the programme of continuous professional development.

The Induction Programme for the Newly Qualified Teacher

The induction programme for the NQTs will be three-pronged with the overall co-ordination the responsibility of the Assistant Headteacher , Teaching and Learning/AST Induction Tutor. The three inputs will be from the LA, the Subject Mentor of the subject to which the NQT is assigned or the Department AST and the AST Induction Tutor.

The CPD Action Plan provides a small budget for each NQT to receive appropriate INSET. The budget also provides monies for NQTs to have a ten percent reduction in their normal teaching load. The budget for this is the responsibility of the Deputy Head in charge of Finance and will be allocated in consultation with NQTs, Teachers in Charge (or Department ASTs) and the AST Induction.

Within school, NQTs will receive support on two main levels, from their Subject Mentor (or Department AST) and by the AST Induction Tutor. A regular monitoring and report-back slot will be negotiated with both of these. The Assistant Head, Teaching and Learning/AST Induction Tutor sessions will be 'twilight INSETS', but the Subject Mentor (or Department AST) support sessions could be at any other negotiated time. It is expected that the latter sessions will reflect individual needs, the demands of the National Curriculum and the Whole School Development

Plan. Support should also relate to the NQTs Career Entry and Development Profile. NQTs are encouraged to continually review their targets.

At the beginning of the Academic Year the AST Induction Tutor will meet with the Subject Mentors to clarify main roles, responsibilities and deadlines. The Subject Mentors will also be invited to attend the first induction session when the AST Induction Tutor outlines the requirements of the core standards for teachers.

NQTs will be observed teaching a group of pupils at least twice every term, once by the appropriate Subject Mentor (or Department AST) and once by the Assistant Head, Teaching and Learning / AST Induction Tutor. The process of observation will be 'twofold', initially **general observations** and later **pre-focussed observations**. However, if the NQT is having problems meeting the standards then there will be a period of 'intensive observation' by the Assistant Head, Teaching and Learning/AST Induction Tutor to help the NQT meet the standards.

NQTs will be expected to keep their own comprehensive portfolio of lesson notes (and they will be required to reflect on the targets in their Career Entry and Development Profiles), evaluations, notes on any INSET courses they attend, position papers and agreed lesson observation reports. The compilation of this portfolio will be supported and monitored by the AST Induction Tutor and is to be available for inspection by the Headteacher or her representative. The AST Induction Tutor will keep a separate portfolio and this will form the basis for the summative assessment.

The Cumberland NQT Induction Programme will follow the guidelines issued by the DFE and the London Borough of Newham.

Initial Teacher Training In Cumberland School Specialist Sports and Applied Learning College

Cumberland has worked in partnership with the Institute of Education, London Metropolitan University and University of East London in the delivery of Initial Teacher Education. It is not intended to run the BT programme in 2011/2012.

The Graduate Teacher Programme

The Graduate Teacher Programme has enabled us to employ teachers and train them on the job. Trainees, who must be over 24, follow an individual training programme designed to enable them to meet the standards for the award of Qualified Teacher status.

All graduate teachers need to produce a professional portfolio which includes:

- Evidence of meeting the standards.
- A scrutiny of Cumberland's policies.
- Evidence of continuing professional development.

One of Cumberland's ASTs is responsible for the delivery and facilitation of the school based elements of the trainee's individual training plan.

Excellence In Teaching: Self-Assessment Form. Please put comments in the first column and ideas for improvement in the second.

| | Comments | Development |
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| <p>1. Goals and Purpose:</p> <ul style="list-style-type: none"> • Aims and objectives are made explicit, and are appropriate for pupils and syllabus etc. • An appropriate, <u>challenging</u> task/goal is given or negotiated in advance so pupils know what's coming. • Context: The relevance and importance of the topic is stressed persuasively. Links are made to related learning. • Resources are at hand. • Relevant prior learning is recalled & checked before use. • Timekeeping: Teacher arrives and finishes on time and expects their pupils to do the same. | | |
| <p>2. Planning:</p> <ul style="list-style-type: none"> • Active learning: The lesson requires pupils to apply and develop the learning described in the objectives. • An effective plan: Well paced, varied, active, interesting, challenging and logically structured. • Individual needs are met: Pupils who have a particular need are accommodated. • Methods are appropriate to pupils, objectives and context. • Key skills are integrated and developed. | | |
| <p>3. Content and Presentation:</p> <ul style="list-style-type: none"> • Content and instructions are explained clearly at the correct pace, level, breadth, depth, length and in a logical order. • Presentation is lively and interesting. • Subject knowledge of the teacher is sound. • Voice is clear and easily heard. • Understanding is checked e.g. by question and answer. | | |
| <p>4. Atmosphere and Relationships:</p> <ul style="list-style-type: none"> • Atmosphere is positive, enthusiastic, purposeful and warm. • Inclusivity: Efforts are made to value and include all learners. • Rapport: Efforts are made to achieve mutual respect. • Pupil – pupil relationships are good or developed. • Dignity: Learners are treated with respect and dignity, especially when they don't deserve it. | | |

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| <p>5. The pupil experience:</p> <ul style="list-style-type: none"> • Interest: Pupil's interest is engaged and sustained. • Participation: All pupils take part and keep on task. • Activity: Pupils develop and apply knowledge and skills, some of the tasks for any given topic require real thought, are challenging, are 'open' and are relevant. • Check & Correct: Learning and work in progress is checked and corrected. Lesson reviews consolidate key points. • Praise/rewards for effort, progress, completion of tasks etc. are frequent. Criticism is constructive and positive. • Weaker pupils are supported and rewarded for effort and the completion of ordinary learning tasks. • Able pupils are challenged but supported if necessary. • Autonomy: Pupils take enough responsibility for their own learning. There is evidence of self-motivation. • Dialogue & Cooperation: Pupils have an opportunity to work in pairs or groups and to support each other. • Creativity: Pupils have an opportunity to take control, exercise initiative, and make individual responses. | | |
| <p>6. Resources</p> <ul style="list-style-type: none"> • Adequacy: Resources are adequate, appropriate, effective and up to date. • Handouts are clear, well designed, fit for purpose and well produced. Extensive writing of notes unnecessary. • A variety of media and methods are used. • Safety of the equipment and its use are ensured. • Accommodation is appropriate and well managed. • Room layout is appropriate and effective. | | |
| <p>7. Achievement of Objectives</p> <ul style="list-style-type: none"> • Clarity: Learning is summarized, clarified and put in context. • Achievement: Pupils demonstrate that learning has taken place and they are aware of what they achieved. | | |
| <p>8. Other issues, please state</p> | | |