



Aims of Induction

To provide a structured programme for the induction of probationer teachers in Belmont House School that will allow them to become fully effective members of the school organisation as quickly as possible. The aims of the programme are therefore:

- to develop the new teacher's professional knowledge and understanding of relevant areas of the Senior School curriculum
- to ensure that new teachers have a broad understanding of the principal features of the education system and educational policy and practice, and are aware of their own role
- to encourage new teachers to articulate their professional values and practices and relate these to theoretical principles and perspectives
- to develop the new teacher's ability to plan, implement and evaluate appropriate, coherent programmes of teaching and learning appropriate to the needs of the pupils
- to extend and enhance the range of teaching and learning strategies employed by new teachers
- to encourage new teachers to work cooperatively with other professionals and adults
- to develop the new teacher's classroom organisation and management skills including the effective management of pupil behaviour
- to consolidate the new teacher's ability to understand and apply the principles of assessment, recording and reporting and use the evidence of assessment to improve the quality of learning and teaching
- to develop the new teacher's ability to reflect critically on their own learning and development and to take responsibility for their own professional learning and development.

Objectives

The objectives of the programme are:

- to give every new teacher a clear understanding of the ethos of Belmont House School which embraces the principles of fairness and equality
- to enable every new teacher to acquire knowledge of the policies and procedures of the School and of his/her subject department
- to provide a programme, which builds on the Standard for Initial Teacher Education (ITE) provided by the Colleges of Education, enabling every probationer teacher to develop the professional skills required for completion of the Standard for Full Registration (SFR), to the complete satisfaction of the teacher, the School and the general Teaching Council for Scotland.

Methods of achieving the Objectives and the roles of individuals involved in the Induction Process

- If possible there will be a pre-start visit to the School, where the new teacher will again meet the Principal and be introduced to the other members of the Senior Management Team and to their Principal Teacher if appropriate.
- The Staff Development Coordinator, as Regent, will be responsible for co-ordinating and managing the support for probationers. At an early meeting with new teachers (In-Service Day 1) the Staff Development Coordinator will outline the support programme for probationers and



ensure that the teachers have received the School Welcome Pack. The support programme will be in line with the Standard for Full Registration framework.

- The Vice-Principal [Head of Junior School] or Principal Teacher, plus other well-qualified staff where appropriate, will act as mentors to provide support for the probationer teacher. Support meetings will be timetabled and planned again in line with the Standard for Full Registration framework.
- SCIS offers training which offers probationers an opportunity to further develop a clear understanding of the context within which they are employed. SCIS provides a programme of Continuing Professional Development (CPD) for probationers and the School is committed to facilitating access to this in-service training.

The Staff Development Coordinator will be responsible for:

- ensuring that new teachers are introduced to routines and procedures not directly related to their subject
- holding timetabled meetings with probationer teachers to discuss specific elements required for the Standard for Full Registration
- arranging meetings with key staff within the School - topics covered will include Support for Learning and Pastoral Care/Guidance within the School, School Self-evaluation, School Improvement Planning and the Professional Review and Development cycle
- liaising with Principal Teachers to keep them fully informed

The Staff Development Coordinator will also be available to meet new teachers individually to discuss other matters as they arise, on a formal or informal basis. All new teachers will be given a copy of his/her job description or SJNC Circular SE/40-‘The Duties of Teachers’.

The probationer teacher has the responsibility to take an active role in the above process to allow him/her to reflect and improve on their teaching ability.

Framework for Professional Discussion and Development for the Induction Period

SCIS Induction Input

SCIS offer introductory session(s) for probationer staff during June, August/September and provide opportunities for new teachers to meet together and have access to centralised Continuing Professional Development (CPD) opportunities throughout the year. These courses are outlined in the SCIS CPD catalogue and on their website.

School Induction Input

1. Staff Development Coordinator

On In-Service Day 1 probationers and their supporters will meet the Staff Development Coordinator. They will be given a copy of the programme for the school induction support programme. For each of the meetings outlined in this programme the supporter will use a Supporter Agenda and Action Plan and the probationer will keep a Record of Meetings with Designated Supporter.



2. Principal Teacher/Supporter(s)

The probationer will spend time with the Principal Teacher Subject and the person(s) who will act as supporter throughout the session, during In-Service Day 1. During the first meeting the probationer's timetable, allocation of classes, resources and the use of the probationer teacher's time will be discussed.

The probationer will be notified about the timetabled supporter meetings. Once again the supporter will use a Supporter Agenda and Action Plan and the probationer will keep a Record of Meetings with Supporter.

The observation sessions for August to December will also be discussed. The supporter will normally carry out the observation sessions with an agreed focus for observation and discussion. He/she will use The Standard for Full Registration: Observation Sheet or a simpler version of this sheet produced by the Staff Development Coordinator. The probationer will keep a Record of Observed Teaching Sessions.

The Staff Development Coordinator, acting as an independent observer, will carry out one observation session during August to December and a second during January to June. A total of nine observations will be carried out during the session with five occurring during August to December and a further four during January to June.

3. Probationer Teacher

The probationer is responsible for keeping a record Continuing Professional Development activities under the following headings:

- Professional Knowledge and Understanding
- Professional Skills and Abilities
- Professional Value and Personal Commitment

These CPD activities may be categorised as:

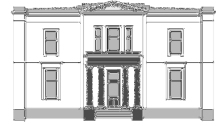
- SCIS CPD
- School CPD
- Personal CPD

4. Formal Review Meetings and Interim/Final Profiles

More formal review meetings will be held in December and late May/June with input from the probationer, supporter(s)/mentor(s) and the independent observer to review progress, identify and agree strengths and development areas and to evaluate the professional learning and development plan set after the interim review.

The Interim and Final Profiles will be completed by the Principal, supporter and probationer Teacher for the GTC Scotland. Comments should be personalized and include examples. In the

Belmont House School
Policy for the Induction of Probationer Teachers



Final Profile, links should be made between comments made and evidence from meetings, observations, CPD, future targets and recommended actions.