E2

**Staff development: Introduction**

The school is committed to the provision of development opportunities as an entitlement for all staff, both teaching and support. Other than the induction programme, it is closely linked to the **Performance Development** programme (see below), which helps staff to identify areas of strength and for focus. All staff are strongly encouraged to acquire new skills, update or extend their knowledge and develop their understanding of a range of issues. They are also expected to share their strengths and skills with colleagues by running training sessions themselves. Therefore, the delivery of the staff development programme takes many forms, much of which is generated by our own talents in the school whilst others are externally based or bring experts into school. The Senior Deputy Head has overall responsibility for staff development and the purpose for many of the training sessions is drive for outstanding teaching and learning in all areas of school.

**1. Induction**   
The Induction programme supports the needs of someone new to the School, or an existing member of staff in a new post. It falls into six categories:

**a) Induction of new teaching staff**All new teachers are invited into school during the term before they take up their appointment in order to meet their Head of Department, to collect schemes of work, timetables and books, and to familiarise themselves with the school.  
Once in post, any further induction will be carried out by the Head of Department. All new staff will be observed teaching, by their Head of Department and by one of the Deputy Heads, before their appointment is formally confirmed by the Governors.

**b) Induction of Newly Qualified Teachers (NQTs)**In addition to the above, all NQTs follow a full induction programme validated by the Independent Schools Teacher Induction Panel. This is co-ordinated by the Head of Initial Teacher Training, who has a regular programme of meetings with the NQTs and offers individual support. Heads of Departments or their delegates act as mentors to NQTs.   
 **c) Induction of new Heads of Departments (HoDs) or Heads of Year (HoYs)**In addition to (a) above, new Heads of Department / Heads of Year will receive support from their Cluster Leader. The **HoD/HoY Handbook** provides general guidance as to the expectations of the post, and all new HoDs will also be allocated an experienced HoD as a mentor.

**d) Induction of new members of the Senior Management Team**New members of the Senior Management Team will be invited into school to spend time with the outgoing Deputy/Assistant Head. Notes outlining responsibilities and tasks throughout the academic year will be provided, along with training in the use of the school database and any other specific requirements of the job.  
  
Once in post, any further induction is the responsibility of the other members of the Senior Management Team. Subject specific induction is still the responsibility of the Head of Department of the new Deputy/Assistant Head.

**e) Induction of support staff**This is the responsibility of the Bursar. As support staff join the school at times other than the beginning of terms, induction is provided on an individual basis. In the case of support staff attached to departments (academic support and technicians), Heads of Departments are expected to play a major part. Other staff will receive induction as appropriate to their role.

**f) Induction of new post holders (from within the current staff)**Support for new post holders is provided by the Senior Management Team and a combination of internal training and externally based INSET. New post holders will also be allocated mentors from experienced post holders.

**2. Continued Professional Development (CPD)**  
Our internal programme of continued professional development (CPD) encourages staff to acquire new skills, update or extend their knowledge and develop their understanding of a range of issues, with the aim of enhancing their own personal development, their teaching or their contribution to the wider life of the school. Our busy programme of almost weekly sessions includes all aspects of teaching and learning, pastoral work and regulatory issues.

Staff are encouraged to run courses for colleagues on specific areas of strength or interest as well as attend as many internal professional development courses as they are able to. We also encourage visits to other schools and using contacts within the Trinity group.

Staff who wish to acquire further academic qualifications, or to seek promotion, will be offered relevant opportunities and financial help may be available. In these cases, a letter of application should be made to the Senior Deputy Head outlining the qualification and the motivation behind wanting to study and a request for financial help and/or leave of absence to achieve this aim.  
  
At the beginning of each term, a Training Day is organised for all teaching staff. This programme is organised by the Senior Deputy Head and all colleagues are welcome to contribute to suggestions for training topics or to help run the training day itself.  
Examination Boards offer courses which address changes in specifications, coursework requirements and marking criteria. Departments are encouraged to send a department representative to such courses. Examination marking is another powerful way to gain valuable insight into what makes for a successful final assessment. The school reserves the right to refuse permission for a member of staff to undertake such marking. This may be true if the number of staff in any one department requiring time off to attend examiners meetings etc. would disrupt teaching in that department to an unacceptable degree or where this marking interferes with the normal duties of the member of staff.

All HoDs are expected to attend relevant Trinity Group meetings, where examinations and other issues are discussed.

**3. Performance Development**The school operates a comprehensive annual system of Performance Development which is explained in a separate document. A similar system has been developed for support staff. Performance Development is part of the entitlement of all staff to be supported in their professional development.

* It is a means to develop the effectiveness of all staff in order to achieve the educational aims of the school.
* It assumes that the school is a learning environment for all members of the community.
* It provides a framework to support staff in the management of their own development.
* It enhances teamwork in departments and across departments.

Performance Development aims to link the development targets of an individual to that of the departmental and school Development Plans.

The system of Performance Development for teaching staff at RGS has developed two aspects:

### a. The management of performance

This refers to the day to day management, support and monitoring of the activities of every member of staff. All members of staff have a principal line manager allocated to them. This is the person who is responsible for leading the activities of the group (typically an academic department or pastoral team), and for the production of the regular review. This person is the prime agent of managing performance. He/she will do this through regular meetings, giving support where needed, and through the monitoring of activities such as regular departmental meetings, lesson observation and checking of marking.

### b. The Performance Development Review

This refers to the process of setting annual development targets for each member of staff, with a mid-year and then summary review. See Performance Development Procedure for further details.

**NQT Induction Policy:**

**1. Aims of the Induction Policy**  
This Induction Programme aims to give Newly Qualified Teachers (NQTs) the best possible start in the profession by helping them to settle quickly and happily into the School, to enable them to tackle new experiences and responsibilities with confidence, and to develop their teaching skills. To achieve these aims, new teachers are offered:  
• An induction meeting before the beginning of the September term with all new staff and the induction tutor;  
• A reduced teaching load;  
• Freedom from having a tutor group in the first year;  
• Less frequent cover of other teachers;  
• Regular, frequent meetings with the subject mentor (usually once per week);  
• Regular meetings with the induction tutor (usually once per fortnight);  
• Provision of a tailored training programme deliverd principally in the first term of the academic year;

• Opportunities to reflect critically on weekly practice with the subject mentor;  
• Opportunities to observe, teach and plan lessons with other colleagues;  
• Feedback on teaching;  
• Participation in INSET opportunities within the school;

• Opportunity to shadow and co-tutor alongside an experienced form tutor within the school;   
• Opportunities to shadow other teachers within school;  
• Opportunities to observe teaching in other schools;

**2. Roles and Responsibilities**The school has a key role in introducing new colleagues to the profession. The overall responsibility for the welfare of NQTs lies with the Headmaster, although in practice this responsibility is delegated to the induction tutor, currently the Head of Initial Teacher Training. The induction tutor is directly responsible for the guidance and assistance offered to the NQT and for the organisation of a relevant induction programme.

**3. The NQT's Entitlement**• A job description that does not make unreasonable demands;  
• A 10% reduction in timetable, for induction purposes;  
• A planned programme of how to spend that time, such as observations of other teachers;  
• An induction tutor;  
• A subject mentor;  
• Meetings with the induction tutor and subject mentor;  
• The Career Entry Profile (CEP) discussed by the NQT and the induction tutor;  
• Targets, informed by the strengths and areas for development identified in the CEP, to help NQTs improve so that they meet the standards for the induction period;  
• To be kept free from taking on tutor responsibilities in the first year;  
• At least one observation each half term with oral and written feedback, making a total of six a year;  
• An assessment meeting towards the end of each term;  
• An assessment report at the end of each term;  
• Procedures for NQTs to air grievances about their induction provision at school and a 'named person' to contact should they wish to complain.

Each NQT works with a subject mentor and an induction tutor who supports her/him in their first year of teaching by:  
• Encouraging;  
• Guiding;  
• Advising;  
• Demonstrating good practice;  
• Providing information and instruction;  
• Helping to reflect on good practice;

**4. The Induction Tutor**The induction tutor oversees and supports the professional development of all newly qualified teachers and manages the Induction Programme. This includes:

• Overseeing the implementation of School Policy;  
• Explaining school rules and procedure;  
• Assigning subject mentors;

• Assigning co-tutors;   
• Providing ongoing support and guidance to NQTs and subject mentors;  
• Advising on INSET opportunities;  
• Ensuring that the Induction needs of the NQTs are met;  
• Identifying the training needs of subject mentors;  
• Conducting a formal lesson observation in the first and second terms of the Induction Year;  
• Advising on effective classroom organisation and student management ;  
• Identifying areas of strength and areas for development with regards to target setting for the NQT;  
• Liaising with heads of department and subject mentors regarding the NQT's progress;  
• Compiling evidence/discussing findings and supervising the completion of the end of term assessments and the termly report for the NQT;  
• Monitoring the extra-curricular commitments of the NQT;  
• Co-ordinating evaluation of the Induction Programme;  
• Development of the NQT programme to involve trained mentors in the training of new mentors.

**5. Subject Mentor**  
Subject mentors play a key role in increasing the confidence and effectiveness of the NQT, thereby improving the quality of teaching and learning in the school. Mentoring is also seen as contributing to the mentor's own professional and career development. Subject mentors oversee and support the professional development of NQTs. This includes:

• In consultation with the induction tutor, organising at least one day's briefing in the term prior to the NQT taking up the post;  
• Providing the teacher with appropriate subject-based information (Schemes of Work) and guidance;  
• Inducting the teacher into the planning, preparation and teaching of the subject;  
• Overseeing effective record-keeping and reporting, in line with school policy;  
• Advising on effective classroom organisation and student management;  
• Meeting weekly with the NQT, giving quality time for discussion, and encouraging reflective practice;  
• Conducting at least one informal lesson observation each half term;  
• Conducting at least one formal lesson observations each term of Induction;  
• Arranging for the teacher to observe others in the school;  
• Arranging for subject teachers in the same department to observe and give feedback to an NQT;  
• Organising opportunities for team-teaching;  
• Providing constructive feedback resulting in the setting of agreed Induction targets;  
• Keeping the induction tutor updated on progress being made;  
• Supporting any other issues pertinent to the development of the NQT;  
• Being involved in on-going Induction development and attending relevant mentor courses;  
• Assisting in the training of new mentors.

**6. Lesson Observation**

**The Role of Observation**  
Focused classroom observation is important in the development of teaching skills because it provides opportunities for reflection and learning from evidence.  
The focus of the lesson can be general (e.g. quality of learning, classroom management), or specific (e.g. differentiation, transition from whole class teaching to group work). By agreeing a focus, the observer can record what was successful and areas which need to be developed.

**Frequency of Observation**  
The subject mentor and induction tutor should aim to observe the new teacher informally on a regular basis, and certainly no less than twice a term. They should also carry out specific formal observations. Department members should also be encouraged to observe the NQT and be observed by him or her. The induction tutor will carry out two formal observations during the first and second terms of Induction.

**7. The 'Career Entry Profile'**  
The NQT should make the Career Entry Profile, completed at the end of initial teacher training, available to the induction tutor, and use this as a basis for setting short, medium and longer term objectives for Induction development. The NQT should participate fully in the programme of monitoring, support and assessment that is agreed with the induction tutor. The NQT should be familiar with the Induction Standards, and should monitor his or her own work in relation to them. He/she should take increasing responsibility for his/her Induction development as the induction period progresses.

**8. Professional Code of Practice**  
All documentation and discussion concerning the Induction development of staff is confidential. Confidentiality concerning the observation of lessons must also be respected.

**9. The Report**  
• The Headmaster is required to submit termly reports on an NQT to the ISTIP.   
• In the event of satisfactory progress, the first report will be submitted at the end of the first term, the second to be submitted at the end of the second term.  
• For teachers granted an extension of probation, a further report would be sufficient at the end of the first term of extension.  
• On completion, the reports are to be discussed with the NQT concerned, who will then add their own comments in the space provided.  
• The discussion process of the report provides the starting point for further development.  
• In the summer term, the induction tutor in liaison with the subject mentor will return the final form recommending that the student should pass/fail.

**10. Concerns Regarding a Teacher's Professional Performance**  
Line managers should discuss any concerns regarding the performance of an NQT with the teacher at an early stage. The NQT should be given every opportunity through the setting of specific targets and the implementation of a range of support strategies to remedy the situation. The induction tutor should be kept closely informed of both concerns and progress. Records of meetings with the NQT and recommendations made should be kept.

**11. Assessment Arrangements**

**Formal Assessment Meetings**  
These meetings will take place between the NQT and the subject mentor during the year, and will usually occur at the end of each term. These meetings are important milestones in progress towards completion of induction and NQTs must feel free to express any concerns.

The **First Meeting** will focus on the extent to which the NQT is consistently meeting the Standards for the Award of QTS in an employment context, and is beginning to meet the Induction Standards.

The **Second Meeting** will focus on the NQT's progress towards meeting the Induction Standards.

The **Final Assessment Meeting** will be used to determine whether or not the NQT has met all of the requirements for the satisfactory completion of the induction period.

An Assessment Form should be completed and sent to the ISTIP following each of the first two Assessment Meetings. These will indicate whether or not the NQT is judged to be making satisfactory progress. The Headmaster on receiving the final report from the induction tutor should, at the end of the Induction Period, recommend to the Independent Schools Teacher Induction Panel whether the NQT has met the requirements for the satisfactory completion of the Induction Period.

**12. Documentation and Records**The Formal Assessment Meeting should be informed by written reports from at least two observations and two progress review meetings that have taken place during the term with the subject mentor and induction tutor. Judgements will be based on evidence that has been gathered systematically during the induction period and should relate directly to the Standards for the Award of QTS and the Induction Standards. Further sources of evidence will include.

• Formal and informal assessment records from pupils for whom the NQT has had particular responsibility, including test and or examination results;  
• Information about liaison with others, such as colleagues and parents;  
• The NQT's lesson plans, records and evaluations;  
• The NQT's self-assessment and records of professional development.

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**MAC/SJA/LDG**