



# **Notting Hill Preparatory School**

## **4.9 Policy for Staff Induction (Teachers, Teaching Assistants, NQTs and Students)**

**(EYFS & KS1-3)**

Reviewer responsible: Deputy Head (Pastoral)  
Reviewed by: HF

Date of last review: **05-21**  
Date of next review: **09/22**

## **STAFF INDUCTION POLICY (TEACHERS AND TEACHING ASSISTANTS)**

A thorough and supportive induction is essential for all staff to feel welcome at NHP

### **We aim for all staff to:**

- Visit prior to the commencement of appointment, if their current employer allows.
- Prior to the commencement of appointment, staff are made aware of the location of the school policies on the 'S': Drive and are provided with the copies of following policies to read, as appropriate:
  - NHP Employment Manual
  - Staff Code of Conduct
  - Staff Handbooks (Upper, Middle or Lower School)
  - Latest KCSIE (Part 1 & Annex A)
  - Safeguarding and Child Protection Policy
  - NHP Whistle Blowing Policy
  - E-Safety Policy
  - Road Crossings Procedures Policy
  - Playground Supervision Policy
  - Other relevant documentation dependent upon their role (for example, Welcome Guide for Teaching Assistants: see **Appendix 2**)
- Be shown around the school by their buddy and/or members of the Senior Management Team
- Be introduced to all members of their team or department

### **During the INSET training days, new staff can expect to:**

- Attend the New Staff Induction Day with all other new members of staff at the beginning of the school year (see **Appendix 1**)
- Meet the Senior Management Team
- Meet their colleagues and year group team
- Know main responsibilities in accordance with their job descriptions
- Be introduced to their mentor, buddy and/or parallel teacher by their Head of Section
- Be given a daily timetable, including duties and break-times
- Be introduced to planning, curriculum and assessment procedures
- Learn about the NHP behaviour policy, arrangements for pastoral care and the support of children with additional needs within the classroom
- Be introduced to NHP as a Thinking School and learn about the Thinking School 'Toolbox'
- Be introduced to the security arrangements and Health and Safety procedures
- Review the **Safeguarding and Child Protection Policy** and be given a full Safeguarding induction as set out in that policy
- Be introduced to the Head of Administration and have explained to them the IT systems of the school

### **New employees can expect:**

- To attend the New Staff Induction Day, which follows a comprehensive agenda covering all areas of NHP life (see **Appendix 1**)
- To attend regular meetings to keep up to date with current issues.
- Annual Professional Review meetings
- Regular support from their buddy and regular meetings with their mentor
- Opportunities to observe more experienced colleagues
- Please refer to our policy for **Staff Monitoring** for details of our procedures for supporting new staff

### **Supply, Peripatetic, Auxiliary and Volunteers**

- All supply, peripatetic, auxiliary and volunteer staff must be given the same documentation as full time staff, as stated above prior to the commencement of their role
- The relevant Head of Department will ensure that they have received a full safeguarding induction and any relevant information from the full New Staff Induction Day agenda (**Appendix 1**), regardless of the date they commence their employment

### **NEWLY QUALIFIED TEACHER (NQT) INDUCTION**

NHP acknowledges that the first year of teaching is not only very demanding but is also of considerable significance in the professional development of a new teacher.

We aim to ensure that all newly-qualified teachers (NQTs) complete the school's induction process in line with the arrangements stipulated by the Independent Schools' Teacher Induction Panel (ISTIP).

#### **Objectives**

- To ensure that all NQTs have a happy and successful induction period.
- To ensure that the appropriate guidance, support, training (including the development of skills, knowledge, expectations and observations) are provided through a structured, but flexible, individual programme.
- To provide high-quality support to NQTs, enabling them to develop their potential in all aspects of their practice as fully as possible in the year.
- To put in place well-trained, experienced and able colleagues who will ensure the procedures are as beneficial as possible to the development of the NQT and ensure the induction process is carried out rigorously and fairly.
- To submit the required reports to ISTIP and, at the end of the induction period, to make recommendations based on rigorous and fair assessment as to whether or not the NQT has met the induction standards.

#### **Responsibilities**

- Inspect QTS certificate and keep a copy on file
- Register the NQT with ISTIP before the start of the first term in which the NQT is employed by the school.
- Appoint a member of the Senior Management team as the Induction Tutor who will have overall responsibility for the induction of NQTs and ensure ISTIP procedures are followed.
- Appoint a named Mentor to support and guide the NQT through their induction period. This Mentor will be chosen by Senior Management based on their knowledge of each staff member's suitability and experience for the role.
- Provide the NQT with a 10% reduced timetable in which induction activities may take place.
- Ensure that the NQT teaches the same classes regularly, that these classes are within the age range and subject range for which the NQT is qualified and provide a varied teaching experience.
- Ensure that the NQT is given the opportunity to observe experienced teachers.
- Inform ISTIP and the NQT, in the assessment meetings and at the end of any term, if any NQT is at risk of failing to meet the induction standards by the end of the induction period. The Headmistress will observe his or her teaching and will inform him/her clearly in writing of the consequences of failing to make the necessary improvements.

#### **Roles in relation to the support of Newly Qualified Teachers:**

##### Headteacher

- Appoint an appropriate member of the Senior or Middle Management team as Induction Tutor.
- Observe each NQT teaching at least once during their induction period.

- Read and sign the NQT's assessment reports at the end of the first two periods of assessment
- Read, add comments and sign the final assessment report for each NQT who has been successful in meeting the core teaching standards during their induction period.
- Be responsible for ensuring that Governors understand their roles and responsibilities relating to induction.

#### Induction Tutor (Coordinator of Initial Teacher Training at NHP)

- Be responsible for ensuring that the Mentors carry out their statutory responsibilities.
- Monitor the work of the Mentors as a means of quality assurance.
- Be the first point of contact for both NQTs and Mentors in the event that they have any queries or issues that they are unable to resolve.
- Ensure that NQTs are observed and receive feedback from appropriate members of staff at set times.

#### Mentor

- Ensure that appropriate support, monitoring and assessment takes place at the required times during the induction period and that the NQT understands the roles of those involved in induction.
- Negotiate and arrange an individual programme of professional development, with clear objectives, using the Action and Development Plan
- Set targets for development that will support the NQT in meeting the standards for teaching during their induction period.
- Observe the NQT regularly and provide prompt, fair, constructive and well-founded feedback on standards being achieved.
- Conduct and minute half term progress review meetings with the NQT, end-of-term formal assessments and write reports as required by ISTip
- Provide the NQT with copies of the written feedback records
- Submit reports to the Induction Tutor at the times specified by the Tutor.

#### Newly Qualified Teacher

- Be proactive in ensuring that they meet the standards for teaching.
- Be proactive in preparing for meetings with their Mentor, ensuring that they have thought about their current experience and mapped this against the standards for teaching. This information will then inform discussion about suitable targets for development.
- Become familiar with the required standards and attempt to ensure his or her teaching reaches these standards.
- Keep records of professional development, monitoring and assessment.
- Express any concerns about his/her induction process firstly to the Mentor. If a satisfactory response is not obtained, the concern should be expressed to the Induction Tutor and/or Headmistress. In the event that a satisfactory response is still not obtained, to contact the ISTip board.

#### The Process

The process of induction repeats each term/period. Overall, there must be:

- 3-6 formal lesson observations of the NQT, against the Standards
- 3-6 lesson observations by the NQT
- Regular meetings with a named mentor
- 3-6 review meetings
- 3 assessment meetings (and assessment forms)
- Professional development targets
- Evidence of CPD (using the additional non-contact time).

All information and relevant forms can be found in the ISTip Guide for Induction on their website [istip.co.uk](http://istip.co.uk).

This policy has been written in line with the Statutory Guidance for the Induction of Newly Qualified Teachers, England (revised April 2018).

## **STUDENT TEACHER TRAINING PLACEMENTS (school-based initial teacher training)**

NHP prides itself as being at the cutting edge of pedagogy. Professional development is offered to all teachers throughout their time at NHP and there are regular INSETs planned for staff every term. We want to offer student teachers the opportunity to learn and develop their teaching skills in such an environment. As well as supporting NQTs through their first year of teaching, NHP offers PGCE placements to students from St Mary's University, Twickenham. The School also offers in-house Teaching Assistants, interested in a career in teaching, to apply for on-site teacher training, overseen by the University of Buckingham.

### **Objectives**

- To ensure that all Students have a happy and successful placement.
- To ensure that the appropriate guidance, support, training (including the development of skills, knowledge, expectations and observations) are provided.
- To provide high-quality support, enabling them to develop their potential in all aspects of their practice as fully as possible in their time with us.
- To put in place well-trained, experienced and able mentors who will ensure the procedures are as beneficial as possible to the development of the student teacher and ensure the process is carried out rigorously and fairly.
- To submit the required reports and make recommendations based on rigorous and fair assessment as to whether or not the student has met the standards.

### **Roles and Responsibilities**

#### **SMT**

- Appoint an appropriate member of staff as Head of ITT
- Be aware of the presence of PGCE trainees in the school
- Support mentors and Head of ITT in ensuring that the PGCE trainee is fully aware of relevant school policies, including safeguarding
- Ensure that mentors and Head of ITT fulfil their responsibilities

#### **Head of ITT**

- Communicate with the training provider to arrange PGCE placements
- Communicate with the link tutor to organise observations and meetings
- Ensure that mentors understand the responsibilities and commitment that the role entails
- Be responsible for ensuring that the mentor carries out their responsibilities in line with the *Mentor standards (Appendix 3)*
- Monitor the work of the mentors as a means of quality assurance
- Be the first point of contact for both trainees and mentors in the event that they have any queries or issues that they are unable to resolve
- Ensure that the trainees receive the support and feedback to which they are entitled
- Ensure that the trainees are fully aware of relevant school policies, including safeguarding, and have been fully vetted in accordance with the safeguarding procedures

#### **Mentor**

- Read, understand and act in accordance with the *Mentor Standards (Appendix 3)*
- Ensure that they have understood the responsibilities and commitments of being a mentor
- Act to support and monitor the trainee in a respectful and constructive manner
- Communicate effectively with the trainee and link tutor

#### **PGCE trainee:**

- Be proactive in ensuring that they meet the standards for teaching.
- Be proactive in preparing for meetings with their mentor, ensuring that they have thought about their current experience and mapped this against the standards for teaching. This information will then inform discussion about suitable targets for development

- Become familiar with the required standards and attempt to ensure his or her teaching reaches these standards
- Keep records of professional development, monitoring and assessment
- Express any concerns about his/her induction process firstly to the mentor. If a satisfactory response is not obtained the concern should be expressed to the Head of ITT and university link tutor.

### **The Process**

- On volunteering for and accepting a PGCE trainee, the mentor is committing to providing high-quality support for the trainee for the duration of the placement in line with the *Mentor Standards* (**Appendix 3** and at: <https://www.gov.uk/government/publications/initial-teacher-training-government-response-to-carter-review>)
- The Head of ITT will co-ordinate with the university to arrange and facilitate placements
- If a mentor is unable to continue with a placement for whatever reason, it is their responsibility to communicate directly with the Head of ITT as soon as possible, who will then convene with the university.

**Appendix 1****Example Induction for New Staff**

All new members of staff will have been sent the Employment Manual and other key policy documents, including the Safeguarding and Child Protection policy and Code of Conduct, in advance of the INSET. All staff are required to read the documentation before the INSET.

New staff will be allocated a 'buddy' - a fellow teacher who can answer any questions and provide extra support to that given by the parallel year group teacher.

<b>New Staff Member and Role</b>	<b>Buddy</b>	<b>Mentor</b>
<i>A.N OTHER Staff Member and Role</i>	<i>Buddy Sample</i>	<i>Mentor Sample</i>

**Tour of school** – Buddies to arrange a time during INSET to take new staff on a tour of each building

<b>INDUCTION</b>	<b>MEMBER OF STAFF LEADING</b>	<b>INFORMATION TO COVER</b>
<b>The school and staff: an overview</b> <b>Who are your Buddies and Mentors</b>	Deputy Head (Pastoral)	<ul style="list-style-type: none"> <li>- New staff to introduce themselves: names, roles etc.</li> <li>- SMT: Who we are. Lines of responsibility</li> <li>- Welcome. You are supported. Buddies and mentor system</li> <li>- Signing in and out (fob system)</li> <li>- Important main areas in the school</li> <li>- Sides to go up and down stairs and in corridors</li> <li>- Visitors signing in and out</li> <li>- Covid-related guidelines (no visitors on site, no clubs this term, year group bubbles, breaks, lunch etc. – any other updates will be given to the whole staff body during INSET)</li> </ul>
<b>An Overview of Each of the Following Areas:</b>		
<b>The Timetable – structure of the day</b>  <b>Include info for gaps and TAs – their timetables and duties (e.g. gap log)</b>  <b>Curriculum</b>	Deputy Head (Pastoral) and Deputy Head (Operations)  Gap Assistant Mentor to take gap assistants during this section and go through their timetables and duties/expectations etc. for 25 mins	<ul style="list-style-type: none"> <li>- Basic timings</li> <li>- Duties and transitions</li> <li>- Assemblies</li> <li>- Break times and lunch times</li> <li>- Clubs</li> <li>- Fixtures</li> <li>- Peris/SEN specialists</li> <li>- Arrival, register and Sign out</li> <li>- House system – house points</li> <li>- Staff meetings</li> </ul>

<p><b>Assessment and Reporting</b> Assessment calendars, Parents evening schedule</p> <p><b>Parent Communication</b></p>	<p>Deputy Head (Pastoral)</p> <p>Deputy Head (Pastoral)</p> <p>Deputy Head (Pastoral)</p>	<ul style="list-style-type: none"> <li>- Planning at NHP: formatting, where it is saved, expectations, what to include</li> <li>- Long term plans/overview for the new member of staff's year group/s, MTPs and WPs</li> <li>- Differentiation/streaming</li> <li>- SEN provision</li> <li>- Time allocated to each subject/timetabling</li> <li>- Where school timetable is saved and how it works for each building</li> <li>- amendments for events and cover etc.</li> </ul> <ul style="list-style-type: none"> <li>- Assessment and reporting calendars</li> <li>- Assessment data and tracking</li> <li>- When and where to record results data</li> <li>- Using assessment to inform reporting</li> <li>- Parents evenings calendar – when/where/how</li> </ul> <ul style="list-style-type: none"> <li>- Reports – when/how</li> <li>- Using intranet/newsletters</li> <li>- High level of engagement</li> <li>- Email protocol</li> <li>- Pre-empting</li> <li>- PR!</li> <li>- Send emails to SMT mentor to check first</li> </ul>
<p><b>Safeguarding /Safer Recruitment</b></p> <p><b>Pastoral/behaviour policy</b></p> <p>Buddies to explain in more detail and support/advise in first half term.</p>	<p>Deputy Head (Pastoral) and Head of Human Resources</p> <p>Deputy Head (Pastoral)</p>	<ul style="list-style-type: none"> <li>- Follow safeguarding induction guidance</li> <li>- Make sure everyone has relevant documents and has read them</li> <li>- Ensure they understand school safeguarding procedure</li> <li>- Answer any questions</li> <li>- Ensure staff sign safeguarding induction form and return it to Head of HR for records</li> <li>- Check that Head of HR has all the necessary safer recruitment documents from the new staff member</li> </ul> <ul style="list-style-type: none"> <li>- Classroom routines/set up</li> <li>- Rewards and sanctions – behaviour chart and rules and developing your own reward system (marble jars, raffle tickets etc.)</li> <li>- Behaviour map</li> <li>- Orange card system - Culpas and portandas</li> </ul>



<b>Admin and IT</b>	Head of Administration and Deputy Head (Pastoral)	<ul style="list-style-type: none"> <li>- Log ins</li> <li>- S Drive and saving files</li> <li>- Email – protocol for staff and parents</li> <li>- Email signature</li> <li>- PASS and 3SYS</li> <li>- Importance of admin calendar!</li> <li>- Intranet (Firefly)</li> <li>- Internal telephone system/bing bongs</li> <li>- Registers ISAMS</li> <li>- Acceptable use ICT to sign</li> <li>- iPad scheme</li> <li>- Procedure for staff when ill or absent</li> </ul>
<b>Health and Safety/Fire/Critical Incident/Transitions</b>	Deputy Head (Operations) and Head of Administration	<ul style="list-style-type: none"> <li>- Fire drill procedures</li> <li>- Medical/first aid procedures for children</li> <li>- Transitions between buildings and road crossings - walk through and fire procedures</li> <li>- Critical incident procedure and hand out cards</li> </ul>

**Appendix 2**

## Notting Hill Preparatory School Welcome Guide for Teaching Assistants

*“My year as a TA has absolutely flown by, but has been an excellent start to my teaching career and a great introduction into the world of education. I have learnt SO much!”*

*“NHP has been a very happy place to work in and it was very easy to settle in and make friends. I particularly enjoyed being given the opportunity to teach lessons and having the freedom of directing a lesson and the associated responsibilities.”*

## Preparing for your role

If you haven't had much experience working in schools, you might have many questions about the role of a TA. There is a useful guide, from the Department of Education, "Working with Teaching Assistants: A Good Practice Guide," that can give you an overview of the TA role. It might also be helpful to write a list of questions about your new role that can be discussed with your class teacher before the children arrive so that you feel as prepared as possible. Do not worry! You will receive information and training as the year progresses which should help you to perform your duties efficiently and effectively.

## The school day

The school day begins at 7.50am and finishes at 4.15pm, with the exception of staff meetings on Monday and Tuesday afternoons which finish between 4:30pm and 5.15pm. All staff are expected to be at school during these hours. However, there are always exceptions in teaching! As you can imagine, school life is all encompassing and there will be occasions when all staff are required to stay for extra-curricular events such as school concerts, school plays, preparing for next day assemblies, parent parties, etc. A certain amount of flexibility needs to be in place to cope with the demands of being part of a school but of course striking a balance is vital too.

## Morning briefing

All staff meet for a morning briefing with the Headteacher before school on a Monday. On all other days, teachers and TAs use the time before school to set up resources and prepare for the day.

## Registration

This takes place at 8.25am. School opens at 8.10am. This allows time for the children to arrive and settle into class before formal lessons begin. Early Morning Learning activities, individual reading and 'top-ups' often happen at this time.

***Early Morning Learning time is a vital time for you to listen to children read or to do 'top-ups'. Please make arrangements with your teacher and create a rota to stick to during the week to ensure you hear all children read.***

When children arrive, children should be encouraged and supported to:

- Take their Reading Journal and reading book (and any home learning) out of their book bag or NHP backpack and put it in the labelled box in the classroom
- Put any fruit/snack in the labelled snack box so that it is ready for break time
- Hang up their coat and bag on their peg

There will not be time to speak to parents at drop-off and if parents wish to communicate arrangements for collection, they should email the Form Teacher and the School Secretary. Parents may also put a note in the child's Reading Journal so it is important to check Reading Journals every day. If parents have an issue or a worry which they would like to discuss, they should email [admin@nottinghillprep.com](mailto:admin@nottinghillprep.com) and they will pass on the message to the Form Teacher.

For any other minor organisational matters, parents should contact the Head of Administration.

## Separation

Children may well be a little uneasy and even teary for the first few days, particularly in Reception. If this is the case, please try to distract the child with the learning activities that are prepared for them. Please reassure parents and be sensitive to their feelings but do your best to help them to separate

easily and quickly. There will be opportunities for parents each half-term to spend time in the classroom sharing their children's learning with them.

It can be distressing for parents to see their child crying. Reassure parents by telling them that we will ring at the first possible opportunity to let them know how their child is getting on. As the children grow in confidence, please encourage them to try to follow the above routine independently.

### **Break/lunch**

- Children should bring a healthy snack in a named sandwich bag or box for morning break. We are a nut/seed-free school, so please make sure there are no items containing nuts/seeds. It is very important that all snacks are checked when they come into school. This will usually be your break time as well, unless you have a duty. You'll find that teachers often use their break to prepare for the next lesson. If you are teaching a group such as RWI after break time, you may need to use this time, after a cup of tea and biscuit, to set up for your lesson.
- Lunches for Reception to Year 3 are staggered between 11:30am – 1.30pm. Children will need to wash their hands or use hand sanitiser prior to lunch. The Deputy Head (Operations) provides a lunch and break duty timetable at the start of each term.

### **Duties**

- All staff are expected to do lunch duties and/or playground duties. Please make a note of your duties when you receive your timetable. On days when you have a duty, your lunch hour is shortened. You are likely to find that most teachers have their lunch and then spend the rest of the time preparing for their lessons. The day is very busy and short and with so much to squeeze in, most teaching staff have to find time when they can to prepare.
- There will be time during your new staff induction to discuss how to best support lunch and playground duties, as well as induction on behaviour management, as it is crucial to set clear expectations for the children in the beginning.
- TAs are expected to run late club once a week and the timetable will be arranged by the Head of Administration, Deputy Head (Operations) and your Head of Section.
- There will be guidance on how to run and manage late club.

### **Home time**

- Reception children leave at 3.10pm and Year 1 children at 3.20pm. Year 2 children leave at 3.30pm and Year 3 children at 3.35pm.
- The class teacher will dismiss the children at the main door or side door, ensuring eye contact is made with the person collecting each child. TAs will either help with sign out or may be required to stay in the class with any remaining children.
- Locations of exits will be arranged at the start of the year.

### **After school**

- If you are not on Late Club (timetable issued at the start of term), you will be with your teacher preparing for the next day.
- The Lower School (OB) Meeting takes place between 3.50pm and approximately 4.30pm on Monday, and Middle School/Upper School Meeting between 4.15-5pm.
- Full staff INSETs or Twilight sessions are scheduled to take place on a Tuesday between 4.15pm and 5.15pm.
- TA meetings are led by the Lower School SENco, who provides training each week, and these meetings take place on Thursdays at 3.40 – 4.15pm (on a regular basis, not every week).

## Other

### Staff Clothing

- Our dress code, as staff, is smart/casual. Please use your professional judgement in your own dress. No sneakers/trainers are allowed, nor messy, faded or patched jeans and no low cut tops or very short skirts. No shorts for men, other than PE staff.

### Children's Clothing

- Please check that all children's items of clothing are named. If you spot an item that is not, please ask the Form Teacher to tell the parents!

### Book Bag/Backpack

- The Reading Journal and other notices will be put in the child's bag. Parents should have named the child's bag and/or labelled it with a keyring.
- TAs will need to check and 'change' the reading books each day, ready for home-time

### Internet/Intranet/shared drive

- You will receive a log-in to the system at the start of the year which consists of first [initial.lastname@nottinghillprep.com](mailto:initial.lastname@nottinghillprep.com). You can also log-in remotely (from home).
- You will be expected to check your emails regularly to keep informed of what is going on around school.
- It is also advisable to create your own file on the S: drive (shared drive) or in 'my documents' to store any information, such as CPD/resources etc.
- The intranet has the class pages as well as a lot of other information per subject. You may be asked by your teacher to support the updating on the intranet.
- If you would like to join the iPad scheme, where you have the opportunity to purchase your own iPad, see the Bursar.

### Communication with parents

- If a parent has written a note in the Reading Journal, please be sure to show this to the teacher. If the note relates to the child's reading, you can write a short, polite response.
- From Year 1 upwards, children should come up to the classroom independently in the mornings. If a parent wishes to speak with the class teacher, they should email for a meeting. If there is something urgent that the parent needs to communicate, they should ask the secretary for the building to get a message to the teacher as soon as possible.
- Sometimes parents can ask questions that you may not be able to answer, and at other times, they may put you on the spot demanding answers! Never fear! The best answer you can give is: 'Let me speak to (Form Teacher) and I will get back to you shortly.' Don't feel you have to have all the answers.
- Please remember to keep a professional front at all times. It is important to be friendly, open and welcoming, but not over familiar.

### Policy for Babysitting and Tutoring

Due to the potential vulnerability to allegations of abuse when looking after children on their own, NHP staff should not be babysitting or tutoring NHP children. See policy 4.14 on *Tutoring and Babysitting* for more information.

## What can you expect from your role as a TA?

### As one long-standing TA put it:

*“As a TA you have many jobs, such as making beautiful displays, photocopying, marking, tidying, etc. but that is only half the job. You are responsible for the children’s well-being, their happiness, that they are at the right place at the right time, whether it is at music, swimming or games, lunch or break time - and don’t forget to collect them! When it comes to lessons you may be teaching an RWI lesson by yourself. Or you may be needed in a normal lesson to sit with one child in particular or to take a whole group that need extra support. If you feel like all your jobs are done – most of the time you’re wrong! There are always pencils to sharpen!”*

The main role of TA is to work alongside the teacher in giving the children the best possible education we can. It is the teacher who organises the curriculum, the lesson planning and day-to-day direction and it is within this framework that the TA works. The job can be broken into four strands:

- i) Support for the pupil
- ii) Support for the teacher
- iii) Support for the curriculum
- iv) Support for the school

## Important School Procedures

You will receive information and training on the important procedures, and there are policies in place for each area which are to be read by all NHP staff. Some of the crucial procedures are listed below.

### Behaviour Management

- Please see our Policies for **Managing Behaviour** and **Rewards and Sanctions** for a detailed overview on the NHP Behaviour Chart and positive strategies to help promote a happy school environment
- In order to gain the children’s attention, all staff use the ‘hand’. You put your hand up to wait for silence **BEFORE** speaking. The children must stop what they are doing and put their hand up to show you they are listening. It is **VERY** important to wait until children are quiet. Then **put your hand down**, before speaking.
- Another useful way to gain the attention of the children is to use a clapping pattern which the children will repeat e.g. clap, clap, clap-clap-clap.
- We are not a ‘shouty’ school and prefer the use of a quiet but firm voice to gain attention.
- Teachers may have their own behaviour management techniques which they will share with you in order to establish consistency and continuity.
- The ‘hand’ and the ‘clapping rhythm’ are used during lunch duty and in the playground. There is also 3-5 minutes of silent eating during lunch.

### Travelling in and around school

#### Road crossing

- As there is road to cross to reach the different buildings, we are extremely cautious and vigilant when travelling between buildings (see **Road Crossing Procedures** Policy). You will receive training before the term begins.
- The hard and fast rules are:

- i) Zero tolerance of misbehaviour
- ii) Once out of the gate, no talking whatsoever (for staff too)
- iii) One member of staff holds traffic (wearing yellow reflector jacket), while the other person leads the way
- iv) If there are 3 members of staff crossing the road, the 3<sup>rd</sup> member of staff brings up the rear and closes the gate. If only two, the member of staff who is going to hold up the traffic, closes the gate behind the last child and then moves to the middle of the road before the children move off the curb. The teacher at the front of the line remains there all the time. A child must NEVER lead the line to the curb.
- v) Children travel in pairs, closely behind each other. There is no running, no talking and children must look and listen at all times.
- vi) The gate must be shut before crossing to avoid any stragglers.
- vii) **Any deviation from the rules is an automatic visit to the Head of Section.**

### **Travelling in the corridors and up and down the stairwell**

- Children travel in single file.
- Children do not run or talk in the stair well.
- In the Lower School, 'Up white, down brown' (i.e. up on the right and down on the left) must be clear to children so that there are no collisions in the stair well. In Middle School, children go up the blue staircase and down the pink staircase.
- Children enter and exit assembly in silence

**Fire Safety, Critical Incident, Child Protection and Safeguarding, as well as Health and Safety training will be given during the induction session.**

### **Finally....**

We are looking forward to welcoming you to NHP. We hope that you will settle in happily and quickly and look forward to coming to work each day. NHP is like a big family and we know that you'll soon feel a part of it! Here are some final words from parting TAs...

*"I would highly recommend the job to someone wishing to become a teacher. It has been such an eye-opener in many ways and I think has given me invaluable experience for the PGCE year to come."*

*"It is hard to sum up four years at NHP in a paragraph because there have been so many jam-packed days. Whether these days begin with a heart-warming class assembly or a happy song sung by the whole school (with hilarious actions to accompany that everyone must join in with) they are days that fly by in an exhausting but rewarding whirl."*

*'Education is not the filling of a pail,  
but the lighting of a fire.'*  
WB Yeats

## APPENDIX 3

### National Standards for school-based initial teacher training (ITT) mentors

(Department for Education: July 2016: <https://www.gov.uk/government/publications/initial-teacher-training-government-response-to-carter-review>)

#### Standard 1: Personal qualities

Establish trusting relationships, modelling high standards of practice and understand how to support a trainee through initial teacher training

The mentor should:

- Be approachable, make time for the trainee, and prioritise meetings and discussions with them;
- Use a range of effective interpersonal skills to respond to the needs of the trainee;
- Offer support with integrity, honesty and respect;
- Use appropriate challenge to encourage the trainee to reflect on their practice;
- Support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment

#### Standard 2: Teaching

Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs.

The mentor should:

- Support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;
- Support the trainee in developing effective approaches to planning, teaching and assessment;
- Support the trainee with marking and assessment of pupil work through moderation or double marking;
- Give constructive, clear and timely feedback on lesson observations;
- Broker opportunities to observe best practice
- Support the trainee in accessing expert subject and pedagogical knowledge;
- Resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves;
- Enable and encourage the trainee to evaluate and improve their teaching;
- Enable the trainee to access, utilise and interpret robust educational research to inform their teaching

#### Standard 3: Professionalism

Set high expectations and induct the trainee to understand their role and responsibilities as a teacher

The mentor should:

- Encourage the trainee to participate in the life of the school and understand the role within the wider school community
- Support the trainee in developing the highest standards of professionalism and personal conduct
- Support the trainee to promote equality and diversity
- Ensure the trainee understands and complies with the relevant legislation, including that related to the safeguarding of children;
- Support the trainee to develop skills to manage time effectively

#### Standard 4: Self-development and working in partnership

Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship with relevant ITT partnerships

The mentor should:

- Ensure consistency by working with other mentors and partners to moderate judgements;
- Continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research