

Governor Visit

Date: 23rd November 2015

Reason for visit: Induction Procedures for Teachers - how do we measure up?

Present: Gemma Manning (Parent Governor), Ellen Barrett (Co-opted Governor), Laura Freeman (Y3 Teacher - NQT and new to school), Jo Sheppard (Y4 Teacher, experienced teacher, new NQT mentor and new to school), Jess Anscombe (Teacher - experienced teacher moving from Y2 to YR/Y1)

Scope of visit: To answer the following questions -

New to school -

1. What formal or informal induction have you had?
2. What internal and external training have you had to support you?
3. Is there anything that you feel could have been done, or you feel was missing from your induction?
4. Regarding the new Staff Handbook, did you receive this and genuinely was it useful or not? Was this a good source of information?

New year group – Questions 2 & 3 from above

Findings:

Q1) mainly informal on arrival, lots of conversations about where to find things e.g. behaviour policy and marking policy. However as part of preparation for arrival, attended 'meet the teacher' parents evening, Staff training Day/class handover and 'meet your teacher' for the children; "...knew the class better because of this... behaviour/learning strategies for individual children... Rochelle helped" (JS)

Information gained at interview was useful – had the chance to meet DH, JW and BJ. Previous supply and 2nd year placement. (LF)

Q2) External courses; Safeguarding, PE and NQT Mentor (JS); As JS plus Maths and English courses (LF); Baseline Assessment

Internal/ PPP partners training; Asthma, Better Reading Partnership (BRP) and Mastery/deepening thinking (JS); BRP, Mastery, prevention training (radicalisation) (LF); EYFS Forums, discussions with Priory Infants and met future EYFS lead there, now in email contact to set up a group of EYFS teachers for information sharing. Had the opportunity to spend time in EYFS prior to Sept, eg taster day and some nursery visits too. DM and JA have PPA time together (JA).

NQT specific learning: NQT Conference through CCC, ICT course, JS mentors – meet every 2 weeks (LF)

Q3) A calendar showing what's going on in the school e.g. fund raising days, trips, assessments due etc. (JS)

It would have been useful to receive Staff Handbook on appointment rather than a few weeks after arrival and also things like homework policy, "...used the website to find some things but not everything is available electronically and there is only a hard copy in the office" (JS)

"Feel supported, I have experienced TAs which was a good choice by SLT. Possibly later in the year I will work more closely with NW. Will also speak to BJ re Year 1 writing moderation" (JA)

Q4) Staff Handbook is "really useful, things like some policies and ethos, staff names and roles" (JS); Yes, received staff handbook, is really useful and contains procedures. "Feel really happy and supported" (LF)

Recommendations:

Continue with pre arrival onboarding

Staff Handbook is provided (electronically to save money and allow frequent changes?) on appointment rather than on arrival

All policies that may be required by teaching staff to be held electronically in one place (Dropbox???) with somebody/ bodies responsible for version control

Consider whole school calendar/ newsletter with key dates, deadlines

Continue providing and obtaining relevant info at interview stage (e.g. training/ support needs identified early) and opportunity to meet senior team