 **Teaching Staff Induction Policy**

**School Name:** De La Salle College, Waterford.

**School Address:** Newtown, Waterford.

**School Roll Number:** 64950O

**School Details:** De La Salle Waterford is a Voluntary Roman Catholic Secondary School under the trusteeship and the patronage of the Le Chéile Trust. The School is grant aided by the Department of Education & Skills and is a single sex (boys) school.

**School Management:** The Board of Management of De La Salle, Waterford is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

**Mission Statement:**

Inspired by its founder, the mission of the college is to: *“De La Salle College, Waterford is an all-boys Catholic school. It is a learning community where all students are valued and educated in preparation for a meaningful life”*

**Ethos**:

As a Le Chéile school in the De La Salle tradition De La Salle Waterford seeks to promote the key values of a Le Chéile school as espoused by life St. Jean-Baptiste De La Salle. Graduates of our school are characterised a keen sense of the following:

* Intellectual Development
* Emotional and Social Development
* Moral Development
* Spiritual Development
* Concern for Others

Personal data collected about prospective students/students and their parents/guardians will be retained and used strictly in accordance with the provisions of GDPR legislation as introduced 25th. May 2018. Further details on data protection are set out in the school’s Data Protection Policy.

**Rationale**

The school community of DLS believes that all new teaching staff will benefit significantly from timely induction training which forms an important part of the process of integration into school life. This integration process has reciprocal benefits for all members of the school community. This policy defines the commitment of DLS to ensure that teaching staff are supported in practical ways during their early days at the school resulting in the highest possible standards of teaching and learning.

Management in DLS is well informed about the Droichead Mentoring scheme which has been rolled out by NIPT and The Teaching Council and will follow with interest the progress made in this area.

**Aims**

The aims of this policy are to ensure that the teacher who is new to DLS:

• Settles into routines and feels confident and happy with the school’s ethos and procedures as quickly as possible

• Is confident to teach the prescribed schemes of work at the required level to a range of student abilities.

**Objectives**

This policy identifies the roles and responsibilities of the Leadership Team, Advisory Teacher, Teacher Mentor and New Teacher.

• Leadership Team is defined as Principal, Deputy Principals, Year Heads and Teacher Mentor

• Teacher Mentor will help the new teacher find his/her way around the school and introduce them to the school policies.

• Advisory Teacher is a designated teacher, preferably within the same subject department as the New Teacher, and is the main facilitator of the induction process in a school

• New Teacher includes NQTs (Newly Qualified Teachers), substitute teachers and/or experienced new additions to the teaching staff.

**Role of Teacher Mentor**

The leadership of the Management Team is central to the success of the induction process in the school. The responsibilities of the Management Team are:

• To select an appropriate Advisory Teacher for each New Teacher

• To brief the New Teacher on the nature and purpose of induction within the school

• To outline at the initial meeting the role of the Advisory Teacher, New Teacher and Management Team as described in this policy

• To consult with the Advisory Teacher and New Teacher regarding and during the induction process • To support the Advisory Teacher and New Teacher in practical ways

• To advise the New Teacher on dress code if necessary

• To encourage and facilitate the provision of Continuous Professional Development (CPD) in the area of mentoring

• To keep abreast of professional development in the area of mentoring

• To facilitate professional development for the Advisory Teacher

• To brief school staff and the Board of Management on the nature and purpose of the school’s induction process

• To oversee the planning and preparation for teaching and learning by New Teachers by conducting routine classroom support visits and providing constructive feedback

• To put arrangements in place to support this preparation and planning

• To develop a whole-school policy on induction

• To ensure the Induction Checklist (see below) is completed in a timely manner

• (In the case of a New Teacher with a disability) To confirm the nature of the disability and to establish if there are special needs relating to the disability and to address any concerns expressed by the New Teacher in this regard.

• Where practical, to liaise with other staff members in relation to opportunities for a New Teacher (particularly NQTs) to visit their classrooms and work alongside the class teachers

• To enable and empower the New Teacher to seek/source answers to questions

• To familiarise the New Teacher with school policies and procedures

• To advise new staff of the DLS Safeguarding Statement and Risk Assessment in accordance with section 11 of the Children First Act 2015.

• To ensure the Induction Checklist (see below) is completed in a timely manner

**Role of the Advisory Teacher**

The Advisory Teacher will assist the Teacher Mentor in the induction process in a school. The role requires the Advisory Teacher:

• To provide support for the New Teacher

• To co-ordinate induction activities in collaboration with the Management Team and the New Teacher

• To liaise with the Leadership Team in providing timely updates on the induction of New Teachers

• To work collaboratively with the New Teacher

• To adopt a professional approach at all times

**Role of the New Teacher**

It is to the benefit of DLS and the New Teacher that he/she integrates into school life. The role of the New Teacher in the induction process is:

• To participate fully in the school's induction programme

• To work collaboratively as part of the school team

• To be fully cognisant of the duty of care to all students in the school

• To accept responsibility for seeking help and advice

• To maintain the school's professional ethos in terms of appearance and conduct

• To learn from the established good practice of teachers in the school and/or elsewhere

• To consider the professional feedback of the Leadership Team, Advisory Teacher and other staff who advise about teaching and learning

• To be thoroughly prepared for all lessons and to have long and short term planning available

• To accept and give feedback in a constructive, open and professional manner

• To be aware of the continuum of professional development and his/her role

• To ensure the Induction Checklist (see below) is completed in a timely manner

• To familiarise themselves with all school policies and subject plans.

**Induction Checklist**

The following list is not exhaustive, but provides comprehensive guidelines for the Leadership Team, the Teacher Mentor, the Advisory Teacher and the New Teacher. It lists specific areas within DLS which may represent unnecessary hurdles for a New Teacher if left unaddressed. It is the responsibility of the four partners in this policy (Leadership Team, Teacher Mentor, Advisory Teacher and New Teacher) to ensure that these areas are addressed as soon as possible, to the satisfaction of each party.

• Meet with Principal, Deputy Principal, School Secretaries, Caretakers, SNAs, Subject Department Convenor

• To be familiar with Teacher Handbook (includes Mission Statement, Ethos, Code of Behaviour, School Rules, Child Protection Guidelines, School Improvement Plan, list of Tutors, Year Heads, Non-Teaching Staff, Student Council, Parent’s Council)

• Provide full class lists and historical data where possible

• Tour of facilities

• Map of facilities

• Access to textbooks and resources from various publishers

• Introduce to staff across all subjects, but particularly in the teaching subject of the new entrant and attending SNAs

• Informed by Career Guidance Department and Special Educational Needs (SEN) team of students with personal and learning difficulties

• Informed regarding: car parking, yard supervision, acquisition of gate- door- and classroom keys, alarm code, school trips, email address, Health & Safety (Fire evacuation), one-way stairs system, school lift, School timetable, Personal timetable, subject department plans, photocopying, substitute claim form, supervision and substitution roster, after-school study, results input, IT issues.

• Informed regarding students with medical conditions and the appropriate procedures which need to be followed, location of defibrillator and a list of staff trained in its use.

• Add to “teachers” email group

• Appropriate communication with parents and use of student diary

• Inform New Teacher regarding VSware (login, attendance, results input, behavioural, attendance and academic reports), data projector/PC/Visualiser etc., website/social media handles

• Provide information regarding: specialist room safety and security, school policies in shared drive, Child Protection Guidelines, provision of personal locker

• Format of parent teacher meetings

• Inform regarding day to day procedures for behaviour management and reporting structures for indiscipline

• Refer New Teacher to www.asti.ie for up-to-date information on employment terms and conditions

• Computer Room: Booking system, etiquette, AUP and behaviour management

**Admin Checklist**

It is the responsibility of the new teacher to provide the following before commencement of employment.

* Payment details
* Referees from previous employment
* Teaching Council Garda clearance certificate
* Tusla/PDST Child protection Certificates
* Statuary Declaration
* Copies of all qualifications requested

**Helpful Resources and Links**

[www.teachingcouncil.ie](http://www.teachingcouncil.ie)

www.pdst.ie

[www.teacherinduction.ie](http://www.teacherinduction.ie)

[www.asti.ie](http://www.asti.ie)

[www.nipt.ie](http://www.nipt.ie)

**Approval:**

This policy has been distributed to staff, parents and students for their approval.

Amendments have been made after consultation with these stakeholders.

This policy has been ratified by the Board of Management of De La Salle:

Chairperson: Nora Widger

Date: 27/05/21

This policy will be due for review on:

Date: May 2024