

BORRISOKANE COMMUNITY COLLEGE



STAFF INDUCTION POLICY



etb

Bord Oideachais agus
Oiliúna Thiobraid Árann
*Tipperary Education and
Training Board*

Borrisokane Community College New Staff Policy and Teacher Induction Process

We seek to promote a caring and committed school community which will facilitate the education of our students and where each individual is valued as a unique human being.

“Is ar scáth a chéile a mhairimid”

The aims of this Staff Policy is to ensure that new staff:

- Feel supported and confident in taking up their new position.
- Can build on their strengths and abilities and contribute their unique skills to the school.
- Feel empowered through an understanding and appreciation of the values and vision of Borrisokane Community College and Tipperary ETB.
- Contribute to both the school and their role effectively.

Rationale

The purpose of this policy is to provide a framework and guidelines for the induction of any new member of the teaching staff into the traditions, practices and expectations of our school. The Principal, Deputy Principal, Professional Support Team (PST) and experienced staff are all available and willing to assist the professional development of inductees.

Communication of New Staff Policy to wider School Community

A copy of this policy is made available to school personnel, BOM and the Parents Association. This policy is accessible to all parents on request and can be viewed on the school website. The policy will be made available to all new staff.

This policy is presented in four sections.

- Section A pertaining to New Teaching Staff and the Newly Qualified Teacher (NQT).
- Section B pertaining to the Newly Qualified Teacher (NQT) only.
- Section C pertaining to the School Placement Student specifically.
- Section D pertaining to Substitution Staff.

A. NEW TEACHING STAFF (including the NQT)

Responsibilities of the New Teacher

The new teacher is expected to adhere to the responsibilities set out in the following stages and is expected to be proactive in developing and enhancing their professional skill set.

Stage 1

This stage occurs before the commencement of the school year. The following documentation must be provided to the ETB:

- Proof of Academic Records.
- Proof of teaching Council Registration.
- Proof of Garda Vetting and Statutory Declaration.

If the appointment occurs mid-academic year this stage is to be completed prior to the initiation date of the contract.

Stage 2

This stage occurs in advance of the commencement of the school year. In this stage the inductee is introduced to the basic school environment, school traditions and school policies and procedures. This process is organised by an experienced member of staff or member of the PST.

The following is organised/provided/facilitated for the inductee during this stage:

- Tour of school/classroom facilities.
- Introduction to staff/departmental colleagues.
- Facilitation of class grouping handover from previous academic year and year plans where applicable.
- Explanation of Supervision and Substitution.
- School Email Account setup.
- Login details for school network.
- Explanation on use of ePortal and the Microsoft Office platform.
- Digital Policy Booklet.

If the appointment occurs mid academic year this stage is to be completed as soon as possible.

Stage 3

This stage occurs throughout the school year. Meetings of the Mentor and new staff take place regularly and may be formal or informal and additional meetings may take place if necessary. Items for meeting agendas are as follows, the time scale can vary.

Item	Persons involved
Mentor meets with the new staff member(s) and facilitates a meeting with the Subject Department Coordinator	Mentor New Staff member Subject Department Coordinator
Involvement in focus groups/extra/co-curricular activities in the school	Mentor New Staff member Subject Department Coordinator
School Planning Committees explained and encouraged	Mentor New Staff member Principal/Deputy Principal
Monthly Assessments as per Assessment Policy with Formative Feedback explained	Mentor New Staff member Subject Department Coordinator
Procedures to be followed during House Exams	Mentor New Staff member Subject Department Coordinator Deputy Principal
Procedures for Mock Exams	Mentor New Staff member Subject Department Coordinator Deputy Principal
Procedures for coursework, orals	New Staff member Subject Department Coordinator
New staff member participates in two review meetings with Principal as part of ETB induction	New Staff member Principal
Reflect on the year – participate in review meeting with Principal if applicable	Mentor New Staff member Principal/Deputy Principal

B. Newly Qualified Teacher (NQT) ONLY

Droichead

Borrisokane Community College is a Droichead school. This means that we provide the in-school Droichead process for NQT's. Appropriate professional engagement with the Droichead process is a requirement for all NQT's joining our school. Successful completion of Droichead does not guarantee employee retention. That decision is made by management according to allocation, budgets and curricular needs.

The NQT undertakes:

- To register for the Droichead process via the Register on Teaching Council website.
- To complete a minimum of 200 timetabled hours of professional teaching work.
- To engage with PST compiling a needs analysis.
- To arrange and engage with suitable organised observations of practice.
- To reflect professionally on practice using professional conversations with the PST and the compilation of the Taisce.
- To participate in and contribute to, departmental and school-wide meetings and boards.
- To perform professionally, employing courtesy, manners and respect in all relationships.
- To engage significantly in school life both in (curricular) and outside the classroom (extra-curricular).
- To attend required number of Education Centre cluster meetings and other professional learning activities across a minimum of two school terms.
- To complete Form D and submit it to the Teaching Council at the end of the process.

The PST undertakes:

The purpose of Droichead is to offer systematic professional support to the NQT as he or she or them continue to develop as a lifelong learner. This support will be provided in the first instance by a named mentor (experienced teacher member of the PST)

The Mentor and PST as appropriate, will support the NQT adhering to the following procedure:

- To identify NQT's needs through a needs analysis and outline a formal plan accordingly.
- To structure reflective practice in line with needs analysis.
- To assist in arranging observational practices both of and by experienced teachers in subject area and non-subject areas.
- To meet regularly to advise and support learning, practice and reflection while monitoring TAISCE development.
- To observe and provide formative feedback to the NQT on planning and practice.
- To create and retain accurate and written records which are ethical and conscious of our schools Data Protection Policy.
- To complete Form D professionally at the end of the process.
- To update staff at meetings on the process when required.

Time Frame	Item	Persons Involved
August/ September	Register on Teaching Council website	NQT
	Confirmation email received from Teaching Council (retained by NQT and filed by PST)	NQT & PST
September	<ul style="list-style-type: none"> Initial meeting of NQT's and PST Team Introduction of Droichead Programme Discuss schedule of work for the year ahead Match an NQT with a PST mentor 	NQT & PST
	Register for cluster meetings in local Education Centre	NQT
October	<ul style="list-style-type: none"> Mentor and NQT draw up a 'needs analysis' Droichead plan and timeline agreed PST will decide with the NQT on a suitable time and date for the NQT to observe the mentor teaching 	Mentor & NQT meetings: - 1. Pre-observation 2. Observation 3. Reflection/Feedback session
Mid Term break		
November	NQT will observe experienced teacher outside the Droichead team within their subject	NQT and other experienced teacher on staff
	*PST will decide with NQT on a suitable date and time for the PST member to observe the NQT teaching	Mentor & NQT meetings: - 1. Pre observation 2. Observation 3. Reflection/Feedback session
December	*This may also happen in December	
Christmas Holidays		
January	<ul style="list-style-type: none"> Meeting with Full PST Team to plan for the term ahead i.e. Set up dates and time for NQT and PST Team observations Reflect as a team on the process so far 	Full PST Team and NQT
February	PST Team 1- PST observes NQT for the second time	Mentor & NQT meetings: - 1. Pre observation 2. Observation 3. Reflection/Feedback session
March	PST Team 2- PST observes NQT for the second time	Mentor & NQT meetings: - 1. Pre observation 2. Observation 3. Reflection/Feedback session
Easter Holidays		
April/ May	Review meeting Reflect on year Plan for year ahead	PST & NQT

* The above timelines are subject to change depending on the needs of the NQT and PST for example, an NQT 's contract may not start till later in the year.

* Every individual timetable is creted based on the needs of the NQT and the PST.

C. STUDENT TEACHERS ON SCHOOL PLACEMENT

Rationale:

The provision of school placement for students is mutually beneficial and as such carries responsibilities for both parties. The school undertakes to provide a mentoring teacher, sufficient access to management, extra-curricular opportunities and the appropriate number of hours required by the school placement student. In return for the provision of this supportive environment the school placement student is expected to remain for the duration of the placement and adhere to certain conditions to ensure continuation of the teaching placement.

Role of Co-operating Teacher

All student teachers on placement will be assigned a suitable co-operating teacher or teachers who are committed to working with and supporting them. It is envisaged that, over the course of a school placement, the student teacher will move gradually from a strongly supported experience in the classroom to teaching independently.

Co-operating Teachers' Roles and Responsibilities:

While student teachers are teaching independently, co-operating teachers will engage with student teachers on an ongoing basis to fulfil the following responsibilities:

- Introduce the student teacher to: the students, the classroom, the teacher's plan of work for that class, class rules and procedures, and the role of other staff directly involved with the class.
- Afford the student teacher opportunities to observe their teaching (and that of their colleagues).
- Inform the student teacher regarding students' needs and attainments.
- Assign the teaching of areas of the curriculum to the student teacher while retaining the primary responsibility for the progress of the students.
- Meet regularly to discuss the student teacher's planning and resources.
- At regular intervals offer to observe the student teacher's practice and provide oral or written feedback in an encouraging and sensitive manner.
- Encourage, support and facilitate the student teacher in: critical reflection on his/her/they practice, the use of a variety of teaching methodologies and in engaging with and responding appropriately to feedback from students.
- Encourage the student teacher to seek advice and support where necessary.
- Allow the student teacher to teach independently, as their competence develops (in line with HEI requirements for the particular placement), and as deemed appropriate by the co-operating teacher and the Principal/Deputy Principal.
- Work collaboratively with the student teacher, HEI personnel and the school Principal/Deputy Principal.
- Advise the Principal/Deputy Principal of any serious concerns regarding a student teacher's practice or profession conduct.

Induction of Student Teachers on School Placement

Student teachers will, prior to commencing their placement, be provided with an orientation of the key personnel, ethos and work of the school. This orientation shall involve student teachers being provided with an information pack and associated links sent that will include details of key school policies, in particular the school's Student Code of Behaviour, Child Protection, Health and Safety, Homework and Student Teacher Placement policies. The Student Teacher Placement Mentor will meet the student teachers before the beginning of their school placement to explain the roles and responsibilities of the student teacher and the school.

Protocol for Student Teachers on School Placement

The Principal/Deputy Principal/Post Holder will allocate student teachers to a co-operating teacher and classes, having regard for:

1. The stage the student teacher is at in his/her/they initial teacher education programme.
2. The particular needs of the learners in a particular class.
3. The requirement for the student teacher to experience an appropriate range of placement contexts.

The School Placement Student undertakes to:

- Uphold the ethos of the school.
- Treat all members of the school community with respect at all times.
- Adhere to all school codes and policies.
- Maintain professional standards in dress, attendance, punctuality, language and relationships.
- Plan for teaching, learning and assessment of assigned classes including Assessment of Learning and Assessment for Learning.
- Engage in structured formal observation of classroom practice and professional conversations with experienced teachers.
- Participate in school based orientation and induction programmes.
- Maintain at all times, a professional relationship with students. Professionalism implies competence, responsibility, integrity and impartiality.
- Engage with structured feedback for HEI personnel, Principal/Deputy Principal and cooperating teachers on practice observed.
- Engage with critical reflection on practice, both individually and with colleagues.
- Observe confidentiality in relation to any matters that are discussed.

The School Placement Student may be required to partake in the following activities:

- Attendance at staff meetings.
- School based research, which is relevant to the school placement.
- Engage with parents.
- Engage with other professionals.
- Engagement with school based continuing professional development and or school development planning.

D. SUBSTITUTION STAFF

Teacher Induction Post Holder is responsible for the induction of substitution staff.

Substitution Staff undertake to:

- Uphold the ethos of the school.
- Treat all members of the school community with respect at all times.
- Adhere to all school codes and policies.
- Maintain professional standards in dress, attendance, punctuality, language and relationships.
- Maintain at all times, a professional relationship with students. Professionalism implies competence, responsibility, integrity and impartiality.
- Observe confidentiality in relation to any matters that are discussed.

Induction includes the following items:

- Explanation of Supervision and Substitution.
- Login details for school network.
- Sub teacher School Email Account.
- Login details for ePortal.
- Explanation on use of ePortal and the Microsoft Office platform.
- Digital Policy Booklet.
- Discipline procedures.
- Child Protection Policy.
- Documentation for submission to ETB office.

Policy Adoption and Review

This policy was adopted by Tipperary ETB Senior Management Team on 10th May 2022 and will be due for review during the school year 2025/2026.

Dissemination and Publication

This policy will be made available to school personnel and published on the school website.