



**RADLEY**

# **Induction and Training Policy**

**March 2024**

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## The Staff Hub

The Staff Hub

<https://radleycollege.sharepoint.com/sites/StaffHub/SitePages/StaffHubHome.aspx> (internal link) is the repository of links to all important induction and training documents and videos.

## Induction

### All Staff

All teaching and boarding staff complete the following training before they start. Operational staff are expected to undertake this training before they start or during their first week.

- Safeguarding
- Keeping Children Safe in Education (relevant sections)
- Cyber Security
- Prevent
- Preventing Bullying (13-18 years)
- Health & Safety in Education (staff awareness)
- New staff in student facing roles are encouraged to learn the ties. It can be very useful to be able to know instantly who a boy's Tutor is.



The Director of Digital Strategy provides induction for new staff in **IT systems** relevant to their position including the MIS, SOCS, MySchoolPortal, and Microsoft365 (Outlook, Calendars, Teams and OneNote). New staff are introduced to the IT helpdesk and using the helpdesk ticket system to raise a request.

### Policies

All staff confirm they have read and understood the following College policies:

- Access to College premises
- Code of Conduct
- Disciplinary
- Grievance
- Safeguarding Policy
- Sickness Absence management

- Whistleblowing

The link to all Radley policies is also given to staff; they are also required to confirm they know who the DSL and his team are.

## New dons

Additional training

- First Aid Induction (1.5 hours)

Roles:

- Head of Teaching and Learning: Initial induction. PGCE, ECT, QTS etc
- HOD: Responsible for training relating to particular subjects and classroom teaching (eg report writing)
- Tutor: Responsible for training relating to form mastering / pastoral / Social
- Mentor: Lighter touch, less defined role. A friendly face to ask a “silly” question

An **induction programme** is run by the Head of Teaching and Learning.

The first session focuses on **IT systems** and the essentials that are needed to successfully start their first few lessons. New teachers will also be provided with an iPad as part of the induction process.

Later sessions include delving deeper into **safeguarding, behaviour management**, what makes a good **duty night, form mastering, report writing** and **SEND**.

Dons are given a **bursary induction** session, which includes health & safety guidance, how the accounts department operates (expense requests, boys’ charges, signing of invoices) and a number of HR matters including private healthcare, disciplinary and grievance policies, absence from work (including sickness) and pensions.

Each new don is allocated an extra-departmental **mentor**, normally an established member of Common Room. The mentor’s role is to supplement the support offered by the new don’s Head of Department. She / he will offer guidance and advice during the early stages of the academic year, flag up important events in the calendar and help to ensure that the new don settles in happily and effectively.

The **HOD** is responsible for the subject teaching side of the new don’s induction which will involve cyclical meetings, mutual lesson observation, instruction about Radley administrative/internal reporting/internal exam systems, and advice on classroom teaching and learning.

There are meetings for **sports’** coaches to help new appointees understand what is expected of them in terms of managing their teams both in training and when matches occur.

**First aid** training is delivered at the start of the year to new dons. For those who coach a sport there are separate sports insets at the start of the season including a concussion focused one for rugby delivered by the school’s medical officer.

**Form Masters’** duties are covered in both the Dons’ Handbook and Form Mastering Booklet; additionally, the Lower School Form Masters, (who are all attached to a Social) are given further induction by the Tutor and Heads of Years.

The Director of University Entrance gives advice and guidance about **UCAS** and all University related matters as and when appropriate.

### **New Academic HODs**

The Academic Director inducts a new Head of Department; he will administer an Interim Appraisal after a term to assess performance as a HoD, and as a classroom practitioner.

New HoDs are seen, both by the Warden and by the Academic Director, for appraisal.

### **New Boarding staff (Tutor/Sub-Tutor/PHM)**

All boarding staff complete An Induction to Boarding (Level 2) and Administration of Medication in Schools before they start.

All boarding staff complete the following training on Educare before they start their second term

- Food Hygiene & Safety
- Mental Health Awareness - Low mood & depression
- Mental Health Awareness - Understanding Anxiety
- Mental Health Awareness - Understanding Self harm
- Use of Reasonable Force in Schools
- Dealing with Bereavement and Loss

The **Sub-Warden** has overall responsibility for these posts and has oversight of the induction into them. He will meet regularly with the newly appointed Tutor.

New Tutors are assigned a **mentor** (a current tutor) before taking up their position and meet regularly to discuss the day-to-day role plus issues that may arise. The Mentor keeps in frequent contact over the first year and beyond. All members of the SMT are available for consultation.

The Tutor and PHM induct **Resident Sub-Tutors**. Regular, weekly meetings take place and issues raised and addressed. The Tutor appraises the Sub-Tutor at the end of his/her first year and sends the appraisal to the Sub-Warden.

New **PHMs** are assigned a serving PHM as a mentor who explains the routine and acts as a confidante throughout the first year. The Tutor/Sub-Tutor will also induct the new PHM by means of regular, weekly meetings. The Tutor appraises the PHM at the end of the probationary period and feeds back to both the HR department and Sub Warden.

**Wednesday evenings**, when the Tutor and all his sub-Tutors gather, is a regular meeting time when those new to post gain further insights into their role and the issues connected to it.

In addition to the formal Monday meeting, there are **informal Tutors' meetings**, hosted by the Senior Tutor. These meetings are an informal forum for the discussion of issues arising as well as providing a time for more structured INSET from external speakers. The Safeguarding Governor attends the meeting once a term. New Tutors will be invited to join these meetings in the term preceding their move into the Social.

BSA and similar **pastoral courses** are regularly circulated to all (new) boarding staff and they are actively encouraged to take opportunities for CPD.

A proper understanding of the **Safeguarding** Policy and procedures forms an important part of induction and is delivered by the Sub Warden when new staff arrive in Socials. A clear understanding of the procedures for sharing concerns is of the utmost importance. New staff will be given Social access to CPOMS in the term preceding their start date and the DSL will explain the thresholds for reporting lower level and higher level concerns in iSAMS and in CPOMS.

## **Regulatory training (Safeguarding, H&S, First Aid etc)**

### **Safeguarding**

In addition to the safeguarding training (including online safety) provided as part of the induction process, staff undertake the required level of training for their role. Further details can be found in the safeguarding policy. The DSL will provide termly updates for staff and members of Council, drawing attention to recent changes in government guidance and any concerning trends that may have appeared in recent months.

All staff are required to read the relevant sections of Keeping Children Safe in Education whenever changes are made.

Understanding of Safeguarding and KCSIE is tested using Educare and MS Forms quizzes.

### **Online rolling training (Educare)**

Members of staff are asked to complete two online courses on a rotation basis on topics such as

- The Prevent Duty
- Cyber Security
- Health and Safety in Education: Staff Awareness
- Preventing Bullying (11 to 18 years)
- Fire Safety in Education
- Risk Assessments in Educational Settings (teaching staff)
- First Aid Essentials
- Mental Wellbeing in children and young adults (teaching, boarding and medical staff)

### **Specialist H&S training**

Specialist H&S training is given to members of staff exposed to particular risks.

### **Fire training**

A number of staff from each area of College are training to Fire Marshall Level 2 which includes a practical element of the course.

The overall numbers are always considerably above any regulatory requirements. The aim is for this to include:

- At least 2 people (to cover each other in absences) per building.

- All PHMs, Tutors and Sub-Tutors.

### **First Aid training**

Staff are offered a recognised accredited qualification (EFAW level 3 course) as a standard level of training. This is a half day course which is valid for three years.

The overall numbers are always considerably above any regulatory requirements.

The aim is for all Common Room teaching staff and all PHMs to have up to date first aid training as they are the people most likely to be involved in coaching, boarding and trips.

In addition, a number of operational staff will undergo various levels of FA training specific to their roles.

### **Sport INSET**

Dons taking major sports attend an INSET at the start of each season reminding them of the approaches for dealing with particular risks associated with that sport (eg Rugby: concussion, spinal injuries, Hockey: dental and facial injuries).

### **Remote outdoor qualifications**

Those involved in CCF, DofE, Countryside Centre and other adventurous activities are also encouraged to take Remote Outdoor qualifications.

## **Continued Professional Development for Dons**

### **Appraisal**

Each don is appraised by their HOD annually. This includes a lesson observation. The Warden conducts an 'MOT' on an eighteen-month cycle.

### **T&L at twilight**

Very relaxed opportunity to chat about any Teaching and Learning issues in an informal context.

### **Learning Lunches**

Roughly termly. A number of short talks usually given by Radley Dons with an aim to share Teaching and Learning ideas that might have transferability across the College.

### **Lesson Observation Cycle**

The aim of this exercise is to promote the discussion between colleagues of a range of elements of pedagogy and classroom practice and to give colleagues the opportunity to observe lessons outside their departments and help fertilise their own thinking about what works well at Radley.

Colleagues form a group of three (ideally from different departments) and each member of the trio should be observed by the other two over the course of the cycle. The observation should be followed by a conversation allowing the observers to feedback informally to the don they have observed and share their views.

### **Visiting other schools**

Dons are encouraged to speak with teachers from other schools when suitable opportunities arise such as Rugby Group meetings, Partnerships, visiting sports teams, inspections etc. They should feed back any ideas which Radley could usefully draw on.

### **External INSET**

The Director of Teaching and Learning circulates lists of other INSETs and any requests to attend events should come through him. Dons attending these are asked to write a brief evaluation to inform us whether it would be worthwhile to send other Dons on later occasions.

### **Exam Marking**

Marking external exams is excellent CPD and HODs are encouraged to have at least one Don marking per department.

### **IT Training and the IT Helpdesk**

All staff are welcome to attend sessions run by the Director of Digital Strategy throughout the year. Where new systems are introduced, INSET will be provided either formally or as part of the start of term whole school INSET program . Additional training is available on request either at a department or individual level. Online training is available through a library of videos, and staff can be given access to Microsoft Office Specialist courses through our GMetrix platform. This is an online course which they can complete at their own pace, if they wish they can then sit an exam to gain certification.

### **PSHE / RSE**

As well as whole school INSET, those delivering PSHE / RSE teaching are required to attend the lectures given to students. These lectures are delivered by a combination of external and internal specialists (including the Head of PSHE and the Lead Nurse).

The Head of PSHE also provides resources for teachers to read before delivering each topic. The library sets up displays of books relevant to the topics currently being taught and provides a pop up library in Common Room with useful resources.

The Head of PSHE and the Lead Nurse also attend external CPD to ensure that their training uses the most up to date information.

### **Start of Term**

Each term all teaching staff (and others where applicable) attend a series of talks. Sometimes this will be a long talk given by an external speaker. On other occasions it may be a series of ten minute talks aimed to give teachers a greater understanding of different aspects of the school.



### **CPD for Middle Managers aspiring to Senior Management**

The school provides training, with a course usually running every two years, for those who are in Middle Management and aspire to more senior roles. This is expected of tutors in years 5 or 6 of their time in the role and is available for HoDs (or equivalent) as appropriate.

The course involves work on the annual compliance and mock inspection audit in the Michaelmas term and each participant will be given an area of review to lead on.

In the Lent and Summer Terms, internal sessions will be led by senior managers on each of the following areas:

- Finance
- HR
- Scenario specific management
- Staff Management
- The Admissions Office
- The Development Office
- The Highs and Lows of being on an SMT
- Governance

Each participant will also be offered a 1:1 session with a 'head-hunter' to review a CV and explore interview scenarios and career planning. They will also be offered a 1:1 financial advice session. Both these sessions will be appropriately confidential.

## Formal Teaching Qualifications

### PGCE / QTS

Radley does employ people without formal teaching qualifications, believing that these are not in themselves definitive evidence of excellence or potential. We are confident that the school can provide effective support and mentoring to ensure effective classroom teaching and career development. Dons may be appointed directly from university or from another career.

However, it is school policy that dons who arrive at Radley College without a formal teaching qualification may, in due course, be encouraged to complete either a PGCE leading to QTS or an Assessment Only route to Qualified Teacher Status (QTS).

Rationale: It may be that the teacher requires the qualification to stand a good chance of going on to promotion elsewhere, or that lack of some key teaching skills are emerging as a bar to realisation of full potential at Radley College. Additionally, the school recognises that there is growing pressure on the independent sector from some quarters to prove that its teachers are formally 'qualified'. Whilst not compulsory for any don (unless it is identified as a necessary step following a probationary period), it would seem sensible for all dons to pursue this route at some point.

Our confidence in our own internal mentoring and CPD means that in almost all cases, we would encourage the easier 'assessment-only' route to QTS, in all likelihood through Oxford Brookes or University of Buckingham. Any required placements in other schools will be facilitated appropriately.

A don may apply for and self-fund one of these courses at any time and the school will give relevant support to that course of action in terms of managerial support/time off where needed etc.

The school sets aside an annual sum to support **funding** of an assessment only route or **part-funding** of a PGCE. Up to three such awards will be given each year. Criteria considered in assessing applications for funding include:

- a. Length of tenure
- b. Career planning
- c. Identified professional development needs

Priority will be given to those for whom it is of clear value in terms of their own professional development. There are no guarantees of funding in any given year. **Applications should be made to the Warden and Academic Director, explaining the rationale for the request, by February Leave Away for the following academic year** (e.g. February 2022 for a September 2022 start). The Head of Department (or other relevant line manager) should have been consulted and their support for the proposal gained.

Once a course is undertaken, Head of Teaching and Learning will oversee the process alongside the designated mentor. Those funded are expected to write a brief report on completion to summarise their experience and the value (or otherwise!) of the process.

### **Early Career Teachers**

We offer support for ECTs to follow the Independent Schools Teacher Induction Panel (ISTIP), routes to qualified teacher status programme but this is not mandatory. The Early Career Teacher in his/her PGSE or BEd. course of Initial Teacher Training (ITT) will have had to meet certain standards:

1. Knowledge and understanding:
  - to understand their subject specialisms to degree standard
  - to know the National Curriculum in their subjects
  - to understand Key Skills and how their subjects contribute to them
  - to cope with subject related questions in class
  - to be aware of common misconceptions in their subjects
  - to develop ICT skills and apply them to their subjects
  - to know how to deal with parents
  - to know how to relate to matters of moral and social education.
2. Planning teaching and classroom management:
  - be able to manage whole class, sub-groups and individuals in the class
  - plan clear teaching objectives and appropriate content
  - have appropriately high expectations of pupils academically and on matters of discipline
  - set learning targets
  - identify and develop strategies for special needs, very able
  - provide structures for lessons
  - establish productive working atmosphere
  - develop variety, stimulus, questioning in teaching method, etc.
3. Monitoring, assessment, recording, reporting, accountability:
  - proper marking - ensuring marking informs lesson planning and pace
  - assessing pupils to check understanding and ensure progress
  - learn how to report to parents etc.
4. Other Professional Requirements:
  - recognise legal and professional duties
  - develop effective working relations with other staff
  - set good example to pupils
  - wider responsibilities to watch out for bullying, and be aware of pastoral matters
  - contribute to the extra-curricular life of the school.
  - Mentors will need to be aware of these standards and check performance against them.
  - When the ECT arrives at the school in their first appointment, he/she will bring a Career Entry Profile which highlights the areas which need special attention in the individual ECT's development. It is the school's responsibility to ensure that those areas are worked on in the first year: the mentor will plan, with the ECT, how these weaknesses/areas for attention will be addressed.
  - The ECT should be given no more than a 90% Teaching load for the first year.

- He/she should receive proper training and guidance not only in the classroom but in areas new to them – in our case, often in the coaching of games and in responsibilities in the Socials.
- At the end of the second year a judgement must be made by Radley as to the suitability of the ECT for full professional teaching status. The Appropriate Body will then be informed. Similarly, a non-PGCE appointment should be assessed as to whether he/she should be confirmed in post.

The ECT's expectations:

- The ECT, or a non-PGCE new teacher, has the right to expect the following key elements to his or her training in the induction programme:
- before starting, in the June/July prior to the appointment, a full visit or stay at Radley should have been arranged to meet people, receive Dons' Handbook, receive timetable and books for September.
- opportunities to visit, and observe in, other schools – perhaps another HMC school, a Prep School and a local Comprehensive (Peers, for example). This should broaden the experience and perspective on teaching.
- close mentoring throughout the year by Head of Department and other senior department members in discussion, to provide advice and feed-back on preparation, marking, classroom teaching performance. There should be a cyclical meeting, documented and recorded.
- regular (cyclical) observation of teaching (with subsequent feed-back).
- opportunities to attend training courses to improve areas identified by mentors. (The Distance Learning CfBT course might seem appropriate for non-PGCE candidates.)
- opportunities to meet the Head of Study Skills and Learning Support to learn about effective practice in identifying, then teaching, boys with learning difficulties.
- introduction to reporting and assessment methods, by the mentor.
- an opportunity to be observed by, and meet to discuss progress with, either the Academic Director or the Warden, or both.
- proper initial training in the coaching of a game or in expectations in the Socials.