INITIAL TEACHER TRAINING
TRAIINEES’ INDUCTION
GUIDANCE

Name:………………………………………………………………………

Subject: ………………………………………………………………………

Subject Mentor ……………………………………………………………

Mentor: ………………………………………………………………………

ICT ID: …………………………………………… ICT Password: …………………

Photocopying ID: ……………………………………………………………

Headteacher: Dr. P. J. McGovern
11-16 site telephone: 01326 572685   Fax: 01326 575001
16-19 site telephone: 01326 575046   Fax: 01326 575002
Helston Community College, Church Hill, Helston, Cornwall TR13 8NR
Email: enquiries@helston.cornwall.sch.uk   Website: www.helston.cornwall.sch.uk
Dear

Welcome to Helston Community College.

I hope you will find your training with us enjoyable and challenging.

I am aware that joining a new school can be very demanding but we would like to assure you that all the staff are always here to offer support.

I am conscious that there is much to learn about the school within a short period of time and hope that our school's staff induction manual will provide much of the necessary information.

Furthermore, I am pleased to be your Professional Tutor during your induction period at this school, and will also be more than happy to support you with any day-to-day issues that may arise.

I can be contacted at any time with the following choices:

Telephone: 01326 563377 (Home)
0781 682 1869 (mobile);
(No school internal or direct line)

e-mail: mikejhusk@yahoo.co.uk

Home: 54 Church Street, Helston, Cornwall, TR13 8NJ.

Please note that we have arranged a meeting for all new members of staff in the headteacher's office on ......................... This will provide an opportunity for you to have a general discussion with the Senior Management Team.

Yours sincerely

Mike Husk
(Professional Tutor)
Introduction

This guide has been designed to provide a framework for the induction of all teacher trainees new to the school so that everyone is able to work together for the benefit of our pupils. It sets out to:

- provide an overall description of who is who within the school and to offer a brief description of what they do
- provide a brief outline of the main principles and procedures used by the school which will affect your work
- provide an initial point of reference for any concerns that may arise when working in a ‘new’ school
- clarify the roles of all staff involved in Initial Teacher Training
- enable the school to identify, support and respond to the professional needs of new colleagues;
- provide a mechanism whereby the provision the school makes for new staff can be monitored and enhanced.
General overview

Helston Community College has five clear aims:

- Promoting healthy, active lifestyles
- Creating a safe learning environment
- Enhancing enjoyment and encouraging achievement
- Enabling positive contributions
- Developing economic independence

Helston School was formed in 1972 from the amalgamation of a grammar school and two secondary moderns. In its 31 years, the comprehensive school has had three headteachers: Freddie Worrall, Dennis Johnson and its present Head, Dr Patrick McGovern.

The 1972 comprehensive school was very large (in excess of 2000 pupils), and a major accommodation problem was only resolved when a new 11-16 comprehensive school was built at Mullon in the mid 1970s to take pupils from the Lizard Peninsula. In the 1990s pupil numbers continued to rise steadily and there are now over 1650 pupils at the school, with over 350 in the college section (aged 16-19).

The school is popular and draws its pupils from an area of about 100 square miles; and principally from some 12 feeder primary schools. The college draws more students from further afield compared to previous years. Around 40% of the pupil population are bussed into school each day.

Almost all pupils are white and their socio-economic circumstances are slightly below average when compared with national figures. The attainment of pupils on entry is, however, a little above the national average and the proportion of pupils with special educational needs is about average. Around a sixth of the pupils come from families associated with the nearby Royal Navy base (HMS Seahawk at RNAS Culdrose).

The school campus occupies some 25 acres. The south site contains the college (16-19) and the music block. The north site accommodates the main school (11-16), the design technology department and a motor vehicle technology centre. Also on the north site, separated from the main school by Church Hill, is a former rural studies area of over 3 acres that has been developed to accommodate vocational subjects such as horticulture and construction.

The school has been a technology college since September 2001.
Ethos

The school has a strong, clear vision: *Achievement for All* that is supported by an inclusive curriculum, with good work-related and vocational courses, extensive out-of-hours study support and an imaginative special needs provision. Technology college status has also permitted access to high quality technology to promote achievement. The school employs its own attendance officer to work with the small number of families whose children do not attend regularly. We run our own 30-place Day Nursery, in addition to a creche at the college, to meet the needs of staff who have very young children.

There is a sustained focus on raising standards through systematic monitoring and evaluation. The school's priority, reflected in all its planning and its daily practices, is to raise standards further by improving the quality of teaching and by a very thorough monitoring of standards. All pupils are set targets in all subjects. Progress is checked regularly and reported to parents, pupils and staff every term, using an advanced system of computer-generated reports (developed in-house). A thorough system of self-review by departments and year teams is now well established; and enhances the monitoring of standards of teaching and learning carried out by the senior leadership.

The relationship between teachers and pupils is very good, and frequently attracts positive comment by visiting supply teachers. It is characterised by mutual respect and a refusal by staff to accept poor work or behaviour from any pupil. Our pupils show respect for one another and a marked sense of compassion, evidenced by their achievements in raising money for charity.

Our pupils come from very supportive families and from a local community with a strong sense of cultural identity. There is very strong community support for encouraging pupils to the highest levels of achievement in music, for example. We have the best school jazz orchestra in the country and a very high level of participation in concerts and in the town's annual festival of music and dance, Flora Day. We receive excellent support from local employers for work experience and sponsorship of newsletters. Organisations like Rotary, sponsor annual public speaking and music competitions.

The school believes in the importance of effective communications and keeps all stakeholders well informed through its very high quality, twin weekly publications: the Staff Bulletin and *The Helstonian* (newsletter).
School Personnel

1. Leadership and management
The school's governors are highly-valued critical friends. They exercise detailed oversight through their work in committees, in particular staffing, curriculum and resources. They monitor standards of achievement through full governors' meetings and monitor standards of teaching through reports from the senior leadership team. Governors are attached to individual departments. The chairman of governors meets on a weekly basis with the headmaster to discuss current issues.

The senior leadership team works extremely hard and makes an outstanding contribution to the work of the school. It meets once a week for a meeting after school; and team members exercise a supportive leadership to middle managers and areas of the school for which they have responsibility.

The resources manager (a member of the senior leadership team) has very effectively professionalised the management of resources of a large and complex school on a 25-acre site, in close collaboration with the caretakers, accounts staff, grounds staff, technicians and cleaners.

Our clerical staff are led very capably by the office manager, who ensures flexible deployment of support staff across a complex range of functions, to support the work of teachers and pupils.

Our high quality middle management colleagues (heads of department and heads of year) have been open to change; prepared to exercise leadership in improving teaching and learning; ready to embrace ICT and other technological change; seeking to engage in self-review to monitor standards; and are committed to raising standards.

A number of key staff manage the very major Helston School contribution to the Cornwall SCITT (50 ITT students), its Training School Status and its work with the TTA’s Partnership Project. We have been leading the training in design technology and English; and also provide the lead in professional tutoring across all the schools involved.
2. Teaching Staff

The staff consists of 90 teachers, a small but growing number of specialist instructors and around 60 support staff. The Investors In People award to the school recognises the high esteem in which all our staff (teaching and non-teaching) are held.

The teaching staff are well qualified and few teach outside their subject area. They use a wide range of teaching and learning styles and use ICT regularly to enhance their lessons. They generally have a good awareness of the attainment of their pupils; and use targets to motivate their classes. Over 80% of the 200-plus lessons observed by the Senior Leadership Team in a year are graded as good or better, with 50% being graded as very good or excellent.

Teachers have widened the range of their teaching skills through INSET. All staff have undertaken INSET related to teaching and learning over the last two years, of which 85% has been rated as satisfactory or good. We take staff development very seriously, as evidenced by our Investors In People award and our major involvement in the Cornwall SCITT. Staff development is carefully targeted to meet whole school priorities and the identified needs of staff. Unusually, we employ our own staff as in-house trainers, in both subject and management skills.

We actively support teachers in their work. LEA-benchmarked expenditure statistics show that we are in the top 4 schools out of 31 in Cornwall in expenditure per composite pupil on admin staff, caretakers, ICT, DT and science technicians. We do this as a matter of policy, in order to provide maximum logistical support for teachers. We also employ nearly 30 teaching assistants to support teachers in class. Clerical staff maintain pupil records, provide very detailed attainment and target data for teachers and enable electronic registration by teachers and tutors.

A high-quality staff bulletin is distributed to staff (and to governors and LEA officers) each week. This communicates the thinking of members of the senior leadership team as well as other staff. It also provides staff with the information they need to do their jobs in a large and complex school. This bulletin generally avoids the need for senior staff to send memos to large groups of staff.
3. Pupils

The pupils of Helston School are a pleasure to teach. They generally behave well in and out of the classroom, enjoy their lessons and have good relationships with teachers and other pupils. There is a low incidence of reported bullying and many pupils attend extra-curricular clubs and activities. The majority of pupils show initiative and are willing to take responsibility. They serve as prefects and duty pupils; run charity events (eg Darby and Joan), dinner and dances and discos; and participate in the School Council, Year Councils and College Council. Around 80% stay on in 16-19 education.

The majority of college students are very positive and participate actively in voluntary activities, eg an average of 40% over the last 3 years have volunteered to tutor in the Word Warriors reading recovery scheme for KS3 pupils. There is a high proportion of positive responses in attitudinal surveys that show, for example, that 80% of Year 13 leavers were "very pleased" with the overall provision of education and training in the college. There is a very high attendance at lunchtime lessons and tutorials.
Curriculum.

At KS3 the curriculum shows breadth and conforms to the National Curriculum regulations. Pupils not achieving their target levels in KS3 receive additional support in a number of curriculum areas. Lower attaining pupils in year 7, and to an extent year 8, have specially created small "nurture groups" to advance their progress. In year 7, targeted pupils are given the opportunity to take part in Learning Progress Units to raise their literacy skills to level 4 or above. High attaining pupils have the opportunity to take two languages from year 8 and can join accelerated groups for maths, science, and technology. Targeted additional support is given to year 9 pupils who are unlikely to gain level 5 or above in the English, maths or science SATs. Citizenship has been introduced at KS3.

At KS4 the curriculum shows considerable breadth, to maximise the equal opportunities policy of the school. Pupils can follow a wide range of vocational courses which incorporate considerable work placement experience and which are well resourced and staffed. Disaffected pupils can join the XL programme that provides alternative qualifications such as ASDAN at bronze to gold level. High attaining pupils can follow up to the equivalent of more than 12 GCSEs; and can mix GNVQ and GCSEs. Lower attaining pupils can follow a practical vocational course for up to 40% of the timetable. The KS4 curriculum has accelerated groups in music and in technology. It also offers, additional to the timetable, GCSEs in media studies and Latin as twilight courses. Citizenship has been introduced as a short course in KS4 and all pupils follow an ICT course.

A high proportion of parents (around 80%) exercise their legal right to withdraw their children from religious education lessons in years 8-11.

There is a very high staying-on rate into the college (KS5), which offers an extremely wide range of AS, A2, AVCE, GNVQ and purely vocational courses. These can be mixed to create an appropriate, individual programme of study from NVQ level 1 through to Oxbridge entry preparation. There are well managed and wide-ranging work-based learning opportunities (20% of all Year 12 students have work-based learning components in their programmes of study). The college is participating in the Key Skills pilot, funded by Key Skills Support Agency. There is a very good provision of private study facilities and a good level of participation in College sporting, recreational & outdoor activities, including Duke of Edinburgh Awards. The curriculum has enabled an increasing number of students to move into FE or HE after college - from 63% to 77%
over the last six years. Over 80% of all students leaving the sixth form are in training, education or employment within three months. Around two thirds of all year 13 students succeed in getting into university.

There is good extra-curricular provision of activities and support for pupils. The pupils participate in many activities after school. The Drop In Study Centre (DISC) is well attended by pupils of Helston and the local primary schools. There is excellent music teaching provision - both during and after school. The prospectus lists over 40 of the extra-curricular activities currently available. The school participates on a very large scale in the Duke of Edinburgh Award scheme in years 10-13.

Standards
At Key Stage 3, results are generally above national averages and above those achieved by similar schools. At Level 6+, there has been continuous improvement over 3 years, with over 37% of pupils gaining results at this level.

GCSE/GNVQ results are well above national averages with a rate of improvement over the last 10 years greater than the national rate. The 63% 5+ A*-C result in 2001 fell back disappointingly to 57% in 2002. But the school expects to return to normal in 2003 and 2004.

The gap between boys' and girls' achievement, at 5+ A*-C, has fallen from 20% to 6% over the last 10 years.

At A-level (A2 and advanced vocational), results have continued to improve over the last 7 years, and in 2002 the average points score rose to an all-time high of nearly 17.5.
Pastoral care

The pupils are well cared for and supported in both their academic and personal development. The staff have committed themselves to a Positive Behaviour policy that places great emphasis on praise rather than sanction and yet provides a clear disciplinary structure. Year groups have also developed their own opportunities for praising pupils, eg student of the month and awards of various kinds.

Pastoral staff address assemblies on issues such as bullying, which is the subject of an effective whole school policy. They link with outside agencies such as Connexions, Education Welfare and the Schools Psychological Service. The school provides an on-site pupil referral unit, well-publicised counselling facilities (Haven and Oasis) and access to the school nurse. Charity events and school discos are organised at year group level.

The school has a rigorous and effective system for the monitoring of pupils’ academic progress, which is an intrinsic part of the pastoral care system. Tutors participate in detailed Work Reviews of all of their pupils through an agreed programme for the use of non-contact time. Heads of year and tutors monitor the progress of individuals and groups, by reference to progress data and computer-generated reports. Attendance is very thoroughly monitored by a full-time attendance officer and by a school-wide electronic registration system, using swipe cards, whereby pupils' attendance is checked at every registration and every lesson throughout the day.

At college level, there is a well-coordinated group and personal tutoring system, with a comprehensive Work Review programme. Staff work in close partnership with Connexions and benefit from having both Careers and Personal Advisors on site. Progress reports are based upon a review of progress against ALIS and data for individual students. There is a clear and coherent programme of guidance for HE applicants and their parents; and a good EAS system with 95% take up in its first year of operation. The college offers good support to all students in receipt of EMA grants.
Parents

The school takes its relationship with parents very seriously. These are some examples:

- a high-quality newsletter, The Helstonian, is sent home to parents and other members of the community (including local businesses, politicians and feeder primary schools) each week;
- a family calendar is provided each term to parents of each year group, listing important school events;
- the head and other members of the senior leadership team offer parents a "Parents' Hour" on every morning of the school year, from 7.30 to 8.30 am, when parents may drop in without an appointment to air concerns with senior staff;
- there is a well-developed Homework Diary, which provides good communication with parents; prospective and existing parents are given clear and concise summaries of the curriculum content for each school year group;
- parents receive a formal report, with targets, every term on the progress of their children;
- the school conducts an annual survey (OFSTED style) on the opinions of all parents about the provision made by the school; the survey results are published and acted upon;
- parents are consulted as stakeholders on a variety of issues, including changes to the curriculum, the timing of the school day, school uniform and site relocation.
- Parents are very supportive. They fully accept the Home-School Agreement and attend school events in relatively high numbers. The Friends of Helston School (FOHS) raise over £15,000 per year for the school and organise a number of social events.
- The top copies of Merit Slips and Complaint slips are intended for parents to see and the case of the latter, acknowledged with a signature
- Some pupils who consistently mis-behave are put ‘on-report’ wherein the teachers comment on the pupil’s performance in every lesson and the parents sign each day to acknowledge they have read the report.
The welcome talk

The following topics and issues will be covered

**The context**
- Local community, town and area culture
- School culture,
- School Aims / Mission statement
- Plan of School
- Timings of the day and timetable.
- Events in a typical week, Staff briefing, meetings, Professional studies
- Calendar for the year.
- General School Rules
- Structures and Responsibilities of management, pastoral teams and academic departments
- What do they hope to get from these first few days
- Meet the headteacher
- Points to make the first week run smoothly

**Day-to-day issues for staff.**
- Toilets
- Staff room
- Food and drink
- Smoking
- Parking (including where not to park!) Buses, parents! visitors ..... 
- Staff dress code
- Preparation areas
- Key personnel
- Emergency procedures; medical & fire
- Important phone numbers to give and get
- Full list of teachers
- Staff communication, pigeonholes, meetings, news-sheets
- Daily cover
- Duties
- Personal issues

**Resources**
- Photocopers, reprographics, stock cupboards, library, educational technology, ICT provision.
- Ancillaries, ICT, Reprographics, Office Support
- Library assistant for library card
- ICT technician, user name and password, ICT arrangements and logon,
- Headteacher's secretary
- Site manager
- SEN, teaching assistants, learning support assistants

**Curriculum**
- Departmental information, HOD & H of Subject
- Subject mentor
- Curriculum, organisation and management, schemes of work
- Faculty timetable, names of teaching groups,
- Trainees’ Pupil Contact Timetables
- Setting/banding arrangements, current levels 5
- Tracking and mentoring of pupils, Target setting, including the involvement of pupils 14-19, key skills, etc
Departmental policies and procedures, eg marking, testing, examinations, recording, reporting
Assessment data, (national, local, school, PICSIs, PANDAs, benchmarking, achievement of particular groups of pupils, under achieving pupils, ethnic minority, EAL)

Management of pupil behaviour
Expectations for pupils' behaviour
Pupil Rewards & Sanctions
Duties eg, bus duty, playground, lunch
Pupils’ Attendance
Pupils’ Dress code
Pupils’ ICT and Internet use
Legal obligations eg drugs, offensive materials, weapons, publications
School Council

Pastoral
Tutor Groups, what is expected, legal requirements
Assemblies
Home / school partnerships, Parent meetings, Reports, dealing with parents
Homework procedures
Medical issues
Child Protection issues

Curriculum enhancement and Extra-curricular
Enhancement within the curriculum: visits, summer schools, booster classes, enrichment groups, work experience etc.
Extra curricular activities, trips and educational

Professional Issues
Professional Issues and ethics being professional, codes of conduct for staff and pupils relationships with pupils & students
How ITT fits into school routine: roles, responsibilities, expectations and hopes
Expectations of the trainee
Role of the school's ITT Mentor(s) and/or Tutor(s)
Mentor procedures; Day and time for weekly meeting; expectations of lesson planning, paperwork, feedback
Staff absence, sickness procedures
Going off site during a working day
Health and Safety Procedures and Responsibilities
Job descriptions; Main scale teacher job description(s); Typical teaching assistants job description(s); ITT /PGCE student responsibilities; Special responsibilities for NQTs
Rights and responsibilities of employees
Unions /Teaching Associations
Expectations for Continuing Professional Development
Performance Management
Meetings/ directed/ non-directed time
Attendance at In-service days
6: Instant lessons - ace websites
Want help planning your lessons? Try these websites:
• Useful lesson plans and resources: www.teachernet.gov.uk/Resources
• AskEric lesson plans: askeric.org/Virtual/Lessons
• BBC web guides - non-BBC schools websites: www.bbc.co.uk/webguide
• Last minute lessons: www.lastminutelesson.co.uk
• Lesson plans page: www.lessonplanspage.com
• Schoolsnet lessons: www.schoolsnet.com
• Schoolzoneteacher share: www.schoolzone.co.uk
• TagTeacherNet: www.tagteacher.net

7. What if I'm ill? During your first term you will use your voice continuously in a way that it has not been used before. Always seek your doctor's advice at an early stage if you appear to have more than a cold or sore throat.

8. How can I keep on top of my marking? Don't try to mark every piece of work. Sometimes it is valuable for children to correct their own work so you can discuss and explain to the whole class. Sometimes you can mark during lessons while children are at work. Sometimes, marking might be an acknowledgement of work completed without being a detailed feedback. If a piece of work is for assessment or there is a need for detail, you must mark that. If marking test papers, mark page 1 of all the scripts, then page 2, and so on - it's quicker.

9. I'm not coping! What can I do? Talk to someone! Every teacher has problems, particularly in the first year. If you have problems with a particular pupil, you will probably find half a dozen colleagues with similar experience. Talk to your induction tutor or NUT rep. Comparing notes with other NQTs can also be reassuring. Proper planning will save time and lead to more effective teaching. Give yourself ample time to carry out your planning. Make the most of your non-contact time or free periods. Note when commitments such as meetings could impact on your workload. If you have a legal or professional difficulty and you are an NUT member, get expert advice from the NUT's network of regional offices.

10. First post blues - how should I tackle them? Pace yourself. Plan your time as carefully as you plan programmes of study. At weekends, give yourself at least one clear day. Have a proper break during the holidays, particularly the first half term. Better to stay in good health for the coming year than burn yourself out early on. Don't become despondent if you make mistakes. Everyone makes mistakes. The main thing is to learn from them.
If you feel very stressed, talk to Teacherline on 08000 562 561, in complete confidence any time, day or night.
Glossary of terms

AQA,
AST,
CEPD  Career Entry and Development Profile
CPD  Continuing Professional Development
DfES  Department for Education and Skills
EAL,
EdExcel
GTC  General Teaching Council
GTP  Graduate Teacher Programme
HoY,
IEPs,
LEA  Local Education Authority
MS  Main Scale (TPS Teachers Pay scale (spine) CPS Current Pay Scale)
NQT  Newly Qualified Teacher
OCR
Ofsted  Office for standards in education
PANDAs
PEPs
PICSIs,
QCA,
QTS  Qualified Teacher Status
SENCO
SMT / SLT
TTA  Teacher Training Agency
Wjek