

**Kingsdown School's  
Second School  
Placement  
Induction Pack  
for  
Initial Teacher  
Training**

## **Welcome to Kingsdown School**

This Induction Pack is intended to give you some of the basic information you will need to help you during your Second School Block 2 experience, so that you can settle into your teaching practice at Kingsdown with confidence.

You have been assigned a Mentor with whom you will meet for an hour a week, at a time suitable to you both. Your Mentor will advise on, and assist you in, the collection of evidence required for your PDP to demonstrate the extent to which you are at least 'Working Towards' the Standards for the award of Qualified Teacher Status. Your Mentor will also be involved in setting regular targets, and building on those from Practice of Teaching 1. He/she will coordinate a programme of teaching and observation for you within the subject area, observe you formally and write the report on your teaching at the end of Practice of Teaching Two. Therefore, as you progress from Block One into and through Block Two, your Mentor here will increasingly be something of a critical friend (and potentially coach) with whom you will be able to develop your teaching practice through experience, reflection and target setting.

In the Second School, it is anticipated that you will continue to build upon the areas of strength developed during your training programme and to work on the areas identified for development in the Practice of Teaching 1 Report. Progression from Block One and the 'Induction Phase' is central to this teaching practice. Your Mentor and I envisage that you will take every opportunity to develop as a teacher in accordance with the descriptors for the Standards. Practically, this block is intended for you to increase the level of Assessment for Learning in your lesson plans; embrace more whole-school and extra-curricular activities beyond the classroom; contribute to a tutor group; and where necessary, liaise with parents and the relevant colleagues outside of your department.

Furthermore, during this period of time, I will be encouraging you to look beyond this year and towards your future in the profession as an NQT.

We will provide you with the guidance and support you need to build on your training and I very much look forward to working with you and your Mentor during this part of your teacher training.

Robin Cook

Professional Tutor

## **Induction Day 1 Tuesday 6<sup>th</sup> December 2011**

8.30am Meet at Reception complete details for Single Central Record at Kingsdown

8.40am Period 1 meeting with Professional Tutor about Kingsdown's policies and expectations

9.40am Period 2 Tour of Kingsdown and meeting Headteacher

10.40-10.50am Breaktime in the staffroom

10.55- 11.55am Period 3 ICT logins and induction

11.55am -12.55pm Period 4 with mentor in department

12.55-1.55pm Lunchtime in canteen/staffroom

1.55pm Period 5 Watch Mentor teach

2.55pm Tutor time with tutor group

## **Induction Day 2 Wednesday 7<sup>th</sup> December 2011**

This day will, in the main, be spent watching the teachers of the classes you will or are likely to be teaching during the teaching practice at Kingsdown School.

8.30am arrival at school

8.40-10.40am Periods 1 and 2

10.40-10.55am Breaktime

10.55am -12.55pm Periods 3 and 4

12.55-1.55pm Lunchtime in canteen/staffroom

1.55-2.55pm Period 5 in ASD Centre with Korina Gosling

2.55-3.25pm with tutor groups

## **The Kingsdown School Day**

**At Kingsdown, registers are taken at the beginning of Period 1 and immediately after lunch. We operate a 2 week timetable. On Mondays we have PHSE straight after lunch and meetings for staff after school. Tutor time is at the end of the day as are assemblies.**

### **Monday (Weeks 1 and 2)**

8.40-9.40am Period 1  
9.40-10.40am Period 2  
10.40-10.55am Break  
10.55-11.55am Period 3  
11.55am -12.55pm Period 4  
12.55-1.55pm Lunch  
1.55-2.25pm PHSE in Tutor groups  
2.25- 3.25pm Period 5  
3.40-4.40pm Staff Meetings

### **Tuesday, Wednesday and Thursday (Weeks 1 and 2)**

8.40-9.40am Period 1  
9.40-10.40am Period 2  
10.40-10.55am Break  
10.55-11.55am Period 3  
11.55am -12.55pm Period 4  
12.55-1.55pm Lunch  
1.55-2.55pm Period 5  
2.55- 3.25pm Tutor time and assemblies

### **Friday (Week 1)**

8.40-9.40am Period 1  
9.40-10.40am Period 2  
10.40-10.55am Break  
10.55-11.55am Period 3  
11.55am -12.55pm Period 4  
12.55-1.55pm Lunch  
1.55-2.55pm Period 5

## **Friday (Week 2)**

8.40-9.40am Period 1

9.40-10.40am Period 2

10.40-10.55am Break

10.55-11.55am Period 3

11.55am -12.55pm Period 4

12.55-1.25pm Lunch

1.25-3.25pm Curriculum Planning Time (in departments)

## **Key Staff at Kingsdown**

**Headteacher:** Wendy Conaghan

**Deputy Heads:** Steve Lowe and Mireille Drayton

**Business Manager:** Steve Byrne

**Assistant Headteachers:** Matt Amey and Alison Evans

**Premises Manager:** Glynn Jones

**Year Leaders:**

**Y7:** Simon Raisey

**Y8:** Gerry Smith

**Y9:** Ruth Palmer

**Y10:** Amanda-Jane Cripps

**Y11:** Lynne Plant

**Head of English:** Lee Simpson

**Head of Maths:** John Rumble

**Head of Science:** Alex Cassey

**Head of Design Technology:** Martin Brind

**Head of Humanities:** Rupert Lacey

**Head of ICT:** Charles Nartey

**Head of Modern Foreign Languages:** Danielle Masters

**Head of Physical Education:** Louise Morge

**Head of Performing Arts:** Joyce Barnes

**SENCO:** Alison Merk

**ICT Technicians:** Edd Watton and John Doyle

**Cover Manager:** Gareth Coomber

**Reprographics Technician:** Hayley White

**Attendance Officer:** Mandy Lewis

**Learning Resource Centre Manager:** Lin Curtis

**Union Representatives:** David Finney (NUT) Simon Lawson (NASUWT) and Gerry Smith (ATL)

## Kingsdown School's Expectations

### **Punctuality:**

Lessons begin at **8.40am**, but **professionally**, you have to be in school 10 minutes before this time, **8.30am**. At the end of the day, you are required to remain behind for 10 minutes beyond the **3.25** finishing time till **3.35pm**.

### **Dress Code:**

There is an **official dress code** at Kingsdown School: business dress is expected (obviously leeway is given where the teachers of certain subjects are restricted in their dress by practical and health and safety issues).

### **Lunchtimes:**

Currently, lunch commences at **12.55pm** and lasts **1 hour**. 'Meal of the Day' is served in the **Main Hall** (used by the students too, but at separate tables) and costs £2.00. Meals are only free to staff if they are involved with a paid lunchtime duty. Alternatively, the **staffroom** is a pleasant social area for those with a packed lunch.

### **Absences:**

If you are unable to attend work through sickness or for any other legitimate reason, you must telephone the school on the direct line to the **Cover Manager**, Gareth Coomber on **01793 837156**. This should be done **by 7.40am** on the day of absence. This process needs to be **repeated** for each successive day of absence **unless** you are **signed off** by your GP. Irrespective of the length of absence, you will have a 'return-to-work' meeting on your first day back.

### **Briefings:**

These are **mandatory** meetings every **Monday** morning break time in the staffroom at **10.40 am** and they inform staff about the events of the week ahead.

### **Registration:**

Formal registration takes place at the beginning of **Period 1** at **8.40am** and **Period 5** at **1.55pm** through **Lesson Monitor** on **SIMS**. This is a **legal requirement** and all lates and absences must be recorded accurately in SIMS. The registers must be **saved** (to get to the front office) no later than **5 minutes** into each of these periods. It is also your responsibility to **check uniform** and issue **out-of-uniform slips** where uniform is incomplete and a letter from home has been provided in relation to this.

### **Fire Drill Routines:**

When the fire alarm bell rings (denoted by a constant ringing of the bell) you must calm the students down and instruct them to move carefully and **silently** to the **tennis courts**, at the rear of the school, behind the New Gym. You should be the last person out of the classroom, making sure that all windows are shut and the classroom door is shut. The students have to assemble themselves in **tutor groups** (tutor group numbers are marked on the ground at the front of the courts) and in alphabetical order within their group. If

you are a **tutor** you will collect a **register** from your Year Leader, register the tutor group and report any missing students either to the Year Leader.

### **Tutor Time:**

If you are a tutor you will also take a register for PSHE and in Period 6 on the system. During tutor time, after Period 5 on Tuesdays, Wednesdays and Thursdays, you will give out notices and deal with the unexplained absences for your tutor group. It is your duty to remind the students that they must provide reasons for all absences from school. Any letters for such absences must be passed onto the Student Advisor for your year group. You may also be expected to give out detentions for a set number of late marks (lates at the beginning of the morning and afternoon). Any such detentions should be written on pink slips and put into a tray in the staffroom.

Your tutor group will attend one **Year** and one **House** assembly per fortnight. (These assemblies alternate in line with the Week 1 and 2 rotations on the teaching timetable.) You must accompany and supervise your group from the tutor base, during the assembly and back to the tutor room.

### **Duties:**

Whether or not you are a tutor, you will be attached to a **Year Team** and each of these has a designated duty day. On such a day you will be required to do a **break time** duty (10.40-10.55) either inside or outside of the school building. You will also do a **10 minute** duty either **before or after school**. The Year Leader will notify you of these.

### **Meetings:**

There are regular meetings of Year groups, Action Groups, Faculties and there are Full Staff meetings once a term (see the school calendar for timings). All of these meetings take place within directed time and therefore attendance at them is **compulsory**.

### **Parents' Evenings:**

These are arranged by **year group** (see Key Dates). You are expected to attend them when you teach a class in the particular year group whose evening it is. The students will ask you for appointments. Please do try to stick to the **5 minute time slots** as parents main source of annoyance is actually being kept waiting rather than what is said!

## **Your Entitlements**

### **The Professional Tutor has the following Roles and Responsibilities:**

- Manage Student Teachers' learning about different aspects of schooling beyond the classroom
- Developing Student Teachers' attitudes towards their learning about the profession generally and Kingsdown specifically

- Establish and develop Professional Studies programme which is tailored to the individual needs of the Student Teacher beyond the classroom
- Assessing Student Teachers' professional competence and attitudes beyond the classroom
- Encouraging Student Teachers' participation in extra-curricular activities and the wider aspects of being a teacher beyond the classroom
- Monitor timetables of Student Teachers
- Supervise Educational Study- suggesting possible tasks to undertake
- Mark Educational Study
- Prepare Student Teachers for tutorial work
- Help to make the Student Teachers feel part of the school
- Availability for Student Teachers to consult on problems and issues that arise- beyond the remit of the mentor
- In charge of the team of Mentors
- Complementing the mentors with personal support
- Quality control of team of mentors
- Monitoring and evaluating the ITT work
- Work in partnership with the various higher educational institutions
- Dealing with problems in relationships between Student Teachers and other staff
- Contribute to Practice of Teaching reports and references for job applications

**Your Mentor has the following Roles and Responsibilities:**

- Has primary responsibility for the Student Teacher
- Work with the trainee through collaborative teaching, observations, feedback and discussion
- Manage trainee learning about teaching (working with the higher education institution, involving the department's expertise and classes)
- Assessing trainee's classroom teaching, their ability to reflect on and evaluate their lessons (therefore both formative and summative assessment)
- Personal support for the Student Teacher
- Student Teacher's timetable (including the classes given, time to meet the Professional Tutor and the weekly meeting with the Mentor to set and review objectives for development and examine progress on the Professional Development Portfolio)
- Subject expertise in order to assist with lesson delivery, knowledge imparted in the lesson and the precise planning of the trainee's lessons (until trainee is more confident)
- Making Student Teachers effective classroom practitioners who are self-evaluating and self-developing
- Meet with Professional Tutor to discuss trainee's progress regarding the QTS Standards
- Ensure Professional Tutor has copies of each formal lesson observation on the trainee

### **Resources:**

- Each department has a code for the photocopier in the staffroom. Your Head of Department will inform you of the number.
- Any multiple copies should be done through the Reprographics Technician. Please give plenty of time to carry out your requests.
- There are a high number of computers available (e.g. in the Virtual Learning Centre and Learning Resource Centre) for teaching using IT.
- There are a number of rooms with interactive whiteboards.
- You can borrow fiction and non-fiction books from the Learning Resource Centre.

## **Advice**

### **When you take over the teaching:**

- Make your expectations clear, set high standards of work and behaviour and not let them slip. It is a crucial time when pupils will be testing you out to see how you react to situations.
- Be polite, confident, firm and fair in all your dealings with pupils.
- Don't be afraid to ask for help and guidance from your mentor, Head of Department or any other member of staff.

### **Planning/Recording:**

- Make sure you have a plan for each lesson. When you are being observed, you must use the standard **one given to you by your Subject Tutor/Leader**.
- This lesson plan needs to be completed fully and this, along with your reflections, can be used as evidence for the QTS Standards.
- Record pupil attendance and the marks given for their work.
- Work needs to be marked regularly and promptly recorded in your planner.
- Set **homework** regularly and in accordance with the Homework timetable and ensure that you record what work has been set and any pupils failing to complete it. Each Faculty has a **marking policy**: make sure you adhere to it.

### **Dealing With Problems:**

- Try to tackle it by defusing the issue
- Write blue slips to the Head of Department or tutors so they know what's happening
- If there is a persistent problem, consult with your Head of Department
- If the problem is a pastoral problem, consult with the Year Leader
- If detentions are given make sure they are justifiable. Whole class detentions hardly ever are! To set one: pink slips in the staffroom are filled out, placed in a tray in the staffroom and a letter is posted home. The detention is sat by the student a few days later.
- Above all, follow the schools disciplinary procedure regarding sanctions for behaviour

**Contacts with Parents:**

- Apart from Parents' Evenings, I would strongly **advise against** making direct contact with parents. The letters home regarding detentions should be sufficient.
- Unless you are totally prepared with evidence to support your point of view, any telephone or face-to-face contact may merely serve to exacerbate the situation. It would be better to allow your Mentor or Head of Department to deal with such situations.

**Personalised Learning:**

- Increasingly, you should be able to produce lessons which allow all students to access the curriculum. They should be able to utilise their own learning styles, make use of their multiple intelligences and to learn independently.
- Also, the material in your lessons needs to promote tolerance and reflect our changing society regarding issues such as gender, race, religion, disability and sexuality.

<b>Professional Tutor Sessions 2011-12: Second School</b>
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**Block 2: Performing**

<b>Date</b>	<b>Week</b>	<b>Topic</b>	<b>Staff</b>
4/1/12	2	Procedures- behaviour etc	R Cook
11/1/12	1	PDP	R Cook
18/1/12	2	Personalising Learning	R Cook
25/1/12	1	Parents' Evenings	R Cook
1/2/12	2	Job Interviews	W Conaghan
8/2/12	1	Evaluation	R Cook

## **Initial Teacher Training: Evaluation Form**

To help Kingsdown School's programme for Initial Teacher Training for the future I would be most grateful if you would spend a few minutes filling in answers to the following questions:

Title of Initial teacher Training Course:

Dates of course: From            To

Subject Trained in:

What are your views on the content and suitability of the Initial Teacher Training Handbook?

What are your views on the content and suitability of the Professional Studies programme with your Professional Tutor?

Mentoring:

What were the features of the support you received that you were most pleased with?

In what ways could the role of the Mentor be improved?

Professional Tutor:

What were the features of the support you received that you were most pleased with?

In what ways could the role of the Professional Tutor be improved?

In what other ways could Kingsdown School have helped with your experience of Initial Teacher Training?

**In the spaces provided, on a rating of 1 -5 (5 being the most positive/highest) please evaluate the following:**

A meeting with my subject mentor was arranged for each week during the time in my Home School.

These meetings provided an opportunity to identify my strengths and areas for development.

The meetings helped me to bring theory and practice together.

I was given appropriate opportunities to develop my teaching skills.

I was given regular written and oral feedback on my teaching.

I was strongly encouraged by my subject mentor to evaluate my teaching experience.

I was set challenging and appropriate personal targets by my subject mentor.

I was supported in compiling my Professional Development Portfolio.

Staff in my Home School ensured I was aware of how I should deal with Child Protection issues.