

Welcome to

Bourne Academy

This document will be issued to NQTs and to those members of staff who join Bourne Academy part way through the academic year

Welcome

We are very pleased to welcome you to Bourne Academy and hope you enjoy your time here.

This booklet is intended to give you a brief introduction to help you settle in and you will also find there is plenty of information on the staff shared area to guide you.

There are various sources of information such as the staff academic year book (*this is issued to all staff during the September training days via one drive and in hard copy to those members of staff who join part way through the academic year*), department handbook, VLE, the Academy web site and many other sources. You will find that staff are always willing to help.

You will receive an Academy calendar (*this is emailed to all staff at the beginning of the School year and in hard copy to those members of staff who join part way through the year*) which gives dates of meetings, deadlines for data collection, reporting deadlines, parents' evenings and other important events in the Academy year.

If you are joining the School part way through the School year, arrangements will be made (initially via Vanessa Weekes) for you to meet with the following people:

- Helen Lewis for Health & Safety;
- Julia Kettle for Safeguarding;
- Debra Preece for NQTs and staff induction;
- Rebecca Le Caplain for SEN;
- Brett Sinclair / Mark Bryan for Pastoral;
- Liz Dilley for performance management;
- Vanessa Weekes for essential policies.

If you are joining part way through the School year, please complete the form at the end of this booklet and ask them to counter-initial against their name - this should then be returned to Vanessa Weekes whom you will meet with last.

The Academy Day

Morning Registration	8.40 -8.50 am
Period 1	8.50 - 9.50 am
Period 2	9.50 -10.50 am
Break	10.50 - 11.05 am
Period 3	11.05 - 12.05 pm
Period 4	12.05 - 1.05 pm
Lunch	1.05 - 1.50 pm
Registration, Assemblies	1.50 - 2.10 pm
Period 5	2.15 - 3.15 pm*

***Staff are contracted until 3.30pm**

COMPONENTS OF INDUCTION

There are many facets to induction. The key areas are:

- Observation of your teaching and constructive feedback;
- Academy staff meetings;
- INSET;
- Appraisal;
- POM POM (peer observation).

Lesson observations by the Review Panel

You will receive an observation from the review panel which lasts for a maximum of 30 minutes. You will be given notice of the time and which KS will be observed. This is usually on the Academy calendar.

Lesson observations with HoD or HoF

You will receive an observation from your HoD HoF which is usually planned and lasts for a maximum of 30 minutes.

Lesson observations with the Head Teacher

You may also receive an observation from the Head Teacher which can be a drop-in.

Information is available in the Lesson Observation guidance document as well as documentation on appraisal.

WHO IS THERE TO HELP?

The Academy uses the following structure for supporting new colleagues:

1. An Academic Mentor - this is the Head of your Department of Faculty Head who can give you advice on everything to do with your subject. As a HoD, your academic mention will be your Senior Leadership Team (SLT) link.
2. A Pastoral Mentor - this is your Transition Phase Leader (TPL) or Head of House (HoF) who will give you guidance on behaviour management relating to issues involving parents/carers and coping with pastoral issues. You will work with other house tutors for further support.
3. The Lead Professional Tutor - who is responsible for planning your induction programme, supporting you through the coaching programme and also providing general support throughout the year.
4. The Assistant Head Teacher - who is responsible for the behaviour management of the more challenging students. There is also a team of people who support behaviour management.

In addition to the above you will find that all your colleagues in the Academy are willing to help you in any way they can.

Developing a Professional Portfolio

To assist you in your professional development and in the appraisal system, your Professional Portfolio could contain the following sections:

1. Career History:

- a. CV and qualifications;
- b. Relevant certificates, including skills tests (if applicable);
- c. References;
- d. Job description(s).

2. Objectives:

- a. Performance Management/Appraisal information;
- b. Action plan;
- c. Progress reviews.

3. Professional Development:

- a. List of possible professional development activities;
- b. Induction programme at the Academy;
- c. Professional development activities and meetings;
- d. Minutes/records of meetings;
- e. List of courses attended/certificate of attendance/summary of course materials and follow-up;
- f. Observations of/by colleagues/visits to other schools.

4. Evidence of increasing effectiveness:

- a. Copy of teachers' standards framework;
- b. Observations and feedback;
- c. Evidence of standards met.

5. Other information:

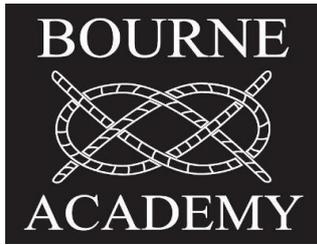
- a. Policies for induction and appraisal;
- b. Information about the Academy professional development routes.

A professional portfolio will help provide evidence for appraisal or further career development.

Induction Programme 2015-2016

Date	Title	Teachers' Standards	TS	Staff
09.09.15	Managing behaviour effectively & Safeguarding	<ul style="list-style-type: none"> To establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. To have clear rules and routines for behaviour in classrooms in accordance with the school's behaviour policy. To have a regard for the need to safeguard students' well-being. 	1 2 5 7 Part 2	BS MB RLC JK
23.09.16	Assessment & use of Data	<ul style="list-style-type: none"> To be accountable for pupils' attainment, progress and outcomes using the school's data system. To understand how the school uses formative and summative assessment to secure pupils' progress. 	2 6 8	TM
21.10.15	The pastoral system and the role of the Form Tutor	<ul style="list-style-type: none"> To have a proper and professional regard for the ethos of the school. To make a positive contribution to the wider life and ethos of the school. To demonstrate and take responsibility for promoting high standards of literacy. 	8 3	BS JC
12.11.15	The role of the SEN department	<ul style="list-style-type: none"> To have a clear understanding of the needs of all pupils, including those with SEN; those with disabilities. To have a secure understanding of how a range of factors can inhibit pupils' ability to learn. To deploy support staff effectively. 	2 4 5 8	RLC
18.11.15	Using teachers' standards for Assessment Point One	<ul style="list-style-type: none"> To track progress against the standards. To define the evidence for supporting the standards. To develop a personal statement as a reflective teacher. <p>NQT only</p>	Preamble Part 2	DP
14.1.16	Positive Behaviour Management	<ul style="list-style-type: none"> To use positive behaviour strategies to maintain good relationships with pupils. To use clear routines for behaviour in the classroom. To demonstrate positive attitudes, values and behaviour which are expected of pupils. 	1 2 7 Part 2	TF
03.03.16	Developing differentiation in the classroom	<ul style="list-style-type: none"> To know how to differentiate appropriately, using approaches which enable pupils to be taught effectively. To be able to set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions 	1 2 5 6	JH KCH
27.4.16	Use of Questioning in assessment	<ul style="list-style-type: none"> To be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these. To know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. To give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	2 5 6	JH
11.05.16	Performance Management	<ul style="list-style-type: none"> To take responsibility for improving teaching through professional development. To have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. 	8 Part 2	ED
09.06.16	Preparing for Final Assessment	<ul style="list-style-type: none"> Reflecting upon your own practice to date and the collation and rationalising of evidence. Planning final statement and Transition. <p>NQT only</p>	Preamble Part 2	DP

<p>Times of day:</p> <p>Registration: 8.40 - 8.50 am Period 1: 8.50 - 9.50 am Period 2: 9.50 - 10.50 am Break: 10.50 - 11.05 am Period 3: 11.05 - 12.05 pm Period 4: 12.05 - 1.05 pm Lunch: 1.05 - 1.50 pm Period 5: 1.50 - 2.50 pm Registration: 2.50 - 3.15 pm</p>	<p>SLT</p> <p>Laurence Reilly Head Teacher Lucy Conley Deputy Headteacher Rebecca Le Caplain Senior Assistant Headteacher Tom Martin Assistant Headteacher James Hind Assistant Headteacher Brett Sinclair Assistant Headteacher Elizabeth Dilley Assistant Headteacher Elizabeth Dilley Assistant Headteacher Thomas Little Extended SLT Caroline Alker Extended SLT</p>
<p>Transition Phase Leaders: Year 6/7 Miss Kelly Woollard (Louise Scotney) Year 8/9: Mr Chris Bamber Year 12/13: Ms Rachel Double</p> <p>Head of House Ted Fisk - Quinnell Matt Leonard - Mays Lucie Lawson - Hereward Sheena Flowers - Turner Henry Sauntson - Keller Samantha Parker - Galileo</p>	<p>Key Staff: Debra Preece - Lead Professional Tutor Helen Lewis - Operations Manager, Exams & Cover Sally Bell - Attendance officer Vanessa Weekes - Human Resources Joan Baker - PA to LR</p> <p>Mark Bryan - Pastoral Team Julia Kettle - CP issues</p> <p>Chris Kettle - Site Manager</p>
<p>Behaviour, Rewards & Sanctions: Treat everybody in the Academy with politeness & respect at all times. Green stamp = positive Red stamp = negative Amber stamp = negative</p>	<p>Classroom Discipline</p> <ul style="list-style-type: none"> • Verbal Warning • Red stamp in diary , name on board • Student put outside classroom door • Internal Isolation or SLT called • All stamps/cards need to be entered on SIMS
<p>Training/CPD: Training: Co-ordinated in departments or faculty. Specific Training Days,</p>	<p>Staff Absence Procedure: If ill/unable to attend the Academy: Telephone 01778 391222 (before 7.15 am) Or in an emergency contact Lucy Conley on mobile number given. Medical room : Ext 302</p>
<p>Uniform: Blazer and tie worn smartly at all times. Make-up to a minimum. Nail polish prohibited. No facial/tongue piercing or extreme hair styles. Tie colours are in year groups.</p>	<p>Calendar: Refer to shared area (T-Drive) Copy attached for your convenience.</p>
<p>Staff Briefing: Monday, Friday 8.30am in LPR. Colleague of the term in staff room or canteen as announced.</p>	<p>Assemblies: During PM registration Upper Academy : In Main Hall Lower Academy : In Sports Hall</p>



Employee name:

Job Title:

As a new employee to Bourne Academy joining part way through the academic year, I can confirm I have met with the following individuals on the dates indicated:

- Helen Lewis for Health & Safety
- Julia Kettle for Safeguarding
- Debra Preece for NQTs and staff induction
- Rebecca Le Caplain for SEN
- Brett Sinclair / Mark Bryan for Pastoral
- Liz Dilley for Performance Management
- Vanessa Weekes for essential policies

Employee signature:

Date: