

***Meánscoil na mBráithre Críostaí, Cill Chainnigh***  
**Christian Brothers Secondary School, Kilkenny.**

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## TEACHING STAFF INDUCTION POLICY Mar 2025

<b>School Name:</b>	Christian Brothers Secondary School, Kilkenny
<b>School Address:</b>	James's Street, Kilkenny
<b>School Details:</b>	CBS Kilkenny is a Voluntary Roman Catholic Secondary School under the Trusteeship and the Patronage of the Edmund Rice Schools Trust. The School is grant aided by the Department of Education and is a single sex (boys) school.
<b>School Management:</b>	The Board of Management of CBS Kilkenny is a statutory Board appointed pursuant to the provisions of the Education Act 1998.

### **Mission Statement**

Inspired by its founder, CBS Kilkenny aims to provide Catholic education in the Edmund Rice tradition. The school endeavours to be a caring Christian Community which promotes to the best of its ability the personal, spiritual, physical and intellectual development of its students.

### **Ethos**

As an Edmund Rice School, CBS Kilkenny seeks to promote the five key elements of an Edmund Rice School as espoused by the ERST Charter:

- Nurturing faith, Christian spirituality and Gospel-based values
- Promoting partnership in the school community
- Excelling in teaching and learning
- Creating a caring school community
- Inspiring transformational leadership.

## **Rationale**

The school community of CBS Kilkenny believes that all new teaching staff will benefit significantly from timely induction training that forms an important part of the process of integration into school life. This integration process has reciprocal benefits for all members of the school community. This policy defines the commitment of CBS Kilkenny to ensure that teaching staff are supported in practical ways during their early days at the school, resulting in the highest possible standards of teaching and learning.

CBS Kilkenny believes it is important that the school invest time in planning how to successfully integrate the employee into their new job. Research has shown that staff who have had a planned introduction to their new school, new colleagues, roles and responsibilities became effective more quickly. An effective induction programme also supports the retention of staff.

### **Principles of Good Induction:**

Induction has one clear aim: to enable an individual undertaking a new job or responsibilities to become fully effective in their new role as soon as possible.

There are three key elements to this process:

- Settling in socially and emotionally
- Understanding a new culture/ethos within a school
- Understanding the requirements of the new role

### **Droichead:**

The Droichead process is an integrated professional induction framework for newly qualified teachers (NQTs). The Board of Management trusts that by participating in the Droichead process, NQTs will be supported in the transition from the initial teacher education programme to working as a teacher.

The CBS Kilkenny Professional Support Team (PST) is a team of fully registered teachers from the school who work collaboratively to support and mentor the NQT(s) during school-based induction, in the first stages of their professional journey. All PST members have completed a programme of professional learning with NIPT, including mentor skill development. The school has a separate Droichead policy to this Induction Policy which aligns to similar principles, aims and objectives

This policy has been reviewed in accordance with CBS Kilkenny Child Safeguarding Statement and in line with the Children First Act 2015, and Addendum, 2019, and the Child Protection Procedures for Primary and Post-Primary Schools (revised 2023).

General Data Protection Regulation came into force in May 2018, and this policy has been reviewed in accordance with best practice as detailed in this legislation.

## Aims

The aims of this policy are to ensure that the teacher who is new to CBS Kilkenny:

- Feels welcomed, valued and appreciated
- Settles into routines and feels confident and happy with the school's ethos and procedures as quickly as possible
- Is confident to teach the prescribed schemes of work at the required level to a range of student abilities.
- Develops an awareness of the importance of extra-curricular activities in the school and new teachers are given opportunities to get involved in such activities
- Feels they are an integral part of the school community and feel confident in their teaching and learning.
- Feels supported and that they are part of a collaborative and supportive environment

## Objectives

- This policy identifies the roles and responsibilities of the Senior Management Team, Induction Coordinator, Advisory Teacher and New Teacher.
- **Senior Management Team** is defined as Principal, Deputy Principals and Year Heads
- **Induction Coordinator** is a designated teacher whose role is to oversee the new teacher's induction into the school and provide practical support for new teacher.
- **Advisory Teacher** is a designated teacher, preferably within the same subject department as the New Teacher, who provides support within the New Teacher's subject area, both formally and informally.
- **New Teacher** includes Newly Qualified Teachers (NQT), PME students, substitute teachers and/or experienced new additions to the teaching staff.

## **Role of Senior Management Team:**

Leadership by the Senior Management Team is central to the success of the induction process in the school. The responsibilities of the Senior Management Team are:

- To select an appropriate Advisory Teacher for each New Teacher
- To brief the New Teacher on the nature and purpose of induction within the school
- To outline at the initial meeting the role of the Induction Coordinator, Advisory Teacher, New Teacher and Senior Management Team as described in this policy
- To consult with the Induction Coordinator and New Teacher regarding and during the induction process
- To ensure that all new teachers are aware of all school policies and where to find them in the Principal to Staff Noticeboard (online).
- To support the Induction Coordinator, Advisory Teacher and New Teacher in practical ways
- To advise the New Teacher on appropriate clothing / appearance if necessary
- To encourage and facilitate the provision of Continuous Professional Development / Teacher Professional learning (CPD/TPL) in the area of mentoring
- To keep abreast of professional development in the area of mentoring
- To facilitate professional development for the Induction Coordinator
- To brief school staff and the Board of Management on the nature and purpose of the school's induction process
- To oversee the planning and preparation for teaching and learning by New Teachers by conducting routine classroom support visits and providing constructive feedback  
To put arrangements in place to support this preparation and planning
- To develop/maintain a whole-school policy on induction
- To ensure the Induction Checklist (see below) is completed in a timely manner
- (In the case of a New Teacher with a disability) To confirm the nature of the disability and to establish if there are special needs relating to the disability, and to address any concerns expressed by the New Teacher in this regard.
- To advise new staff of the CBS Kilkenny Child Safeguarding Statement and Risk Assessment in accordance with section 11 of the Children First Act 2015, and Addendum 2019.

## **Role of the Induction Coordinator:**

The Induction Coordinator is the main facilitator of the induction process in a school. The role requires the Induction Coordinator to:

- To provide support for the New Teacher
- To facilitate an induction morning for all new teachers before other staff and students return to school
- To co-ordinate induction activities in collaboration with the Senior Management Team and the New Teacher
- To liaise with the Senior Management Team in providing timely updates on the induction of New Teachers
- To undertake, where practicable, appropriate CPD/TPL in the area of induction
- Where practical, to liaise with other staff members in relation to opportunities for a New Teacher (particularly NQTs) to visit their classrooms and work alongside the class teachers
- To enable and empower the New Teacher to seek/source answers to questions
- To familiarise the New Teacher with school policies and procedures
- To work collaboratively with the New Teacher
- To adopt a professional approach at all times
- To provide support and guidance during on-line teaching (if necessary)
- To evaluate and review the school's Induction Programme on a regular basis
- To make the New Teacher aware of the school's Child Safeguarding Policy
- To make the New Teacher aware of the school's GDPR guidelines
- To ensure the Induction Checklist (see below) is completed in a timely manner
- To provide New Teachers with personal lockers and classroom keys
- To make New Teachers aware of the Code of Professional Conduct for Teachers (available via The Teaching Council)
- To advise New Teachers on the timing of various components of assessment and reporting.

## **Role of Advisory Teacher:**

- To work collaboratively with the New Teacher
- To always adopt a professional approach
- To enable and empower the New Teacher to seek/source answers to questions
- To make the New Teacher aware of subject schemes and plans
- To provide support for the New Teacher on a formal and informal basis.
- To advise the New Teacher on the relevant resources and textbooks required for the delivery of the curriculum
- To help the New Teacher with the timing and delivery of course content if required.
- To advise New Teachers on the timing of various components of assessment and reporting

## **Role of the New Teacher:**

It is to the benefit of CBS Kilkenny and the New Teacher that he/she integrates into school life. The role of the New Teacher in the induction process is:

- To participate fully in the school's induction programme
- To become familiar with online teaching methods, VSware etc.
- To become familiar with the school computer devices and how to use it to optimise their teaching and learning
- To know how to use VSware to log attendance and both positive and negative behaviour
- To work collaboratively as part of the school team
- To be fully cognisant of the duty of care to all children in the school
- To accept responsibility for seeking help and advice
- To maintain the school's professional ethos in terms of appearance and conduct
- To learn from the established good practice of teachers in the school and/or elsewhere
- To consider the professional feedback of the Senior Management Team, Advisory Teacher and other staff who advise about teaching and learning
- To be thoroughly prepared for all lessons and to have long and short term planning available
- To accept and give feedback in a constructive, open and professional manner
- To be aware of the continuum of professional development and his/her role
- To ensure the Induction Checklist (see below) is completed in a timely manner
- To familiarise themselves with all school policies and subject plans.
- To become involved in co-curricular activities within the school
- To be very familiar with the schools Child safeguarding policy, the school's GDPR guidelines and the school's Wellbeing Plan.

## Induction Checklist

The following list is not exhaustive, but provides comprehensive guidelines for the Senior Management Team, the Induction Coordinator, the Advisory Teacher and the New Teacher. It lists specific areas within CBS Kilkenny that may represent unnecessary hurdles for a New Teacher if left unaddressed. It is the responsibility of the four partners in this policy (Senior Management Team, Induction Coordinator, Advisory Teacher and New Teacher) to ensure that these areas are addressed as soon as possible, to the satisfaction of each party.

- Meet with Principal, Deputy Principal, School Secretaries, Caretakers, SNAs, Subject Department Convenor
- To receive and be familiar with the Teacher Handbook (includes Mission Statement, Ethos, Code of Behaviour, School Rules, Child Protection Guidelines, School Improvement Plan, list of Tutors, Year Heads, Non-Teaching Staff, Student Council, Parent Council)
- Ensure that the New Teacher has completed their Tusla Children First training
- Has access to full class lists, where possible, on VSware
- Tour of facilities
- Provide the new teacher with his/her own school computer device and ensure they sign the agreement in relation to its use
- Ensure each new teacher has their own school email address and access to VSware before they start teaching
- Gain access to textbooks and resources from various publishers
- If requested, booklists to be provided to all new teachers before all students return.
- Introductions to staff across all subjects, but particularly in the teaching subject of the new entrant and attending SNAs
- Informed by Career Guidance Department and Additional Educational Needs (AEN) team of students with personal and learning difficulties
- Informed ref: car parking, yard supervision, acquisition of gate- door- and classroom keys, school trips, email address, Health & Safety (fire evacuation), one-way stairs system, school lift, school timetable, personal timetable, subject department plans, photocopying, substitute claim form, supervision and substitution roster, after-school study, results input, IT issues, VSware, online teaching platform, etc.
- Informed ref: students with medical conditions and the appropriate procedures that need to be followed, location of defibrillator and a list of staff trained in its use.
- Add to “teachers@” and “allstaff@” and “staffinduction@” and departmental email groups



- Appropriate communication with parents and use of student diary and VSware.
- Inform New Teacher regarding VSware (login, attendance, results input, behaviour, attendance and academic reports), wireless data projector/PC/Visualiser etc., website/social media handles
- Provide information regarding specialist room safety and security, school policies in shared drive, Child Protection Guidelines, provision of personal locker
- Format of parent teacher meetings
- Inform regarding day-to-day procedures for behaviour management and reporting structures for indiscipline
- Refer New Teacher to [www.asti.ie](http://www.asti.ie) for up-to-date information on employment terms and conditions
- Computer Room: Booking system, etiquette, AUP and behaviour management.

## Approval

This policy has been approved by CBS Kilkenny Board of Management.

Signed: \_\_\_\_\_  
Chairperson, Board of Management

Date: \_\_\_\_\_