

**Appendix 1**

**Directorate of Education and Lifelong  
Learning**

**Directorate Policy for  
the Induction of  
Headteachers New to  
the Post**

## **DIRECTORATE POLICY FOR THE INDUCTION OF HEADTEACHERS**

### **NEW TO POST**

#### **PURPOSE OF THE POLICY**

- To state the Directorate's support for new headteachers
- To enable new headteachers to become familiar with the structure, personnel and procedures of the Directorate
- To provide appropriate professional development and support to enable new headteachers to become fully effective in their role
- To provide a support mechanism through documentation and networking

#### **RATIONALE**

- To support headteachers new to the role to enable them to be fully effective as quickly as possible
- To support new headteachers professional development enabling them to continue to improve their skills of leadership and management
- To support the transition period from one headteacher to another

#### **CONTEXT**

- The effective leadership and management of schools is a directorate priority.
- The directorate believes that all professionals are entitled to essential developmental experiences to enable them to be effective in their role and, thus, headteacher induction is an important aspect of the Directorate Plan
- Equality of opportunity/access to identified professional needs is a directorate priority

## POLICY

- The Directorate will support all new headteachers through a three-term induction period
- The Directorate will make it possible for new headteachers to have access to a system which enables them to become familiar quickly with the structure, personnel and procedures of the directorate
- The induction package will be available to all new headteachers but imposed on none
- The school development adviser will make an additional visit each term to provide support to the new headteacher in identifying development needs within the school
- The SDA responsible for induction will make a visit each term to provide support to the new headteacher, help establish networks and determine an appropriate development programme over the three-term period
- A colleague headteacher mentor will be identified to support the new headteacher
- The provision of essential management documentation and contacts within the directorate will form part of the induction process
- The directorate will support all new headteachers in their induction period within the established policies of financial provision
- Headteacher networks will provide an important, additional support mechanism beyond the scope of the directorate provision
- At the conclusion of the induction period the new headteacher should have a good knowledge of directorate personnel and procedures and have identified any specific, personal continuing professional development needs

## **THE CONTENT OF THE INDUCTION PROGRAMME FOR NEW HEADTEACHERS**

- Following appointment the new headteacher will receive details of the induction programme
- A colleague headteacher mentor will be identified. The mentor will be in place from appointment
- The full induction programme will be provided each term. Currently this consists of:
  - Meeting and lunch with the Directorate
  - Personnel training
  - Financial management training
  - Buildings and asset management information
  - Exclusion policy and practice
  - The role of Governance
  - Visit to appropriate education establishments for example Westox House
  - Assessment procedures

Following evaluation identified needs will, where appropriate, be added to the programme

- The school development adviser and adviser responsible for induction will visit the new Headteacher termly, specifically to discuss his/her induction and provide support as needed, within the education development plan priority
- New headteachers will be encouraged to identify their professional development needs, and to commence or continue an appropriate programme of professional development

## MANAGEMENT DOCUMENTATION AND CONTACTS

### FOR NEW HEADTEACHERS

The following is a checklist of documentation. It is not exhaustive and different schools may have differing formats for gathering their internal information

	<b>SCHOOL INFORMATION</b>	<b>DIRECTORATE INFORMATION</b>
<p>(ii) CONTACT DETAILS, TELEPHONE NUMBERS, ADDRESS LISTS FOR:</p>	<p>Members of the Governing Body Parents and children's emergency contacts Temporary supply staff School staff and next of kin Newspapers and local radio Police Fire Ambulance Service</p>	<p>All Dudley Schools Directorate School development advisers Directorate Officers Support Services:  <ul style="list-style-type: none"> <li>- Educational Psychology,</li> <li>- Learning Support</li> <li>- Health</li> <li>- Legal</li> <li>- Leisure</li> <li>- Property</li> <li>- Education Accountancy</li> <li>- Supplies Department</li> <li>- Central Purchasing</li> </ul>                     Education welfare service                      Emergency Reactive Maintenance Contractors                      Local Councillors                      Counselling provision                      Child Protection Services                      Information on inter-agency liaison                      Divisional Handbooks</p>
<p>(iii) PREMISES INFORMATION</p>	<p>Recent Health and Safety Survey Reports                      Recent Asset Management Reports                      Agreed current letting charges                      Letting book forms and records                      Addresses of regular hirers                      Caretaker's letting payment scales                      Grounds Maintenance Contract and records</p>	<p>Health and Safety Regulations and Guidance                      Building surveyor information</p>

<p>(iv) EDUCATIONAL REFERENCE INFORMATION</p>	<p>Directorate Policy Statements and Guidance</p>	<p>Directorate Policy Statements and Guidance</p> <p>Copy of relevant Directorate guidance and publications –for example. Visits and Journeys and School Improvement Planning. DfES Circulars Professional Association Advice and Guidance Governance Head’s Legal Guide (Croner) Exclusions procedures</p>
<p>(v) MISCELLANEOUS INFORMATION</p>	<p>Staff Records Staff Training Records A list or calendar of recurring tasks such as weekly, monthly or annual forms, timesheets, reports, salary statements etc. Evacuation procedures – fire drill records etc.</p>	<p>Calendar of directorate meetings Directorate consultation procedures with schools</p>
<p>(vi) SCHOOL DOCUMENTATION AND INFORMATION</p>	<p>Prospectus and/or Parental Information Handbook. Staff Handbook or Guidance Notes Recent Reports to Governors Recent Annual Reports to Parents School Development Plan Curriculum Policy Statements and Guidelines Governing Body Policy Statements Holiday dates Governing Body’s Salary Policy OFSTED Inspection Reports Post-OFSTED Action Plan</p>	<p>Child Protection File Traded services document</p>
<p>(vii) FINANCIAL INFORMATION</p>	<p>Current delegated budget Employee reference numbers for all staff Accurate salary details for all teaching and non-teaching staff Monthly Budget-Monitoring and</p>	<p>Local Authority Budget Codes Local Authority Standing Orders Directorate Administrative Procedures</p>

	Expenditure Reports Minuted Governing Body authorisation for school charges: letting fees, telephone calls, photocopying etc.	
(viii) SUPPLIES AND RESOURCES		Internal Dudley Supplier/Creditor Numbers Directorate Supplies Schedule An alphabetical collection of Suppliers' Catalogues Directorate Contracts file
(ix) SCHOOL EMERGENCY PLAN		Directorate 'out of hours' and emergency contacts and arrangements.

Inside Dudley provides important information in the following areas:

- Directorate structure
- Access and inclusion
- Community education
- Resource and planning
- School effectiveness
- Schools information
- Plans, policies and guidance
- Steering and working groups
- Useful links and searches

## **Directorate Mentoring Scheme for Newly Appointed Headteachers**

The aim of the mentoring scheme is to provide confidential support to headteachers in the first three terms of appointment.

Experienced headteachers give support to newly appointed colleagues. This peer support is quite separate from performance management and is offered to all newly appointed headteachers.

The mentoring scheme forms an integral part of the Directorate induction programme.

### **Aims and Principles**

The aim is to support headteachers in the first three terms of appointment.

This will be achieved through:

- Willing participants
- Ownership lying with new headteacher
- An agreed programme established between the headteacher and colleague mentor

### **Characteristics of a Successful Mentor**

- High credibility and being an excellent practitioner
- Reputation for developing others
- Where possible a minimum of 3 years Headship
- Good interpersonal skills
- Willingness to develop self further
- Sensitivity and tolerance of alternative solutions to complex problems
- Willingness to make time available
- Readiness to participate in mentor preparation courses/meetings

### **Function of a Mentor**

The principal purpose is to review and reflect upon the process of leading and managing change and development. It is anticipated that the mentor will enjoy equal professional benefit in shared reflection on the role and work of a headteacher.

This might include any or all of the following:

- Support the new headteacher in articulating his/her philosophy and vision
- Support the new headteacher in evaluating the strengths and weaknesses of the school
- Support the new headteacher in setting realistic goals related to the vision
- Support the new headteacher in considering options for action to achieve these goals
- Support the new headteacher in formulating a realistic personal action plan with appropriate timescales
- Agree with the new headteacher a programme of support related to the action plan/goals
- Suggest appropriate continuing professional development pathways

It is anticipated that the mentor role will involve one contact per month with the new headteacher to a maximum of six days full time equivalent.

### **Selection of mentors**

The selection of mentors is a matter for discussion between the school development adviser and school development adviser responsible for headteacher induction using the criteria for the characteristics of successful mentors. Also taking into account any particular needs related to the school which the headteacher is taking over.

Attention will be given to requests for phase and gender preferences However it must be understood that it is necessary to retain a balance throughout the scheme.

All headteachers will be notified of the scheme and invited to participate as a mentor should they wish.

The school development adviser responsible for headteacher induction will maintain a list of headteachers willing to be a mentor.

### **Matching**

- It is assumed that any prepared mentor will be able to support any new headteacher
- Criteria will be applied as a guide to making matching as appropriate as possible
- Matching criteria will be based on phase, gender, school denomination and other reasonable preferences which are expressed.

Should the relationship not be working either the mentor or new headteacher should contact the school development adviser responsible for induction in order to review the situation.

### **Preparation of mentors**

Mentors will be offered the opportunity to attend an initial meeting.

Preparation will involve discussion on:

- Mentoring: what it is and is not
- The purposes of mentoring: its opportunities and pitfalls
- Benefits and concerns
- The key skills: observation, active listening, open questioning
- Mentoring: first hand feedback of the experiences of existing Mentors

### **Summary of The Mentoring Process**

1. Information about new headteachers and mentors is logged onto database
2. New headteacher is informed of scheme and offered a mentor on commencement of appointment
3. New headteacher is informed of mentor
4. Mentor is informed of and agrees
5. Mentor contacts new headteacher during first week in post
6. Mentor and new headteacher meet and agree working relationship
7. Mentoring proceeds on basis of the above agreement

## **CONTINUING PROFESSIONAL DEVELOPMENT FOR NEW HEADTEACHERS**

New headteachers should be aware of the importance of continuing professional development. The school development adviser will discuss the opportunities for continuing professional development. It will also be a part of the induction process

New headteachers should be aware of the following possibilities:

### **HEADTEACHER INDUCTION PROGRAMME (HIP)**

This programme is managed by National College for School Leadership and is available to newly appointed headteachers in their first substantive headship. HIP is an entitlement for all new headteachers appointed to their first permanent post in maintained schools, non-maintained special schools, PRUs and services offering direct teaching to pupils. HIP allows the headteacher to spend £2,500 on training and development as part of the induction to headship. The grant is additional to any other funding received by the school. The grant is available for up to three years from taking up post (or from the award of NPQH if this is been undertaken when taking up headship)

Registration details are provided on appointment to the post of headteacher.

### **1. NATIONAL PROFESSIONAL QUALIFICATION FOR HEADSHIP**

NPQH is a mandatory requirement for appointment to first headship. The Directorate is willing to continue providing support for any newly appointed headteacher who is in the process of gaining NPQH.

## **2. LEADERSHIP PROGRAMME FOR SERVING HEADTEACHERS**

LPSH is available to headteachers with at least three years experience. Experienced headteachers new to Dudley are encouraged to consider the benefits of LPSH. Funding is available via NCSL. The Directorate encourages all headteachers to proceed through the LPSH programme. The Directorate anticipates all qualifying headteachers will have embarked on LPSH within four years.

## **3. HEADFIRST**

Promoted by NCSL on behalf of OFSTED. Heads who have completed at least two years in headship are eligible to apply as are their deputies. Headteachers should be supported by governors and the Directorate in the case of Band 3 and 4 schools. Programme materials have been designed to meet the needs of Heads and Deputies in all three phases of education. The purpose of the programme is to enhance participants' knowledge and understanding of self-evaluation as a process for leading school improvements and provide an affective method for doing so based on OFSTED's proven evaluative practice.

## **4. EXPERIENCED HEADTEACHERS UNABLE TO ACCESS OTHER FUNDS**

Experienced headteachers new to a school may not wish to consider LPSH immediately but not be able to access alternative funding for immediate, essential professional development. Needs should be discussed initially with the school development adviser. Dudley Regional Staff College work closely with the Adviser responsible for CPD (Continuing Professional Development).

## **5. OTHER SUPPORT OFFERED BY PROFESSIONAL ASSOCIATIONS:**

Professional support programmes are offered by the national associations. The Directorate representative for each association will be able to provide details of Continuing Professional Development programmes.

### **ACCESS TO FUNDING:**

1. HIP - via governors to NCSL
2. Induction meetings and Directorate support - via EDP and arrangement with school development adviser responsible for induction

3. Other courses including national association INSET - via governors using standards fund
  
4. Colleague mentor - via EDP and arrangement with School Development Adviser responsible for Induction.



