



Education Services

Policy: Headteacher Induction

Author: Iain McDermott
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1. Purpose

The purpose of induction is to support newly appointed or acting headteachers in fulfilling the remit and responsibilities of their posts, in relation to their school, the wider contexts of Education Services and West Lothian Council. Effective induction ensures that headteachers are integrated, motivated and effective from an early stage in their employment.

A commitment to comprehensive and structured induction exemplifies the vision and values of West Lothian Council.

The headteacher induction process has been developed in accordance with West Lothian's *Recruitment and Selection policy and procedure, Professional Update and Professional Review and Development policy*, the strategy for *continuous lifelong professional learning* and the *General Teaching Council of Scotland (GTCS) Standard for Leadership and Management*.

2. Aims and Objectives

West Lothian Council values its staff and aims to ensure that staff can develop their skills, knowledge and expertise. With this in mind, headteacher induction takes place at three levels: corporate, service and workplace, with the aim to provide information and support regarding:

- culture and values of West Lothian Council
- aims and objectives of Education Services
- expectations the Council and Education Services have of their employees
- expectations employees have of West Lothian council
- initial training to enable new and acting head teachers need to fulfil the requirements of the post of head teacher

3. Scope

All new and acting headteachers will participate in the induction programme.

4. Responsibilities

Heads of Service (Education Services), as delegated by the **Depute Chief Executive** should ensure that:

- induction is delivered to all new and acting headteachers within the service

Link Education Officers should ensure that:

- regular contact with new and acting headteachers takes place
- new and acting head teachers are supported appropriately throughout their induction experience
- areas for development or issues arising with new and acting head teachers are shared with the Professional Learning officer

Headteacher Support Officers should ensure that:

- meetings regularly take place with new and acting headteachers to provide support as appropriate
- meeting regularly takes place with Professional Learning officer to maintain communication regarding support requirements

Cluster Headteacher Mentors ensure that:

- support is available to new and acting headteachers as required

Professional Learning Officer should ensure that:

- all managers, officers and colleagues contribute supportively to the induction programme as appropriate

New and Acting Headteachers should ensure that:

- full engagement in the induction process takes place
- record professional learning opportunities provided and associated with the induction programme in PRD records

5. Elements of induction

Prior to the commencement of the post, the link education officer will provide, where possible, opportunities for the new or acting head teacher to meet with all school staff and members of the parent council.

Thereafter the following induction steps will be taken:

HT Mentor Support

Mentoring is defined by the GTCS as *a continuous two-way process through which the person in the role of coach, or mentor, uses questions, discussion and guided activity to help the person being coached, or mentored, to solve problems, address issues or do tasks to a higher standard than would otherwise be the case.*

All new and acting headteachers will have access to an experienced support network that will engage in a mentoring relationship as defined above. This network will include a link education officer, a named headteacher support officer and a named cluster headteacher mentor.

Introduction to key staff

An early opportunity will be arranged for new and acting headteachers to be introduced to key personnel in Education Services. This will take place at an annual half-day induction session coordinated by Headteacher Support Officers and the Professional Learning Officer. Following this, Link Education Officers and cluster headteacher mentors will provide ongoing support where appropriate.

Accessing information

New and acting headteachers are expected to be familiar with relevant education and council policies and procedures. These documents can be accessed and viewed at <https://intranet.westlothian.gov.uk/article/6824/Intranet-Home-Page>

School administration staff, link education officers and head teacher mentors can support and advise where required.

Continuous Lifelong Professional Learning (CLPL)

All headteachers are expected to engage in CLPL at the appropriate level for the profession. Professional learning can be accessed through WL education services CLPL programme, Regional Improvement Collaborative (RIC) CLPL programme, Education Scotland (EDSCEL) leadership framework and other external providers.

New and acting head teachers will also have full access to available annual management '*Policy Into Practice*' training.

This will include:

- Health and Safety
- Child Protection
- Additional Support Needs
- Positive Relationships
- Medication in Schools Policy and Procedures
- Attendance in School Policy and SEEMIS recording
- Bullying and Equalities Policy and recording
- Incident Reporting
- School Excursions

Other aspects of management and school leadership such as Human Resources, Finance Media awareness and Risk assessments will be covered through the HT mentoring support network.

6. Head Teacher Induction Programme

Stage 1: before uptake of post	
Action	Responsibility
Name, post and start date sent to Quality Improvement Team	Link Education Officer/ Admin support
Essential policy list issued to new or acting head teacher: <ul style="list-style-type: none"> • Child Protection • Health and Safety • Attendance at School Policy and Operational Procedures • Supporting Attendance at Work • Promoting Positive Relationships in West Lothian Educational Establishments • Learning, Teaching and Assessment 	Link Education Officer HT Support Officer
Initial meeting <ul style="list-style-type: none"> • New or acting headteacher introduced to school staff • Arrangements made to be introduced to Parent Council and Business Support Manager • Copies of essential school documentation shared: <ul style="list-style-type: none"> - <i>School Improvement Plan (SIP)</i> - <i>School Self Evaluation Summary (SSES)</i> - <i>Standards and Quality Report (S&Q)</i> - <i>School Handbook</i> 	Link Education Officer
Stage 2: after uptake of post (within two weeks of appointment)	
Action	Responsibility
Meet to discuss and share information about school: <ul style="list-style-type: none"> - <i>School Improvement Plan (SIP)</i> - <i>School Self Evaluation Summary (SSES)</i> - <i>Standards and Quality Report (S&Q)</i> - <i>Attainment</i> - <i>Professional Review and Development</i> - <i>Arrangements for introduction to Education Services</i> - <i>Quality Improvement process, including VSE and link officer role</i> 	Link Education Officer New/acting HT
Ensure that necessary mandatory online training modules are completed within MyLearning platform – www.mylearning.westlothian.gov.uk	New/acting HT
Share details of mentor support network	Link Education Officer
Initiate meeting with mentor	New/acting HT
Stage 3: Introduction to Education Services (annual basis – August)	
Action	Responsibility
Head teacher introduction to key staff in West Lothian via half-day induction session	HT Support Officers Professional Learning Officer
Stage 4: First year in post	
Action	Responsibility
Ongoing meetings with mentor support network as required to ensure consistent support and opportunities to discuss and review professional development in leadership	Link Education Officer HT Support Officers New/acting HT
Undertake EDSCCEL Framework learning activities as part of ongoing CLPL. This model would suggest a termly engagement covering the four following learning activities over the course of the year:	New/acting HT Mentor Support network

<ul style="list-style-type: none"> • <i>Exploring school leadership</i> • <i>Leading cultural change to effect improvement</i> • <i>Transformative and pedagogical leadership for school improvement</i> • <i>Leading the professional learning of colleagues</i> <p>Opportunity for professional reflection and dialogue with should take place within existing support mentor meetings</p>	
Stage 5: Review (after first year in post)	
Action	Responsibility
Professional review and development (Professional Update if required) will be undertaken by cluster HT mentor	Cluster HT mentor

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