



**Rationale:** It is essential that a beginning teacher, thus appointed to a position at St Michael's, is assimilated smoothly into our School and tutored, by a Senior staff member, to satisfy the requirements of this first two years teaching phase.

**Purpose:**

The tutor teacher has the demanding responsibility for implementing the induction programme i.e., giving advice, guidance and support to the beginning teacher throughout the two years.

**The tutor teacher will:**

- Collaboratively plan the induction programme and the use of the 0.2 professional development time with the beginning teacher.
- Schedule regular meetings.
- Make frequent formal and informal visits to the beginning teacher's classroom.
- Model good teaching practice.
- Provide positive feedback.
- Keep a full record, in consultation with the beginning teacher, of the advice and guidance given.
- Assist with planning, record keeping, monitoring, assessment and evaluation procedures.
- Observe and identify the strengths and needs of the beginning teacher.
- Recognise and encourage the distinctive teaching style of the beginning teacher, though the style may differ from that of the tutor teacher.

**The Beginning Teacher's Responsibility:**

It is important for beginning teachers to realise that the assistance given by tutor teachers is in addition to their own teaching responsibilities and the tutor teacher receives no extra remuneration for their tutor teacher role.

**The Beginning Teacher will:**

- Receive .2 release time for Professional Development
- Respond constructively to the assistance given.
- Identify and communicate personal strengths and needs.
- Seek advice and assistance when necessary.
- Be prepared to meet regularly with the tutor teacher and Principal.

**Guidelines:**

It is important that a record be kept of the progress of each beginning teacher appointed to St Michael's Church School, including:

- a written record of the meetings between the beginning teacher and the staff tutor.
- documentation of personal and professional strengths.
- the setting out of established routines, organisation and behaviour management.
- the professional relationships with parents, pupils and other staff.
- Curriculum planning, preparation, implementation and the proformas for record keeping.
- the monitoring of assessments and the subsequent evaluations.
- the acknowledgement and encouragement to make a growing contribution to the life of the School.
- a written report, using Beginning Teacher proforma, once a term.