

Policy for the Induction of Trainee Teachers (including Newly Qualified Teachers [NQTs] and Initial Teacher Trainees [ITTs] at St Nicholas School.

Rationale

The first years of teaching are not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our Teacher Induction programme will enable all new teachers (including ITTs and NQTs) to establish a secure foundations upon which a successful teaching career can be built.

- A) In the future, when details are confirmed, the teacher training programme will be 3 years long – ITT (School Direct – salaried or unsalaried, depending on annual need), NQT and (then, in the future) NQT+1. At this point the plans for this additional training requirement are not finalised at a national or local level so the provision for NQT+1s are not fully included in this policy.

St Nicholas School offers placements to Primary Education and/or PGCE students from Canterbury Christchurch University, this policy only applies to them in the perspective of offering CPL, Induction and other school-based learning opportunities, which may become available during their time with us.

- B) St Nicholas School also follows the training protocols for Nursery and Post 16 specific routes into teaching i.e. for Pre-School and Reception - the Early Years Initial Teacher Training/EYTS (Early Years Teacher Status), and for our 6th form provision - completion of the DTLLS or DET course for tutors, before completing their QTLS (Qualified Teacher Learning and Skills). Teachers with QTLS may then teach pupils in our school from KS3-5 (with Level 2s in English Language and Maths) or KS2-5 (with Level 2s in English Language, Maths and Science). St Nicholas School applies its ITT support protocols to trainee teachers on both Early Years and Post-16 routes into teaching i.e. provision of induction, mentoring and additional release time for PPA, CPL opportunities, peer observation, external study and/or alternative placements (if required).

Purposes

Our school's ITT/NQT induction programme has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of teachers (Trainees/NQTs/NQT+1s), providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school. Specifically, we aim to:

- provide support to meet the generic needs of all trainees/NQTs and meet their specific needs
- provide individualised support through high quality mentoring
- provide staff (inc. NQTs) with examples of good classroom practice
- help staff (inc. NQTs) form productive relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success
- act quickly to help trainees/NQTs address any areas of concern
- provide a foundation for longer-term professional development



- ensure a smooth transition from initial teacher training (meeting the teacher standards), to help NQTs continue to make further progress against the teachers' standards, in-line with their NQT targets (extending and embedding them to a consistently high standard in their daily practice).

The whole staff will be kept informed of the school's Induction of ITTs (including NQTs) Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Roles and Responsibilities

The Governing Body

The Governing Body will be fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment of both ITTs and NQTs. Careful consideration is given, prior to any decision to appoint a new teacher (including NQTs), as to whether the school currently has the capacity to fulfil all of its obligations. The Governing Body will be kept aware and up to date about induction arrangements and the progress of all new teachers (including NQTs), through the Head Teacher's report and/or direct contact with the NQT Coordinator in school.

For the year 2019/2020 the school's Teacher Induction Coordinator and lead NQT mentor is Angela Pike.

The Head Teacher

The Head Teacher at St Nicholas School plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to named personnel (NQT Co-ordinator, DHT, AHTs, Mentors) the Senior Leadership Team will also observe each NQT, through 'drop-ins,' at least once each term. Statutory responsibilities are:

- ensuring an appropriate induction programme and support are in place
- recommending to the appropriate body (Collaborative Alliance of Special Schools [CLASS]/Canterbury Christchurch University [CCCU]) as to whether an ITT has met the requirements for satisfactory completion of their training and/or induction periods. These comments form an important part of the School Direct final assessment process.
- recommending to the appropriate body (Kent) whether an NQT has met the requirements for satisfactory completion of the induction period.

In reality, many of the tasks associated with the above will be carried out by a team of appropriate staff but the Head Teacher will make the final recommendations to CCCU (ITTs)/Kent (NQTs). In addition to the statutory requirements the Head Teacher will:

- observe and give written warnings to any ITT (in the case of salaried trainees)/NQT at risk of failing to meet the Standards
- keep the Governing Body aware and up to date about induction arrangements and ITT/NQT progress



Teacher Induction Coordinator (for ITTs and NQTs)

The principal requirement for the Teacher Induction Coordinator (at St Nicholas School) is to be responsible for the overall management of initiating both ITTs and NQTs into the teaching profession and into St Nicholas School's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as ensuring that all new teachers complete a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of ITT/NQT performance.

Mentor

In addition to the Induction Coordinator, who has the responsibility for the formal assessment of NQTs, a Mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. The Mentor will contribute to the judgements about the ITT's/NQT's progress against the Teachers' Standards. The Mentor will make formal observations and communicate monitoring information to the Coordinator. The Assistant Headteacher for the area of the school, a Key Stage Manager or another (appropriate) member of the Extended Leadership Team may be given the role of the NQT mentor for each individual teacher.

Entitlement

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of Induction. It builds on their knowledge, skills and achievements in relation to the Teachers' Standards as achieved during training.

The key aspects of the Induction programme for ITTs/NQTs at St Nicholas School are as follows:

- Access to an Induction programme that will commence upon appointment and be reviewed after one year in poSt
- Structured visits to the school prior to the ITT/NQT taking up the appointment, with time to discuss developments needed and how they will be assisted in making these, if deemed appropriate.
- Help and guidance from an Induction tutor who holds qualified teacher status, is adequately prepared for the role and will coordinate the induction programme – training for this is provided by them having access to the mentor development programmes offered by CCCU/CLASS.
- Regular meetings with a mentor and, as needed, meetings with subject coordinators, SENCO etc.
- A programme of observations of experienced colleagues' teaching.
- A reduction of 10% of the average teacher's workload (in addition to PPA time). This time is used for participating in the school's Induction programme, other professional development activities and meetings with the mentor. An additional 10% of time is allocated to training and development opportunities. During the initial teacher training year there is an increase in classroom responsibilities taken on by the trainee, both in the school and in extra-curricular activities (from 40% up to a maximum of 70% teaching time at ITT [with 10% of time allocated for observing other teachers and 20% to other professional activities] and 80% teaching time [with 20% of time allocated to other professional activities] in the NQT year). We aim for our new teachers to show a growing increase in confidence, responsibility and participation in teaching team activities e.g. staff meetings, assemblies, special events and Continuing Professional Learning opportunities.



- Regular observation of trainee's/NQTs teaching by experienced colleagues (at least once every half term).
- Prompt written as well as oral feedback on teaching observed, with targets and feedback/advice provided.
- Confronting of any areas of practice or behaviour that may prevent the trainee/NQT meeting the Teachers' Standards in a timely, honest and professional manner
- Opportunities for further professional development based on agreed targets and identified needs.
- Detailed success criteria for any areas identified as making an trainee/NQT at risk of not meeting the Teachers' Standards.

Assessment & Quality Assurance

The assessment of ITTs/NQTs will be rigorous and objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly Induction reports) will be used.
- Assessment will draw on views from all teachers who have a part in the ITT's/NQT's development in order to gain a reliable overall view.
- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents, as well as formal observations of teaching.
- The Coordinator will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the ITT/NQT concerned.
- Termly reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement
 - targets for coming term
 - support to be provided by the school

At risk procedures

If any ITT/NQT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action set for a minimum of 4 weeks, with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the ITT/NQT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure will be given to the ITT/NQT and the school's concerns communicated to CCCU/Kent without delay via the appropriate cause for concern system(s).

Where an ITT/NQT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.



The named CCCU/LA contact will be informed as soon as it becomes clear an ITT/NQT is at risk of not meeting one or more of the Teachers' Standards.

Addressing ITT/NQT Concerns

If an ITT/NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school (Mentor, SLT, Coordinator, Headteacher) in the first instance. Where the school does not resolve them the ITT/NQT should raise concerns with the named Appropriate Body (AB) contact at the University or LA, as appropriate.

The named AB contact for CCCU is Claire March and the named school tutor is Nyree Scott

The named AB contact for the LA is Grant Reeves, NQT Induction Manager for Kent

This policy was agreed and adopted in March 2020. It will be reviewed

- as part of the school's development cycle by Stephen King (Deputy Headteacher) on an annual basis i.e. March 2021
- prior to this date should there be any changes to statutory requirements.

MONITORING AND REVIEW

This policy will be monitored on a yearly basis by the Deputy Headteacher and/or Teacher Induction Co-ordinator to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

As part of our commitment to meet the Public Sector Equality Duty (PSED), St Nicholas School aims to:

- Provide equal opportunity for all;
- Foster good relations, and create effective partnership with all sections of the community;
- Only take actions which does not discriminate unlawfully in service delivery, commissioning and employment;
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the School and be adhered to and be the responsibility of all staff.

LINKS TO OTHER POLICIES



Child Protection
Online Safety
Acceptable Use of Technology
Managing allegations of abuse against staff
Well-Being
Model Staff Discipline Policy
Performance Management and Capability Policy
Staff Code of Conduct

STEPHEN KING
REVIEWED TERM 1 2020
RATIFIED BY THE FGB ON 18 June 2020

