



NQT Induction Policy

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Policy for the Induction of Newly Qualified Teachers (NQTs) at Stoke Damerel Community College

Rationale

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Our school's induction process ensures that the appropriate guidance, support and training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme. This programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Purposes

Our school's Induction process has been designed to make a significant contribution to both the professional and personal development of NQTs. The purpose of induction is:

- to provide programmes appropriate to the individual needs of the NQT;
- to provide appropriate guidance and support through the role of an identified mentor/Induction Tutor;
- to provide NQTs with examples of good practice;
- to help NQTs form good relationships with all members of the school community and stakeholders;
- to help NQTs become aware of the school's role in the local community;
- to encourage reflection on their own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help NQTs to develop an overview of teachers' roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to help NQTs meet all the teacher standards and to demonstrate how they meet the standards.

The whole staff will be kept informed of the School's Induction 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 ensure compliance with the guidance set out in the 'Induction for newly qualified teachers (England) updated April 2018'

It will be satisfied that the school has the capacity to support an NQT(s) and be confident that the Principal is fulfilling their responsibility to meet the requirements of a suitable post for induction.

Governors will, if required, investigate concerns raised by an individual NQT as part of the school's agreed grievance procedures. The governing body may seek guidance from the appropriate body on the quality of the school's induction arrangements and may request general reports on progress of an NQT(s).

For the year 2019-2020 the school's Induction Tutor is: Fiona Osmaston.

The Principal

The Principal at Stoke Damerel Community College (SDCC) 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 the Induction Tutor, the Headteacher/Principal might choose to observe each NQT as necessary.

Statutory responsibilities are as follows:

- check that the NQT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the NQT starting the induction programme, which body will act as the appropriate body;
- notify the appropriate body when an NQT is taking up a post in which they will be undertaking induction;
- meet the requirements of a suitable post for induction;
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure an appropriate and personalised induction programme is in place;
- ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching;
- ensure that termly assessments are carried out and reports completed and sent to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period;
- make the governing body aware of the arrangements that have been put in place to support NQTs serving induction;
- make a recommendation to the appropriate body on whether the NQT's performance against the relevant standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years. 5.4 There may also be circumstances where the Headteacher/Principal should:
 - obtain interim assessments from the NQT's previous post;
 - act early, alerting the appropriate body when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily;
 - ensure third-party observation of an NQT who may be at risk of not performing satisfactorily against the relevant standards;
 - notify the appropriate body as soon as absences total 30 days or more;
 - periodically inform the governing body about the institution's induction arrangements;
 - advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
 - provide interim assessment reports for staff moving in between formal assessment periods; and
- notify the appropriate body when an NQT serving induction leaves the institution.

While the Headteacher/Principal must not delegate these responsibilities, many of the associated tasks will be carried out by the Induction Tutor or another suitably experienced colleague. In addition to the statutory requirements, the Principal will:

- observe and give written warnings to an NQT at risk of failing to meet the required standards in line with guidance;
- keep the Governing Body aware and up to date about Induction arrangements and the results of formal assessment meetings.

Induction Tutor

The principal requirement for the NQT Induction Tutor is to be responsible for the overall management of initiating NQTs into the teaching profession and into SDCC's systems and structures. It entails not only a co-ordination role, but also keeping records of activities and monitoring the quality assurance of provision. Furthermore, it embraces various tasks, such as organising a central Induction Programme, providing support and guidance and the rigorous but fair assessment of NQT performance.

More specifically the Induction Tutor will:

- provide, or coordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the appropriate body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake three formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one per term, or pro rata for part-time staff);
- inform the NQT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the NQT to add their comments;
- ensure that the NQT's teaching is observed and feedback provided;
- ensure NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and
- take prompt, appropriate action if an NQT appears to be having difficulties.

Mentor

In addition to the Induction Tutor, who has the responsibility for the formal assessment of the NQT, we will appoint a NQT Mentor who can provide ongoing support on a daily basis. The NQT Mentor may contribute to the collection of evidence relating to the NQT's progress against the Teachers Standards. If the Mentor is to contribute to the judgements about the progress against the standards, this will be made very clear to the NQT.

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 standards for the award for Qualified Teacher Status (QTS).

The key aspects of the Induction Programme for NQTs at SDCC are as follows :

- Access to an Induction Programme that will commence upon appointment and be reviewed after one year in post or longer if the NQT is part-time.
- Structured visits to the school prior to taking up appointment, where possible, with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these.
- Help and guidance from the Induction Tutor who is adequately prepared for the role and will co-ordinate the Induction Programme.
- Regular meetings with Induction tutor, senior managers, subject co-ordinators and other key staff where appropriate.
- Time and regular opportunities to meet with other NQTs and teachers who have recently completed their Induction Programme.
- Observe experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload. This time is used for participating in the school's Induction Programme.
- Have teaching observed by experienced colleagues.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.
- Attend meetings of NQTs arranged by the LA and/or other providers.
- Opportunities for further professional development based on agreed targets.

Assessment & Quality Assurance

The assessment of NQTs will be rigorous but also objective.

- The criteria used for formal assessments will be shared and agreed in advance and be based upon the Teacher Standards.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (Induction reports) will be used.
- Responsibility for assessment should involve all teachers who have a part in the NQT's development in order to gain a reliable overall view.
- Opportunities will be created for NQTs to gain experience and expertise in self-assessment.
- The Induction Tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the NQT concerned.
- Induction reports i.e. assessments, 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.

In completing the induction reports, Induction Tutors will make clear reference to the eight Teacher Standards, all of which to be covered by the end of the year.

At risk procedures

If any NQT encounters difficulties with meeting the Teachers Standards, it is expected that the Induction Tutor will alert the appropriate body at the earliest opportunity. The following procedures will be put into place:

- an action plan will be drawn up, in partnership with the LA and the school, in order to support the NQT;
- agreed, attainable targets for action with specific and practical steps will be outlined for securing an improvement in practice;
- experienced colleagues will model aspects of good practice so that the NQT can focus attention on particular areas of teaching through observation.

Where an 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. Where necessary, the Headteacher/LA adviser will support the Induction Tutor in planning an appropriate programme to ensure satisfactory completion of the NQT induction year and that all steps have been taken to help a failing NQT improve.

Addressing NQT Concerns

If an NQT has any concerns about the Induction, mentoring and support programme, these should be raised within the school in the first instance.

Where the school does not resolve them, the NQT should raise concerns with the named LA contact.

For the year **2019-2020** the named LA contacts are:

Lucinda Ross, Head of Education –

lucinda.ross@plymouth.gov.uk

Tanya Crocker, Business Support Assistant – tanya.crocker@plymouth.gov.uk

Tel: 01752 307365

This policy was agreed and adopted on 15th April 2020. It will be reviewed:

- as part of the school's development cycle by April 2021.
- prior to this date, should there be any changes to statutory requirements.