

Policy for the Induction of Newly Qualified Teachers (NQTs)



Inspire to

Aspire

Life in all its fullness

St Nicholas and St Laurence CE VA Primary School

Approved by: Full Governing Body

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Introduction

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. St Nicholas and St Laurence CE VA Primary School's induction process ensures the appropriate guidance, support and training - to include the development of skills, knowledge, expectations and observations - are provided through a structured but flexible learning 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.

This policy aims to clarify some of the roles and requirements necessary following the appointment of an NQT. The policy reflects a structured whole school approach and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Statutory Requirements for Induction

All teachers who obtain Qualified Teacher Status (QTS) after DATE must complete an induction period of three school terms. Those NQTs who do not satisfactorily complete a statutory induction period will not be eligible for employment as a teacher in a maintained or non-maintained school. All NQTs in Dorset schools must be registered before or at the beginning of their induction period. Failure by the NQT to meet the National Induction standards by the end of three full time terms will lead to the removal of their name from the register of the Department of Education Teaching Council which means they cannot be employed as a teacher.

Aims of the Induction Period

- To help the NQT build upon the knowledge, skills and understanding developed in initial teacher training.
- To provide CPD programmes appropriate to the individual needs of the NQT.
- To provide appropriate counselling and support through the role of an identified mentor.
- To build in the information provided in the NQT's Career Entry Profile (CEP) and help the NQT meet identified targets.
- To help NQTs meet all of the Teachers' Standards.
- To encourage reflection on their own and observed practice.
- To develop an overview of teacher's roles and responsibilities including their roles as class teachers, tutors and professionals.
- To help NQTs become aware of the school's role in the community.
- To provide opportunities to recognise and celebrate good practice.
- To provide opportunities to identify areas for development.
- To provide a foundation for longer term professional development.
- To ensure any NQT making unsatisfactory progress is given sufficient timely support to make the necessary improvements.

Expectations of the Induction Period

During the Induction period the NQT should:

- Have an individual programme of monitoring and support.
- Teach 90% of a normal average teaching timetable. The time released by the reduced teaching load must be protected and used as part of a coherent induction programme.
- Have records of monitoring, support and assessment, both formal and informal, made available to them.
- Not be expected to teach outside the age range and subjects for which they have been trained.
- Not deal with especially demanding discipline problems on a day-to-day basis.
- Be allowed teaching of the same regular classes.
- Not be involved in non-teaching responsibilities without the provision of appropriate preparation and support.
- Have three main points of contact, the key staff, a member of the SLT who is the Induction Lead Tutor, an Induction Mentor and the Senior Curriculum Leader. The Senior Curriculum Leader and the Induction Mentor may be the same person.
- Have regular meetings with key staff.
- Have a buddy provided for them who will not be involved in their assessment.
- Be observed twice in the first half term and then at least half termly and be provided with follow up verbal discussions and written feedback within 48 hours.
- Have a fortnightly meeting with their Induction Tutor/ Mentor/ IT.
- Have a half termly review meeting with the Induction Lead Manager.
- Have a termly formal assessment meeting with the Induction Lead Manager and IT which should be minuted.
- Be given the opportunity to observe experienced teachers.
- Be provided with professional development activities.
- Not be used for cover unless it is absolutely necessary.
- Attend the LA Induction conferences (if appropriate) and receive support from the Appropriate Body / LA advisor if necessary.

Wellbeing of Newly Qualified Teachers

The emotional health and wellbeing of all staff is key to their success and that of the school and its community. This NQT induction policy outlines a network for supporting staff with any challenges they may be experiencing, whether in their home or work life as well as a programme of training to further develop the necessary skills. The NQT should be well informed about their own and other people's roles and responsibilities, should feel valued and cared for and should be mindful of a work life balance, combining their personal commitments and interests with their work duties.

The time between the appointment and taking up the post is important to ensure that the NQT is well prepared for his / her teaching appointment. The Induction Lead or Induction Tutor will contact the NQT and provide any necessary support and help. Extra support will be provided by key staff from appointment time.

Summary of Main Roles and Responsibilities

A full list of all responsibilities will be found in the NQT Induction handbook.

The Governing Body

The Governing Body will be fully aware of the contents of Guidance to the Law which sets out the school's responsibility to provide the necessary monitoring, support and assessment for NQTs. Careful consideration should be given prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil all its obligations. The Governing Body will be kept aware and up to date about

induction arrangements and the results of formal assessment meetings. The NQT policy must now be included on the list of statutory policies for schools. This policy is to be reviewed annually, and approved at Governing Body level.

The Headteacher

The Headteacher plays a significant and leading role in the process of inducting new colleagues to the profession. He/ she will delegate responsibility for the implementation of the Induction programme to a senior member of staff, the Induction Tutor, but should be kept up to date of all NQT's progress termly. He/ she will recommend to the Appropriate Body whether an NQT has met the requirements for satisfactory completion of the induction period at the end of three terms. The Headteacher will keep the Governing Body aware and up to date about induction arrangements and the results of formal assessment meetings. The Headteacher will observe and give written warnings to an NQT at risk of failing to meet the required standards.

Induction Lead Tutor

The Induction Lead Tutor will ensure the NQT is registered with the Dorset Induction Team. He/ she is responsible for the overall management of initiating NQTs into the teaching profession and into St Nicholas and St Laurence CE VA Primary School's systems and structures. He/ she should act as mentor to the NQT, overseeing both curriculum and pastoral issues. They should organise a central induction programme and monitor the formal, rigorous but fair assessment of NQT performance. He/ she will liaise with other key staff to monitor and support the professional development of the NQT. He/ she and the NQTs will complete the online assessment forms 1 and 2 at the end of the first two terms and assessment form 3 at the end of the third term and, after discussing these with the Headteacher, will submit them to the Appropriate Body. At the end of the induction period, they should make a recommendation to the Headteacher about whether the NQT has met the requirements for satisfactory completion of the induction period. The Induction Tutor will invite NQTs to the St Nicholas and St Laurence CE VA Primary School Induction Day prior to their employment to allow familiarisation of the school and its policies and practices and to make use of departmental resources. The NQT may visit the school on other occasions prior to taking the post.

Induction Mentor

The Induction Mentor will support the development of subject expertise, classroom management and knowledge of Curriculum Area policies, practices, resources and schemes of work. They should demonstrate up to date knowledge of the curriculum for the age group and subjects the NQT teaches. They should meet the NQT every two weeks to review progress. They will undertake lesson observations at least once per cycle and will provide verbal feedback and written feedback within 48 hours. The first observation should be within four weeks of starting. They should use the CEP as a focus for discussion and must set targets and write an action plan with the NQT each term. There should be a second formal lesson observation carried out approximately 4 weeks after the first. All 3 documents should be uploaded to the NQT's profile on Nexus by the IT

Newly Qualified Teacher (NQT)

The NQT should make their CEP (with completed sections A and B) available to all key staff. They should participate fully in the programme of monitoring, support and assessment that is agreed with the Induction Mentor. The NQT should be familiar with the induction standards and should monitor their own work in relation to them. The NQT should take increasing responsibility for their own professional development as the induction period progresses. They should attend the CPD sessions arranged by the Induction Mentor and they should use their extra induction time constructively in order to meet their targets and gather evidence for the Teaching Standards. They should keep documentation and

notes relating to their induction period non-contact time as a record of their training and should use this as a basis for a professional portfolio.

Assessment and 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. Both formative assessments- e.g. lesson observation and target setting- and summative assessment - i.e. termly induction reports will be used. Opportunities will be created for NQTs to gain experience and expertise in self-assessment. Responsibility for assessment will involve all key staff in order to gain a reliable overall view. The Induction Mentor will ensure that assessment procedures are consistently applied. Termly reports will give details of areas of strength, areas requiring development, evidence used to inform judgements, targets for the coming term, standards addressed and support to be provided by the school. Copies of any records will be passed to the NQT concerned.

Formal Assessment Meeting

There should be three formal assessment meetings, one at the end of each term. They should be attended by the Induction Mentor and the NQT. The following should be discussed:

- Written reports from at least two lesson observations and two review meetings
- The NQT's progress
- Career entry profile (CEP)
- Assessment records of students for whom the NQT has responsibilities
- Lesson plans, records and evaluations
- The NQT's self-assessment and record of professional development (form 1).

These meetings should be minuted and copies signed by the Induction Mentor and the NQT and should be kept by the NQT, Induction Lead Tutor, Induction Mentor and Headteacher.

At Risk Procedures

If any NQT encounters difficulties with meeting the NQT standards, the following procedures will be put into place:

- Recorded diagnosis and advice given
- Agreed attainable targets for action with specific and practical steps outlined for improvement
- Support to address any weaknesses
- Early notifications of the concerns will be given, and the school will alert the Appropriate Body without delay.

Where an NQT has continuing difficulties, then 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 Headteacher / Appropriate Body Advisor will support the Induction Mentor and NQT in observations and planning an appropriate programme to enable satisfactory completion of the NQT year.

Addressing NQT concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised with the school in the first instance. If the issue cannot be resolved through the school or through Dorset's NQT Induction team, the principal advisor for DEAS, 01305 221655.

The Appointment of an NQT

When appointing an NQT, the Governing Body must ensure the school is able to provide the monitoring and support needed to prepare the NQT to meet the requirements for satisfactory completion of the induction period.