



INDUCTION OF NQTS POLICY

April 2020-21

Passmores Academy
Part of Passmores Co-operative Learning Community

Policy for the Induction of Newly Qualified Teachers (NQTs)

Rationale

The NQT programme provides the suitable support to enable teachers to transition successfully from their training year into the first few years as a qualified teacher. Our school's induction process ensures the appropriate guidance, support and training through a structured, but flexible individual programme. This induction process will act as a bridge to enable the newly qualified teachers to transition from trainee teacher into the first few years of their teaching career. This programme will enable an NQT to form a secure foundation for building a successful teaching career.

Purposes

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

- providing development opportunities to meet their individual needs;
- providing appropriate counselling and support through the role of an identified mentor;
- providing opportunities to observe and celebrate good practice, both on site and across our learning community;
- showing them how to recognise good practice;
- encouraging reflection on their own and observed practice;
- providing opportunities to identify areas for development;
- supporting the formation of good relationships with all members of the school community and stakeholders.
- facilitating an awareness of the school's role in the local community.
- assisting them to develop an overview of teacher's roles and responsibilities;
- providing a foundation for longer-term professional development;
- enabling them to meet all of the induction standards.

The whole staff works together to implement this policy and support all new teachers become a successful part of our school team.

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 LGB is fully aware of the school's responsibility to provide the necessary monitoring, support and assessment for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil all its obligations. The LGB will be kept aware of the general progress of any NQT.

In the first instance, NQTs should raise any concerns they may have with the headteacher. If the issue relates to the headteacher, the Chair of the LGB will investigate. All investigations will be carried out in accordance with the school's normal procedures, in-line with PCLC policies. *Refer to: Staff Code of Conduct, Staff Probation, and Staff Grievance Procedure*'.

The Co-Principal

The Co-Principal at Passmores Academy 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 NQT coordinator, the Co-Principal will oversee the NQT coordinator's role. Statutory responsibilities are:

- to ensure the NQT's post is a suitable post in which to serve induction;
- to ensure that the NQT coordinator has an appropriate induction programme in place;
- to ensure the NQT has both a reduced timetable and PPA time as necessary; and
- where relevant obtain documentation from the NQT's previous post including any interim assessment and details of absences, and take this into account in determining the length and nature of the NQT's induction programme and period;
- appoint the NQT Coordinator (who must hold QTS) and ensure that they are implementing an appropriate cycle of observations, progress reviews and formal assessments is scheduled;
- ensure the induction tutor is appropriately trained and has time to carry out their role;
- to liaise directly with the NQT Coordinator ensuring that the appropriate Body is alerted when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily;
- maintain accurate records of periods of employment that will count towards the induction period and when NQTs leave the school part way through a period;
- monitor absences and notify the appropriate Body as soon as absences over the whole period total 30 days or more;
- periodically inform the governing body about the school's induction arrangements;
- retain all relevant documentation/evidence on file for six years;
- recommending to the awarding body whether an NQT has met the requirements for satisfactory completion of the induction period

While the Co-Principal may not delegate these responsibilities, many of the associated tasks will be carried out by the NQT Coordinator or other suitably experienced colleague. In addition to the statutory requirements the Co-Principal will:

- observe and give written warnings to an NQT at risk of failing to meet the required standards;
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

NQT Coordinator

The principal requirement for the NQT Coordinator is to be responsible for the overall management of initiating NQTs into the teaching profession and into Passmores Academy's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, liaising directly with the appropriate body, ensuring the appropriate support and guidance from mentors and the rigorous, but fair assessment of NQT performance.

The induction tutor provides NQTs and mentors with day-to-day monitoring and support and must:

- clarify whether the teacher needs to serve an induction period or is exempt; (see below for section on 'Overseas Trained Teacher');
- notify the Appropriate Body when an NQT, who is taking up a post in which they will be undertaking induction, joins the school, before the appointment begins;
- design and implement an effective induction programme;
- ensure the implementation of an appropriate cycle of observations, six progress reviews and three formal assessments is scheduled (ideally in advance) and takes place;
- act early, alerting the appropriate body when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily and keep the Co-Principal informed;
- ensure third party observation of a NQT whose progress towards meeting the standards may be at risk;
- ensure termly assessment reports are completed (on prorated time scale for part-time staff) and sent to the appropriate body as required;
- to appoint a departmental mentor
- to oversee the provision provided by the departmental mentor
- to liaise with the mentor regarding the progress of the NQT
- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the appropriate body where necessary);
- carry out six reviews of progress during the induction period i.e. at the end of each half term;
- undertake three formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate (normally three termly, or pro rated for part-time staff);
- undertake three formal observations of the NQT's teaching and provide the NQT with copies of written summaries i.e. one each term
- ensure nine formal observations of the NQT are undertaken by the Head of Department or the departmental mentor i.e. three per term
- consult and agree with the appropriate body the exceptional cases where it may be appropriate to shorten the induction period;
- within 10 days of the NQT completing the induction period, make a recommendation to the appropriate body on whether the NQT has met the core standards, using agreed forms;
- provide interim assessment reports for staff moving in between formal assessment periods and notify the Appropriate Body when an NQT serving induction leaves the school
- 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;
- take prompt and appropriate action where an NQT appears to be experiencing difficulties; and
- ensure completed assessment reports/forms are sent to the Appropriate Body by the appropriate deadlines.

Overseas Trained Teacher

If a member of staff has been trained abroad and has not completed an induction process in a UK school, they will be expected to complete an induction process at Passmores Academy. This induction process will mirror the NQT induction process.

If the teacher, who has been trained abroad, believes that their qualifications might make them exempt from completing this induction, they should liaise with the NQT Coordinator to ensure that documentation is sent to the appropriate body.

Any member of staff who has been trained abroad will be put through an induction process to ensure that their teaching meets the UK's teaching standards. At the point at which the NQT coordinator and the Co-Principal agree that standards are being consistently met, they will be signed off from the induction process.

Newly Qualified Teacher

The NQT has a vital part to play in their induction.

Before the period starts:

- checking that they have passed any skills tests prior to starting the induction period;
- checking with the GTCE that they have been awarded QTS before starting an induction period; and
- providing evidence that they have QTS and are eligible to start induction.

Once the period has started:

- at the earliest opportunity following appointment meet with their induction tutor to discuss and agree priorities for their induction programme and development, and keep these under review;
- agreeing with their tutor how best to use their reduced timetable allowance;
- ensuring that documentation from their training year is used to inform their NQT year.
- monitoring their progress against the core standards;
- participating fully in the agreed monitoring and development programme;
- raising any concerns with their induction tutor as soon as practicable;
- consulting their appropriate body named contact at an early stage where there are or may be difficulties in resolving issues with their tutor/within the institution;
- keeping track of and participate effectively in the scheduled classroom observations, 6 progress reviews and 3 formal assessment meetings;
- agreeing with their NQT coordinator the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retaining copies of all assessment forms and other documentation. This, along with tracking start and end dates for the induction period is especially important in cases where the NQT has a break/change of employer during the induction period.

In addition to the above:

- whilst not serving induction, NQTs should comply with the limits on supply teaching for those employed in a relevant school, seeking approval from the relevant Appropriate Body to extend the limits

Mentor

In addition to the induction tutor, who has the responsibility for the formal assessment of the NQT, a mentor is appointed to provide on-going support on a daily basis. The mentor will contribute to the judgements about the progress against the Induction Standards. The mentor will:

- meet with the NQT bi-weekly to provide mentoring and coaching
- be the first port-of-call for the NQT, should they encounter any issues
- liaise with the NQT coordinator should they feel that the NQT is encountering any difficulties
- observe the NQT on a regular basis (twice a half term) and where this is not possible, arrange for the Head of Department or another member of experienced staff, to conduct the observation
- provide the NQT with written copies of any observation notes within 48 hours
- oversee the implementation of any support mechanisms provided for the NQT

The Appropriate Body

The appropriate body (TES Institute, along with the Head Teacher, is jointly responsible for the supervision and training (professional development) of the NQT during induction and has the main quality assurance role. The school works closely with TES Institute to ensure that the statutory requirements are fully met.

The Appeal Body

The Teaching Regulation Agency is the Appeal Body in England. If an NQT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:

- allow the appeal;
- dismiss the appeal; or
- extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by the Appropriate Body)

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 Purford Green Primary 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 taking up appointment 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 an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with mentor, senior managers, subject coordinators 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.
- Opportunities for further professional development based on agreed targets.

Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE's guidelines on NQT induction unless the NQT is viewed as in risk of failing to meet the necessary standards.

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.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the NQTs 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.
- 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 NQT encounters difficulties with meeting the NQT 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 with specific and practical steps 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.
- Early warning of the risk of failure will be given and the school's concerns communicated TES Institute.

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 Head/LA advisor will support the induction tutor and NQT in observations and planning an appropriate programme to ensure satisfactory completion of the NQT 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.

This policy will be reviewed:

- **annually**, as part of the school's development cycle or
- prior to this date should there be any changes to statutory requirements.