

# ***Thurlton Primary School***

## ***Newly Qualified Teacher (NQT) Induction Policy***



### ***Policy Consultation & Review***

This policy will be reviewed in full by the Governing Body on an annual basis.

This policy was reviewed and ratified by the Governing Body on: 1.3.2021

Signature *Ms Howley*

Headteacher

Date: 1.3.2021

Signature *J Howell*

Chair of Governors

Date: 1.3.2021

The first year of teaching is not only very demanding but also of critical significance in the professional development of a new teacher. It is vital new teachers get a good start to their early teaching careers through appropriate transitional support. The school's induction process is aimed at ensuring a smooth transition from training into the teaching profession ensuring that the appropriate guidance, support and training (to include the development of skills, knowledge, expectations and observation) 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.

## ***AIMS***

The school's induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of NQTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to the school. Specifically, the school will:

- provide support to meet the generic needs of all NQTs and specific needs of individual NQTs
- provide individualised support through high quality mentoring
- provide NQTs with examples of good classroom practice
- help 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 NQTs address any areas of concern
- provide a foundation for longer-term professional development
- ensure a smooth transition to prepare to help NQTs meet all the teacher standards at an appropriate level

The whole staff will be kept informed of the school 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.

## ***THE INDUCTION PROGRAMME***

For a full-time NQT, the induction programme will typically last for a single academic year. Part-time NQTs will serve a full-time equivalent. The programme is quality assured by Norfolk Children's Services, our ***appropriate body***.

## ***ENTITLEMENT FOR INDUCTION***

The 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. Each NQT will have access to an induction programme that will commence upon appointment and be reviewed after one year in post.

- Where possible structured visits to the school prior to taking up appointment will be provided, with time to discuss developments needed and how they will be assisted in making these.
- Meet with their Induction Tutor and their Mentor in the first week of taking up appointment in school to develop an action plan which meets their needs from the end of ITT and the start of the induction year. The plan will link to the teacher standards.
- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout and by the end of the induction period
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range
- Have regular meetings with subject coordinators, SENCo etc. to support their teaching
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts

- Not be given additional non-teaching responsibilities without appropriate preparation and support
- Not have unreasonable demands made upon them
- Not normally teach outside the age range and/or subjects they have been employed to teach
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis
- Confronting of any areas of practice or behaviour that may prevent the NQT meeting the Teachers' Standards in a timely, honest and professional manner

## ***SUPPORT FOR NQTS***

We support our NQTs with:

- Their own designated Induction Tutor, who will provide day-to-day monitoring and support and co-ordinate their assessments
- Observations of their teaching at regular intervals and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place on at least a monthly basis, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice

## ***ASSESSMENTS OF NQT PERFORMANCE***

The assessment of NQTs will be rigorous and objective. Both formative assessment (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 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, pupils and Parents/Carers as well as formal observations of teaching.

Formal assessment meetings will take place on a termly basis.

These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period and drawn from the NQT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the NQT and the appropriate body. After these meetings, formal assessment reports will be completed that clearly show how the NQT is performing against the relevant standards.

At the end of the programme, NQTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the Headteacher to decide whether the NQT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form. The NQT can add their own comments to this final form.

The form will then be sent to the appropriate body, who will make the final decision on whether the NQT has passed their induction period.

## ***AT-RISK PROCEDURES***

If it becomes clear the NQT is not making sufficient progress, additional monitoring and support measures will be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the NQT towards satisfactory performance
- An effective support programme is put in place to help the NQT improve their performance

If there are still concerns about the NQT's progress at their next formal assessment, so long as it is not the final assessment, the Headteacher will discuss this with the NQT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

## **ROLES AND RESPONSIBILITIES**

### **ROLE OF THE NQT**

The NQT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their Induction Tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their Induction Tutor how best to use their reduced timetable allowance
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their Induction Tutor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment forms

*When the NQT has any concerns, they will:*

- Raise these with their Induction Tutor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their tutor or within the school

### **ROLE OF THE HEADTEACHER**

The headteacher will:

- Check that the NQT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the NQT starting, who will act as the appropriate body
- Notify the appropriate body when an NQT is taking up a post and undertaking induction
- Make sure the NQT's post is suitable according to statutory guidance (see section 3.1 above)
- Ensure the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make the Governing Body aware of the support arrangements in place for the NQT
- Make a recommendation to the appropriate body on whether the NQT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

### **ROLE OF THE INDUCTION TUTOR**

The Induction Tutor will:

- Provide guidance and effective support to the NQT, including coaching and mentoring
- Carry out regular progress reviews throughout the induction period
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Inform the NQT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the NQT to add their own comments
- Ensure that the NQT's teaching is observed and feedback is provided

- Ensure the NQT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the NQT appears to be having difficulties

### ***ROLE OF THE MENTOR***

In addition to the Induction Tutor, who has the responsibility for the formal assessment of an NQT, 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 progress against the Teachers' Standards.

### ***ROLE OF THE GOVERNING BODY***

The Governing Body will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the NQT
- Ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the NQT as part of the school's grievance procedure
- If it wishes, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the NQT

### ***MONITORING ARRANGEMENTS***

This policy will be reviewed annually by the LGB and at every review it will be approved by Clarion Academy Trust.

### ***LEGISLATION AND STATUTORY GUIDANCE***

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for Newly Qualified Teachers \(England\)](#), and [Induction for newly qualified teachers during the coronavirus outbreak](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The ***relevant standards*** referred to in this policy are the [Teachers' Standards](#).

This policy complies with our funding agreement and articles of association.