



Newly Qualified Teachers Induction Policy September 2020

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September 2020	September 2022

Head teacher:		Date:	8.10.2020
Chair of Governing Body:		Date:	8.10.2020

Policy for the Induction of Newly Qualified Teachers (NQTs) at Ash Grove Primary Academy

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 Academy's induction process ensures the appropriate guidance, support and training to include the development of skills and 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.

Introduction

Ash Grove Primary Academy recognises that Induction for Newly Qualified Teachers (NQTs) is a Statutory requirement in accordance with Statutory guidance on induction for newly qualified teachers (England) December 2013.

Newly Qualified Teachers present schools with challenges and rewards. They bring with them new skills, knowledge and enthusiasm and can be a catalyst for positive change. However, they do require and deserve a carefully planned programme, if the initial years are to be successful and rewarding ones. All staff in the academy have a role to play in supporting the teacher new to the profession. Governors, subject leaders/phase leaders and members of the senior management team have a particular part in the process of ensuring that expertise and advice is available as necessary. This policy aims to clarify some of the roles and requirements necessary following the appointment of an NQT.

The Induction Period

The Governors and Head teacher of Ash Grove Primary Academy will ensure that the induction period:

- Helps the NQT to build upon the knowledge, skills and understanding developed in initial teacher training
- Helps the NQT to become a full member of the teaching profession and provides a foundation for their longer-term professional development, within the context of their individual needs
- Helps the NQT to meet identified targets, particularly those relating to the requirements for the satisfactory completion of the induction year
- Includes systematic, fair and rigorous assessment procedures, based on evidence of the NQT's professional practice
- Ensures that any NQT making unsatisfactory progress is given sufficient timely support to make necessary improvements

Ash Grove Primary Academy's responsibility to NQTs

Governors recognise that the appointment of an NQT is a serious and costly responsibility. Appropriate funding will be given to support the NQT. When appointing an NQT the Governors and Headteacher are making a commitment to:

- Provide the NQT with appropriate teaching commitment, which is no more than 90% of the normal teaching timetable or pro rata equivalent
- Assign an Induction Tutor with the interest, time and experience to be influential in the development of the new teacher, providing appropriate counselling and support
- Provide a well-structured Academy-based induction programme appropriate to the individual needs of the NQT
- Enable the new teacher to attend appropriate courses for NQTs
- Provide NQTs with examples of good practice by enabling NQTs to observe others within the academy as well as enabling them to visit good schools in the local area to see effective practice at first hand
- Help NQTs form good relationships with all members of the academy community and stakeholders.
- Help the NQT become aware of the academy's role in the local community □ Encourage reflection on their own and observed practice
- Provide opportunities to recognise and celebrate good practice. □ Provide opportunities to identify areas for development
- Help NQTs develop an overview of teacher's roles and responsibilities □ Help NQTs meet all of the induction standards.

The whole staff will be kept informed of the Academy induction policy and encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured whole Academy 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 aware of the Statutory guidance on induction for newly qualified teachers (December 2013 England) which set out the Academy'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 Academy has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements.

The governing body:

- will ensure compliance with statutory guidance, and in particular ensure that the head teacher is fulfilling his or her responsibility to provide any NQTs serving induction in the Academy with a suitable post and the necessary support, monitoring and assessment;
- can request general reports on the progress of an NQT but are not automatically entitled to have access to an individual's assessment forms;
- investigate concerns raised by an individual NQT as part of the institution's agreed grievance procedures; and
- can seek guidance from Wakefield on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process.

The Headteacher

The Headteacher plays a significant and leading role in the process of inducting new colleagues into the profession. While responsibility for the implementation of the induction Programme has been delegated to an induction tutor, the head teacher will also observe the NQT at least once each term. Statutory responsibilities are:

- Clarify whether the teacher needs to serve an induction period or is exempt
- Notify the appropriate body when an NQT who is taking up the post joins the Academy, before the appointment begins
- Ensure the NQTs post is a suitable post in which to serve induction
- Ensure that the appropriate induction programme is in place
- Ensure that the NQT has both a reduced timetable and PPA time as necessary
- Where relevant obtain documentation from the NQTs previous post including any interim assessments and details of absences, and take this into account in determining the length and nature of the NQTs induction programme and period
- Appoint an induction tutor who is appropriately trained and has time to carry out their role
- Ensure that the appropriate cycle of 6 observations, 6 progress reviews and 3 formal assessments is scheduled 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
- Ensure a third party observation of an NQT whose progress towards meeting the standards may be at risk
- Maintain accurate records of periods of employment that will count towards the induction period and when NQTs leave the Academy 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
- 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 the agreed forms

Induction Tutor

The Induction tutor is a member of the senior leadership team.

The induction tutor is to be responsible for the overall management of initiating NQTs into the teaching profession and into Towngate's systems and structures. The induction tutor is responsible for supporting the NQT through overseeing their induction programme, using modelling, coaching and instruction to enable a smooth induction into Academy and enable early difficulties to be addressed successfully.

The induction tutor will need to:

- Ensure the NQT is registered with Wakefield LA
- Ensure both they and the NQT know the time span for the NQT's induction period.
- Produce a tailored support programme building on the NQT's CPD
- Carry out six reviews of progress during the induction period
- Undertake three formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally three termly, or pro-rated for part-time staff)
- Undertake most of the NQT's observations
- Ensure that at least six observations of the NQT's teaching take place and that the NQT is provided with copies of written feedback records
- Ensure NQTs are aware of how, both within and outside the Academy, 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.
- Provide or co-ordinate guidance and effective support including coaching and mentoring for the NQTs professional development
- Ensure completed assessment reports / forms are sent to the appropriate body by the appropriate deadlines.

Observations

During the induction period each NQT should be observed at least once every half term by the induction tutor and/ or by others as appropriate. The first observation should take place during the first four weeks. The observations should be followed by professional review discussions at which the NQT and induction tutor review progress against the NQT's objectives, revising the objectives and action plan if necessary.

Observations of experienced teachers

It is likely that the majority of observations will take place in Academy. However, opportunity should also be taken for NQTs to observe:

- teaching in a local secondary Academy, teaching in a neighbouring primary Academy, teaching in a Academy with a contrasting catchment

Other professional development activities

The NQT should be supported in following up any issues raised as part of their induction. This might include:

- Strength and development priorities
- Time to spend with the SENCO to focus on specific/general matters
- Visits to other Academics to follow up priorities and to observe exemplary practice
- Opportunities to discuss subject leadership with members of Academy staff (primary)
- Opportunities to observe experienced teachers/other departments (secondary) within the Academy

Formal assessment meetings

There should be three formal assessment meetings, one at the end of each term. They should consist of either the head teacher and the NQT or the induction tutor and the NQT. At these meetings the following should be discussed:

- Written reports from at least two observations and two review meetings
- The NQT's progress in meeting the Teacher Standards
- Assessment records of pupils for whom the NQT has been responsible
- Lesson plans, records and evaluations
- The NQTs self-assessment and record of professional development

The LA should be notified as soon as possible if it seems as though an NQT will have difficulty meeting the standards at the end of their induction period. The Governing body should also be kept informed as to the progress of NQTs.

Induction assessment forms and the final assessment

Following the first two formal assessment meetings a form should be completed to indicate whether or not the NQT is making satisfactory progress.

NQTs will be assessed at the end of the induction period against the Teacher standards. It is the responsibility of the head teacher to formally notify Wakefield LA, using the final assessment form, as to whether the NQT has met the Teacher standards and in particular their:

- strengths;
- areas requiring further development, even where the NQT is deemed to be making satisfactory progress (for example the core standards, or aspects of the standards, which the NQT has yet to meet);
- evidence used to inform the judgement;
- targets for the coming term and the support which is planned.

Comments must be in the context of and make reference to specific standards.

Interim assessments

Interim assessments should also be sent to Wakefield LA within ten working days of the relevant assessment meeting. This is for when an NQT leaves following the first assessment period and before the end of the second assessment period or after the second assessment period and before the end of the third/final period.

What the Academy expects of NQTs

Under usual circumstances the post to which an NQT is appointed will be well matched to their training experience. They will be deployed to:

- The age groups for which they are trained; Thus enabling a fair assessment of their progress to be made and their further training needs to be identified and met;

NQTs are expected to comply with the Academy's policies and practices for all the staff to:

- Consistently meet all the Professional standards throughout the induction period
- Set and maintain good standards of pupil behaviour in the classroom
- Identify and take advantage of the opportunities offered by the Academy as part of the local community
- Liaise effectively with pupils' parents and carers
- Take responsibility for implementing Academy policies and practices
- Take responsibility for their own professional development, participate in target setting and associated professional development, maintain their CPD and keep up-to-date with research and developments in pedagogy and in the subjects they teach.
- Teach lessons which are thoroughly prepared and which relate to the Academy's schemes of work
- Provide and mark homework in accordance with the Academy's homework/home Academy contract
- Comply with the Academy's dress code
- Ensure registrations and lessons are started promptly
- Be a good role-model to students both in and out of Academy
- Monitor children's progress
- Support the learning of all the children, liaise with the SENCO and make use of support staff

Prior to beginning work the NQT should check –

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

Staff induction day

A day should be agreed between the NQT and their induction tutor. During the day the new teacher should be made aware of:

- Key personnel and their roles and responsibilities
- Academy layout – emergency exits, toilets, classrooms etc
- Term dates, Academy times, meeting dates and times
- Details of Wakefield's training programme for NQTs/CPD programme
- Signing in procedures, fire drill arrangements and other safety and security issues
- Emergency procedures, e.g. arrangements for first aid, accident and incident reporting
- Class list including, SEN information, Gifted and Talented register, pupils' medical information
- Policies including, health and safety, curriculum policy, appropriate risk assessments etc
- Academy Development Plan and relevant action plans

It is the NQT's entitlement to

- Receive help, support and guidance from an induction tutor
- Be observed at least half-termly and be provided with follow-up discussions
- Have a termly professional review of progress
- Be given the opportunity to observe experienced teachers
- Have regular meetings with senior managers, subject leaders or other key staff, when appropriate
- Have time and opportunities to meet with other NQTs
- Be provided with other professional development activities, e.g. Wakefield NQT training package

The NQT is entitled to a reduced timetable. Arrangements must be made to enable 10% of the timetable (as well as 10% for PPA time) to be kept free. This means that the NQT teaches for no more than 90% of the time that another teacher would be expected to teach. This release time should be protected and allocated at appropriate intervals.

Each NQT should:

- discuss with their induction tutor and agree priorities for their induction programme
- decide how best to use the reduced timetable allowance
- monitor their progress against the core standards
- participate fully in the agreed monitoring and development programme
- raise any concerns with their induction tutor as soon as practicable
- keep track of and participate effectively in the scheduled classroom observations, 6 progress reviews and 3 formal assessment meetings
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences
- retain copies of all assessment forms especially in cases where the NQT has a break/change of employer during the induction period

When NQTs are in difficulty

In the case of any complaint about the induction process the NQT should use the usual complaints procedure as outlined in the Academy prospectus. If this does not address the issue then the NQT should contact nqt@wakefield.gov.uk 01226 392439 at Wakefield LA.

A very small number of NQTs will encounter difficulties. The vast majority will overcome these with support. Structures should be in place to support NQTs who may experience difficulties.

If an NQT is struggling to meet any of the teacher standards the judgement must be clearly identified, evidenced, and linked to the specific Standards.

- Areas of weakness, targets and support should be identified and recorded and an action plan completed. This will show the specific standard concerned, the support which will be put in place to assist and when the actions will be reviewed. The NQT must be involved at all stages. There should be no surprises in assessment reports.
- Colleagues to support the NQT and mentor/tutor e.g LA consultants and advisers, professional and subject associations will be called upon.
- Once a problem has been overcome the success will be acknowledged in the assessment meeting and in the report.

The NQT coordinator will be given copies of the interim reports and the action plan provided and the Head teacher will carry out additional observations of the NQT.

If the concerns persist or it is felt that a teacher may fail to develop full competence after all reasonable support and other measures have been provided, the Head teacher will consult with the NQT coordinator and the NQT will be informed in writing that he/she is at risk of failing to meet the Core standards and the consequences of this.

Implementation and review

This policy will be

- made known to all Staff and Governors.
- reviewed regularly.
- taken into consideration when updating the Academy Development Plans by consultation with appropriate staff.