

# NQT Induction Policy

## JOHN HENRY NEWMAN ACADEMY

Date of Ratified	Signed By/Position	Signature
March 2020	Head Teacher Katie Sreaton	
	Assistant Heads Rachel Weston Kate Rudman	
	Chair of Governors Jean Holderness	

### Newly Qualified Teacher Induction Policy

This is underpinned by statutory guidance from the Department for Education. This means that those involved in managing statutory induction arrangements must have regard to it when carrying out their relevant duties.

### Rationale

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue, with monitoring and an assessment of performance against the relevant standards.

The induction programme at John Henry Newman Academy supports newly qualified teachers (NQTs) to demonstrate that their performance against the relevant standards is satisfactory by the end of the period and by equipping them with the tools to be an effective and successful teacher. The programme is structured but flexible so that it can respond to individual development needs and provides appropriate guidance, support and training, which will enable NQTs to form a secure foundation for a successful teaching career.

### Aims

The aim of the policy is to support and guide NQTs in their first year of teaching by making a significant contribution to both the professional and personal development of individual NQTs. The programme aims to:

- To be flexible and appropriate to the needs of individual NQTs;
- To help NQTs to understand their responsibilities as part of the teaching profession;
- To provide a foundation for NQTs to develop professionally in the long-term.

- To provide programmes appropriate to the individual needs of the NQT through the completion of the Career Entry and Development Profile and frequent review of performance against the Core Standards;
- To provide guidance and support to enable NQTs to meet the Core Standards by the end of their induction year;
- To provide appropriate action planning, reviewing, monitoring and support through the role of an identified induction tutor;
- To provide opportunities to identify areas for development and to form action plans to meet identified targets.
- To provide NQTs with the opportunity to observe good practice and to reflect on their own and observed teaching practice with their NQT Induction Tutor;
- To help NQTs form good relationships with all members of the school community and stakeholders and be fully integrated to the school as a whole;
- To help NQTs become aware of the school's role in the local community;

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 of those involved in the Induction Process**

#### The Newly Qualified Teacher (NQT)

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

Before the period starts:

- Checking that they have passed any skills tests prior to starting the induction period.
- Checking with the DFE Teaching Agency that they have been awarded QTS before starting an induction period
- 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 keep these under review;
- Agree with their induction tutor how best to use their reduced timetable allowance;
- Using the Career Entry and Development Profile (CEDP) to support planning the induction programme;
- Recording evidence of their progress against the relevant standards;
- Participate fully in the agreed monitoring and development programme;
- Raise any concerns with their induction tutor as soon as practicable;
- Consult their Appropriate Body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution;
- Keep track of and participate effectively in the 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;

- Retain 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 Appropriate Body to extend the limits.

### The 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 the school's systems and structure, providing regular support. The Induction Tutor will match judgements about NQT performance against the Teachers' Standards. The role also requires the Induction Tutor to keep records of activities and evidence of monitoring the quality assurance of provision. It embraces various tasks, such as organising the induction programme, providing opportunities to participate in additional support, e.g. partnership with other teachers in school, providing support and guidance and enabling the rigorous but fair assessment of NQT performance. The induction tutor should:

- 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.
- Ensure completed assessment reports/forms are sent to the Appropriate Body by appropriate deadlines.

### The Head teacher

The Headteacher plays an important part in the process of inducting new colleagues to the profession. The Head teacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the NQT during induction, While responsibility for the implementation of the induction programme has been delegated to an NQT Induction Tutor, the Headteacher will also observe each NQT as required, but at least once a term and, in addition should:

- 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 as defined by the DfE statutory Induction Guidance document;
- Ensure the Induction Tutor is appropriately qualified, trained and has sufficient time to carry out their role effectively;
- Ensure an appropriate and personalised induction programme is in place;
- Ensure the NQT has both a reduced timetable (10% NQT time) and PPA time as necessary;

- 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;
- Within 10 days of the NQT completing the induction period, make recommendation to the Appropriate Body on whether the NQT has met the core standards, using agreed forms;
- Retain all relevant documentation, evidence and forms on file for six years.

There may also be circumstances where the Head teacher 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 school'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.

### The Governing Body

The Governing Body:

- Should ensure compliance with the [Statutory Guidance](#) for NQT Induction;
- Should be satisfied that the institution has the capacity to support the NQT;
- Should ensure the Head teacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- Must investigate concerns raised by an individual NQT as part of the school's agreed grievance procedures;
- Can seek guidance from the Appropriate Body on the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process; and
- Can request general reports on the progress of an NQT.

### The Local Authority

The Local Authority, along with the Headteacher, 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 the Local Authority to ensure that the statutory requirements are fully met.

### The Appeal Body

The DfE Teaching Agency (TA) 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).

### **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;
- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used;
- Responsibility for assessment will 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-evaluation;
- The induction tutor will ensure that assessment procedures are consistently applied;
- Copies of any records will be passed to the NQT concerned;
- Termly assessment reports will give details of areas of strength, areas requiring development, evidence used to inform judgement, targets for coming term and support to be provided by the school.

(All of the above will be clearly referenced to the Teachers' Standards 2012)

### **Statutory Requirements**

This policy is informed and underpinned by the [\*Induction for Newly Qualified Teachers \(England\) Statutory Guidance for appropriate bodies, head teachers, school staff and governing bodies \(Department for Education\)\*](#). (Revised April 2018)

In line with the statutory guidance the school will:

- Apply The Teachers' Standards to assess an NQT's performance at the end of their induction period.
- Identify a person, with QTS, to act as the NQT's induction tutor, giving the person sufficient time to carry out the role effectively and meet the needs of the NQT;
- Ensure that NQTs have a reduced timetable of no more than 90% of the timetable of the school's existing teachers on the main pay range to enable them to undertake activities in their induction programme. This is in addition to the planning, preparation and assessment time (PPA) that all teachers receive;
- Facilitate NQT's observation of experienced teachers either in this school or another school where good practice has been identified;
- Keep NQTs up to date on their progress – there will be 'no surprises'.

### **NQTs at Risk of Failing NQT Induction**

If an NQT is at risk of not meeting the Teachers' Standards by the end of the induction period, the school will:

- Inform the NQT of the concern and identify where they need to improve their practice;
- Ensure that additional monitoring and support measures are put in place immediately;
- Set appropriate objectives to guide the NQT towards satisfactory performance against the relevant standards;
- Put an effective support programme in place to help the NQT improve their performance;
- Give the NQT every opportunity to improve their performance;

- Inform the Appropriate Body that there is a concern.

An NQT has only one chance to complete statutory induction. An NQT who has completed induction and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision). While such an NQT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

#### Addressing NQT Concerns

If an NQT has any concerns about their NQT induction, these should be raised within the school in the first instance. Where the school is not able to resolve them, the NQT should raise concerns with the named contact at the Appropriate Body.

Person responsible for policy: Katie Screatton - Headteacher

Revised: March 2020

Review date: September 2020

Governor committee: LGB