

CLAVERHAM COMMUNITY COLLEGE



Induction of Newly Qualified Teachers (NQTs)

March 2021

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Date: 17.03.2021

Reviewed: March 2022

Claverham Community College

Policy for the Induction of Newly Qualified Teachers (NQTs)

Overview

Claverham's induction programme ensures an effective transition from Initial Teacher Training into the teaching profession, enabling NQTs to establish a secure foundation upon which to build a successful teaching career.

During the induction period NQTs benefit from a supportive start to their teaching career through appropriate challenge and development opportunities.

The NQT induction programme has been designed to meet statutory requirements and support the professional development of NQTs.

The programme provides:

- a high quality transition from teacher training, continuing to support NQTs in meeting their development needs in their Induction year
- effective and timely support to the NQT
- an individualised development and support programme
- high quality mentoring including providing NQTs with examples of good classroom practice
- support to the NQT in forming effective professional relationships with all members of the school community
- opportunities to recognise and celebrate success
- the development of reflective skills in their practice
- support in addressing development needs and if necessary areas of progress concern
- longer-term professional development.

Roles and responsibilities

The Governing Body

The governing body must be satisfied that the school has the capacity to support the NQT and that the headteacher/principal is fulfilling their responsibilities.

Careful consideration should be given, prior to any decision to appoint an NQT, as to whether the school currently has the capacity to fulfil all of its obligations during the induction period.

The Headteacher/Principal

The Headteacher/Principal ensures the process for the induction of NQTs to the school.

They will ensure:

- a high quality induction programme and support are in place, including all pre-employment requirements are carried out
- the NQT has the opportunity to meet with key staff prior to the start of their Induction year
- that the NQT is formally observed within four weeks of commencing Induction
- observe and, if needed, give support and advice to an NQT at risk of failing to meet the Teachers' Standards
- recommendation to the Appropriate Body of successful completion of the Induction period
- keep the Governing Body aware and up to date about induction arrangements and NQT progress.

Induction Tutor

The Induction Tutor is responsible for:

- the management and supervision of the NQT's development during their Induction period
- support and guidance, providing additional support where needed
- a fair and consistent assessment of the NQT's progress
- ensuring the Teachers' Standards are being met
- at all times keeping progress records and monitoring the quality of provision
- completion with the NQT of three assessment forms over the Induction period.

The NQT's induction programme

The induction programme ensures that NQTs are provided with individualised support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of Induction.

It builds on prior knowledge and skills in their Initial Teacher Training in meeting the Teachers' Standards in their Induction period.

The programme will include the following.

- Prior to the start of the Induction year, the NQT receives documentation which will help them become familiar with the school's systems and expectations.
- Have the opportunity to visit the school and meet key staff with whom they will be working, including their induction tutor.
- Receive information about the class or classes they will be teaching to be able to begin planning.
- Have an introductory meeting with their induction tutor.
- Access to an Induction programme that will commence upon appointment, with review at the required assessment points and a final review after one full-time year in post.
- An individualised programme of monitoring and support, adapted to their needs as the year progresses.
- A 10% reduced timetable. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. The additional 10% for NQTs to be used for CPD activities.
- Support from a designated induction tutor. In a small school this could be the headteacher, in another school a senior member of staff. In larger schools it could be a team leader or a suitably experienced teacher.
- Focused observation of teaching and a follow-up discussion. NQTs should be observed at least once in every term (in a six-term year). The first observation should be within the first four weeks in school. They should have the opportunity for a follow-up discussion and should receive a written record of each observation.
- At least one professional review meeting with their induction tutor every term (in a six-term year) to discuss their progress, set new targets and identify any support they may need.

- Three formal assessment meetings of their performance measured against the Teachers' Standards.
- The opportunity to observe experienced teachers in their own school, and in another school, where particular areas of good practice have been identified.
- A planned programme of CPD, to be organised by the school and to take place within their 10% timetabled allocation. The programme of CPD should be based on their strengths and areas for development, identified in their self-review against the Teachers' Standards. Part of the programme of CPD may also involve attending training sessions and courses organised by Sussex Teaching Schools or other providers.
- Opportunities to work with the school SENCO or another teacher with significant expertise in teaching SEN pupils.
- Support for parents' meetings.
- A named contact with whom they can get in touch to discuss any difficulties with induction that they have not been able to resolve in school. The contact is for schools using Sussex Teaching School Alliance as its Appropriate Body.

Assessment and Quality Assurance

The assessment of a NQT's progress will be rigorous, fair and objective.

- The criteria and timings used for formal assessments will be shared and agreed in advance.
- Using both formative assessment (e.g. lesson observations and target setting) and summative assessment (assessment forms).
- Assessment will draw on views from teaching staff who are supporting the NQT's progress.
- Assessment forms should include details of:
 - evidence of strengths and areas requiring development
 - evidence used to inform judgements
 - targets for the next assessment period and, for the final assessment, beyond Induction
 - support and development opportunities provided by the school.
- As well as formal observations of teaching, assessments should include evidence from planning, pupils' work, progress data and the NQT's relationships with staff, students and parents.
- The Induction mentor will ensure that assessment procedures are consistently applied.
- Copies of records and assessment forms will be forwarded to the NQT for their comment.
- Each year, the school will undertake Quality Assurance of their NQT procedures using the Sussex TSA NQT audit (available in Resources on NQT Manager), ensuring that suitably experienced mentors are supporting the NQT's progress.

Progress concerns

From time to time NQTs may experience progress concerns.

For NQTs not meeting particular Teachers' Standards, the following procedures will be put into place.

- Additional support provided to include a Support plan with milestones and targets set against the relevant Teachers' Standards.
- A Support plan provided with specific steps outlined for securing an improvement in practice.
- A record kept of weekly meetings.
- Experienced colleagues modelling good practice to address particular areas of teaching.
- The Appropriate Body kept informed of the NQT's progress concerns and support provided.
- Where an NQT advises there are mitigating reasons for the progress concerns, consideration will be given and any reasonable adjustments to their teaching will be made where possible to support the NQT's development needs.
- If an NQT has a declared disability that may be affecting their performance this will be discussed with the Appropriate Body to support the NQT and any reasonable adjustments to their teaching will be made where possible.
- In the weeks prior to the assessment form submission, the NQT be advised of the likely progress grading to be given. If necessary where concerns continue, prior to the commencement of their final assessment period, the NQT is advised of the risk of failure to successfully complete Induction.
- Where there are mitigating reasons, an extension to Induction may be considered.

Where an NQT has continuing progress concerns, further support and advice will be given.

The named Appropriate Body contact will be informed as soon as it becomes clear an NQT is at risk of not meeting one or more of the Teachers' Standards. The NQT to be advised they can discuss concerns with the named contact.

If an NQT has concerns about their induction mentoring and support, these should be raised with their school mentor in the first instance. Where the school is not able to resolve the concern the NQT should raise concerns with the named Appropriate Body contact.

Note:

A policy update will be required for September 2021 with the introduction of the Early Career Framework.