

Barmby Moor and Garton on the Wolds CE (VA) School NQT Induction Policy

School Mission Statement

Our school nurtures the very best in each individual, providing a high standard of teaching and learning. Our Christian values encourage care for all, mutual respect, responsibility and strong partnerships between school, home and church.

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 induction process ensures that the appropriate guidance, support and training (including the development of skills, knowledge, expectations and observations) are provided through a structured but flexible individual programme. At Garton on the Wolds and Barmby Moor CE Primary School we will:

- make newly qualified teachers feel welcome in our school and support them in integrating into our school;
- ensure NQTs understand the school's mission and their role and responsibilities within our team in delivering this mission;
- support NQTs in consolidating their teacher training and in gaining experience and developing professional expertise to enable them to complete their induction period successfully.

This will enable NQTs to form a secure foundation upon which a successful teaching career, fulfilling their professional duties.

Purpose

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

The Headteacher and governors will ensure that the induction period will:

- Help the NQT to build upon the knowledge, skills and understanding developed during initial teacher training and provide a foundation for longer term professional development;
- Help the NQT to develop an overview of teachers' roles and responsibilities;
- Provide the NQT with an individualised programme of support appropriate to the needs of the NQT;
- Provide the NQT with appropriate teaching commitment which is no more than 90% if the normal teaching timetable or pro-rata equivalent. In addition to this there will be a 10% PPA time as received by full-time teachers;
- Provide the NQT with an induction mentor with day-to-day responsibility for the induction process;
- Help NQTs meet all the Teachers' Standards;
- Encourage NQTs to reflect on their own and observed practice;
- Provide opportunities for further professional development based on agreed targets;
- Provide opportunities for NQTs to observe experienced colleagues teaching within the school and in other schools.

Statutory Requirements for NQT Induction

The statutory induction arrangements enable all newly qualified teachers to be provided with support in their first year of teaching, in order to build a firm foundation for their professional career and development. The induction process is intended to provide a bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and assessment of performance against the Teachers' Standards. The Standards set a clear baseline of expectations for the professional practice and conduct of teachers, from the point of qualification.

Successful completion of an induction period is a statutory requirement in order for a teacher with Qualified Teacher Status (QTS) to continue teaching in a maintained school or nursery, a non-maintained special school or Pupil Referral Unit, subject to certain exceptions (as set out in regulations).

An NQT has only one opportunity to complete statutory induction. If failed, the induction cannot be repeated.

Induction Timescale and Formal Assessment

The length of an induction period an NQT is required to serve is the full time equivalent of one school year (three school terms). The LA makes the final decision about the equivalence to one school year if the NQT serves induction in more than one setting. Formal assessments must be submitted to the LA on a termly basis for full-time NQTs. The online system NQT Manager is used by the school to submit formal assessments.

Responsibilities

The school's induction mentors are Miss Helen Fox and Mrs Hilary Heaton.

The governor with responsibility for NQTs is Miss Kathryn Allan.

Local Authority

The Local Authority has the main quality assurance role within the induction process and is required to collect data on behalf of the DfE. Through this quality assurance role, the LA ensures that:

- Headteachers (and governing bodies where appropriate) are aware and capable of meeting their responsibilities for monitoring support and assessment;
- Headteachers (and governing bodies where appropriate) are meeting their responsibilities in providing a suitable post for induction;
- The monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- Where an NQT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- Where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- Induction tutors/mentors are trained and supported with institutions providing sufficient time to enable the role to be carried out effectively;
- Headteachers are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- The Headteacher has verified that the award of QTS has been made;
- NQTs' records and assessment reports are maintained;
- Agreement is reached with the Headteacher and the NQT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- A final decision is made on whether the NQT's performance against the Teachers' Standards is satisfactory or an extension is required and the relevant parties notified;
- The National College for Teaching and Learning is notified with details of NQTs who have started, completed (satisfactorily or not), require an extension on the induction year or who have left school partway through an induction period;
- A named contact is provided with whom NQTs can raise issues about induction which have not been resolved in school. The named contact for the ERYC LA is Rebecca Lewis.
- In light of the Headteacher's recommendations, whether an NQT has met the Teachers' Standards and notifies the relevant parties.
- Consequences of failure to meet the Teachers' Standards, at the end of the induction period, are taken and whether an extension is given.

The LA will also:

- Keep schools informed about induction arrangements;
- Provide NQT Induction Handbooks and statutory guidance;
- Provide telephone help and advice;
- Provide a 'Welcome Event' for NQTs;
- Process, review, monitor and provide feedback on the termly assessment reports;
- Provide guidance on the length of induction for part-time NQTs;
- Provide training and development for induction tutors and mentors;
- Liaise with other LA services to ensure schools are given high quality advice and support where necessary;
- Co-ordinate additional support, where necessary, so that schools feel confident in fulfilling their responsibilities to their NQTs;
- Provide additional support where an NQT is at risk of not meeting the Teachers' Standards.
- Conduct quality assurance activities across the year including sampling at least 10% of the induction provision through a ½ day visit to the school and audit of induction arrangements.

School

It is the school's responsibility to register the NQT with an Appropriate Body (which is the LA).

The school also has the responsibility to check the following:

- Has the NQT been awarded QTS and successfully passed the skills tests?
- Is the NQT exempt from induction?
- Is the post suitable for induction?

The school will refer to the LA guidance when making these checks.

Headteacher

The Headteacher and the Local Authority are jointly responsible for ensuring that the supervision and training of NQTs meets their development needs. The Headteacher is responsible for:

- Registering the NQT with the LA;
- Liaising with the LA over cases where reducing the induction period in recognition of previous teaching experience might be appropriate;
- Where relevant, obtaining documentation from the NQT's previous post and sending reports to the LA;
- Appointing an induction tutor/mentor who is appropriately trained and is allocated sufficient time to carry out their role effectively;
- Ensuring that the required cycle of observations, progress reviews and formal assessments are scheduled and take place;
- Ensuring the NQT is provided with a timetable representing no more than 90% of the average contact time normally allocated to more experienced teachers in the school and ensuring that release time is protected;
- Ensuring duties assigned to the NQT are reasonable;
- Ensuring that an appropriate personalised induction programme is in place;
- Providing the NQT with a way of raising concerns during their induction period;
- Acting early, alerting the LA of any NQT who may be at risk of failing to meet the Teachers' Standards;
- Observing the teaching of any NQT at risk of failing to ensure third party observation;
- Periodically informing the governing body of the school's induction arrangements;
- Informing the LA when an NQT joins or resigns from the school during the year, or if their induction is interrupted for some reason;
- Informing the LA when there is a change to the NQT's contractual status or when there is significant absence, which might exceed 30 days or more across the induction period;
- Ensuring termly reports are completed using the standard reporting forms and are sent to the LA by the deadline;
- Providing interim assessment reports for NQTs moving schools in between formal assessment periods;
- Retaining all relevant documentation/evidence on file for six years;
- Quality assuring and evaluating the school's induction programme and procedures.

Governing Body

The Governing Body should:

- Take account of the school's responsibility and capacity to provide the appropriate support, monitoring and assessment for NQTs;
- Monitor the establishment and implementation of the induction arrangements in school, ensuring compliance with the Statutory Guidance.

Mentor

The Induction Mentor has the day-to-day responsibility for monitoring, supporting and assessing an NQT. The mentor will be a member of the teaching staff with the time, skills and authority to carry out the role effectively, including making accurate and fair judgements on progress towards meeting the Teachers' Standards. The Induction Mentor must:

- Provide the NQT with general information about the school either at an initial visit, or during the first few days of their induction period;
- Review the NQTs previous career development information to inform action planning and CPD;
- Ensure the NQT knows and understands the roles and responsibilities of all those involved in the induction period and is fully informed about the purpose and process of the induction period;
- Provide or co-ordinate a personalised induction programme for the NQT;
- Draw up a termly action plan with a focused development objectives for the NQT;
- Draw on the expertise of other staff or partner schools to contribute to the induction programme;
- Meet regularly with the NQT to provide support, guidance and formative feedback;
- Undertake focused lesson observations and provide timely and constructive verbal and written feedback;
- Carry out regular reviews of progress during the induction period against the NQT's objectives and the Teachers' Standards;
- Ensure sufficient dated records are kept of all reviews, monitoring, support and assessment;
- Undertake 3 formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate;

- Ensure termly assessment reports are sent to the LA and that the final report is sent within 10 working days of completion of the induction period;
- Recognise where early intervention is needed in the case of an NQT who is experiencing difficulties;
- In consultation with the Headteacher, make arrangements for additional support for the NQT where necessary;
- Inform the LA as soon as possible if there are any concerns about the NQT's ability to meet the Teachers' Standards;
- Ensure that all staff involved with the induction of NQTs are well informed and trained to maintain consistency of provision.

At the start of induction the mentor will provide the NQT with:

- key policies and documents, accessible on the website;
- a log-on for the online NQT Manager system;
- a timetable of regular meetings and observations for the first term;
- a first term action plan detailing agreed targets and how these can be met.

NQT

NQTs are expected to comply with the school's policies and practices and take responsibility for their own professional development. An NQT is also expected to participate fully in the induction programme and to work co-operatively with the school in all aspects of their support, monitoring and assessment. To do this, the NQT has the following responsibilities:

- Provide evidence that they have QTS and have passed the skills tests and are eligible to start induction;
- Meet with their induction mentor to discuss and agree priorities for their induction programme and keep these under review;
- Agree with their induction mentor how best to use their reduced timetable allowance;
- Provide evidence of their progress against the relevant Teachers' Standards by keeping an evidence file;
- Participate fully in the agreed monitoring and development programme;
- Raise any concerns with their induction mentor as soon as possible;
- Consult the LA named contact at an early stage if there are or may be difficulties in resolving issues with their mentor and/or within the school;
- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- Agree with their mentor the start and end dates of their induction period and the dates of any absences from work during any period;
- Retain copies of all assessment forms.

Assessment

There will be three formal assessment meetings conducted over the induction period. Progress review/professional development meetings will be held half-termly and will be an opportunity for both the NQT and induction mentor to review progress and agree any changes to the personalised induction programme in terms of objectives and actions. However, the NQTs need for support or development may also prompt additional professional development reviews being scheduled into the personalised induction programme.

Completion of the assessment forms at the end of each assessment period will be informed by evidence of the NQT's professional practice and the outcome of the progress review meetings and lesson observations. Responsibility for assessment will involve all teachers who have a part in the NQT's development in order to gain a reliable overall view. The induction mentor will ensure that assessment procedures are consistently applied.

Termly assessment reports will give details of:

- Areas of strength;
- Areas requiring development;
- Evidence used to inform judgement;
- Targets for the coming term;
- Support to be provided by the school

and will make clear links to the Teachers' Standards.

Issues arising from induction

The school should be the first point of contact for the NQT and issues should be raised either informally or through the formal progress review meetings.

At risk procedures

If any NQT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put in 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 to the LA without delay;
- Where there are concerns about an NQT's classroom practice, the Headteacher must observe the teaching of the NQT in addition to the scheduled observations.

Where an NQT has continuing difficulties, further support, advice and direction will be given. Areas of concern will be redefined and clarified and the necessary improvements required clearly set out. Where necessary, the Headteacher/LA's adviser will support the induction mentor 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 improve the situation. The NQT will be made aware of any concerns, at all stages, throughout the induction process.

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.

September 2017