



# Policy for the Induction of Newly Qualified Teachers (STATUTORY)

Date of Policy Issue/Review	Reviewed 8 <sup>th</sup> April 2020 by Headteacher
Policy approved/date	By Resources, Pay & Personnel Committee at their meeting 5 <sup>th</sup> May 2020
Signature of Governing Body	<i>signed on behalf of FGB</i> 
Next review	April 2021

## **Purpose**

Our school recognises that the early years of teaching are not only very demanding but also of critical significance in the professional development of new teachers. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our NQT Induction programme will enable our NQTs to establish a secure foundation upon which a successful teaching career can be built.

This policy must be read in conjunction with the statutory guidance on Induction for Newly Qualified Teachers.

## **Our Induction Programme**

Our school's NQT induction programme 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 our school. Specifically, we will:

- Register with an Appropriate Body in a timely manner and will work with them to provide high quality support to our NQTs.
- provide support to meet the generic needs of all NQTs and the specific needs of individual NQTs
- provide individualised support through high quality mentoring and coaching
- provide NQTs with examples of good classroom practice
- help NQTs form productive relationships with all members of the school community and stakeholders
- support NQTs to become reflective practitioners
- 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 from teacher training, to help NQTs meet all the Teachers' Standards.

All staff will be kept informed of the school's NQT 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.

## **Roles and Responsibilities**

The school carries out its responsibilities in line with of the [Statutory Guidance](#). See Appendix 1 for an overview of roles and responsibilities.

## **Support**

Our 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.

The NQT Handbook will be provided to the NQT at the start of induction. Headteachers and Tutors will have read their version of the NQT Handbook (both available on NQT Manager).

The key aspects of the Induction programme for NQTs at our school are as follows.

- Access to a high quality and personalised induction programme.
- At an early stage, time with the NQT's Induction Tutor to discuss developments needed and how they will be assisted in making these.
- Help and guidance from an Induction tutor who holds qualified teacher status, is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with a mentor and, as needed, meetings with subject coordinators, SENCo etc.
- A programme of observations of experienced colleagues' teaching.
- A reduction of 10% of the average teacher's workload (in addition to PPA time). This NQT time is used for participating in the school's Induction programme, other professional development activities and meetings with the mentor.
- Regular observation of NQT's teaching by experienced colleagues (at least once every half term).
- Prompt written as well as oral feedback on teaching observed, with targets and feedback/advice provided.
- Confronting of any areas of practice or behaviour that may prevent the NQT meeting the Teachers' Standards in a timely, honest and professional manner.
- Opportunities for further professional development based on agreed targets and identified needs.
- Detailed success criteria for any areas identified as making an NQT at risk of not meeting the Teachers' Standards.

- In addition to the above, NQTs are encouraged to develop and access professional networks to support them, including those available via their professional association.

**Assessment & Quality Assurance**

The assessment of NQTs will be rigorous and objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly Induction reports) will be used.
- Assessment will draw on views from all staff who have a part in the NQTs' development in order to gain a reliable overall view.
- Assessment will draw on evidence from planning, pupils' work and the progress they make, relationships with staff, pupils and parents, as well as formal observations of teaching.
- The Induction Co-ordinator (or Headteacher if there is no Induction Co-ordinator role in school) will ensure that assessment procedures are consistently applied and validated by the headteacher.
- Copies of any records will be passed to the NQT concerned.
- Termly reports will give details of:
  - areas of strength
  - areas requiring development
  - evidence used to inform judgement
  - targets for coming term
  - support to be provided by the school

**At risk procedures**

If any NQT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- The Tutor will use the 'Unsatisfactory Progress or Concerns' guidance to structure the support available to the NQT, put in place a formal Action Plan and to formally write to the NQT to outline the concerns when appropriate.

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- A record of the exact nature of the problem and advice given on how to address this and the support to be provided.
- Agreed, attainable targets for action within an agreed time-scale, 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 to meet one or more of the Teachers' Standards will be given to the NQT. 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.

### **Addressing NQT Concerns**

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school (Tutor, Co-ordinator or Headteacher) in the first instance. Where the school does not resolve them the NQT should raise concerns with the named Appropriate Body contact.

NQTs are also encouraged to contact their Professional Association for advice and support where any concerns about progress have been raised, or where they have any concerns about the support provided by the school.

South Farnham Teaching School Appropriate Body:  
 Telephone Number: 01252 716155  
 General Inquiries: [nqt@sfet.org.uk](mailto:nqt@sfet.org.uk)

NQT Programme Leads:  
 Naomi Blake [nblake@sfet.org.uk](mailto:nblake@sfet.org.uk)  
 Naomi Wagner [nwagner@sfet.org.uk](mailto:nwagner@sfet.org.uk)

Director of South Farnham Teaching School:  
 Claire Donnachie [cdonnachie@sfet.org.uk](mailto:cdonnachie@sfet.org.uk)

NQT Manager Technical Team:  
 Telephone Number: 0845 468 6810  
[www.nqtmanager.com](http://www.nqtmanager.com)

## Appendix 1: Roles and responsibilities

Statutory roles and responsibilities are set out in the Statutory Guidance. The following provides further context and highlights key points but does not replace the provisions in the Statutory Guidance.

Headteacher	<p>The Headteacher has a significant and leading role in the process of inducting new colleagues to the profession. Although responsibility for the implementation of the Induction programme may have been delegated to the school's Induction Co-ordinator, the Headteacher retains overall responsibility for the monitoring, support and assessment of the NQT during induction, in conjunction with the Appropriate Body.</p> <p>Key functions include:</p> <ul style="list-style-type: none"> <li>• Ensuring the NQT is registered with an Appropriate Body before they begin induction at their school.</li> <li>• Ensuring the NQT receives their entitlement to PPA and NQT CPD time, and that their Tutor is appropriately trained and has sufficient time to carry out their role effectively.</li> <li>• Keeping the Governing Body aware and up to date about induction arrangements and NQT progress.</li> <li>• Observing all NQTs at least once during their induction.</li> <li>• As appropriate, formally meeting with and writing to NQTs causing concern.</li> <li>• Make a recommendation to the Appropriate Body on whether the NQT has met the requirements for satisfactory completion of the induction period.</li> <li>• Participating in the Appropriate Body's quality assurance procedures, including procedures for the review of NQTs not meeting the relevant standards.</li> <li>• Retaining all relevant documentation, evidence and forms on file for 6 years.</li> </ul>
Induction Co-ordinator	<p>Not all schools will have Induction Co-ordinators and so their duties may be undertaken by the Headteacher or individual Tutors.</p> <p>An Induction Co-ordinator is responsible for the implementation of the overall induction programme in school. This includes ensuring that the programme is of a high quality and meets the generic and individual needs of NQTs. This also includes providing support to the Induction Tutors and ensuring the quality and consistency amongst the evaluations carried out by the Tutors.</p> <p>They will need to keep the Appropriate Body apprised as early as possible of the progress of any NQTs who are struggling.</p>

NQT Tutors	<p>The Induction Tutor is a statutory role and each NQT must be appointed a Tutor. They must hold QTS and their role is to help the NQT through induction, providing guidance and support. This may also include coaching and mentoring, unless it has been agreed that the NQT will also have a designated Mentor.</p> <p>Key functions include:</p> <ul style="list-style-type: none"> <li>• Meeting with the NQT regularly to review progress including discussions around strengths, areas requiring development and how the school will support the NQT to do this.</li> <li>• Carrying out formal half-termly review meetings.</li> <li>• Writing end-of-term assessments, co-ordinating input from relevant colleagues.</li> <li>• Observing the NQT and providing feedback, and co-ordinating observations carried out by others as appropriate.</li> <li>• Raising any concerns with the school's Induction Co-ordinator, Headteacher or the Appropriate Body at the earliest opportunity.</li> </ul>
NQTs	<p>The NQT should take a pro-active role in their induction to ensure they make the most of this key time in their career. They should be strongly involved in creating their Professional Development Plan and should raise any queries or concerns with their Tutor in the first instance.</p>
Appropriate Bodies	<p>The Appropriate Body (South Farnham School) has the main quality assurance role within the induction process. They should ensure that schools are aware of, and are capable of meeting, their responsibilities during induction.</p> <p>As part of our (South Farnham School) continued commitment to delivering excellent training and assessment for our NQT programme, we undertake a sample of quality assurance visits (20% of our NQTs each year). These visits are designed to ensure the statutory requirements have been met and each school has sufficient evidence showing that NQTs have been appropriately supported. In reality, this is an opportunity for capturing good practice and making any necessary recommendations.</p> <p>If a school is selected for a quality assurance visit, the Headteacher will be contacted at least two weeks beforehand and will be given a choice of dates. Each visit includes discussion with the NQT and the mentor or tutor as well as a joint observation of the NQT. The appropriate body representative will meet with the Headteacher at the end of the visit to share strengths and any development points as necessary. If a school has not met the statutory requirements of NQT induction, the appropriate body will create an action plan with the school and monitor as appropriate.</p> <p>Each visit should take two hours with the suggested schedule on the next page. However, this can easily be adapted to fit around each school's timetable.</p>

Governing Body	The Governing Body will be ultimately accountable for the progress of NQTs and should ensure the school is compliant with the Statutory Guidance. Before the school employs an NQT, they should be satisfied that the school has the capacity to support the NQT. The Headteacher should keep the Governing Body aware of the progress of all NQTs employed at the school.
Professional Associations	The Professional Teaching Associations play an important role in NQT induction, particularly where there may be concerns raised by an NQT or by their school about the NQT's progress.