

Shaftesbury Primary School

**Policy for the induction of
Newly Qualified Teachers**

1 Introduction

The induction programme is determined by the statutory requirements and therefore this policy needs to be read in conjunction with:

- Department for Education (DfE) Induction for newly qualified teachers (England) (statutory guidance for appropriate bodies, head teachers, school staff and governing bodies) document. (Taking particular note to paragraphs 1.1, 1.5, 2.9, 2.10, 2.17, 2.18, 2.24, 2.25, 2.26, 2.34, 2.35, 2.36, 2.37, 2.39, 2.45, 4.6, Section 5)
- DfE Teachers' Standards (May 2012), under the headings (the Teachers' Standards will be used to assess an NQT's performance):
 - a) Teaching
 - b) Personal and professional conduct
- The appropriate body's NQT Induction Assessment Form – completed at the end of each induction period.

2 Rationale

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 (para 1.1 of Induction for newly qualified teachers document). Our school's induction process ensures the appropriate guidance, support and training to include the development of skills and knowledge, expectation and observations are provided through a structured but flexible individual programme. This programme will enable a NQT to form a secure foundation upon which a successful teaching career, fulfilling profession duties can be built.

All staff in the school have a role to play in supporting a teacher new to the profession. Subject leaders, year group teaching partners, team leaders and members of the senior leadership team have a particular part in the process of ensuring that support and guidance is given as well as monitoring NQTs. This policy aims to clarify the roles and requirements necessary to all stakeholders involved in the appointment of an NQT as well as the NQTs themselves. This policy also details other important factors and procedures.

3 Aims

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

The purposes of induction include:

- To provide programmes appropriate to the individual needs of an NQT;
- To provide appropriate support through the role of identified tutor, mentors as well as a named governor responsible for NQT induction;

- To provide NQTs with examples of good practice;
- To help NQTs form positive and effective working relationships with all members of the school community;
- To encourage reflection of their own and observed practice;
- To provide opportunities to recognise and celebrate good practice;
- To provide opportunities to identify areas for development;
- To provide constructive feedback;
- To help NQTs to develop an overview of teacher's roles and responsibilities;
- To provide a foundation for longer-term professional development;
- To help NQTs meet all the induction standards and aid the NQT to build upon the knowledge, skills and understanding developed in initial teacher training and to work the successful completion of the statutory induction period;
- To enable the NQT to make an effective contribution to the learning of children they are responsible for, to the school as a whole and to the teaching profession in general. There will be a sufficient focus on the quality of an NQT's teaching;
- Create a climate which enables the NQT to take responsibility for their own professional development;
- To provide effective professional development opportunities based on the evidence of the NQTs progress;
- To undertake systematic reviews of the induction process through regular planned meetings.

All staff stakeholders will be informed of the school induction policy and be expected to participate 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.

4 Roles and Responsibilities

All stakeholders' roles and responsibilities are set out in Section 5 of the induction document and should be referred to it in conjunction with this policy.

4.1 The Governing Body

The governing body will be fully aware of Sections 135A and 141(1)(b) of the Education Act 2002 and the associated Education (Induction Arrangements for School Teachers) (England) Regulations 2012 which sets out the school'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 school currently has the capacity to fulfil all its obligations (as detailed in para 2.18, 5.11 of the induction document). The governing body will be kept informed and up to date about induction arrangements and the results of formal assessment meetings (when they can request general reports on the progress of an NQT) and should ensure compliance with statutory induction guidance which includes ensuring the head teacher is fulfilling their responsibility to meet the requirements of a suitable post for

induction. The governing body 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.

The governing body will investigate concerns raised by an NQT and seek guidance from the appropriate body if necessary.

The named governor responsible for NQTs for 2018-19 is: Clive Douglas

4.2 The Head Teacher

The head teacher at Tollgate plays a significant and leading role in the process of inducting new colleagues to the profession. The head teacher and the appropriate body are jointly responsible for the monitoring, support and assessment of an NQT during the induction period. While responsibility for the implementation of the Induction Programme has been delegated to the induction tutor, the head teacher will also observe each NQT at least once each term.

Statutory responsibilities are:

- Before the NQT takes up post the head teacher must undertake pre-employment checks, which must be verified by the appropriate body upon registration (para 2.9, 2.10 of induction document) including checking with the Teaching Agency that the individual holds QTS;
- Clarify whether the teacher needs to serve an induction period or is exempt;
- Notify the appropriate body when an NQT who is taking up a post in which they will be undertaking induction joins the school, before the appointment begins (as detailed in para 2.24 of induction document);
- Ensure the NQT's post is a suitable post in which to serve induction (as detailed in para 2.17 of the induction document);
- Ensure that an appropriate induction programme is in place;
- Ensure the NQT has both a reduced timetable and PPA time as necessary;
- Where relevant obtain documentation from the NQT's previous post including any interim assessment and details of absences, and take this into account in determining the length and nature of the NQT's induction programme and period;
- Appoint an induction tutor (who must hold QTS) and ensure that an appropriate cycle of observations, 6 progress reviews and 3 formal assessments is scheduled (ideally in advance) and takes place (as detailed in para 2.35 of induction document);
- Ensure reports are completed and sent to the appropriate body;
- Ensure the induction tutor is appropriately trained and has time to carry out their role;
- 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 a 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 (including absenteeism) and when NQTs leave the school part way through a period;
- Make the governing body aware of the arrangements, which have been put in place to support the NQT's 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;
- Retain all relevant documentation/ evidence/ forms for six years;
- Inform appropriate body as soon as an NQT's absences total 30 days or more;
- Provide interim assessment reports for staff moving in between formal assessment periods;
- Notify the appropriate body when an NQT serving induction leaves the school.

4.3 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 Tollgate's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of assurance of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of NQT performance.

This role includes:

- Provide, or co-ordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the appropriate body where necessary)(as detailed in para 2.34 of induction document);
- Carry out 6 observations of an NQT's teaching. Then provide constructive feedback and targets in order to develop the NQT's practice to a higher standard (copies of written feedback should be provided). This not only includes providing direct feedback but also encouraging the NQT to reflect on their own practice in order to enhance reflection skills;
- Undertake 3 formal assessment meetings during the induction period co-ordinating input from other colleagues as appropriate (normally one to take place per term)(as detailed in para 2.39, 5.6 of induction document);
- As part of the formal assessment meetings track an NQT's progress towards meeting the Teachers' Standards using the Standards Tracker. As part of this, review the evidence the NQT has collected against the relevant standards and sign off when necessary;
- Inform the NQT during the assessment meetings the judgements to be recorded in the formal assessment record and invite the NQT to add their comments;
- Ensure completed assessment reports/ forms are sent to the appropriate body by the appropriate deadlines;
- Ensure NQTs are aware of how, both within and outside the school, they can raise any concerns about their induction programme or their personal progress;
- Ensure all stakeholders are fully aware of their roles in the induction progress and these are sufficiently implemented;
- Organise further professional development opportunities outside of school (including The Tollgate programme of induction);
- Have initial discussions with the NQT to decide priorities for induction prior to the period commencing;
- Ensure the NQT is provided with all the necessary information and documentation (as specified in Section 11 of this policy) prior to the induction period commencing;

- Take prompt, appropriate action if an NQT appears to be having difficulties.
- Undertake a review of the induction progress at different points including the end of the period and adapt as necessary (this should include ensuring NQTs complete an end of year questionnaire regarding the induction process which can then be used to adapt and plan for the next induction period).

The induction tutor for 2018-18 is: Iclal Lawrence

4.4 Phase Group Mentor

Mentors are required to provide NQTs with daily monitoring and support and *must*:

- Provide support, guidance and advise when necessary;
- Be involved in a dialogue regarding an NQT's development and needs with other stakeholders;
- Take on an informal monitoring role of different aspects of the NQTs development (such as feedback to children including marking, relationships with professions and others including parents, reviewing evidence an NQT has collected for the relevant standards);
- Participate in observations of NQT's when requested as well as the feedback meetings;
- Contribute to assessment reports/ forms when requested, providing evidence relevant to the Teachers' Standards and NQT's progress;
- Communicate concerns relating to an NQTs quality of provision;
- Model and share good practice when needed and requested.

The mentors for 2017-18 will be:

Year Group of NQT	NQT	Mentor
Year 4	Sabia Dulay Jefferson	Iclal Lawrence
Reception	Sarah Wright	

4.5 Newly Qualified Teacher

The NQT has a vital role to play in their own induction and should take responsibility for their own professional development.

4.5.1 Before the period starts:

- Provide evidence that they have QTS and are eligible to start induction;
- Undertake a Transition Day as detailed in Section 11 of this policy, which should include a meeting with their induction tutor to discuss and agree priorities for their induction programme and keep these under review.

4.5.2 Once the period has started:

- Agree with their tutor how best to use their reduced timetable allowance;
- Monitor own process against the Teachers' Standards and collect evidence for each one (maintain an evidence folder for this) and provide this evidence when requested including during formal assessment meetings;
- Participate fully in the agreed monitoring and development programme;

- Raise any concerns with induction tutor as soon as practicable;
- Consult appropriate body named contact at an early stage where there are or may be difficulties in resolving issues with tutor or within the school;
- Keep track of and participate effectively in scheduled classroom observation and 3 formal assessment meetings;
- Agree with induction tutor the start and end dates of the induction periods and dates of any absences from work during the period;
- Retain copies of all assessment forms and other documentation;
- Participate in a review of the induction process at different points including at the end of the period;
- Participate in additional training opportunities.

4.6 The Appropriate Body

The appropriate body is Newham Partnership Working (NPW); the appropriate body has the main quality assurance role within the induction process and is responsible for the supervision and training of the NQT during the induction. The appropriate body should inform the Teaching Agency of any NQTs who start an induction period (as detailed in para 2.26 of induction document). The school works closely with the Local Authority to ensure that the statutory requirements are fully met.

5 Entitlement

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 standards for the award for QTS.

The key aspects of the induction programme for NQTs at Tollgate are as follows:

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post;
- Help and guidance from an induction tutor and who is adequately prepared for the role and will coordinate the induction programme;
- Help and guidance on a daily basis from year group mentors;
- Regular meetings with induction tutor, mentors, senior leaders, subject leaders and other key staff where appropriate;
- Time and regular opportunities to meet with other NQTs and teachers who have recently completed their induction programme;
- Observe experienced colleagues teaching;
- A reduction of 10% of the average teacher's workload. This time is used for participating in the schools induction programme;
- Have teaching observed by experienced colleagues half termly.

- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary;
- Opportunities for further professional development based on agreed targets;
- No additional responsibility will be asked of an NQT including participating in after school clubs (however this does exclude break time duties and whole school assemblies);
- Have a termly professional review of progress (towards meeting the Teachers' Standards);
- To be provided with further training and professional development opportunities through the Tollgate Teaching Alliance. This is in addition to internal training provided by the school which includes five full days of INSET plus a minimum of 30 hours of staff meetings which are scheduled weekly.

6 Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE guidelines on NQT induction unless the NQT is deemed at risk of failing to meet the necessary standards (as detailed in paras 2.36, 2.37 of induction document). The criteria in which the observation will be based upon will be shared with the NQT prior to an observation taking place. There will be at least one observation per half term by the Induction tutor and/ or by others as appropriate to facilitate a fair and effective assessment of the NQT's teaching practice, conduct and efficiency against the relevant standards. The first observation should occur during the first four weeks of the first half term of Autumn Term. The observations will be followed with feedback at which the NQT and Induction tutor review progress against the NQT's targets as well as Teachers' Standards, revising the targets and support if necessary. A written record of feedback should be given. Additional observations may be carried out in order to provide further opportunities to gain to evidence towards the standards.

7 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.
- Both formative assessment (eg lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the NQTs development in order to gain a reliable overall judgement.
- Opportunities will be created for NQTs to gain experience and expertise in self-assessment.
- The induction tutor will ensure that assessment procedures are consistently applied.
- 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.

- NQTs will be assessed at the end of the induction period against the Teachers' Standards. It is the responsibility of the head teacher to formally notify, using the final assessment form, the appropriate body as to whether the NQT has met the required standards.

8 Unsatisfactory progress

If it becomes apparent that an NQT is not making satisfactory progress, the following procedures will be put into place (as detailed in Section 4 of the induction document):

- The NQT is made aware of where they need to improve their practice and given an opportunity to improve their performance;
- 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 appropriate body without delay as well as the governing body;
- Details of support and guidance will be made explicit with the completion of an action plan to be completed and agreed in conjunction with the NQT.

However, where concerns continue the head teacher should explain to the NQT the consequences of failure to complete the induction period satisfactorily and discuss fully with the NQT (as detailed in para 4.2 of induction document):

- The identified weaknesses;
- The agrees objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- Details of additional monitoring and support put in place;
- The evidence used to inform the judgement;
- Details of the improvement plan for the next assessment period.

In the event of serious capability issues capability procedures should be instigated leading to possible dismissal (as detailed in para 4.4 of induction document).

9 The Appeal Body

The Teaching Agency is the Appeal Body in England (as specified in para 4.6 of the induction document). An NQT can choose to appeal against a decision that they have failed to satisfactorily complete the induction period or imposition of an extension.

The Teaching Agency can be contacted at: 02075935392

10 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 (as detailed in para 2.45 of induction document). Where the school does not resolve them the NQT should raise concerns with the named contact at the appropriate body (as detailed in para 2.25 in induction document)

This year's named LA contact is Sarah Bartley. Tel: 02082496961

11 Prior to beginning work – Staff Induction Day/ Transition Day

A day should be agreed between the NQT and their induction tutor to take place during the term before the induction period starts.

11.1 During the day the new member of staff should be made aware of:

- Be introduced to all staff and be made aware of their roles and responsibilities;
- Important health and safety information;
- Be given a tour of the school (and made aware of important features such as emergency exits etc);
- Be made aware of emergency procedures (including fire drill arrangements);
- Arrangements for first aid;
- Be given a copy of the Staff Handbook and be made aware of the important points (including absence procedures);
- Accident and incident reporting;
- Child Protection procedures.

11.2 There should be an opportunity:

- Complete any additional paperwork relevant to employment;
- Familiarise themselves with their new role;
- Meet and teach their class a Transition lesson;
- Have a hand over meeting with children's current teacher (important information can be exchanged in this meeting including information about parents and children's attainment and levels as well as IEPs etc);
- To find out what classroom the NQT will be based in;
- To discuss priorities for induction following on from the initial teaching training targets.

11.3 They should be given:

- All relevant policies (including the Health and Safety document);
- Curriculum Map for 2018-19;
- Class list;

- Medical information relating to class;
- SEN information relating to class including PMLD children (including Care Plans, IEPs);
- SIP document;
- Staff Handbook for 2018-19;
- Contact details of necessary people (including head teacher).

12 Summary of what to expect

<i>Before starting</i>	<i>Every half term</i>	<i>Termly</i>	<i>At the end of induction period</i>
<ul style="list-style-type: none"> • Staff induction day • Meeting with induction tutor • Checking the relevant requirements are in place to ensure employment can commence -QTS status has been awarded 	<ul style="list-style-type: none"> • Observations and follow-up discussion with Induction tutor (first observation within four weeks of starting) • Daily support guidance and monitoring from Year Group Mentor 	<ul style="list-style-type: none"> • Termly assessment meeting with form completed and sent to LA • Review of evidence folder collected for standards by induction tutor 	<ul style="list-style-type: none"> • Final assessment and recommendation made against the induction standard (to be made by head teacher) • Complete a feedback form to inform the next period of induction