



## **Induction of Newly Qualified Teachers (NQTs) Policy**

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As part of the Bath and Wells Multi Academy Trust, Bishops Lydeard Church School and Nursery is committed to supporting teachers during their first year. The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. Our school's induction process ensures that the appropriate guidance, support and training are provided through a structured but flexible individual programme.

Much of the wording for this policy is taken from the Statutory Guidance on Induction for Newly Qualified Teachers (England)<sup>1</sup>. More detail about statutory processes and procedures can be found here.

<http://www.education.gov.uk/b0066959/nqt-induction>

## 1. Aims and Purpose of Induction

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 Trust programme will support the newly qualified teacher (NQT) in demonstrating that their performance against the relevant standards is satisfactory by the end of the period and equip them with the tools to be an effective and successful teacher. Our programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

In the Trust and at Bishops Lydeard Church School and Nursery we aim that our NQTs will:

- Fulfil their potential and have a successful, exciting year
- Feel confident in asking for support
- Have structured support if experiencing difficulties or are in danger of failing
- Be confident, skilled teachers
- Be able to express new ideas and take risks
- Have a voice and feel valued in our schools

At Bishops Lydeard Church School and Nursery we will:

- Follow DfE guidance and statutory requirements set out in <http://www.education.gov.uk/b0066959/nqt-induction> - 'Statutory guidance on induction for newly qualified teachers (England)
- Ensure that NQTs are signed up to the BWMAT NQT programme for professional development
- Provide support appropriate to the individual needs of the NQTs
- Provide appropriate counselling and support through the role of an identified mentor;
- Provide NQTs with examples of good practice;
- Help NQTs form good relationships with all members of the school community and stakeholders;
- Help NQTs become aware of the school's role in the local community;
- Encourage NQTs to reflect on their own and observed practice;
- Provide opportunities to recognise and celebrate good practice;
- Provide opportunities to identify areas for development;
- Help NQTs to develop an overview of a teacher's roles and responsibilities;
- Provide a foundation for longer-term professional development;
- Support NQTs in performing to the best of their ability against the Teachers' Standards.

## **2. Roles and Responsibilities**

### **2.1 The Governing Body**

The governing body will be fully aware of the contents of the DfE's Statutory guidance on induction for newly qualified teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments 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. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

- The school's Induction Tutor is Mrs Lisa Harvey or Mrs Sarah Culverhouse
- The School's NQT Mentor is dependent on each NQT but is always a named and experienced teacher.
- The Governor with responsibility for NQTs is Derek Smart
- The Appropriate Body for independent quality assurance is Somerset County Council

### **2.2 Head teacher Statutory Responsibilities**

- Ensuring that an Appropriate Body has been agreed to ensure Independent quality assurance of statutory induction
- Recommending to the Appropriate Body whether an NQT has performed satisfactorily against the Teachers' Standards for the completion of induction.

While the headteacher carries out these statutory responsibilities, many of the associated tasks will be carried out by the induction tutor or other suitably experienced colleagues. In addition to the statutory requirements the head teacher will:

- Observe and give written warnings to an NQT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately;
- Keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

### **2.3 Induction Tutor/Mentor**

The Role of the NQT induction tutor/mentor is to:

- Carry out the official role in registering NQT with a recognised provider (Appropriate Body) and completing the required assessments.
- Have regular meetings with the NQT to catch up/give targets/ challenge where appropriate
- Be a positive and caring role model and a listening ear
- Support the NQT in managing their expectations and priorities and in building resilience
- Support the NQT in managing their work-life balance
- Support the NQT practically if necessary- e.g. with displays/advice/guidance/tips to working efficiently
- Encourage the NQT to be creative and support them in their ideas and suggestions
- Encourage the NQT to visit other settings

### **2.4 Mentor**

In addition to the induction tutor, who has the responsibility for the formal assessment of the NQT, a mentor is appointed to provide on-going support on a daily basis. The mentor will contribute to the judgements about the performance against the Teachers' Standards. (These two roles may be undertaken by the same person in smaller schools)

### **3. Entitlement**

The Newly Qualified Teacher should be proactive in their own career development. However, our induction programme ensures that new teachers are provided with 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 qualified teacher status (QTS).

The key aspects of the induction programme for NQTs at Bishops Lydeard Church School and Nursery are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis.
- Help and guidance from an induction tutor and/or mentor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with mentor, senior managers, subject coordinators and other key staff where appropriate.
- Time and regular opportunities to meet with other NQTs and teachers who have recently completed their induction programme (NQT+1)
- Observe experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload. This time is used for participating in the school's induction programme and is in addition to the statutory 10% non-contact time already allocated to teachers.
- Have teaching observed by experience colleagues on a regular basis.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate.
- Opportunities for further professional development based on agreed targets.

### **4. Lesson Observation, Reviewing and Target Setting**

These will be followed and completed in accordance with the DfE's guidelines on NQT induction:

- An NQT's teaching should be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the NQT's teaching practice, conduct and efficiency against the relevant standards.
- Observations of the NQT may be undertaken by the induction tutor or another suitable person who holds QTS from inside or outside the institution.

- The NQT and the observer should meet to review any teaching that has been observed.
- Feedback should be prompt and constructive.
- Arrangements for review meetings should be made in advance and a brief written record made on each occasion. It should indicate where any development needs have been identified.

## **5. Progress Reviews and Assessment**

We will review progress and assess NQTs in accordance with DfE Guidance using documentation provided by the Appropriate Body.

- The induction tutor will review the NQT's progress at frequent intervals throughout the induction period.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Reviews will be informed by evidence of the NQT's teaching.
- Evidence will come from practice.
- Objectives for the NQT will be reviewed and revised in relation to the relevant standards and the needs and strengths of the individual.
- The NQT will record evidence of their progress towards objectives and their agreed steps to support them in meeting their objectives.
- Opportunities will be created for NQTs to gain experience and expertise in self-evaluation.
- NQTs will have formal assessments carried out by either the headteacher or the induction tutor. These will be undertaken on a termly basis so that they have at least three per year.
- The school and NQT will agree exactly when the assessment dates are set, which should occur as near to the end of each term as possible.
- Evidence used in assessments will be clear and transparent and copies provided to the NQT and appropriate body. The criteria used for formal assessments will be shared and agreed in advance.
- Formal assessment meetings will be informed by evidence gathered during the preceding assessment period and drawn from the NQT's work as a teacher and from their induction programme.
- Judgements made during the induction period will relate directly to the relevant standards.
- NQTs will be kept up to date on their progress. There should be no surprises.

- Formal assessment reports will be completed for the first and second assessments. These reports will clearly show assessment of the NQT's performance against the relevant standards at the time of the assessment.
- The final assessment meeting is at the end of the induction period and will form the basis of the headteacher's recommendation to the appropriate body as to whether, having completed their induction period, the NQT's performance against the relevant standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment form.
- Once assessment forms have been completed, the NQT will add their comments. They should then be signed by the induction tutor, headteacher and the NQT. Once signed, the NQT should be given the original and a copy sent to the Appropriate Body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically.

## **5.1 Concerns and Risk Procedures**

If any NQT encounters difficulties in their performance against the Teachers' Standards, and it is apparent that they are not making satisfactory progress, the following procedures will be put into place:

- The school's concerns will be communicated to the appropriate body without delay and before a formal assessment meeting.
- The NQT will be made aware of where they need to improve and will be given every opportunity to improve their performance
- Support will be provided that will enable any weaknesses to be addressed.
- Agree 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 areas of teaching through observation.

Where an NQT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Head/appropriate body's adviser will support the Induction Tutor 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 must be made aware of any concerns, at all stages, throughout the induction process.

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 Appropriate Body contact.

Where there are still concerns about the NQT's progress at the next formal assessment point (and this is not the final assessment), the Headteacher will explain to the NQT the consequences of failure to complete the induction period satisfactorily and discuss fully with the NQT:

- The identified weaknesses
- The agreed 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.

The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed

## **5.2 Serious Capability Problems**

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the NQT remains at the school the induction process must continue in parallel with the capability procedure. The appropriate body should be informed. Dismissal on the grounds of capability before the end of the induction period does not prevent the NQT from completing induction at another school, as all NQTs must complete a full induction period before they can be judged to have failed induction.

## **5.3 Making an appeal against a decision by the Appropriate Body**

If an NQT fails induction, or has their induction extended, the appropriate body must advise the NQT of their right to appeal, who to appeal to, and the time limit for doing so. In England the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. For induction completed in Wales, the Appeals Body is the Education Workforce Council. 4.7 Further guidance about the appeals process is available at: <https://www.gov.uk/newly-qualified-teacher-nqt-induction-appeals>