

# NQT Induction Policy

## Low Ash Primary School



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| <b>Approved by:</b>        | The Governing Body | <b>Date</b> 21.10.20 |
| <b>Last reviewed on:</b>   | 19.10.19           |                      |
| <b>Next review due by:</b> | Autumn 2021        |                      |

**Rationale:**

Low Ash Primary School is continually striving to become a highly effective learning school through developing a culture of continuous school improvement. Our main purpose is learning - for both pupils and staff. Through the continuous learning of our staff and governors our school improves and develops, and brings ever greater benefits for our pupils.

**Purposes:**

Our NQT induction process will:

- contribute to improving and developing the overall effectiveness of our school, raising pupil achievement, and meet the needs of all pupils, parents and the wider school community;
- contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective teamwork at our school;
- ensure all teachers new to the profession have the best start in their careers and are supported in developing highly effective practice;
- ensure all staff new to our school understand what is expected of them and gain the support to achieve those expectations;
- build co-operation between all staff in our school; and
- ensure that all staff are valued and recognised as the school's most important asset.

**Guidelines:**

All of our induction activities are planned in the context of the school's vision, goals, values and guiding principles, and the core standards for teacher induction and for other specific roles and responsibilities. Resources are prioritised to support induction.

Financial and other resources for induction are allocated annually and apportioned in accordance with the induction needs of staff and governors. Resources will be available for the whole school programme of induction and to meet the needs of specific staff in helping them to meet the standards required by the school which are in line with the DfE Teachers' Standards.

**Management and Organisation of Induction**

The Deputy Headteacher is responsible for the overall management and organisation of Induction of Newly Qualified Teachers across the whole school. This includes a whole school planning and quality assurance role.

## Newly Qualified Teachers

For Newly Qualified Teachers the school provides a programme of support, monitoring and assessment. The timetable for this programme is provided at a whole school level and at an individual NQT level.

Each Newly Qualified Teacher is provided with an Induction Tutor who will be a named senior, experienced or competent member of staff.

The induction tutor provides the NQT with day-to-day monitoring and support and must:

- 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 well as through the Education Development Trust;
- carry out six reviews of progress during the induction period ;
- undertake three formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate (normally three termly, or pro rata for part-time staff);
- ensure that at least six observations of the NQT's teaching take place and that the NQT is provided with copies of written feedback records;
- ensure NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and
- take prompt and appropriate action where an NQT appears to be experiencing difficulties.

Induction tutors will be supported in their role by:

- being provided with information from the Council, and school through the Education Development Trust, relevant to the induction process;
- being offered training provided by the Council, the Education Development Trust or other suitable body on the Role of the Induction Tutor;
- having meetings with the member of staff responsible for the overall induction programme in the school;
- the monitoring and feedback of the induction provision in the school undertaken by the member of staff responsible for the overall induction programme; and
- asking for feedback from the school and from the Council and the Education Development Trust on the quality of their work.

## **School Induction programme for Newly Qualified Teachers**

The induction programme for staff new to teaching is designed to induct them into the profession and into the school. At the school all new teachers are expected to undertake their professional responsibility in striving to meet high standards.

Within the resources available in the school all new teachers are offered a mentor who will be a named member of staff.

All new teachers are invited to visit the school before they take up post.

All new teachers are met on their first day by their induction tutor / line manager.

All new teachers are provided with copies of school policies and the school's staff handbook and be expected to develop their understanding of them.

All new teachers will meet with at least one of the Co-Headteachers within their first week in post.

NQTs will receive feedback on their strengths and areas for development.

Induction Tutors are responsible for the day to day management of their NQT's induction, and will meet with their NQT regularly. The Induction Tutor reviews progress, sets targets, and identifies support strategies with the NQT.

All newly qualified teachers are observed teaching during their statutory induction period and this is undertaken by the Induction Tutor, a senior member of staff or an experienced teacher as appropriate (see the NQT induction programme for details).

Three statutory assessment forms will be completed during the NQT induction period. These will be documented on the customised forms that are sent to the Council and must be signed by the NQT, Induction Tutor and one of the Co-Headteachers.

Each NQT has 10% professional development time during their statutory induction period plus an extra 10% planning, preparation and assessment time. This is in addition to the teaching and professional development time that other substantive teachers would expect in the school.

Each NQT has an individualised planned programme to ensure that the 10% professional development is used to the maximum effect.

NQTs use the Career Entry and Development profile as a basis of planning the initial stages of their induction. Each NQT develops with their Induction Tutor their own induction and support plan.

Each NQT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio.

The Induction Tutor and school maintains a documented record of the NQTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken.

Newly Qualified Teachers who are not meeting the core standards or making satisfactory progress towards them will develop with the Induction Tutor a detailed action plan. The school will increase the support necessary to implement the action plan within the available resources within the school. As appropriate, the Council will be involved to ensure the action plan is successfully implemented.

### **Policy Review**

This policy will be reviewed every two years at the FGB Resource Meeting.

**Policy reviewed:** October 2020

**Signed:..... Deputy Headteacher**

**Signed ..... Chair of Governors**

**Next Review Date:**