



Induction of Newly Qualified Teachers (NQTs) Policy

Policy agreed by governors:	December 2019	Review date:	December 2022
Chair of Governors	Sue Welford	Signed:	
Headteacher	Debra Bailey	Signed:	

Policy for the Induction of Newly Qualified Teachers (NQTs) at Rushey Mead Primary School

Rationale

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. The induction period combines a personalised programme of development, support and professional dialogue, with monitoring and an assessment of performance against the Teachers' Standards. Rushey Mead Primary School's induction programme is designed to assist the NQT to meet the standards by the end of the period and equip him or her with the tools to be an effective and successful teacher. NQTs have only one chance to complete induction.

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.

Purposes

Rushey Mead Primary 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 an induction programme that is appropriate to the individual needs of each NQT;
- provide appropriate support and counselling through the role of an identified tutor or mentor;
- provide NQTs with examples of good practice;
- encourage reflection on their own and observed practice;
- provide opportunities to recognise and celebrate their own good practice;
- provide opportunities to identify areas for development;
- help NQTs to develop an overview of a teacher's roles and responsibilities;
- 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;
- provide a foundation for longer-term professional development; and
- help NQTs perform satisfactorily against the Teachers' Standards.

The whole staff will be kept informed of the policy and encouraged to participate, wherever possible, in its implementation and development.

Roles and Responsibilities

The Headteacher / Principal and Governors are responsible for the induction and professional development of new teachers.

Headteacher responsibilities

The Headteacher:

- has overall responsibility for the induction programme;
- makes the final recommendation to the Appropriate Body as to whether or not the NQT has met the requirements for the satisfactory completion of the induction period; and
- ensures that appropriate records are kept and transferred to another school/college, if the NQT moves school/college during the induction period.

Meeting these overall responsibilities involves:

- ensuring the registration of the NQT with the Appropriate Body;
- identifying an induction tutor for each NQT;
- ensuring that an appropriate programme of monitoring and support for the NQT is established;
- making sure that the NQT is provided with a teaching contact load representing no more than 81% contact time. This time is to be protected for the professional development of the NQT;
- ensuring that the assessment of the NQT is both rigorous and fair;
- ensuring that the school is able to provide the monitoring and support needed to prepare the NQT to meet the requirements for satisfactory completion of the induction period;
- providing appropriate additional support, e.g. visits to other schools, where the school is unable to provide the breadth of experience needed to meet the induction requirements;
- ensuring that assessment are completed and with the Appropriate Body for each term within ten working days of each termly assessment meeting; and
- keeping the Governing Body informed about arrangements for the induction of NQTs in the school, their progress and whether individual NQTs employed in the school have satisfactorily completed the induction period.

Governing Body's responsibilities

The Governing Body:

- should take into account the school/college/academy's responsibility to provide the necessary monitoring, support and assessment for NQTs and be satisfied that:
 - the headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction; and
 - that the school has the capacity to support the NQT.

- can request general reports on NQT progress;
- must investigate concerns raised by individual NQTs;
- seek guidance, if appropriate, from the Appropriate Body on the quality of induction arrangements and role and responsibilities of staff involved in the process.

Induction Tutor responsibilities

The Induction Tutor should:

- organise and implement (or co-ordinate) an individual programme of professional development, with clear objectives;
- ensure that appropriate guidance, support, including coaching and mentoring, monitoring and assessment takes place at appropriate times during the induction year;
- make formal observations of teaching at least once every half-term and providing fair, accurate and constructive feedback;
- arrange and conduct half-termly review meetings with the NQT as part of their formative assessment;
- provide regular, well-founded feedback to the NQT on their progress;
- arrange additional support for the NQT, if necessary and take prompt and appropriate action where an NQT appears to be experiencing difficulties;
- maintain a written record of all support, monitoring and assessment that takes place in relation to the induction of each NQT; and
- ensure assessments are with the Appropriate Body by the set deadlines.

Newly Qualified Teacher responsibilities

The NQT has a vital part to play in their induction period.

NQTs should:

- meet with their Induction Tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their Induction Tutor how best to use their weekly 10% NQT timetable reduction to engage in activities which directly address their development priorities;
- ensure familiarity with the Teachers' Standards and maintain a professional portfolio which evidences their progress against the relevant standards;

- engage fully and proactively in the process of evaluating their own progress and identifying strengths and areas for improvement;
- be proactive in the improvement of their teaching and learning and draw upon the expertise of colleagues and act upon their advice in order to address development priorities;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- engage fully with all internal and external professional development opportunities, including observations of more experienced colleagues, and keep a record of all such events;
- agree with their Induction Tutor the dates of any absences from work during any period/part period;
- communicate any difficulties, challenges and concerns with the Induction Tutor as soon as practicable, or to the Appropriate Body if there are difficulties in resolving induction issues; and
- meet induction related deadlines as directed by the Induction Tutor.

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 qualified teacher status (QTS).