



FERNDALE PRIMARY  
SCHOOL

# NQT Induction Policy

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2015

## **Policy for the Induction of Newly Qualified Teachers (NQTs) at Ferndale Primary School**

### **Rationale**

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Our school's/academies induction process ensures the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.

This programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

### **Purposes**

Our school's/academies 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 the NQT.
- to provide appropriate counselling and support through the role of an identified mentor.
- to provide NQTs with examples of good practice.
- to help NQTs form good relationships with all members of the school community and stakeholders.
- to help NQTs become aware of the school's/academies role in the local community.
- to encourage reflection on their own and observed practice.
- to provide opportunities to recognise and celebrate good practice.
- to provide opportunities to identify areas for development.
- 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.

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

This policy reflects a structured whole school/academy 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 Governing Body**

The governing body will be fully aware of the contents of The 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. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

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

For the year 2015 -2016 the school's Induction Tutor is:

Miss Carolyn Sykes

### **The Head Teacher/Principal**

The Head Teacher/Principal at Ferndale Primary School plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an induction tutor, the head teacher will also observe each NQT at least once each term. Statutory responsibilities are:

- 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/college/academy, before the appointment begins
- ensure the NQT's post is a suitable post in which to serve induction;
- ensure that an appropriate induction programme is in place;
- ensure the NQT has both a reduced timetable and PPA time as necessary; and
- 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;
- 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 and when NQTs leave the school part way through a period;
- monitor absences and notify the Appropriate Body as soon as absences over the whole period total 30 days or more;

- periodically inform the governing body about the school's/academies induction arrangements;
- ensure termly assessment reports are completed (on pro rata time scale for part-time staff) and sent to the Appropriate Body as required;
- participate in the Appropriate Body's quality assurance procedures;
- consult and agree with the Appropriate Body the exceptional cases where it may be appropriate to shorten the induction period;
- within 10 days of the NQT completing the induction period, make a recommendation to the Appropriate Body on whether the NQT has met the teachers standards, using agreed forms;
- provide interim assessment reports for staff moving in between formal assessment periods and notify the Appropriate Body when an NQT serving induction leaves the school/college/academy; and
- retain all relevant documentation/evidence on file for six years
- ensuring an appropriate induction programme is set up
- recommending to the Appropriate Body whether an NQT has met the requirements for satisfactory completion of the induction period

While the Head/Principal may not delegate these responsibilities, many of the associated tasks will be carried out by an induction tutor or other suitably experienced colleague. In addition to the statutory requirements the head teacher will

- observe and give written warnings to an NQT at risk of failing to meet the required standards.
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings

### **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 Ferndale's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality 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.**

The induction tutor (or the head teacher/principal where he/she carries out this role) 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);
- carry out 6 reviews of progress during the induction period ;
- undertake 3 formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate (normally three termly, or pro rated for part-time staff);
- undertake 6 observations of the NQT's teaching and provide the NQT with copies of written summaries;
- 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;
- take prompt and appropriate action where an NQT appears to be experiencing difficulties; and
- ensure completed assessment reports/forms are sent to the Appropriate Body by the appropriate deadlines.

### Newly Qualified Teacher

#### **The NQT has a vital part to play in their own induction.**

#### Before the period starts:

- providing evidence that they have QTS and are eligible to start induction.

#### Once the period has started:

- at the earliest opportunity following appointment meet with their induction tutor to discuss and agree priorities for their induction programme and development, and keep these under review;
- agreeing with their tutor how best to use their reduced timetable allowance;
- using the Career Entry and Development Profile (CEDP) to support planning the induction programme;
- monitoring their progress against the teachers' standards;
- participating fully in the agreed monitoring and development programme;
- raising any concerns with their induction tutor as soon as practicable;
- consulting their Appropriate Body named contact at an early stage where there are or may be difficulties in resolving issues with their tutor/within the institution;
- keeping track of and participate effectively in the scheduled classroom observations, 6 progress reviews and 3 formal assessment meetings;

- agreeing with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retaining copies of all assessment forms and other documentation. This, along with tracking start and end dates for the induction period is especially important in cases where the NQT has a break/change of employer during the induction period .

In addition to the above:

- whilst not serving induction, NQTs should comply with the limits on supply teaching for those employed in a relevant school/academy.

### **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 progress against the Teachers' Standards.

### **The Appropriate Body**

The Appropriate Body, along with the Head Teacher/Principal, is jointly responsible for the supervision and training (professional development) of the NQT during induction and has the main quality assurance role. The school works closely with the Local Authority to ensure that the statutory requirements are fully met.

### **The Appeal Body**

The Teaching Agency for England is the Appeal Body in England. If an NQT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:

- allow the appeal;
- dismiss the appeal; or
- extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by the Appropriate Body).

### **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).

The key aspects of the induction programme for NQTs at Ferndale are as follows.

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post.

- Structured visits to the school/academy prior to taking up appointment with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these.
- Help and guidance from an induction tutor 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.
- 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.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.
- Attend meetings of NQTs arranged by the Appropriate Body
- Opportunities for further professional development based on agreed targets.

#### **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 viewed as in risk of failing to meet the necessary standards.

#### **Assessment and 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 view.
- 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.

### **At risk procedures**

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

- 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/academies concerns communicated to the Appropriate Body without delay.

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 Teacher/Principal 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 help a failing NQT improve.

### **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. Where the school does not resolve them the NQT should raise concerns with the named Appropriate Body contact is  
Kim Whiting, 0121-296-3004, e-mail [kim.whiting@sandwellips.org.uk](mailto:kim.whiting@sandwellips.org.uk)

This policy was agreed and adopted in July 2014.  
It will be reviewed

- as part of the school's development cycle by September 2015
- prior to this date should there be any changes to statutory requirements.

Dated: C Sykes (Ferndale Primary School) September 2014

Reviewed by C Sykes July 2015