



Newly Qualified Teacher Induction Policy

Brierley CE (VC) Primary School

Our Vision

Though we are many, we are one body. Together, we learn and grow.

God is at the heart of all we do, shining His light to guide us on our journey. Together, we face change and transformation with courage.

In love, we nurture all to be resilient, hopeful and aspirational; to become the very best version of ourselves, knowing that we are loved.

Each member of our school community is honoured and celebrated for their unique character and qualities: difference is met with dignity and compassion. Though we are many, we are one body.

Our community at Brierley stretches beyond the school, where we share God's message of love through our actions, our thoughts and our words as we continue on life's path.

Rationale

At Brierley CE (VC) Primary School we feel it important that all staff, both teaching and non-teaching, are inducted into the whole school team. Such induction must begin as soon as possible after staff have been appointed. We encourage the philosophy of a whole school approach to the life and work of the school. It is important that new staff are welcomed into the Brierley family, helped to establish their role and position within that team and enabled to grow and develop as individuals as well as team members. It is vital that new staff are given every assistance in settling into school quickly and happily and are helped to gain a knowledge and understanding of the philosophy and ethos of the school, the routines and practices that take place and the way in which the whole school works.

Aims and Objectives

- To help NQTs to build upon the knowledge skills and understanding developed in initial teacher training.
- To make NQTs feel welcome and at ease in their new environment.
- To ensure the effectiveness and efficiency of NQTs and to give meaning to school documentation.
- To enable new staff to understand the values and ethos of the school and to observe good practice so that it can be reflected in their own work.
- To ensure there is a system of support in place.
- To ensure that systematic and fair assessment procedures are in place based on the NQTs professional practice and to ensure that in the case of unsatisfactory progress sufficient support is given to make necessary improvements.

- To recognise that the appointment of an NQT is a serious responsibility and that appropriate funding will be given to support the NQT.

Guidelines

The Headteacher and Governors are responsible for the induction and professional development of new teachers. The induction mentor is responsible for the day-to-day supervision of the NQT, ensuring appropriate support, reporting and assessment takes place.

- The NQT will be registered with an Appropriate Body (AB) prior to the start of induction.
- NQTs will be required to complete an induction period of the equivalent of a year.
- Once the induction is successfully completed the teacher will be included in the school's application process.
- The induction mentor will meet the new teacher(s) on the first day of term in order to initiate the induction process for the school year.
- The induction mentor will provide pastoral and professional support by providing frequent advice and support as necessary by meeting regularly, both formally and informally, with the NQT.
- The induction mentor will be responsible for monitoring progress and maintaining records of monitoring, support and formal assessments.
- In consultation with senior managers the induction mentor will make arrangements for additional support, experience and professional development from outside the school if required.
- Formal meetings between the induction mentor and NQT will take place regularly.
- Teaching will be observed regularly by the induction mentor, subject leaders and appropriate senior managers. Constructive written and verbal feedback will be given. Copies of observation and feedback notes will be given to the NQT and a copy retained by the induction tutor.
- Opportunity should be given to the NQT to observe experienced teachers at work within the school and in other schools.
- The NQT will be given early support on major school issues such as SEND, assessment, record keeping, reporting to parents, behaviour management, safeguarding, child protection procedures and reporting racist incidents.
- The NQT will be given the opportunity to attend suitable training organised by the LA and other bodies.

- The relevant subject leaders will give the necessary information, support and advice to enable the new teacher to be properly prepared.
- Should problems arise with the progress of an NQT which could affect the completion of induction, advice from the AB will be sought as soon as possible and forwarded.
- Racist incidents, Child Protection Issues, Health and Safety and other procedures will be discussed between the NQT and a member of the Senior Leadership Team in accordance with school policies.
- During the induction period the NQT has 10% non-contact time (in addition to the 10% PPA time) to give him/her time to work on objectives, attend training and visit other schools.

Policy Review

This policy is regularly reviewed and updated when necessary. Such updating will be based on experience of recently appointed staff and the induction coordinator and will take account of their comments and ideas. The induction mentor will be continuously evaluating the induction programme at all stages and may submit modifications to the Headteacher and Governing Body for approval during the year.

The Headteacher's responsibilities

- To ensure that each NQT is provided with an appropriate induction programme, in line with national arrangements;
- To make a recommendation to the Appropriate Body, based on rigorous and fair assessment procedures, as to whether the NQT has met the Induction Standards.
- check that the NQT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the NQT starting the induction programme, which body will act as the Appropriate Body;
- notify the Appropriate Body when an NQT is taking up a post in which they will be undertaking induction;
- meet the requirements of a suitable post for induction;
- ensure the induction mentor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure an appropriate and personalised induction programme is in place;
- ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching;
- ensure that termly assessments are carried out and reports completed and sent to the appropriate body;

- maintain and retain accurate records of employment that will count towards the induction period;
- make the governing body aware of the arrangements that have been put in place to support NQTs serving induction;
- make a recommendation to the mentor on whether the NQT has met the relevant standards or requires an extension;
- participate appropriately in the Appropriate Body's quality assurance procedures;
 - retain all relevant documentation/evidence/forms on file for six years; and
 - participate in the Appropriate Body's quality assurance procedures.

Whilst much of the statutory responsibility for induction falls to the Headteacher, in practice much is delegated to induction mentor. The Headteacher however, must have in place appropriate quality assurance processes to ensure that all the necessary actions are taking place and the judgements being made are equitable and valid.

The Induction Mentor's responsibilities

The Induction mentor should have a clear job description outlining their duties and their lines of accountability.

The induction mentor (or the Headteacher if carrying out this role) should:

- 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 regular progress reviews throughout 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);
- inform the NQT during the assessment meeting the judgements to be recorded in the formal assessment record and invite NQTs to add their comments;
- ensure that the NQT's teaching is observed and feedback provided;
- 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, appropriate action if an NQT appears to be having difficulties.

The NQT's responsibilities

The NQT should:

- provide evidence that they have QTS and are eligible to start induction;
- 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 reduced timetable allowance;
- provide evidence of their progress against the relevant standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree 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
- retain copies of all assessment forms.

Governing Body's responsibilities

The Governing Body:

- should ensure compliance with this guidance;
- should be satisfied that the institution has the capacity to support the NQT;
- should ensure the head teacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual NQT as part of the institution's agreed grievance procedures;
- can seek guidance from the Appropriate Body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an NQT.

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