



ST. MARY'S
ACADEMY TRUST

St. Mary's Academy Trust

NQT Induction Policy

Date agreed by Performance and Standards Committee:

Date to be reviewed:

2-year review

Rationale

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. At St. Mary's Academy Trust, our induction process ensures the appropriate guidance, support and 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.

Aims

At St. Mary's Academy Trust, our 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 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 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 a teacher's roles and responsibilities
- to provide a foundation for longer-term professional development
- to help NQTs meet all the teacher standards

This policy reflects a structured whole school approach to NQT induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

This policy complies with the following legislation and statutory guidance:

Induction for newly qualified teachers (England) Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies Revised April 20

Roles and Responsibilities

This section summarises the roles and responsibilities of those involved in the induction process.

The Newly Qualified Teacher

The NQT has a vital part to play in his/her own induction.

The NQT should:

- provide evidence that they have QTS and are eligible to start induction;
- at the earliest opportunity following appointment, meet with their induction mentor to discuss and agree priorities for their induction programme and development and keep these under review;
- agree with their induction mentor how best to use their reduced timetable allowance;
- provide evidence of their progress against the teacher standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction mentor 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 mentor/within the school;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction mentor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period;
- retain copies of all assessment forms and other documentation.

The Headteacher

While responsibility for the implementation of the induction programme has been delegated to the induction mentor, the headteacher plays a significant and leading role in the process of inducting new colleagues into the profession.

Statutory responsibilities are:

- check that the NQT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- notify the appropriate body when an NQT is taking up a post in which they will be undertaking induction;
- ensure the NQTs post is a suitable post in which to serve induction;
- identify an induction mentor and ensure that an appropriate cycle of observations, progress reviews and three formal assessments is scheduled and takes place;
- 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 the NQT has both a reduced timetable and PPA time as necessary;
- maintain accurate records of periods of employment that will count towards the induction period;
- periodically inform the governing body about the school's induction arrangements;
- ensure that termly written assessment reports are completed by the induction mentor and are sent to the appropriate body by the appropriate deadlines;
- make a recommendation to the appropriate body on whether the NQT's performance against the teacher standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures;

There may also be circumstances where the headteacher should:

- obtain documentation from the NQT's previous post including any interim assessments;
- act early, alerting the Appropriate Body, in cases where an NQT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an NQT who may be at risk of not performing satisfactorily against the relevant standards;
- notify the appropriate body as soon as absences total 30 days or more;
- provide interim assessment reports for staff moving in between formal assessment periods;
- notify the appropriate body when an NQT serving induction leaves the institution.

Induction mentor

The principle requirement for the NQT induction mentor is to be responsible for the overall management of initiating NQTs into the teaching profession and into the school's systems and structures. It entails not only a coordination role but also keeping records of support and monitoring the quality of provision. It embraces various tasks, such as organising a personalised induction programme, providing support and guidance and the rigorous but fair assessment of NQT performance.

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

- provide, or coordinate, 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 coordinating input from other colleagues as appropriate (normally one per term, or pro rata for part-time staff);
- undertake 6 formal observations of the NQT's teaching and provide the NQT with written summaries;
- ensure NQTs are aware of how, both within and outside the school, they can raise any concerns about their induction programme or their personal progress;
- take prompt, appropriate action if an NQT appears to be experiencing difficulties;
- inform the NQT during the assessment meeting of the judgements to be recorded in the formal written assessment record and invite the NQT to add their comments;

- ensure written assessment reports are completed and sent to the headteacher. These written assessment reports will be sent to the Appropriate Body by the Headteacher.

St. Mary's Academy Trust

St. Mary's Academy Trust will ensure compliance, through the CEO at Trust Board, with this guidance;

- should be satisfied that the school has the capacity to support the NQT;
- should ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual NQT;
- can seek guidance from the appropriate body on the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process;
- can request general reports on the progress of an NQT.

The Appropriate Body

The appropriate body has the main quality assurance role within the induction process.

The appropriate body must ensure that:

- headteachers (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate
- where an NQT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where a school is not fulfilling its responsibilities, contact is made with the school to raise its concerns;
- induction mentors are trained and supported, including being given sufficient time to carry out the role effectively;
- headteachers are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- the headteacher has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the NQT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns;
- NQTs' records and assessment reports are maintained;
- agreement is reached with the headteacher and the NQT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- a final decision is made on whether the NQT's performance against the relevant standards is satisfactory or an extension is required and the relevant parties are notified;
- they provide the Teaching Regulation Agency with details of NQTs who have started; completed (satisfactorily or not); require an extension; or left school partway through an induction period.

The Appeal Body

NQT Induction Policy

The General Teaching Council for England (GTCE) 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 working within St. Mary's Academy Trust are as follows:

- Access to a personalised induction programme;
- Access to the Trust NQT development programme;
- Help and guidance from an induction mentor who is adequately prepared for the role and will coordinate the induction programme;
- Weekly meetings with induction mentor to review progress against targets;
- Weekly tutorials with a specific focus. These may be delivered by the induction mentor/ senior leaders or subject leaders;
- The opportunity to meet up with other NQTs;
- 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;
- Have teaching observed by experienced colleagues who will provide prompt constructive feedback (oral and written)

Unsatisfactory progress procedures

If it becomes apparent that an NQT is not making satisfactory progress, the Appropriate Body must be informed and the headteacher must ensure that additional monitoring and support measures are put in place immediately. Action must not be delayed until a formal assessment meeting has taken place. It is important that the NQT is made aware of where they need to improve their practice, and given every opportunity to raise their performance.

Intervention Plan

- Initially, the headteachers and the induction mentor will meet with the NQT and ensure that the NQT understands where they need to improve their practice (linked to Teacher Standards).

- A 2-week intervention plan will be put into place which will identify **two** clear and attainable targets with specific and practical steps outlined for securing an improvement in practice.
- It must be made clear to the NQT that if there are still concerns around their progress at the end of the 2-week intervention plan, Cause for Concern procedures will be followed.
- The intervention plan will be reviewed by the induction mentor after 1 week.
- The headteacher and induction mentor will meet with the NQT at the end of the 2-week intervention plan to summarise the progress made towards the targets identified on the plan.
- If satisfactory progress has been made, either: a further 2-week intervention plan can be put into place or it may be agreed that no further intervention plan is required.
- Where there are still concerns about the NQT's progress, the headteacher should explain to the NQT the consequences of failure to complete the induction period satisfactorily and discuss fully with the NQT:
 - the identified weaknesses (against the teacher standards);
 - the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction;
 - details of additional monitoring and support put in place;
 - the evidence used to inform the judgement.

Cause for Concern

The headteacher will contact the Appropriate Body and complete the required Cause for Concern documentation. This documentation will outline the identified weaknesses (against the teacher standards) and clear details of the monitoring and support provided for the NQT. A meeting will be arranged and chaired by the Appropriate Body. The meeting must be attended by the head teacher and induction mentor. The NQT will attend the meeting and they will be invited to bring along a representative from their union. By the end of the meeting, directions will be given by the Appropriate Body regarding how to move forward.

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. We would hope that these concerns could be resolved within school through professional dialogue. However, where the school does not resolve them, the NQT should raise concerns with their school's Lead Practitioner for Teaching and Learning. If the NQT's concerns continue to be unresolved, the NQT should contact their named Appropriate Body contact.