



Windmill Hill Primary School

Policy for the Induction of Newly Qualified Teachers (NQTs)

Rationale

The first year of teaching is not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their early teaching careers through appropriate transitional support. The school's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. The school's NQT Induction programme will enable NQTs to establish a secure foundation upon which a successful teaching career can be built.

Purposes

The school's induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of NQTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to the school. Specifically, the school will:

- provide support to meet the generic needs of all NQTs and specific needs of individual NQTs
- provide individualised support through high quality mentoring
- provide NQTs with examples of good classroom practice
- help NQTs form productive relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success



- act quickly to help NQTs address any areas of concern
- provide a foundation for longer-term professional development
- ensure a smooth transition to prepare to help NQTs meet all the teacher standards at an appropriate level

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 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 (Refer to the HBC Appropriate Body handbooks for induction for full details)

The Governing Body, Headteacher, Coordinator and NQT all have a duty to ensure that the NQT is registered with HBC AB *before* induction can commence.

The Governing Body

The governing body will be fully aware of the law 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 progress of NQTs through the headteacher's report and/or direct contact with the NQT coordinator in school.

For the year 2019-20 the school's Induction Coordinator/Tutor is Miss Walsh.

The Headteacher.

The headteacher 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 a coordinator, the headteacher will also observe each NQT at least once each term and provide appropriate oral and written feedback. Statutory responsibilities are:

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- ensuring an appropriate induction programme and support are in place
- recommending to the appropriate body (HBC) whether an NQT has met the requirements for satisfactory completion of the Induction period.

Many of the tasks associated with the above will be carried out by a coordinator but the headteacher will make the final recommendation to HBC. In addition to the statutory requirements the head teacher will:

- observe and give feedback, including, when necessary written warnings to any NQT at risk of failing to meet the standards and inform the Appropriate Body of any such early at the earliest opportunity
- keep the governing body aware and up to date about induction arrangements and NQT progress

Induction Coordinator (Induction Tutor)

The principal requirement for the NQT coordinator 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 activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of NQT performance.

As appropriate and upon request, the coordinator (and NQT) will meet with the HBC AB person as part of the AB quality assurance process of induction in the school.



Mentor

In addition to the coordinator, who has the responsibility for the formal assessment of NQTs, a mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. The mentor will contribute to the judgements about the progress against the Teachers' Standards.

Assessments written at the end of each period of induction should have contributions relating to progress and next steps allied to the teacher standards parts A and B and accompanying evidence from the NQT, the coordinator/tutor and the mentor.

Entitlement

The 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 the teachers' standards as achieved during training.

The key aspects of the school's induction programme for NQTs 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 prior to taking up appointment with time to discuss developments needed and how they will be assisted in making these.
- Meet with the coordinator/tutor in the first week of taking up appointment in school to develop an action plan which meets their needs from the end of ITT and the start of the induction year. The plan will link to the teacher standards.



- Help and guidance from an Induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with a mentor and, as needed, meetings with subject coordinators, SENCo etc.
- A programme of observations of experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload (in addition to PPA time). This time is used for participating in the schools induction programme and/or meetings with mentor attending external CPD delivered by HBC Appropriate Body, and other external training.
- Regular observation of NQT's teaching by experienced colleagues (at least once every half term).
- Prompt written as well as oral feedback on teaching observed with targets and advice as necessary allied to objectives on the NQT action plan.
- Confronting of any areas of practice or behaviour that may prevent the NQT meeting the Teachers' Standards in a timely, honest and professional manner
- Opportunities for further professional development based on agreed targets and identified needs.
- Detailed action plan and success criteria for any areas identified as making an NQT at risk of not meeting the teacher standards during each period of induction.



Assessment & Quality Assurance.

The assessment of NQTs will be rigorous and objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- Assessment will draw on views from all teachers who have a part in the NQT's development in order to gain a reliable overall view.
- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents as well as formal observations of teaching.
- The coordinator will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the NQT concerned.
- The school will, as requested by HBC AB be part of the AB annual process of quality assurance of induction in Halton schools.
- The assessment reports at the end of each period of induction 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 not meeting the teacher standards in induction periods one and/or two, or at risk of failing induction in the third and final period of induction will be given and the school's concerns communicated to HBC AB 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.

The named LA contact will be informed as soon as it becomes clear an NQT is at risk of not meeting one or more of the standards.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school (mentor, coordinator, headteacher) in the first instance. Where the school does not resolve them the NQT should raise concerns with the named LA contact.



The named LA contact is Mark Higginbottom

This policy was agreed and adopted in October 2019. It will be reviewed as part of the school's development cycle by October 2020 (prior to this date should there be any changes to statutory requirements).