



Newly Qualified Teachers' Induction Policy

Date: September 2020

Review date: September 2021

Approved by Advisory Board: September 2020

Signed:

A handwritten signature in blue ink, which appears to be "S. Day" followed by a horizontal line.

THE BACKGROUND

1. Induction builds on what new teachers have learned during ITT. It is the bridge between ITT and teaching practice. NQTs are expected to maintain the Teachers' Standards throughout induction against which they are assessed.
2. NQTs have only one chance to complete induction. An NQT who has completed Induction and failed to meet the Teachers' Standards is not permitted to repeat induction (although they may appeal against the decision). Although such an NQT does not lose his or her QTS status, he or she cannot be employed lawfully as a teacher in a locally maintained school. (This does not apply to Academies).
3. The induction period combines a personalised programme of development, support and professional dialogue, with monitoring and assessment of performance against the Teachers' Standards. The programme should 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. Each NQT's programme should be tailored to the individual's needs and circumstances and should provide significant opportunities for the NQT to:
 - show their potential;
 - make rapid advancement towards excellence in teaching; and
 - make a real impact on their school's and pupils' development.
4. NQTs are entitled to a reduced timetable of 90% of the school's standard teaching time in addition to PPA time to allow their induction programme to take place. It is the Headteacher's responsibility to ensure this, as set out in the School Teachers' Pay and Conditions Document.

KEY PRINCIPLES

5. The School is committed to the following key principles:
 - (a) Identifying and meeting the needs of each NQT, including negotiating objectives which take account of the NQT's Career Entry and Development Profile or equivalent transitional information from ITT.
 - (b) ensuring the NQT has access to a suitable range of professional support, guidance and advice, including the allocation of an induction tutor;
 - (c) making clear the roles, responsibilities and expectations;
 - (d) reflecting local and national procedures and guidance for monitoring, assessing and reporting on progress during the induction period;
 - (e) providing a range of CPD opportunities;
 - (f) ensuring regular meetings with key induction staff;
 - (g) providing a reduced timetable for the NQT;
 - (h) providing regular, developmental feedback on the NQT's classroom practice and teaching;
 - (i) providing fair and reasonable circumstances in which the NQT will be able to demonstrate her/his ability to satisfy the induction requirements;
 - (j) providing a period of induction which enables the NQT to take increasing responsibility for her/his professional development and career progression;
 - (k) making adequate resources available to support the induction arrangements; and
 - (l) reviewing the effectiveness of the school's arrangements for the induction of NQTs.
 - (j) the NQT to have opportunities to meet with other NQTs.

KEY COMPONENTS AND ENTITLEMENTS

6. Three strands of monitoring, support and assessment are inter-related. The NQT's individualised plan will include:

- a reduction (10%) in the NQT's timetable to enable induction-related activities to take place. (NB this is in addition to PPA time);
- support from a designated Induction Tutor who must hold QTS, and who has the time and experience to carry out their role effectively;
- a negotiated induction programme which takes account of: any evaluations from the NQT's Initial Teacher Training course; the context of the post to which the NQT has been appointed and the Teachers' Standards
- observation of the NQT's teaching and subsequent follow-up review meetings to take place once every half term initially during the first 4 weeks; (for part-time NQTs the first observation should be within the first half-term and pro-rata thereafter). Although the Induction Tutor is likely to undertake most of the observations, other people who hold QTS from within or outside the school may also be involved in observations;
- professional reviews of progress between the NQT and Induction Tutor to review and revise objectives in relation to the Teachers' Standards and the needs and strengths of the individual NQT. These should take place at least half-termly; (pro-rata for part-timers, but the first meeting should be within the first half-term and at least termly thereafter);
- NQT's observation of experienced teachers, where effective practice has been identified within or beyond the NQT's own setting.
- other personalised professional development activities to reflect the NQT's identified priorities, any new areas of need and the Teachers' Standards;
- three formal assessment meetings between the NQT and the Induction Tutor acting on behalf of the Principal. These will be termly for full-time NQTs and pro-rata for part-timers. Assessment reports based on these meetings will inform the Appropriate Body to enable them to monitor progress during induction. The first two reports indicate the extent to which the NQT is making satisfactory progress towards the expected Standards, and the final report indicates the Principal's recommendation as to whether or not the NQT has met Core Standards.

In reciprocation we hold the following expectations of NQT's:

- to take the initiative in seeking advice and help from the subject mentor and Professional Tutor with any matters relating to their professional welfare;
- to be well-prepared for teaching and have lesson plans readily available;
- to be familiar with and implement school policies;
- to act upon the constructive comments of staff who support induction;
- to observe more experienced teachers in the department and elsewhere in the school and on visits to other schools, in order to learn from their good practice;
- to take full advantage of the school's induction programme;
- to engage in reflective self-analysis and reflection of their professional practice;
- to keep available in school all records relating to induction (eg INSET evaluations);
- to play an active part in the everyday life of the school by fulfilling administrative and pastoral responsibilities and school duties; and
- to maintain the school's professional ethos in terms of conduct.