



## **Policy for the Induction of Newly Qualified Teachers (NQTs)**

Status: **Statutory**

Staff responsible: **Principal**

Review date: **January 2020**

Next review date: **September 2020**

## **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 teaching careers through appropriate transitional support. Our Trust's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our NQT Induction programme will enable NQTs to establish a secure foundation upon which a successful teaching career can be built.

## **Purpose**

Our Trust'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 our school. Specifically, we aim to:

- 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 core standards,

The whole staff will be kept informed of the UTC 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**

### **The Governing Body**

The Trust Board and Local Governing body will be fully aware of the law which sets out the UTC'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 UTC currently has the capacity to fulfil all its obligations. The local governing body will be kept aware and up to date about induction arrangements and the progress of NQTs through the Principal's report and/or direct contact with the NQT coordinator in school.

For the year 2019/2020 the UTC's NQT Induction Coordinator is Louise La Pensee.

## **The Principal**

The Principal at the UTC 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 the coordinator, the Principal or nominated Senior Leadership Team member will also observe each NQT through 'drop-ins' at least once each term.

Statutory responsibilities are:

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

In reality, many of the tasks associated with the above will be carried out by the coordinator but the Principal will make the final recommendation to the authorising body. In addition to the statutory requirements the Principal or Senior Leadership Team member will:

- observe and give written warnings to any NQT at risk of failing to meet the Standards
- keep the local governing body aware and up to date about induction arrangements and NQT progress

## **Induction Coordinator (Induction Tutor)**

The principle requirement for the NQT coordinator is to be responsible for the overall management of initiating NQTs into the teaching profession and into the UTC'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.

## **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.

## **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 the Teachers' Standards as achieved during training.

The key aspects of the Induction programme for NQTs at the UTC 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 UTC prior to taking up appointment with time to discuss 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 a mentor and, as needed, meetings with Curriculum Directors and 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 UTCs Induction programme and/or meetings with mentor.
- 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.
- 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 success criteria for any areas identified as making an NQT at risk of not meeting the Standards.

### **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.
- 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 UTC

### **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 concerns communicated to the authorising 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.

The named authorising body 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, Principal or nominated Senior Leadership Team member) in the first instance. Where the UTC does not resolve them the NQT should raise concerns with the named authorising body contact.