



Induction for Newly Qualified Teachers Policy

Policy Type	Non-regulatory
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Rationale

The School is committed to the professional development of its entire staff and takes the successful induction of all new entrants to the profession most seriously. The first year in teaching is not only very demanding but also of considerable importance in the professional development of a new teacher and our induction process ensures that the appropriate guidance, support and training is given, including the development of skills, training, knowledge and observations, through a structured yet flexible individual programme. This programme will help an NQT to form a secure foundation upon which to build a successful career in teaching.

Purposes

Our school's induction programme aims to make a significant contribution to both the professional and personal development of our NQTs, through increased confidence in their knowledge, skills and abilities, and to encourage a reflective, collaborative and collegiate approach to their teaching and in their wider professional lives.

Aims

- To provide support and induction programmes appropriate to the individual needs of the NQT
- To help the NQT understand how to meet the teaching standards through the academic year
- To ensure that the NQT receives Child Protection guidance and training
- To provide appropriate counselling and support through the role of an identified mentor
- To provide the NQT with examples of good practice through lesson observations and meetings with colleagues
- To help the NQT form good relationships with all members of the school community and its wider community
- To help the NQT become aware of the school's role in the local community
- To encourage reflection on their own and observed practice
- To provide opportunities to identify areas for development
- To help the NQT develop an overview of a teacher's varied roles and responsibilities
- To provide a strong foundation for longer term professional development

All staff will be kept informed of the induction policy and encouraged to participate, wherever relevant and appropriate, 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.

NQT Registration

The School is registered with the Independent Schools Teacher Induction Panel (ISTip) and the NQT will be registered with this approved awarding body. Advice from ISTip and all of the requirements made by them are followed closely. The ISTip induction programme for Newly Qualified teachers is supervised by the Assistant Head (Staff Development) in the Senior School and, the Deputy Head of the Junior School, who advise the Head or Head of Juniors on the progress of the NQTs. NQTs received a welcome pack from ISTip.

Roles and Responsibilities

The Governing Body

A governor, Chair of the Girls' School Teaching and Learning Committee, has a responsibility to overview the NQT and Induction processes. There are updates on this at Girls' School Committee meetings as an item within the Headmistress's report and the opportunity to discuss individual progress as relevant. From time to time there are presentations made to the Girls' School Committee on the process of taking PGCE students, and inducting NQTs in to the school. The Induction Tutor, (Assistant Head – Staff Development) is responsible for ensuring that subject mentors in the Senior School carry out their duties efficiently and punctually, that all necessary paperwork is completed and submitted on time and that the NQTs feel fully supported in their first year of teaching. In the Junior School, the Deputy Head acts as both Induction Tutor and subject mentor.

The Headmistress

The headmistress 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 an Induction Tutor, the Headmistress will also observe each NQT at least once during the year, and usually in the first two terms. Statutory responsibilities are:

- Checking that the NQT has been awarded QTS and clarifying whether the teacher needs to serve an induction period or is exempt and agreeing, in advance of the NQT starting the induction programme, which body will act as the appropriate body, in relation to the School.
- Notifying ISTip (or other agreed appropriate body) when an NQT is taking up a post in which they will be undertaking induction.
- Ensuring an appropriate induction programme is set up and implemented, including ensuring that termly assessments are carried out and reports completed and sent to ISTip (or other agreed appropriate body).
- Maintain and retaining accurate records of employment that will count towards the induction period.
- Recommending whether an NQT has met the requirements for satisfactory completion of the induction period or requires an extension.
- Participating appropriately in ISTip's quality assurance procedures
- Retaining all relevant documentation/evidence/forms on file for six years.

While the Headmistress may not delegate these responsibilities, many of the associated tasks will be carried out by an induction tutor or other suitably experienced colleague. In addition to the statutory requirements the Headmistress will:

- Observe and give written warning to an NQT at risk of failing to meet the required standards.
- Make the governing body aware of the arrangements that have been put in place and the outcome of the induction period.

Induction Tutor

The principal requirement for the NQT induction is to be responsible for the overall management of initiating NQT's 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 the provision of induction for each NQT. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of NQT performance. The induction tutor must ensure NQTs are aware of how, both within and outside the School, they can raise any concerns about their induction programme relating to their personal progress. The induction tutor must also take prompt action if an NQT appears to be having difficulties.

Subject Mentor

In addition to the induction tutor, who has the responsibility for the formal assessment of the NQT, a subject mentor is appointed to provide on-going support on a daily basis. The subject mentor will meet weekly with the NQT and ensure that minutes of these meetings are recorded on the ISTip proforma and that the Induction Tutor receives a copy. The subject mentor will contribute to the judgments about the progress against the Teachers' Standards.

NQT

As outlined in the ISTip welcome pack, the NQT takes responsibility for his or her own Induction. They are expected to be an active participant in the process, gathering and recording evidence of their progress towards the Teachers' Standards. They should keep hard copies of all lesson observations (of themselves and of colleagues), lesson evaluation forms, Action and Development Plan, minutes of half-term review and assessment meetings, assessment forms. They are expected to plan and set appropriate targets and be active in making progress on their Action and Development Plan (linking targets to the Teachers' Standards. NQTs should seek professional development opportunities and request INSET relating to their targets and professional duties. NQTs are expected to play a wider part in the life of the school.

Entitlement for the NQT

Our induction programme ensures that the NQT is provided with the support and mentoring 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 standard for the award for qualified teacher status (QTS). The key aspects of the induction programme for NQTs are as follows:

- Access to an induction programme that will commence upon appointment and be reviewed after one year in a post. Some of which will be included in the General Staff Induction Programme.
- An induction day at the school prior to taking up appointment.
- A initial meeting with the subject mentor/s and Induction Tutor to outline the year ahead and discuss record-keeping, roles and responsibilities of all involved in the Induction process.
- Help and guidance from an induction tutor who will coordinate the induction programme
- Regular weekly meetings with their subject mentor, where the IStip proforma is used to discuss and record progress, reflecting on evidence towards meeting the Teachers' Standards
- Meetings will also be arranged with Heads of Department and other key staff where appropriate and relevant to the NQT's development
- Opportunities to meet with other NQTs and/or teachers who have recently completed their induction programme. If there are NQTs at the Boys' School we encourage meetings and mutual observations.
- Attend whole school INSET.
- Observe experienced colleagues teaching.
- A reduction of 10% of a full-time teacher's timetable.
- Have teaching regularly observed by experienced colleagues (at least 6 in the Induction period, 2 per term 1 per half term).
- To receive prompt feedback using IStip forms, and during a feedback meeting with the observer and to receive advice and support as appropriate.
- Review and assessment meetings to discuss overall progress (6 half-term review meetings and 3 assessment meetings) with subject mentor (and sometimes the Induction Tutor).
- Attendance at IStip regional training days and conferences for NQTs.
- Opportunities for further professional development based on agreed targets.

At the end of their NQT year they enter the school's Professional Development Programme which enables them to take further the objectives they have identified in their assessments.

Lesson observations, setting/reviewing targets

These will be followed and completed in accordance with the DfE guidelines on NQT induction (revised December 2013) and using IStip proformas.

Assessments and Quality Assurance

The assessment of NQTs will be rigorous but also objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessments (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- Responsibility for assessments will involve all teachers who have a part in the NQT's development in order to gain a reliable overall view.
- Opportunities will be created for NQTs to gain experience and expertise in self-assessment.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any record 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 School

NQT at risk procedures

If any NQT encounters difficulties with meeting the teachers' standards or their professional duties at school, the following procedure will be put into place:

- Support will be provided to address any weakness.
- 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 IStip 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. Where necessary, the Head/IStip adviser will support the induction tutor and NQT to try to improve the situation.

Addressing NQT concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised with the School in the first instance. Where the School does not resolve them the NQT can raise concerns with the IStip.

Monitoring and Review

This policy meets the requirements of DFE Statutory Guidance on Induction for Newly Qualified Teachers (England) Revised December 2013 and is reviewed annually.

The Assistant Head (Staff Development) and Junior School Deputy Head keep hard copies of the NQTs' registration documents, CEDPs, objectives and reviews, lessons observations, records of formal meetings, and assessments.

Reviewed: September 2015