



Hovingham & St Hilda's CE (VC) Primary Schools Federation



Policy for the Induction of Newly Qualified Teachers (NQTs) 2018

Rationale.

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Our school's induction process ensures the appropriate guidance, support, 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.

Purposes.

Our school's 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 an Induction programmes appropriate to the individual needs of the NQT.
- to provide appropriate mentoring and 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 teacher's roles and responsibilities.
- to provide a foundation for longer-term professional development.
- to help NQTs meet all the Core Standards,

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

The Governing Body

The governing body will be fully aware of 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 results of formal assessment meetings.

For the year 2015-2016 the school's Induction Tutor is James Pynn (Headteacher).

The Headteacher.

The head teacher at Hovingham and St Hilda's, Ampleforth 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 head teacher will also observe each NQT at least once each term. Statutory responsibilities are

- ensuring an appropriate induction programme is in place.
- recommending to the LA whether an NQT has met the requirements for satisfactory completion of the induction period.

While the head 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 head teacher will

- observe and give written warnings to an NQT at risk of failing to meet the required standards.
- Inform the LA immediately if concerns arise about the NQT's ability to meet the Standards.
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

Induction Tutor

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

Mentor

In addition to the induction tutor, who has the responsibility for the formal assessment of the NQT, a mentor is appointed to provide on going support on a daily basis. The mentor will contribute to the judgements about the progress against the core 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 standards for the award for qualified teacher status (QTS)

The key aspects of the induction programme for NQTs at Hovingham and St Hilda's, Ampleforth 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 the Career Entry and Development Profile, support needed and how they will be assisted in making progress in areas identified for improvement.
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with mentor, senior managers, subject coordinators and other key staff where appropriate.
- Time and regular opportunities to meet with other NQTs and teachers who have recently completed their induction programme.
- Observe 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.
- Have teaching observed by experience colleagues.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.
- Opportunities for further professional development based on agreed targets.

Lesson observation, reviewing and target setting.

Formal lesson observations will take place regularly (at least once every half term) in order to gain a clear picture of the NQT's classroom practice and offer advice and support. In addition, 'drop-ins' and part lesson observations will be used to monitor classroom ethos and/or to investigate or support development with specific aspects of pedagogy. Written feedback will always be provided following formal observations. Lesson observation protocols used across school designed to ensure professionalism in observations will be used when observing NQTs.

Classroom practice, including areas for development, will be discussed in regular meetings with a mentor. Formal review meetings will take place towards the end of each stage of Induction, with targets for development over the next stage agreed at the meeting. The amount of detail in the targets will vary from NQT to NQT according to precise needs and level of skill displayed. If an NQT is at risk of not meeting any of the Standards, a support plan will be written to clarify success criteria for targets and to indicate sources of support. The LA will be invited to support this process.

Assessment & 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 assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment 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 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 school

At risk procedures.

If any NQT encounters difficulties with meeting the NQT 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 (including clarity on which Standards are not being met) 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 LA 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/LA Adviser will support the induction tutor and NQT in observations and planning an appropriate programme to ensure satisfactory completion of the NQT year and that all steps have been taken to improve the situation.

Addressing NQT Concerns

If an NQT has any concerns about Induction, mentoring and support, these should be raised within the school 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 Peter Fleming (secondary and special), Andy Lancashire (primary)

This policy was agreed and adopted in March 2016 and reviewed Autumn 2018.

- as part of the school's development cycle by Summer 2021.
- prior to this date should there be any changes to statutory requirements.