



Carlisle & Hampton Hill Federation



NQT INDUCTION POLICY (Newly Qualified Teacher)

This policy was reviewed:	Spring 2021
This policy was ratified by Full Governing Body (if applicable):	Spring 2021
This policy will be reviewed again:	Spring 2023
Governor committee responsibility:	Achievement & Families Committee
Statutory Policy?:	Yes

School Vision

'Love Learning, Love Life'

Welcoming and inclusive to all children, families and staff in our school community

Encouraging to each other in everything we do, having high expectations and aiming for the highest standards

Committed and caring to each other, creating opportunities for all

Aspirational for every member of the school community to aim for excellence and believe they can achieve their very best in everything they do

Respectful of ourselves, each other, the environment and the wider world

Enthusiastic and engaged in school life, embracing new challenges and trying new things

Rationale

NQT induction is a vital period of development for a teacher who has just gained their Qualified Teacher Status (QTS). It is the bridge between initial teacher training and a potentially long and successful career in teaching. As such it is essential that the appropriate guidance, support and training is provided through a carefully structured but flexible individual programme; one that is rooted in the culture of continuous professional development, which encourages the Newly Qualified Teacher (NQT) to flourish.

Aims

The induction process at Carlisle Infant School (CIS) and Hampton Hill Junior School (HHJS) has been designed to make a significant contribution to the professional and personal development of NQTs. As such it aims to:

- Provide a programme tailored to suit the individual needs of the NQTs and the children they teach
- Develop teachers who focus on learning and their impact on the learners
- Support NQTs in embedding school systems and processes with effect
- Provide appropriate guidance and support through the role of a trusted, experienced mentor
- Enable NQTs to take responsibility for their own learning and development
- Help NQTs perform successfully against the Teachers' Standards

Roles and Responsibilities

Governing Body

The Governing Body will be fully aware of the contents of the DfE's Statutory Guidance on induction for newly qualified teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for NQTs. Careful consideration is given prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil its obligations. The Governing Body will be kept informed of induction arrangements and the results of formal assessment meetings.

Head Teachers

The Head Teachers are responsible for the selection and appointment of an NQT at CIS and HHJS. Their statutory responsibilities are to:

- Make arrangements with an Appropriate Body – Achieving for Children (AfC) - to oversee the school's induction programme for each NQT employed
- Ensure that an appropriate induction programme is set up
- Appoint a suitably experienced teacher to the role of induction tutor
- Ensure that the NQT is provided with an extra 10% non-contact time to those colleagues with full teacher status.
- Make a recommendation to AfC whether or not an NQT has performed satisfactorily against the Teachers' Standards for the completion of induction
- Observe and give written warnings to an NQT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing AfC immediately
- Keep the Governing Body informed of induction arrangements and the results of formal assessment meetings

Induction Tutor

The Induction Tutor is responsible for initiating NQTs into the teaching profession and the systems and structures at CIS and HHJS. Specifically their responsibilities are to:

- Ensure that the NQT is fully aware of the requirements of the induction period and assessment processes
- Produce a tailored support programme building on the NQT's development profile
- Meet regularly with the NQT to provide day-to-day monitoring and support
- Draw upon the expertise of the other staff in school to contribute to the induction programme
- Undertake focused lesson observations, providing prompt and constructive verbal and written feedback
- Review half termly with the NQT, the progress against their targets and against the Teachers' Standards
- Provide termly assessment reports to AfC against the Relevant Standards for Assessment of NQTs

Relevant Standards for Assessment of NQTs

- The Teachers' Standards (2012) will be used to assess an NQT's performance at the end of their induction period.
- The NQT's work context should be taken into account and what should reasonably be expected of an NQT.
- Judgements will reflect the expectation that NQT's have effectively consolidated their initial teacher training and have demonstrated their ability to meet The Teachers' Standards consistently and over a sustained period

NQT

Where possible the NQT should spend a period of time in school for induction prior to their start date. This time should provide them with the opportunity to:

- get to know members of staff, including their induction tutor and year group colleagues
- become familiar with school systems.
- spend some time with the children they will be responsible for teaching when they formally start.
- read the staff handbook, health and safety policy, safeguarding policy and teaching and learning policy.

All official paperwork relating to the employment of the NQT should be completed at this time.

Once employment has officially commenced, the NQT should:

- Receive support and guidance from their induction tutor
- Raise any concerns relating to their role with their induction tutor as soon as possible
- Meet weekly with the induction tutor on a formal basis for the first term and then fortnightly as deemed appropriate by the induction tutor to discuss progress and areas for development
- Attend the induction programme provided jointly by AfC and HHJS
- Be formally observed at least half termly with follow-up discussions and written feedback provided as soon as possible afterwards, but definitely within 24 hours
- Receive a written termly professional review of progress which is submitted to AfC and which they may comment on
- Receive opportunities for observation of colleagues within school or in other schools as appropriate
- Receive an extra 10% PPA time to that which is given to other fully qualified class teaching members of staff
- Complete the tracker document as evidence of all CPD and progress being made against the Teachers' Standards
- Seek other opportunities for further professional development based on agreed objectives

Formal Process when there is a Cause for Concern

In the event there is a concern that the NQT is not making satisfactory progress, an agreed process with AfC will come into effect (See Appendix 1).

If the 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 should raise the concerns with their identified contact at AfC.

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