



Policy for the Induction of Newly Qualified Teachers (NQTs)

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 programmes appropriate to the individual needs of the NQT.
- to provide appropriate counselling 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,



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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.

Prior to beginning work - staff induction day

A day should be agreed between the NQT and their induction tutor. During the day the new member of staff should be made aware of:

Key personnel and their roles and responsibilities

- School layout - emergency exits, toilets, classrooms etc.
- Term dates, school times, meeting dates and times
- Signing in procedures, fire drill arrangements and other safety and security issues
- Emergency procedures
- Arrangements for first aid
- Accident and incident reporting
- Class list
- Special Needs information
- Pupils' medical information

There should be opportunity to:

- Complete any additional paperwork relevant to employment
- Meet with senior staff
- Familiarise themselves with their new role
- Check they have all necessary contact numbers

They should be given to read:

- The health and safety policy
- Recent newsletters
- Curriculum policy
- Appropriate risk assessments
- Single Integrated Development Plan and relevant action plans



Roles and Responsibilities

The Governing Body

The governing body will be fully aware of the contents of Guidance to the Law DfES/0458/2003 which sets out 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 2011/2012 the school's Induction Tutor and NQT mentor is Mrs H Elliott.

The Headteacher

The head teacher at Bishop Bridgeman C. E. Primary School 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 set up.
- recommending to the LEA 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.
- 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 Bishop Bridgeman C. E. Primary School's 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 Bishop Bridgeman C. E. Primary School 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, 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.



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- 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. 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 observations, reviewing and target setting

These will be followed and completed in accordance with the DFES guidelines on NQT induction.

During the induction period each NQT should be observed at least once every half term by the induction tutor and/ or by others as appropriate. The first observation should take place during the first four weeks. The observations should be followed by professional review discussions at which the NQT and induction tutor review progress against the NQT's objectives, revising the objectives and action plan if necessary.

Observations of experienced teachers

It is likely that the majority of observations will take place in school. However, opportunity should also be taken for NQTs to observe:

- teaching in a neighboring primary school
- teaching in a school with contrasting catchment

Other professional development activities



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The NQT should be supported in following up any issues raised as part of the Career Entry and Development Profile. The individual programme might include:

- Strength and development priorities
- Visits to other schools (at least one every term) to follow up priorities and to observe exemplary practice
- Opportunities to discuss subject leadership with members of school staff
- Opportunities to observe experienced teachers within the school

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.

Formal assessment meetings

There should be three formal assessment meetings, one at the end of each term. They should consist of the Headteacher, the induction tutor and the NQT. At these meetings the following should be discussed:

- Written reports from at least two observations and two review meetings The NQT's progress
- Assessment records of pupils for whom the NQT has been responsible
- Lesson plans, records and evaluations
- The NQTs self-assessment and record of professional development



The LA should be notified as soon as possible if it seems as though an NQT will have difficulty meeting the standards at the end of their induction period. The Governing body should also be kept informed as to the progress of NQTs.

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 diagnose 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 LEA 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/LEA 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.

Induction assessment forms and the final assessment

Following the first two formal assessment meetings a form should be completed to indicate whether or not the NQT is making satisfactory progress.

NQTs will be assessed at the end of the induction period against the induction standards. These include the requirement for NQTs to continue to meet the standards for the award of QTS consistently and with



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increased professional competence and to progress further in specific areas.

It is the responsibility of the Headteacher to formally notify, using the final assessment form, the LA as to whether the NQT has met the induction standards.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, 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 LEA contact.

The named LEA contact is Gill Forrest (gill.forrest@bolton.gov.uk) the NQT Induction Coordinator.

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This policy is based on and follows the guidance and statutory requirements set out in DfES/0458/2003 The Induction Period For Newly Qualified Teachers.

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