



NQT Induction Policy

	ODBST x.y	
Policy Level:	2	ODBST Statutory and Mandatory Policy All schools must adopt these policies with local amendment strongly discouraged. These policies are centrally amended and binding on LGBs from the date of Board approval. They must be displayed on the School's website. Approval for all proposed local amendments must be sought from the ODBST Governance Lead prior to Local Governing Body resolution.
Other related ODBST policies and procedures:		
Committee responsible:	AEC	
Approved by:	AEC	
Date Approved:		
Date for Next Review:		



Vision

Together we will work to enable all our children to achieve their full potential within our Christian family. Through the teachings and examples of Jesus, we nurture individuality - providing challenge, developing self-esteem and promoting care and respect for each other and God's world.

'I can do all things through Christ who strengthens me' Philippians 4:13

To achieve the vision, we:

- Enable the children to understand and follow the teachings and examples of Jesus as an outline for Christian living
- Ensure a broad and balanced curriculum for every child in a safe and stimulating environment which challenges and celebrates each child
- Equip children with the skills, knowledge and attitudes which will help them to develop into self-respecting, self-motivated adults
- Enable pupils to learn and appreciate the scale and scope of human achievement and develop their own individual creative talents
- Encourage the development of social, moral, spiritual and cultural values as well as British Values
- Strengthen children's understanding of care for the environment and develop a supportive partnership within our community

NQT Induction Policy

This is underpinned by statutory guidance from the Department for Education. This means that those involved in managing statutory induction arrangements must have regard to it when carrying out their relevant duties.

Rationale

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue, with monitoring and an assessment of performance against the relevant standards.

The induction programme at St John's Church of England Primary School supports newly qualified teachers (NQTs) to demonstrate that their performance against the relevant standards is satisfactory by the end of the period and by equipping them with the tools to be an effective and successful teacher. The programme is structured but flexible so that it can respond to individual development needs and provides appropriate guidance, support and training, which will enable NQTs to form a secure foundation for a successful teaching career.

Aims

The aim of the policy is to support and guide NQTs in their first year of teaching by making a significant contribution to both the professional and personal development of individual NQTs. The programme aims to:



- be flexible and appropriate to the needs of individual NQTs;
- help NQTs to become fully integrated into the school as a whole;
- help NQTs to understand their responsibilities as part of the teaching profession;
- provide NQTs with the opportunity to observe good practice and to reflect on their own teaching practice with their NQT Induction Tutor;
- allow opportunities for them to identify areas for development;
- enable NQTs to perform satisfactorily against the Teachers' Standards;
- provide a foundation for NQTs to develop professionally in the long-term.

Roles and Responsibilities of those involved in the Induction Process

The NQT

The NQT should:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance;
- provide evidence of their progress against the relevant standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their Appropriate Body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period and the dates of any absences from work; and
- retain copies of all assessment forms.

The Induction Tutor

The principal requirement for the NQT Mentor is to provide regular support. The mentor will match judgements about NQT performance against the Teachers' Standards. The role also requires the NQT Mentor to keep records of activities and evidence of monitoring the quality assurance of provision. It embraces various tasks, such as organising the induction programme, providing opportunities to participate in additional support, e.g. partnership with other teachers in school, providing support and guidance and enabling the rigorous but fair assessment of NQT performance.

The induction tutor should:

- provide, or coordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the Appropriate Body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake three formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one per term, or pro rata for part-time staff);



- inform the NQT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the NQT to add their comments;
- ensure that the NQT's teaching is observed and feedback provided;
- ensure NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and
- take prompt, appropriate action if an NQT appears to be having difficulties.

The Head teacher

The Headteacher plays an important part in the process of inducting new colleagues to the profession. The Head teacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the NQT during induction, while responsibility for the implementation of the induction programme has been delegated to an NQT Mentor, the Headteacher will also observe each NQT as required, but at least once a term and, in addition should:

- check that the NQT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the NQT starting the induction programme, which Body will act as the Appropriate Body;
- notify the Appropriate Body when an NQT is taking up a post in which they will be undertaking induction;
- meet the requirements of a suitable post for induction as defined by the DfE statutory Induction Guidance document;
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure an appropriate and personalised induction programme is in place;
- ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching;
- ensure that termly assessments are carried out and reports completed and sent to the Appropriate Body;
- maintain and retain accurate records of employment that will count towards the induction period;
- make the Governing Body aware of the arrangements that have been put in place to support NQTs serving induction;
- make a recommendation to the Appropriate Body on whether the NQT's performance against the relevant standards is satisfactory or requires an extension;
- participate appropriately in the Appropriate Body's quality assurance procedures; and
- retain all relevant documentation, evidence and forms on file for six years.

There may also be circumstances where the Head teacher should:

- obtain interim assessments from the NQT's previous post;
- act early, alerting the Appropriate Body when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily;



- ensure third-party observation of an NQT who may be at risk of not performing satisfactorily against the relevant standards;
- notify the Appropriate Body as soon as absences total 30 days or more;
- periodically inform the Governing Body about the school's induction arrangements;
- advise and agree with the Appropriate Body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- provide interim assessment reports for staff moving in between formal assessment periods; and
- notify the Appropriate Body when an NQT serving induction leaves the institution.

The Governing Body

The Governing Body:

- should ensure compliance with the Statutory Guidance for NQT Induction;
- should be satisfied that the institution has the capacity to support the NQT;
- should ensure the Head teacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual NQT as part of the school's agreed grievance procedures;
- can seek guidance from the Appropriate Body on the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an NQT.

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;
- Formative assessment (e.g. lesson observation, target setting, pupil progress) 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-evaluation;
- The induction tutor will ensure that assessment procedures are consistently applied;
- Copies of any records will be passed to the NQT concerned;
- Termly assessment reports will give details of areas of strength, areas requiring development, evidence used to inform judgement, targets for coming term and support to be provided by the school.

(All of the above will be clearly referenced to the Teachers' Standards 2012)



Statutory Requirements

This policy is informed and underpinned by the [*Induction for Newly Qualified Teachers \(England\) Statutory Guidance for appropriate bodies, head teachers, school staff and governing bodies \(Department for Education\)*](#). (Revised April 2018)

In line with the statutory guidance the school will:

- apply The Teachers' Standards to assess an NQT's performance at the end of their induction period.
- identify a person, with QTS, to act as the NQT's induction tutor, giving the person sufficient time to carry out the role effectively and meet the needs of the NQT;
- ensure that NQTs have a reduced timetable of no more than 90% of the timetable of the school's existing teachers on the main pay range to enable them to undertake activities in their induction programme. This is in addition to the planning, preparation and assessment time (PPA) that all teachers receive;
- facilitate NQT's observation of experienced teachers either in this school or another school where good practice has been identified;
- keep NQTs up to date on their progress – there will be 'no surprises'.

NQTs at Risk of Failing NQT Induction

If an NQT is at risk of not meeting the Teachers' Standards by the end of the induction period, the school will:

- inform the NQT of the concern and identify where they need to improve their practice;
- ensure that additional monitoring and support measures are put in place immediately;
- set appropriate objectives to guide the NQT towards satisfactory performance against the relevant standards;
- put an effective support programme in place to help the NQT improve their performance;
- give the NQT every opportunity to improve their performance;
- inform the Appropriate Body that there is a concern.

An NQT has only one chance to complete statutory induction. An NQT who has completed induction and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision). While such an NQT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

Addressing NQT Concerns

If an NQT has any concerns about their NQT induction, these should be raised within the school in the first instance. Where the school is not able to resolve them, the NQT should raise concerns with the named contact at the Appropriate Body.



APPENDIX 1

Bucks County Council

Cygnus TSA

Wycombe High School
Marlow Road
High Wycombe
Buckinghamshire
HP11 1TB

01494 523961

www.cygnustsa.co.uk

Astra Teacher Training

Dr Challoner's Grammar School
Chesham Rd
Amersham
Buckinghamshire
HP6 5HA

01494 787573

www.astra-alliance.com

Wycombe and Marlow Teaching School Alliance

Cressex Road
High Wycombe
Bucks
HP12 4PR

01494 535564

www.wamtsalliance.nqtmanager.com

List of Appropriate Bodies

Milton Keynes

MK Professional Development Centre

Galley Hill
Milton Keynes
MK11 1PA

01908 254733

www.mkpdc.org.uk

Milton Keynes Teaching School Alliance

Fairfields Primary School
Apollo Avenue
Fairfields
Milton Keynes
MK11 4BA

01908 553284

www.mktsa.com

Denbigh Teaching School Alliance

Denbigh School
Burchard Crescent
Shenley Church End
Milton Keynes
MK5 6EX

01908 330529

www.denbighteachingschoolalliance.net

Person responsible for policy: Ian Newton

Revised: September 2020 Review date: September 2021

Governor committee: Curriculum committee

