



**NQT Induction
Policy
(Newly Qualified
Teacher)**

September 2020

The NQT induction process at Osidge School ensures that the appropriate guidance, support and training are provided through an individual programme. The NQT year will provide a secure foundation upon which a successful teaching career can be built.

Purposes

Osidge School's induction process has been designed to make a significant contribution to both the professional and the personal development of NQTs. The purposes of induction include:

- To provide a programme appropriate to the individual needs of the NQT
- To provide appropriate coaching and support through the NQT mentor
- To provide NQTs with varied examples of good practice
- To help NQTs form good relationships with all members of the school community
- To help NQTs understand the school's role in the wider community and its ethos
- 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 develop a deep understanding of a teacher's roles and responsibilities
- To provide a foundation for longer term professional development
- To help NQTs perform satisfactorily against the current Teachers' Standards.

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 contents of the DfE Statutory Guidance on Induction for NQTs (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, as to 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.

Roles and Responsibilities – The Headteacher

The Headteacher plays an important part in the process of inducting new teachers to the profession. Statutory responsibilities are:

- Selecting an NQT mentor and ensuring they are registered with the Appropriate Body.
- Registering the NQT with Barnet
- Ensuring an appropriate induction programme is arranged for the NQT
- Informing Barnet as to whether or not the NQT has performed satisfactorily against the Teachers' Standards for the completion of induction.

While the Headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by the Deputy Headteacher, who is responsible for induction, and/or by an NQT mentor, if different. The Deputy Headteacher will observe the NQT and write the termly reports which are sent to Barnet.

In addition to the statutory requirements the Headteacher or Deputy Head will:

- Observe and (if necessary) give written warnings to an NQT at risk of failing to perform satisfactorily against the teachers' standards and informing Barnet

- Keep the governing body informed about NQT induction arrangements and the results of formal assessments.

Roles and Responsibilities – The NQT mentor

The NQT mentor will usually be the Deputy Headteacher but this role may be taken on by another, suitably trained and qualified, member of staff, should the Headteacher deem this appropriate.

The main requirement of the NQT mentor is to provide regular support. The mentor will make 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 of provision. The mentor will organise the NQT's individualised induction programme, provide opportunities to gain additional support such as observing in other schools, working alongside other colleagues, attending training outside school or with specialists in school, offer support and guidance and enable the rigorous and fair assessment of NQT performance.

Entitlement

NQTs should be proactive in their own professional development. However, at Osidge School we will ensure that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. This will build on their knowledge, skills and achievements in relation to standards for the award of 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 formally reviewed on a termly basis;
- Structured visits will be made to the school, prior to taking up appointment, with time to discuss their new role and how they will be supported.
- Help and guidance from an NQT mentor who is adequately prepared for the role and will coordinate the induction programme;
- Regular meetings with the NQT mentor and other staff as appropriate
- Time and regular opportunities to meet with other NQTs, if possible, and teachers;
- Observe experienced colleagues teaching;
- A reduction of 10% of the average teacher's workload. This time is used for professional development tasks and is in addition to the statutory 10% PPA time already allocated to teachers;
- Have teaching observed by experienced colleagues on a regular basis;
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting;
- Opportunities for further professional development based on agreed targets.

Lesson observation, review and target setting

These will be completed in accordance with the DfE guidelines on NQT induction.

Assessment and Quality Assurance

The assessment of NQTs will be rigorous and objective:

- The criteria used for formal assessments will be shared and agreed in advance

- Formative assessment (eg 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. This may also include contributions, such as lesson observations or work scrutiny, from colleagues from outside the school, eg School Improvement Partners, Senior Leaders from other partner schools within our Network Learning Community and advisors (eg: BPSI)
- Opportunities will be created for NQTs to gain experience and expertise in self evaluation
- The induction tutor/mentor (currently the Deputy Headteacher) 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 for development, evidence used to inform the judgement, targets for the coming term and support to be provided.
- All of the above will be clearly referenced to the Teachers' Standards 2012.

At Risk Procedures

If an NQT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put in 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 and advice given on how to address it;
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice;
- Experience 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 Barnet.

Where an NQT has continuing difficulties, further support, advice and direction will be given. Areas of concern will be redefined and clarified and the necessary improvements required will be clearly set out.

Where necessary, the Headteacher will support the NQT mentor and NQT in observations and in planning an appropriate programme to ensure satisfactory completion of the NQT year and that all steps have been taken to improve the situation. The NQT must be made aware of any concerns, at all stages throughout the induction process.

Addressing NQT concerns

If the NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school with either the NQT mentor or the Headteacher. Where concerns are not resolved the NQT should raise concerns with the appropriate body in the LA.

This policy is written in compliance with *Induction for newly qualified teachers (England) Statutory guidance for appropriate bodies, Headteachers, school staff and governing bodies*, DfE, 2018

