

Ashfield School



NQT POLICY

Name of school: Ashfield School

Date of policy: Sept 2019

Review date: Sept 2021

School Aims

SCHOOL AIM 1: TO MAXIMISE THE ACHIEVEMENT/PERSONAL DEVELOPMENT OF ALL LEARNERS THROUGH THE PROVISION OF AN OUTSTANDING CURRICULUM

SCHOOL AIM 2: TO DEVELOP HIGH PERFORMING TEAMS THROUGH EFFECTIVE LEADERSHIP

1. The value of induction

Research has shown that staff who have had a planned introduction to their new organisation, new colleagues, roles and responsibilities became effective more quickly and an effective induction process also supports the retention of staff. Whilst this is a statutory element of teachers' pay and conditions the same principles should be applied to all school staff. It should also be noted that, for Head Teachers, the governing body has a specific duty of care in this respect.

Induction is relevant to anyone starting a new job or commencing work in a new environment. This means that staff who have been internally promoted or taken a sideways move will benefit from a planned induction period as well as those who are totally new to a school. All staff appointed or returning to work are entitled, therefore, to be given an induction programme appropriate to their role and situation.

2. PRINCIPLES OF GOOD INDUCTION

Induction has one clear aim: to enable an individual undertaking a new job or responsibilities to become fully effective in their new role as soon as possible.

There are three key elements to this process:

- Settling in socially and emotionally
- Understanding a new culture/ethos
- Understanding the requirements of the new role

It is important to recognise that employees will have different requirements depending on the nature of their role, level of experience, knowledge, personal circumstances, etc.

3. INDUCTION ARRANGEMENTS FOR NEWLY QUALIFIED TEACHERS

All newly qualified teachers should have a timetable of 90% of normal average teaching time to allow their induction to take place. In addition they are also eligible for 10% PPA time. This arrangement is set out in the School Teachers' Pay and Conditions Document.

The induction programme should be clearly structured and should include a combination of monitoring, support and assessment. The programme should include the following components:

- An active role for the NQT, encouraging them to take increasing responsibility for their own professional development.
- Support from a designated induction tutor.
- Observation of the NQT's teaching with follow-up discussion (observations should normally be once each half term with the first observation within four weeks of the NQT being in post).
- Professional review of progress (progress review meetings should normally be once each half term).
- Observation of experienced teachers.
- Other targeted professional development activities.

The role of an induction tutor (professional tutor) is very important in the process of supporting an NQT. It is a role that is well developed in Nottinghamshire schools. Support for induction tutors is available through the training programmes organised by the School Improvement Service and through the Nottinghamshire Induction Tutor Handbook of Guidance and Support a copy of which is in all schools.

The "Career Entry and Development Profile" has replaced the "Career Entry Profile". The purposes of the Profile are to help teachers make constructive connections between initial teacher training, induction and the later stages of their development as a teacher; to guide the processes of reflection and collaborative discussion; and to focus their reflection on their achievements and goals.

Written evidence should be kept of progress towards the achievement of the Induction Standards, targets set, new targets agreed and the support provided to the NQT to meet targets.

Sources of evidence will include:

- A copy of the Career Entry and Development Profile.
- Copies of progress review meeting documents.
- An outline programme for the induction programme over the three terms (or appropriate period)
- Records of lesson observations
- Records of NQTs eg. courses attended, professional development activities, visits, observations, self-assessment records, etc.
- Records of the three formal assessment meetings and copies of the assessment proforma sent to the Local Authority.

The following cameo is the kind of written evidence that might also be included:

- An example of planning for a particular lesson.
- The observation notes of the lesson made by the induction tutor or other member of staff.
- Examples of pupils' work resulting from the lesson.
- The NQT's self-reflection of the lesson.

There should be three formal assessment meetings between the NQT and the induction tutor. Under normal circumstances the assessment meetings should be held towards the end of each term

The Local Authority has a quality assurance role in the induction of newly qualified teachers. It is also required to maintain a record of all NQTs and to confirm the school's decision about whether or not an NQT has satisfactorily met the nationally agreed standards for the completion of the induction period. The Local Authority will communicate its decision to the NQT, the Head Teacher and the DfE

The School Improvement Service will undertake the quality assurance role for the monitoring and support arrangements for NQTs through the work of the School Improvement Adviser. This will be based on the notion of a "light touch" approach where the NQT is making satisfactory progress and where the adviser is satisfied with the school's induction arrangements and their judgements about the NQT. Where deemed appropriate, this might include one classroom observation of an NQT by the School Improvement Adviser in order to verify the school's work. Where an NQT is experiencing difficulties the school will require further advice and should notify the School Improvement Adviser as soon as possible. In this case a programme of support will be agreed with the school. This will be similar to the support given by the School Improvement Service for monitoring teachers.

The Local Authority has to provide a named contact (Bryony Hutchinson) with whom NQTs can raise issues about induction which have not been resolved with the school. This person should not be directly involved in providing monitoring and support to the NQT or in making decisions about satisfactory completion of induction. All NQTs will also be told of this role by letter and at the welcome meetings in September. They will be invited to contact the named person if they experience any problems relating to their induction period which cannot be resolved within the school. The welcome meetings will also outline NQTs' entitlement in terms of monitoring and support and will explain the assessment arrangements to them.

The Local Authority is committed to providing a comprehensive programme of training and support for NQTs to enable them to complete their induction period satisfactorily and to help develop their professional knowledge and expertise.

In addition to the Local Authority's NQT Induction Training Programme, officers from the School Improvement Service and the CYPs HR team meet termly with representatives of the recognised teacher trade unions. As well as providing an opportunity for the teaching unions to raise general issues on behalf of their NQT members in Nottinghamshire, these meetings also enable the Local Authority to offer support to any individual NQT identified as experiencing difficulties, in co-operation with their school and local trade union representative. The Local Authority, therefore, actively encourages NQTs to seek advice from both the Local Authority and their trade union representative as soon as possible if problems arise during their induction period. This is particularly important if the NQT has been informed that they may not meet the required Standard at any of the induction review stages. However, schools should ensure that all NQTs are informed of the confidential support available to them from the trade unions, the Teacher Support Network and the Local Authority as part of their school's induction programme.

Formal assessment and monitoring procedures

The school should ensure that all the necessary monitoring, support and assessment arrangements are in place.

During the first weeks of the monitoring and support programme the Induction Tutor should ensure that any early concerns about the NQT's performance are discussed with the School Improvement Adviser as soon as possible so that these may be addressed prior to the First Review.

The Review meetings should be conducted in line with LA requirements. These meetings will normally be conducted by the induction tutor.

Following the First and Second Reviews an assessment will be made of the NQT's progress. These are completed via NQT manager.

The Local Authority will then make the final decision as to whether the NQT has met the standards required and inform all parties accordingly. It should be noted that there is no formal involvement of the governing body in this process although the Head Teacher should keep them informed of progress through the induction period.

In most cases however, it is anticipated that the Local Authority will be able to confirm the satisfactory completion of the induction period to the DfE who will formally notify the teacher of their status. In those cases where the Local Authority determines that the necessary Standards have not been met, dismissal proceedings will be implemented. This will require the NQT's contract to be terminated within 20 working days of the Local Authority's decision. As part of this process the NQT will be informed of the right of appeal.

Serious performance difficulties

Where a school and the Local Authority have agreed that the NQT's performance raises serious concerns because the education of pupils is at risk, it may be necessary to consider formal disciplinary procedures in line with the [School Disciplinary Procedure - Part B "The Performance of Staff"](#). In such cases advice should be sought from CYPS HR Team and the SIS as soon as possible

4. Newly Qualified Teachers additional support(NQTs)

As well as the LA requirement the staff involved in the Induction process are provided with the following information -

- NQT Induction handbook – including a calendar of meetings etc
- Mentor Induction Handbook and an 'Introduction to Mentoring' Training Session
- Induction tutor Handbook

The NQTs also receive –

- Induction day with Induction Tutor and faculty in July.
- Induction sessions on school procedures in September.
- Weekly/fortnightly recorded meetings with Induction tutor and Subject Mentor.
- Pastoral Buddy and Behaviour Management Coaching
- Access to LA and External Agents Courses
- INSET time in School
- NQT Professional Development Meetings
- CPD (Continual Professional Development) Twilights
- Observations of their teaching every half term, which relates to their assessment report
- Observation of staff in house
- Observation of staff and NQTs in other schools.
- Visits to other school

