



**Weobley
Primary
School**

Policy for the Induction of Newly Qualified Teachers (NQTs)

Implementation Date: November 2016

Review Date: November 2017 (or in line with national changes)

Signatures

<u>Title</u>	<u>Name</u>	<u>Signature</u>	<u>Date</u>
Head of School:	Mr S Warrell		November 2016
Chair of Governors:	Mrs J Hall		November 2016

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 teaching standards,

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.

Roles and Responsibilities

The Governing Body

The governing body will be fully aware of the contents of The Statutory Guidance for Appropriate bodies, local authorities, head teachers, school staff and governing bodies (September 2012) 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.

The school's Induction Manager is Weston Holder – who works in the High School.

The Head of School

The Head of School at Weobley 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 manager, the Head of School will also observe each NQT at least once each term. Statutory responsibilities are:

- ❖ ensuring an appropriate induction programme is set up.
- ❖ recommending to the LA whether an NQT has met the requirements for satisfactory completion of the induction period.

While the Head of School may not delegate these responsibilities, many of the associated tasks will be carried out by an induction manager or other suitably experienced colleague. In addition to the statutory requirements the Head of School 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 Manager

The principal requirement for the NQT induction manager is to be responsible for the overall management of initiating NQTs into the teaching profession and into Weobley 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.

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 Weobley 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 manager who is adequately prepared for the role and will coordinate the induction programme.

- ❖ 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. (In addition to PPA time) 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 observation, reviewing and target setting.

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

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 manager will ensure that assessment procedures are consistently applied.
- ❖ Copies of any records will be passed to the NQT concerned.
- ❖ Termly reports will give details of:
 - ❖ areas of strength
 - ❖ areas requiring development
 - ❖ evidence used to inform judgement,
 - ❖ targets for coming term
 - ❖ support to be provided by the school

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 LA 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 of School/LA adviser will support the induction manager 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.

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 awarding body.

The awarding body is Wigmore Teaching School Alliance

Lorna Philip - NQT admin support can be reached contacted via:

Tel: 01568-770323

Email: teachingschool@wigmore.hereford.sch.uk