



THE CRYPT SCHOOL

POLICY FOR THE INDUCTION OF INDUCTION OF NEWLY QUALIFIED TEACHERS

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Governing Body Committee : Resources, Staff & Pay

Introduction

The staff and governors of The Crypt School recognise that the appointment of an NQT makes a valuable contribution to the development of the school and the NQT. Through the development of a real partnership there is an opportunity to bring new ideas, approaches and thinking to the school as well as the school influencing the beginning of a new career for the NQT. Governors and staff understand that the experiences of the first year of teaching can have a profound effect on a teacher's later career, helping to shape effective practice, establish appropriate expectations and develop the self-confidence and self awareness necessary for outstanding teaching.

The staff and governors of The Crypt School will ensure that the induction year (or equivalent):

- helps the NQT to build upon the knowledge, skills and understanding developed in initial teacher training;
- helps NQTs to become full members of the teaching profession, and provides a foundation for their longer-term professional development, within the context of their individual needs;
- builds on the information provided in the NQT's Career Entry Profile (CEP) or profile of on-going professional development plan and helps the NQT to meet identified targets, particularly those relating to the requirements for the satisfactory completion of the induction year;
- includes systematic, fair and rigorous assessment procedures, based on evidence of the NQT's professional practice;
- ensures that any NQT making unsatisfactory progress is given sufficient and timely support to make necessary improvements.

Responsibility to NQTs

We recognise the commitment necessary when appointing an NQT by:

- the provision of an appropriate timetable which is no more than 90% of the timetable, in addition to planning, preparation and assessment time (PPA);
- assigning an Induction Tutor with the expertise, time and experience to be influential in the development and support of the new teacher;
- providing a well structured school-based personalised induction programme;
- enabling the NQT to attend appropriate courses;

- enabling the NQT to observe other members of teaching staff to see effective practice and to visit other schools as appropriate;
- allowing them a year to settle before taking on a subject specialism.

Length of the induction period

NQT's will be required to complete a satisfactory induction period of the full-time equivalent of one school year, determined at the beginning of the induction.

Induction Monitoring and Support Programme

The NQT's teaching will be observed early on by the NQT Induction Tutor to provide the evidence to confirm or amend the targets of the Career Entry Profile (CEP) or profile of on-going professional development plan.

Formal meetings between the Induction Tutor and NQT will take place regularly at least fortnightly as a minimum. Progress will be discussed against an agreed agenda of professional topics based on the induction targets and the targets in the CEP or profile of on-going professional development plan. The Induction Tutor, Headteacher and other senior members of staff will observe teaching regularly – to be arranged at the start of each term. The school agreed model for observations will be followed and constructive written and verbal feedback will be given. Copies of the observations will be given to the NQT, Induction Tutor and Headmaster.

Based on the evidence collected in the first term, a programme of support and development will be agreed with the NQT at the start of each subsequent term which will include observations of other teachers and possible visits to other schools.

The NQT will be given early support for those issues which concern most new teachers eg. child protection, dealings with parents, behaviour management etc.

Assessment Arrangements

Three formal assessment meetings will take place between the Induction Tutor and the NQT. The foci will be:

1. The extent to which NQTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice.
2. The NQT's performance as to whether the NQT is making satisfactory progress against the Teachers' Standards.
3. The final assessment meeting to determine whether the NQT has performed satisfactorily against the Teachers' Standards for the completion of induction. Further targets will be set as part of the school's Appraisal Procedure.

The following are examples of documentation which may be used to support the meetings:

- feedback from observations;
- evidence of pupils' progress;
- discussions with pupils and teaching staff;
- notes from professional review meetings with the Induction Tutor.

Role of the appropriate body

The appropriate body has the main quality assurance role within the induction process. NQT assessment forms are completed by the Induction Tutor and sent to the appropriate body, which makes the final decision as to whether or not an NQT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the Headmaster

Measures to be taken in the event of unsatisfactory progress

If it becomes apparent that an NQT is not making satisfactory progress, the appropriate body will be informed and the Headteacher or principal will ensure that additional monitoring and support measures are put in place immediately. The NQT will be made aware of where they need to improve their practice, and given every opportunity to raise their performance.

The Headmaster and the appropriate body should be satisfied that:

- areas in which improvement is needed have been correctly identified
- appropriate objectives that have been set to guide the NQT towards satisfactory performance against the relevant standards; and
- an effective support programme is in place to help improve their performance.

The Headmaster will explain to the NQT the consequence of failure to complete the induction period satisfactorily.

At the end of the induction period, the school will complete a final assessment form and will make a recommendation to the appropriate body on whether the NQT's performance against the Teachers' Standards is satisfactory or requires an extension. The appropriate body will then make the final decision. The NQT has the right to appeal against the decision to the National College for Teaching & Leadership.

The Role of the Induction Tutor

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 on the formal assessment form and invite the NQT to add their comments;
- retain the assessment reports for a minimum of six years;
- 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;
- take prompt, appropriate action if an NQT appears to be having difficulties

The Role of the NQT

NQT's should:

- provide evidence that they have qualified teacher status (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 Teachers' 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/within the school;
- 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 / part periods and the dates of any absences from work during any period/part period;
- retain copies of all assessment forms.

Prior to taking up post

The time between the appointment and taking up the post is important to ensure that the NQT is well prepared for his/ her teaching appointment. The NQT will be invited to visit the school as much as possible when they will have an opportunity to meet their new class, look at the resources available, have time with their parallel teacher for planning, and have access to necessary policies etc, listed below:

- Staff Handbook – which includes plan of school, routines, staff list and health and safety;
- NQT policy;
- Homework policy;
- Teaching and learning policy;
- Marking policy;
- Behaviour policy.

The NQT will have access to all other policies provided but it is necessary not to overload initially!

Written by Karen Reynolds, Training Manager, October 2017

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