

Policy for the Induction of Newly Qualified Teachers (NQTs)



Introduction

This policy has been written to support all our staff involved with NQT induction. It has been designed to be used in conjunction with

Statutory guidance on induction for newly qualified teachers

<https://www.gov.uk/government/publications/coronavirus-covid-19-induction-for-newly-qualified-teachers>

<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

Teachers' standards (Effective from September 2012) DfE

<https://www.gov.uk/government/publications/teachers-standards>

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. The Bridge London Trust's NQT induction process ensures that the appropriate guidance, support and training is provided through a carefully structured but flexible individual programme; one that is rooted in a culture of continuous learning. Our induction programme enables our NQTs to form a secure foundation upon which a successful teaching career can be built.

Aims

Our Trust's induction process has been designed to make a significant contribution to both the professional and personal development of NQTs. The aims of induction are:

- To provide a programme tailored to suit the individual needs of the nqts and relevant to the needs of our children
- To develop teachers whose mind frames ensure they focus on learning and impact rather than teaching and input
- To develop a learning-focused, empowered group of teachers and future leaders and support them to be able to embed school systems and processes with effect
- To provide appropriate guidance and support through the role of a trusted mentor whose own practice and guidance is steeped in shared, current educational philosophy. Ours is a developmental approach: observation and feedback is actively encouraged in the spirit of professional growth
- To ensure a culture of enquiry, to encourage research-informed practice, reflection and create teachers who 'know thy impact' (John Hattie 2009)
- To support new teachers in building high quality, professional relationships that impact positively on the quality of learning across the school. We provide frequent opportunities for our nqts to collaborate and observe others: observing best practise and using the Lesson Study approach for peer-peer support
- To enable our nqts to take responsibility for their own learning and increase their capacity to lead the learning of others
- To help nqts perform successfully against the 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 CEO and Board of Directors

The CEO will be fully aware of the contents of the DfE's Statutory guidance on induction for newly qualified teachers (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, whether the school currently has the capacity to fulfil all its obligations. The CEO and Board of Directors will be kept aware about up to date induction arrangements and the results of formal assessment meetings.

The Headteacher

The head teacher 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 tutor, the head teacher will also observe each NQT at least once each term. Statutory responsibilities are:

- Make arrangements with an Appropriate Body to oversee the school's induction programme for each NQT employed
- Ensure an appropriate induction programme is set up
- Appoint a suitably experienced teacher to the induction tutor role
- Make a recommendation to the Appropriate Body whether or not an NQT has performed satisfactorily against the Teachers' Standards for the completion of induction
- Observe and give written warnings to an NQT at risk of failing to perform satisfactorily against the
- Teachers' Standards whilst informing the Appropriate Body immediately
- Keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

Induction Tutor

The induction tutor is responsible for initiating NQTs into the teaching profession and into the school's systems and structures. The role embraces many important tasks, including the planning, implementing and evaluation of a personalised programme of support and development for each NQT, providing advice, guidance and the rigorous but fair assessment of an NQT's performance. It also entails keeping relevant and accurate records of progress and achievement and the provision of on-going support on a daily basis.

Entitlements

Our carefully-crafted and bespoke induction programme ensures that new teachers are provided with the necessary support and monitoring to help them fulfil their professional duties and meet the requirements for successful completion of induction. The programme builds upon their knowledge, skills and achievements in relation to the Teachers' Standards for the award of qualified teacher status (QTS). At The Bridge London Trust, we expect our NQTs to be proactive in their own career development and see themselves as continuous learners who are not afraid to make mistakes.

The key aspects of the induction programme for NQTs at The Bridge London Trust 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 the Career Entry and Development Profile, developments needed and how they will be assisted in making these
- help and guidance from a tutor who is an experienced teacher; is knowledgeable about the phase group/year group/subject; has been trained in the induction process and has coaching and mentoring skills
- regular meetings with the Induction Tutor, senior managers, subject coordinators and other key staff where appropriate
- opportunities to observe experienced colleagues teaching
- a reduction of 10% of the average teacher's time-table. This time is used for participating in the CPD identified and agreed with the tutor and is in addition to the statutory 10% PPA time already allocated to teachers.
- have teaching observed by the induction tutor (at least half-termly) and by other relevant
- colleagues (head teacher, subject leads, phase leads etc.) on a regular basis
- to receive prompt written as well as oral feedback on the teaching observed against the standards and to receive feedback about strengths and areas for development as appropriate
- half-termly review of progress meetings to review action plans, record achievements against the
- standards/raise concerns
- opportunities for further professional development based on agreed objectives

Lesson Observations

These are planned and conducted half-termly by the Induction Tutor and completed in accordance with the Appropriate Body's guidelines which are based on DfE's statutory guidance. Feedback from these lessons forms the basis of half-termly action planning.

Review of progress meetings

Both the Tutor and NQT meet half-termly to review progress against the action plan objectives. These meetings provide an opportunity to engage in professional dialogue, triangulating data from lesson observations, pupil outcomes and pupil voice in order to review progress against the Teachers' Standards.

Termly assessment meetings

Both the Tutor and NQT meet three weeks prior to the submission of the end-of-term reports to the Appropriate Body to reflect on progress.

At risk procedures

1. In the event of initial concerns - the following procedures will be put into place:

- the Tutor and NQT identify the area of concern
- new agreed action plans will be developed with specific support outlined for securing an improvement in practice
- early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body without delay

2. Continued concern - the head teacher and Appropriate Body's manager will support the induction tutor and NQT in observations and planning an appropriate programme to ensure satisfactory completion of the NQT year and to ensure that all steps have been taken to improve the situation.

3. Improvements not achieved - despite the additional support, the head teacher/tutor and Appropriate Body manager will meet with the NQT to explain their options and provide advice on next steps.

The NQT will be made aware of any concerns, at all stages, throughout the induction process. Addressing an NQT's 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 Appropriate Body's 'Named contact'.

This policy is based on and follows the guidance and statutory requirements set out in <http://www.education.gov.uk/b0066959/nqt-induction> - 'Statutory guidance on induction for newly qualified teachers (England)'.

Policy Owner and Contact Details

Dr. Penny Barratt, CEO

For further information on the Policy, please contact via email penny.barratt@thebridgelondon.co.uk or phone 020 7619 1000

Next Review Date: September 2021