

Induction Process Policy for Newly Qualified Teachers (NQTs)

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Next review on: January 2020
Responsible by: Dr Kyriacos Chrysostomou (Assistant Headteacher & ITT/NQT Coordinator at Giles Academy)

As a school, we have a duty of care to both our students and our staff. The aim of this policy is to ensure that all newly qualified teachers (NQTs) complete the required period of Induction in line with the arrangements stipulated by the National Teacher Accreditation (NTA). It will outline the expectations of all involved parties (Giles Academy, NQTs and Induction Mentor) to ensure that NQTs settle into school quickly and happily and are helped to gain a knowledge and understanding of the philosophy and ethos of the school, the routines and practices that take place and the way in which the whole school works.

Objectives

- To put in place the necessary personnel and procedures to ensure that the induction process is completed fairly and rigorously.
- To make a recommendation to the NTA that is based on rigorous and fair assessment, as to whether the NQT has met the induction standards at the end of the induction period.
- To provide support and guidance to teachers entering the profession, to enable them to develop aspects of their practice in order to reach their full potential.

Expectations of All Parties

Outlined below are the clear expectations we as a school have for all involved parties. As mentioned above, these parties include: Giles Academy, NQTs and Induction Tutor.

Giles Academy will ensure that:

- each NQT is registered with the NTA before the start of the first term.

- an Induction Coordinator is appointed for NQTs within the school. The Induction Tutor will co-ordinate the induction process, ensure that NTA procedures are followed and ensure that the NQT receives the necessary support and guidance to meet the Induction Standards by the end of the academic year.
- an Induction Mentor is assigned to work closely with each NQT to support him/her in continuing to meet the standards. The Induction Mentor will normally be a more experienced teacher working within the same department of the school (typically the Head of Department).
- each NQT has a 10% reduced timetable.
- each NQT has access to a suitable range of CPD opportunities, professional support, guidance and advice.
- each NQT is allocated additional time to engage in professional development and other departmental activities.
- Governors of the school are kept up to date of arrangements for induction of NQTs in the school, and whether they have satisfactorily completed their induction period.
- The required procedures for any NQT who may be at risk of failing to complete the induction period satisfactorily are followed. The Headteacher will observe his/her teaching and will inform him/her clearly of the consequences of failing to make the necessary improvements. School documentation coupled with that generated by the NTA will be communicated to all relevant parties.

The NQT is required to:

- engage fully with the induction process, identifying strengths and areas for improvement.
- work closely with their Induction Tutor to use their Career Entry and Development Profile (CEDP) and/or Action and Development Plan as the basis for their professional development, review and target setting.
- make him/herself familiar with the induction standards and ensure that their teaching meets these standards.
- keep a record of all professional development, monitoring and assessment. Such documentation should be uploaded into the NTA website portal for appraisal by NTA. It is also advisable to keep hard copy versions of documentation.

- express any concerns about his/her induction to the Induction Mentor, Induction Coordinator and/or Headteacher, if required.

The Induction Mentor is required to:

- ensure that the appropriate support, monitoring and assessment takes place at appropriate times during the induction year.
- negotiate an individual programme of professional development, with clear objectives, based upon the NQT's CEDP where this is available.
- provide regular, constructive and well founded feedback to the NQT on his/her progress.
- undertake formal observations of teaching at least once every term and provide fair, accurate and constructive feedback.
- maintain a written record of all support, monitoring and assessment that takes place in relation to the induction of each NQT.
- arrange, conduct and minute the half-term review meetings with the NQT as part of his/her formative assessment, and the end of term assessment meetings as part of his/her summative assessment.

Raising Concerns

In the first instance, an NQT should raise any concerns about their induction programme with their induction tutor. If the matter is not resolved, the NQT should then notify the induction coordinator overseeing the programme as a matter of urgency.

In the event that an NQT is at risk of not meeting the teacher's standards, an informal discussion should take place between the NQT and their induction tutor and/or induction coordinator. The '*NQT – At Risk of Not Meeting the Teacher's Standards*' form needs to be completed to formalise this process and track the trainee's progress. In addition, the induction tutor and/or induction coordinator may also wish to complete the '*NQT At Risk – A Prompt Sheet*' to support the completion of the previously mentioned form (please note that both of these forms are available from the NTA portal).

Policy Review

The Governors and Headteacher of the school will review the abovementioned arrangements annually and ensure that the school is fulfilling its responsibilities to provide the necessary monitoring, assessment and support for NQTs. The next review will be in January 2020.

Additional Information/References

Developing an Induction Policy for Newly Qualified Teachers (NQTs)

Available via the <https://nta.nqtmanager.com> portal

Induction for Newly Qualified Teachers (England)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/458233/Statutory_induction_guidance_for_newly_qualified_teachers.pdf