



"The glory of God is  
a human being fully alive!"

# St. Thomas Catholic Academies Trust

## Induction for Newly Qualified Teachers Policy

Date of last review  
Date of next review  
Type of policy

Statutory

# Induction for Newly Qualified Teachers Policy

## Rationale

St. Thomas Catholic Academies Trust is committed to the professional development of its teaching staff and takes the successful induction of all new entrants to the profession most seriously. The first year in teaching is not only very demanding but also of considerable importance in the professional development of a new teacher and our induction process ensures that the appropriate guidance, support and training is given, including the development of skills, training, knowledge and observations, through a structured yet flexible individual programme. This programme will help an NQT to form a secure foundation upon which to build a successful career in teaching.

## Purposes

The Trust's induction programme aims to make a significant contribution to both the professional and personal development of our NQTs, through increased confidence in their knowledge, skills and abilities, and to encourage a reflective, collaborative and collegiate approach to their teaching and in their wider professional lives.

## Aims

- To provide support and induction programmes appropriate to the individual needs of the NQT
- To help the NQT understand how to meet the teaching standards through the academic year
- To ensure that the NQT receives Child Protection guidance and training
- To provide appropriate counselling and support through the role of an identified mentor
- To provide the NQT with examples of good practice through lesson observations and meetings with colleagues
- To help the NQT form good relationships with all members of the school community and its wider community
- To help the NQT become aware of the school's role in the local community
- To encourage reflection on their own and observed practice
- To provide opportunities to identify areas for development
- To help the NQT develop an overview of a teacher's varied roles and responsibilities
- To provide a strong foundation for longer term professional development

All staff will be kept informed of the induction policy and encouraged to participate, wherever relevant and appropriate, 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.

## **NQT Registration**

The Newly qualified teachers receive a NQT Handbook and are supervised in school by a member of the Senior Leadership.

## **Roles and Responsibilities**

The NQT handbook **details all areas of the NQT programme and details the following:**

- The requirements of the NQT
- Requirements of the mentor
- Requirements of the professional tutor
- Requirements of the assessor

The Local Academy Committee has a responsibility to overview the NQT and Induction processes. There are updates on this at the Local Academy Committee meetings as an item within the Head teachers report and the opportunity to discuss individual progress as relevant.

## **Head Teacher**

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 a Professional Tutor, the Head Teacher will also observe each NQT at least once a year.

Statutory responsibilities are:

- Checking that the NQT has been awarded QTS and clarifying whether the teacher needs to serve an induction period or is exempt and agreeing, in advance of the NQT starting the induction programme, which body will act as the appropriate body, in relation to the School.
- Ensuring an appropriate induction programme is set up and implemented, including ensuring that termly assessments are carried out and reports completed and sent to the training provider (or other agreed appropriate body).
- Maintain and retaining accurate records of employment that will count towards the induction period.
- Recommending whether an NQT has met the requirements for satisfactory completion of the induction period or requires an extension.
- Retaining all relevant documentation/evidence/forms on file for six years.

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

- Observe and give written warning to an NQT at risk of failing to meet the required standards.
- Make the governing body aware of the arrangements that have been put in place and the outcome of the induction period.

### **Professional Tutor**

The principal requirement for the NQT induction is to be responsible for the overall management of initiating NQT's into the teaching profession and into the school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of the provision of induction for each NQT. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of NQT performance. The induction tutor must ensure NQTs are aware of how, both within and outside the School, they can raise any concerns about their induction programme relating to their personal progress. The induction tutor must also take prompt action if an NQT appears to be having difficulties.

### **Mentor**

The principle requirement for the mentor is to meet the NQT on a weekly basis to check on their well-being, areas of strength and areas to focus on linked to the Teaching Standards. Mentors in the first term will hold a weekly observation of the NQT and will feedback with 48 hours of the lesson. Mentors will ensure that NQTs have a full understanding of the curriculum within their department and are carrying out tasks set by the school. Mentors will be a source of guidance to the NQT checking on planning, preparation and assessments. At the end of each term the Induction Tutor, Mentor and NQT will meet to assess areas of strengths and targets for the next half term

### **NQT**

The NQT takes responsibility for his or her own Induction. They are expected to be an active participant in the process, gathering and recording evidence of their progress towards the Teachers' Standards. They should keep hard copies of all lesson observations (of themselves and of colleagues), lesson evaluation forms, Action and Development Plan, minutes of half-term review and assessment meetings, assessment forms. They are expected to plan and set appropriate targets and be active in making progress on their Action and Development Plan (linking targets to the Teachers' Standard). NQTs should seek professional development opportunities and request INSET relating to their targets and professional duties. NQTs are expected to play a wider part in the life of the school.

### **Entitlement for the NQT**

The induction programme ensures that the NQT is provided with the support and mentoring 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 standard for the award for qualified teacher status (QTS). The key aspects of the induction programme for NQTs are as follows:

- Access to an induction programme that will commence upon appointment and be reviewed after one year in a post. Some of which will be included in the General Staff Induction Programme.
- An induction day at the school prior to taking up appointment.
- A initial meeting with their mentor/s and Induction Tutor to outline the year ahead and discuss record-keeping, roles and responsibilities of all involved in the Induction process.
- Help and guidance from an induction tutor who will coordinate the induction programme
- Regular weekly meetings with their subject mentor, to discuss and record progress, reflecting on evidence towards meeting the Teachers' Standards
- Meetings will also be arranged with Heads of Department and other key staff where appropriate and relevant to the NQT's development
- Opportunities to meet with other NQTs and/or teachers who have recently completed their induction programme
- Attend whole school INSET.
- Observe experienced colleagues teaching.
- A reduction of 10% of a full-time teacher's timetable.
- Have teaching regularly observed by experienced colleagues (at least once a week in the first term by their mentor, two of these will be with the Professional Tutor). For term 2 and 3 NQTs will be observed once a term by mentor and professional tutor.
- To receive prompt feedback, and during a feedback meeting with the observer and to receive advice and support as appropriate.
- Review and assessment meetings to discuss overall progress (6 half-term review meetings and 3 assessment meetings)
- Attendance at the providers regional training days and conferences for NQTs.
- Opportunities for further professional development based on agreed targets.

At the end of their NQT year they enter the school's Professional Development Programme which enables them to take further the objectives they have identified in their assessments.

### **Lesson observations, setting/reviewing targets**

These will be followed and completed in accordance with the DfE guidelines on NQT induction (2018) and using the providers proforma.

### **Assessments and 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 assessments (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- Responsibility for assessments 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 tutor will ensure that assessment procedures are consistently applied.
- Copies of any record 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

### **NQT at risk procedures**

If any NQT encounters difficulties with meeting the teachers' standards or their professional duties at school, the following procedure will be put into place:

- Support will be provided to address any weakness.
- Recorded diagnosis 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 provider 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/provider's adviser will support the induction tutor and NQT to try to improve the situation.

### **Addressing NQT concerns**

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised with the School in the first instance. Where the School does not resolve them the NQT can raise concerns with the provider.

### **Monitoring and Review**

This policy meets the requirements of DFE Statutory Guidance on Induction for Newly Qualified Teachers (England) Revised 2018 and is reviewed annually.