



**Pinfold Street**  
**Primary School**



## **NQT Induction Policy**

**Date of Policy: November 2018**

**Date of Review: November 2020**

**Date of Next Review: November 2021**

## **Rationale**

At Pinfold Street Primary School, our aim is to ensure that Newly Qualified Teachers are given appropriate guidance, support and training to develop their skills and knowledge at the beginning of their teaching career. Our programme of support is robust yet flexible and is adapted to the needs of the individual.

This programme will enable an NQT to form a secure foundation upon which a successful teaching career can be built, fulfilling their professional duties. We follow the DfE 'Induction for newly qualified teachers in England' statutory guidance. (Revised April 18)

## **Aims**

The purposes of induction include:

- To provide a support programme that is appropriate to the individual needs of the NQT
- To provide appropriate mentoring through the role of an identified mentor
- To provide NQTs with good role models of professional development, practice, teaching and learning
- To support NQTs in forging appropriate professional relationships with all members of the school community and stakeholders
- To encourage NQTs to reflect on their own and observed practice
- To provide opportunities to recognise and celebrate good practice
- To provide opportunities to identify areas and appropriate steps for improvement
- To make clear the roles and responsibilities of teaching staff
- To provide an appropriate level of guidance and support to ensure that NQTs meet the Teachers' Standards for induction
- To provide a foundation for longer-term professional development

## **The Induction Period**

NQTs complete an induction period of three terms, beginning when they first take up a post that lasts for a term or more. It is the school's responsibility to provide an appropriate induction programme in line with national arrangements. The school generate termly written reports, which are then sent to the appropriate body. Finally, the school makes recommendations to the local authority, based on rigorous and fair assessment procedures as to whether the NQT has met the induction standards. Appropriate bodies that the school use are Lindens Teaching School and/or Ryders Hayes Teaching School.

In order to meet these responsibilities, the school will:

- Designate a mentor for each NQT
- Provide a personalised programme of training and support for each NQT
- Ensure that any duties assigned to the NQT are reasonable
- Ensure that the NQT is provided with a timetable representing no more than 80% class contact time
- Provide the NQT with the means of raising concerns about the induction programme and opportunities to discuss resolutions
- Inform the appropriate body about any NQT who may be at risk of failing to meet the induction standards and arrange for an appropriate action plan to be put into place to provide extra support for the NQT
- Keep the governing body informed about arrangements for the induction of NQTs in the school and the results of formal assessment meetings.

## **Roles and Responsibilities**

### **It is the responsibility of the NQT to:**

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor to discuss and agree priorities for their induction programme and review these regularly
- Provide evidence of their progress against the relevant standards in a Teacher Standards file
- Participate fully in the agreed monitoring and development programme
- Raise any concerns with their induction tutor as soon as practicable
- Keep track of and participate effectively in 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
- Become familiar with school safeguarding systems - CPOMs
- Become familiar with the data protection guidance for Staff - GDPR

### **The headteacher (along with the appropriate body) is responsible for the monitoring, support and assessment of the NQT during induction and should:**

- Check that the NQT has been awarded QTS
- Clarify whether the teacher needs to serve an induction period or is exempt
- Notify the appropriate body when an NQT is taking up a post
- Meet the requirements of a suitable post for induction
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure an appropriate and personalised induction programme is in place
- Ensure the NQT's progress is reviewed regularly, using the agreed monitoring systems within school
- Ensure that termly assessments are carried out and reports completed and sent to the appropriate body
- Maintain and retain accurate records of employment that will count towards the induction period
- Ensure the governing body are aware of the arrangements in place to support the NQT's induction
- Make a recommendation to the appropriate body on whether the NQT's performance against the relevant standards is satisfactory or requires an extension
- Participate appropriately in the appropriate body's quality assurance procedures
- Retain all relevant documentation/evidence/forms on file for six years

While the headteacher may not delegate the responsibilities, many of the associated tasks will be carried out by the induction mentor or other suitably experienced colleagues.

### **There may also be circumstances where the headteacher should:**

- Obtain interim assessments from the NQT's previous post
- Act early, alerting the appropriate body when necessary, of cases where an NQT may be at risk of not completing the induction satisfactorily
- Ensure third-party observation of an NQT who may be at risk of not performing satisfactorily against the relevant standards

- Notify the appropriate body as soon as absences total 30 days or more
- Notify the appropriate body when an NQT leaves the school.

**The induction mentor should:**

- Provide/co-ordinate guidance and effective support (including coaching and mentoring) for the NQT's professional development
- Carry out regular progress reviews throughout the induction period
- Undertake three formal assessment meetings during the total induction period, using 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 in the formal assessment record and invite the NQTs to add their comments
- Ensure that the NQT's teaching is observed and feedback provided, at least once per half term
- Ensure NQTs are aware of how they can raise concerns about their induction programme or their personal progress
- Take prompt, appropriate action if an NQT appears to be having difficulties.

**The governing body:**

- Should ensure compliance with this guidance
- Should be satisfied that the school has the capacity to support the NQT
- Should ensure that the headteacher is fulfilling her responsibility to meet the requirements of a suitable post for induction
- Must investigate concerns raised by an individual NQT as part of the school's agreed grievance procedures
- Can seek guidance from the appropriate body on the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process
- Can request general reports on the progress of an NQT

**The school's general induction programme includes:**

- A wide range of information concerning school systems and procedures, times, dates and basic information
- Access to all policies via the shared drive and/or school website
- Information about child protection procedures, including named personnel, internal referral system and regular safeguarding training/updates (CPOMs)
- Roles and responsibilities of key staff
- Opportunities to work with subject leaders (coaching)
- Opportunities to learn from other practitioners (e.g. observe other teachers, see a range of pupils' work, visit other schools)
- Location of resources within school and systems for ordering new resources
- Training on use of ICT systems (e.g. SIMS), photocopiers, access to shared drive, etc.
- Any other aspect of working within the school at the request of the NQT
- Training provided on school child protection and safeguarding system CPOMs
- GDPR data protection guidance

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