

POLICY FOR THE INDUCTION OF NEWLY QUALIFIED TEACHERS

Aim of the Policy

This policy outlines the programme which will be used at Kenmore Park Infant & Nursery School to induct any Newly Qualified Teacher (NQTs) who are appointed.

Rationale

The first year of teaching is not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our NQT Induction programme will enable NQTs to establish a secure foundation upon which a successful teaching career can be built.

This Induction Policy has been formulated as a result of the experience gained in previous years from inducting NQTs, from the experiences of senior staff who have attended the Induction and Mentoring courses provided as part of the Harrow Schools Standards and Effectiveness Teams INSET programme.

Purposes

At Kenmore Park Infant & Nursery School the Induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of NQTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school. Specifically, we aim to:

- provide support to meet the generic needs of all NQTs and specific needs of individual NQTs
- provide individualised support through high quality mentoring
- provide NQTs with examples of good classroom practice
- help NQTs form productive relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success
- act quickly to help NQTs address any areas of concern
- provide a foundation for longer-term professional development
- ensure a smooth transition to prepare to help NQTs meet all the core standards,

The whole staff will be kept informed of the school Induction Policy and encouraged to participate, wherever possible, 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.

At Kenmore Park Infant & Nursery School we encourage the philosophy of a 'whole school approach' to the life and work of the school. All members of the school community are valued and respected as individuals, as well as members of the whole school team. It is vital that new staff are given every assistance in gaining a knowledge and understanding of the philosophy and ethos of the school, the routines and practices which take place and the way in which the whole school 'works'.

This is particularly important for NQTs who are also new to the teaching profession. The NQT Induction Programme provides a bridge from ITT to effective professional practice. The induction programme is intended to provide well-targeted monitoring and support, within the context of a reduced timetable, and to help embed an ethos of continuing professional development (CPD) and career development during an NQT's first year of teaching which in turn helps them to give of their best to pupils. It thus makes a real and sustained contribution to school improvement and to raising classroom standards.

Who Supports the NQT?

Roles and Responsibilities – The Governing Body

The governing body will be fully aware of the contents of the DfE Statutory Guidance on Induction for NQT's (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessment for NQT's. 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 governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

Roles and Responsibilities – *The Headteacher.*

At Kenmore Park Infant & Nursery School the NQT Induction Programme operates under the direction of the Headteacher. The Headteacher acts as the Induction Tutor Manager as well as being the School Continuing Professional Development Leader.

The head teacher at Kenmore Park Infant & Nursery School 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 coordinator, the head teacher will also observe each NQT through 'drop-ins' at least once each term. Statutory responsibilities are:

- ensuring an appropriate induction programme and support are in place
- Recommending to the appropriate body (NYCC) whether an NQT has met the requirements for satisfactory completion of the Induction period.

In reality, many of the tasks associated with the above will be carried out by a coordinator but the headteacher will make the final recommendation to NYCC. In addition to the statutory requirements the head teacher will:

- observe and give written warnings to any NQT at risk of failing to meet the Standards
- keep the governing body aware and up to date about induction arrangements and NQT progress

Roles and Responsibilities –Induction Tutor (Induction Co-ordinator)

The principal requirement for the NQT coordinator is to be responsible for the overall management of initiating NQTs into the teaching profession and into Kenmore Park Infant & Nursery School systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of NQT performance.

The Induction Tutors is a member of the Senior Leadership Team and acts as a 'friend', guide, supporter and advisor on a day to day basis.

As a nominated senior member of staff for NQTs the Headteacher is there to help, guide, reassure, counsel, inform and listen amongst many other things. As Induction Tutor Manager (in some instances also act as induction tutor), she is also responsible for monitoring the progress and development of the NQTs.

Induction Tutors who are to work with an NQT will discuss their role in the Induction Programme with the Induction Tutor Manager before the NQT starts teaching.

Roles and Responsibilities – Mentor

In addition to the coordinator, who has the responsibility for the formal assessment of NQTs, a mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. The mentor will contribute to the judgements about the progress against the Teachers' Standards.

The other staff in school both teaching and non-teaching also have a role in induction. They all assist in integrating the NQT into the whole school staff team. They are willing to share experiences and ideas, help in practical ways and offer support and encouragement. NQTs are encouraged to approach any member of staff with any questions or queries they may have.

Entitlement

Our induction programme ensures that new teachers are provided with the support and monitoring 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 the Teachers' Standards as achieved during training.

The key aspects of the Induction programme for NQTs at Kenmore Park Infant & Nursery School are as follows.

- Access to an Induction programme that will commence upon appointment and be reviewed after one year in post.
- Structured visits to the school prior to taking up appointment with time to discuss developments needed and how they will be assisted in making these.
- Help and guidance from an Induction tutor who is adequately prepared for the role and will coordinate the induction programme.

- Regular meetings with a mentor and, as needed, meetings with subject coordinators, SENCo etc.
- A programme of observations of experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload (in addition to PPA time). This time is used for participating in the schools Induction programme and/or meetings with mentor.
- Regular observation of NQT's teaching by experienced colleagues (at least once every half term).
- Prompt written as well as oral feedback on teaching observed with targets and advice as necessary.
- Confronting of any areas of practice or behaviour that may prevent the NQT meeting the Teachers' Standards in a timely, honest and professional manner
- Opportunities for further professional development based on agreed targets and identified needs.
- Detailed success criteria for any areas identified as making an NQT at risk of not meeting the Standards.

Others in a Supporting Role

The HSIP (Harrow School Improvement Partnership) Consultant is responsible for the NQT Induction and will co-ordinate the NQT Central Programme of meetings through which NQTs will be able to make contact with other newly qualified teachers in the area. Such meetings usually include a speaker(s) on a topic of particular interest to NQTs along with an opportunity to meet other consultants and other NQTs on an informal basis.

There will also be an opportunity for all NQTs from schools in the local areas to meet together at an NQT Conference to share experiences during their first year in teaching.

The School Union or Association representatives may establish contact with the NQT in order to create links with a professional body.

Financing the Induction Programme

The Headteacher and Governors of Kenmore Park Infant & Nursery School recognise that the appointment of an NQT will necessitate the inclusion of money in the school budget in order to finance the Induction Programme. Training for NQTs and Tutors will be provided through the HSIP CPD programme. The school will also need to budget for supply cover as part of the 10% reduced timetable during the induction year for PPA and to attend the induction programme.

Assessment & Quality Assurance.

The assessment of NQTs will be rigorous and objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly Induction reports) will be used.
- Assessment will draw on views from all teachers who have a part in the NQT's development in order to gain a reliable overall view.
- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents as well as formal observations of teaching.
- The coordinator will ensure that assessment procedures are consistently applied.
- Copies of any records 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

At risk procedures

If any NQT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- 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 NYCC 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.

The named LA contact will be informed as soon as it becomes clear an NQT is at risk of not meeting one or more of the Standards.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school (mentor, coordinator, headteacher) in the first instance. Where the school does not resolve them the NQT should raise concerns with the named LA contact.

The named LA contact is Debbie Cummings.

The Induction Programme at Kenmore Park Infant & Nursery School

At the Time of Interview

The Headteacher, in the role of Induction Tutor Manager, is part of the Selection Panel for the appointment of NQTs and as such will be involved in shortlisting and interviewing NQTs. Immediately following a successful interview, the Headteacher is available to welcome the NQT to the school, to answer any questions and reassure the NQT. At this stage certain documents are given to the NQT:

- School Brochure
- Staff Handbook
- Holiday List (including INSET Days)
- Key telephone numbers

The NQT will be invited to look around the school if they have not already done so and their classroom will be identified. If possible they will meet their Year Group Partners and other members of the year group team such as Teaching Assistants. The Induction Tutor will be identified and suitable dates will be arranged when the NQT is able to visit the school and begin the Induction Programme before the start of the new school term/year.

Pre-term Visits

If possible the NQT will visit the school on a number of occasions before the new term starts. This may be in term time or in holiday time depending on what is practical. The NQT will meet with the Year Group team if they have not already done so. If the NQT is appointed at the start of the new school year there may be an opportunity to use part of an INSET day to continue the Induction Programme.

At this stage the Induction Tutor Manager will explain, give out and sign post NQT to further documentation including:

- National Curriculum Document
- School Policy and Statements (on the school website and intranet)

- LA and School record keeping systems
- Timetables and rotas
- Year Planner (this includes the dates of all major events in the school year)
- Class lists and class records
- Resources lists and resources for the teacher and for the classroom

There will be an opportunity for the NQT to meet with the Headteacher and Senior Leadership Team.

The Induction Tutor will explain the staffing structure in the school and introduce the NQT to as many staff as possible. A further guided tour of the building will help the NQT identify other classrooms, curriculum cupboards and other facilities.

There will be opportunities for the NQT to spend some time discussing any points or queries with the Induction Tutor and other staff.

At this stage NQTs new to the area may welcome help or advice in finding accommodation or organising transport.

Initial Meetings

The Induction Tutor Manager will meet with the NQTs early in the term in order to plan the details of the Induction Programme for the school year. This will generally take place on Thursday afternoons throughout the year.

The NQTs will meet with their induction tutor to plan the NQT's induction programme.

A series of regular NQT Support Meetings will also be arranged between the individual NQT and their Induction Tutor which will be discussion/seminar times. These may be 'twilight' meetings after school or it may be possible to arrange these during the school day, if cover can be organised. In the first term these meetings will take place once a week, and in the second and third term meetings may be reduced to monthly meetings with the option of meeting more regularly if the NQT wishes.

The roles of the Headteacher and Induction Tutor in the Induction Programme will be identified. The relevant LA material for NQTs will be distributed and explained. The Headteacher will explain that she will be available on an informal basis at any time.

Visits to Other Schools

Visits to other schools are co-ordinated as part of the NQT programme. The NQT will have the opportunity to visit another school in the area to observe other teachers and see how other schools work. The NQT will identify with the Induction Tutor certain areas of focus which they wish to look at. These may include the same age group, a different age group, a particular area, such as discipline, classroom management or organisation etc. The Induction Tutor will

co-ordinate further half day visits to schools to facilitate this, usually during a Thursday afternoon as part of the timetabled NQT induction CPD programme.

Visits to Other Colleagues in School

During the induction year NQT's will be provided opportunities to visit one or more colleagues at Kenmore Park Infant & Nursery School in order to observe work or work alongside them to broaden their experiences. The NQT may wish to visit another key stage, another year group or to work with a member of a Curriculum Team. This will be arranged by the Induction Tutor or Induction Tutor Manager.

Informal and Formal observations

The Induction Tutor will observe the NQT in the classroom informally during their first few weeks and feedback to the NQT verbally. In the second half-term the Headteacher and the Induction Tutor will formally observe the NQT teaching a lesson, these observations will form the basis of a formal assessment meeting towards the end of the first term. The NQT will be assessed against a set of standards referred to as the core teaching standards 2012.

Observations will focus on consistency in demonstrating the Professional Teaching Standards Teacher and any targets. The NQT and the observer should have a follow up discussion to analyse lessons observed. Arrangements for follow up discussions to observations should be made in advance and a brief written record should be made on each occasion. This record should relate to the NQT's objectives for development and indicate where action should be taken. It should show any revision of objectives. Regular observations by the Induction Tutor or Headteacher will continue throughout the year in accordance with the agreed framework for Formal Assessment/ Support and Monitoring (Appendix 1 & 2).

Professional Reviews of Progress

Professional reviews of progress, at a discussion between the NQT and the induction tutor, should take place at intervals throughout the induction period. There should be a least one scheduled professional review meeting in any six to eight-week period, e.g. every half term.

Termly Review Meetings

The NQT and the Induction Tutor will meet with the Headteacher on a half termly basis to review progress and targets. Targets will be identified using feedback from observations. There will also be a termly Assessment meeting at the end of each term in school when the Headteacher will focus on progress in demonstrating the Core Teaching Standards. They form part of the framework of professional standards for teachers, build upon the Professional Standards for the award of Qualified Teacher Status (QTS), and are the standards which underpin all the subsequent standards. At the end of the induction period the headteacher makes a recommendation, and the Appropriate Body decides whether the core standards have been met.

The NQT should be encouraged to add their comments on the summary of progress presented in the form in the section entitled NQT's comments. A copy of the report will go to the LA as the Appropriate Body for deciding whether an NQT has met the Induction Standards.

Monitoring and Evaluating the NQT's Work in School

The work of the NQT will be monitored and evaluated in a number of ways. These include informal discussions outside the classroom informal and formal observations by the Induction Tutor and the Headteacher (see Informal & Formal Observations Appendix 2)) and the monitoring of the NQTs planning. Initial and Long Term Plans for the term are looked at and monitored by the Headteacher. The weekly Short Term Plans and daily classroom plans may be looked at by the Headteacher or the Induction Tutor.

NQT Support Meetings

NQT Support Meetings will take place on most Thursday afternoons. On some weeks this will mean release from school to attend the Harrow Schools Standards & Effectiveness Teams training provision on other weeks there will be a school based meeting or triad meetings visiting other schools with a clear focus. The agenda for the next meeting is usually set at the end of a meeting after consultation with the NQT. The meeting agenda will usually include any *Matters Arising* from the minutes of the previous meeting, *Current Issues* and *Any Other Business*. The main area of focus for each meeting will be decided in advance. At the start of every term some time will be spent looking in detail at the Year Planner for the term so that major events such as Open Evenings or Celebrations can be planned. Some meetings will be used to consider the paperwork which all teacher need to complete at certain times of the school year. Some Support Meetings may take the form of a joint meeting with any Newly Appointed Staff in school.

NQT Diary

It is suggested to each NQT that they keep a diary or file of relevant information during their first year of teaching. It will include a list of important events and the dates they took place, a forward planner of commitments, a record of their personal INSET programme, a record of observations of other teachers, a record of visits to the classrooms of other teachers, their involvement in extra curricular activities and details of when they have been informally observed in the classroom.

Review of the Policy

The Policy for the induction of NQTs is regularly reviewed and updated where necessary. Such updating will usually occur as a result of an NQT and their Mentor experiencing the Induction Programme.

Date: September 2020

Signed: R. K. Mahil-Pooni

To be reviewed annually.

Appendix 1.

Support Programme for NQTs including observation by NQT of an experienced teacher.

Term 1.

Meeting to set targets for induction based on strengths, priorities identified in CEP, school context, and Induction Standards. _____

Observation of NQT and follow up discussion (within first 4 weeks of taking up post). _____

Meeting to review progress and targets _____

Assessment meeting 1 with induction Tutor and Headteacher. Focus: Consistency in demonstrating Standards for QTS. _____
(report sent by the HT to Appropriate Body)

Term 2.

(First Half)

Observation of NQT and follow up discussion _____

Meeting to review progress and targets _____

(Second Half)

Observation of NQT and follow up discussion _____

Meeting to review progress and targets _____

Assessment meeting 2 with induction Tutor and Headteacher. Focus: Progress in demonstrating Standards for QTS. _____
(report sent by the HT to Appropriate Body)

Term 3.

(First Half)

Observation of NQT and follow up discussion _____

Meeting to review progress and targets _____

(Second Half)

Observation of NQT and follow up discussion _____

Meeting to set targets for second year of teaching. _____

Assessment meeting 3 with induction Tutor and Headteacher. Focus: recommendation about whether the NQT has satisfactorily completed their induction period. _____

(HT send recommendation to the Appropriate Body which then makes a final decision and informs NQT).