



# Southfield Primary School

## NQT Induction Policy

## **Rationale.**

The aim of this policy is to ensure that newly qualified teachers have the appropriate guidance, support and training to succeed in their role as a class teacher.

Through this process an NQT will form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

## **Purposes.**

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

- to provide programmes appropriate to the individual needs of the NQT.
- to provide appropriate counselling and support through the role of an identified induction tutor
- to provide NQTs with examples of good practice.
- to help NQTs form good relationships with all members of the school community and stakeholders.
- to encourage reflection on their own and observed practice.
- to provide opportunities to recognise and celebrate good practice.
- to provide opportunities to identify areas for development.
- to help NQTs to develop an overview of teachers' roles and responsibilities.
- to provide a foundation for longer-term professional development.
- 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.

## Roles and Responsibilities

### *The Governing Body*

The governing body will be kept aware and up to date about induction arrangements.

### *The Headteacher.*

The head teacher at Southfield Primary plays a significant and leading role in the process of inducting new colleagues to the profession. The head teacher will :

- ensure an appropriate induction programme is set up.
- recommend to the LA whether an NQT has met the requirements for satisfactory completion of the induction period.
- identify an induction tutor for NQTs
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

### The Deputy Head

The deputy head is also involved in the process of inducting NQT's. The deputy head will:

- Ensure induction tutors are trained and fully prepared
- Ensure appropriate distribution of NQTs' 90% timetable and PPA time.
- Consult with induction tutors, make arrangements for additional support and experience, as appropriate to NQT's needs and the context of the school
- Observe teaching of the NQT with the induction tutor

### *The Induction Tutor*

The principal requirement for the Induction Tutor is to be responsible for the overall management of initiating NQTs into the teaching profession and into Southfield's systems and structures. The induction tutor has the responsibility for the formal assessment of the NQT, the tutor is also appointed to provide on going support on a daily basis. The tutor will do the following:

- Be a good listener
- Give constructive feedback
- Offer professionally critical support and guidance

- Demonstrate good practice in teaching
- Observe and assess
- Facilitate opportunities for the NQT to observe experienced colleagues
- Offer support on how to deal with new events such as parent evenings
- Meet weekly to discuss progress against standards and offer support

It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. 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 will observe the NQT twice a term. The first observation will be informal and the second one takes place in the second part of the term. This is a joint formal observation with a member of the senior leadership team.

### **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 standards for the award for qualified teacher status (QTS).

The key aspects of the induction programme for NQTs at Southfield are as follows.

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post.
- Help and guidance from a tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with a tutor, senior managers, subject coordinators and other key staff where appropriate.
- Time and regular opportunities to meet with other NQTs and teachers who have recently completed their induction programme.

- Observe experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload. This time is used for participating in the schools induction programme.
- Have teaching observed by experienced colleagues.
- Receive prompt written as well as oral feedback on the teaching observed and receive advice as necessary.
- Opportunities for further professional development based on agreed targets.

### **Lesson observation, reviewing and target setting.**

These will be followed and completed in accordance with the DoE's guidelines on NQT induction.

### **Assessment & 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 assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment 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 tutor 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 NQT 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 the LA 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/LA adviser will support the tutor and NQT in observations and planning an appropriate programme to ensure satisfactory completion of the NQT year and that all steps have been taken to improve the situation.

### Addressing NQT Concerns

If an NQT has any concerns about the induction, tutor 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 named LA contact.

### REVIEW OF POLICY

<b>Governing Body Sub Committee</b>	<b>Published</b>	<b>Review Date</b>	<b>Author</b>
Learning and Teaching Committee		October 2020	Pav Bal
<b>Headteacher's Signature</b>			
<b>Chair of Governors Signature</b>			