

Sonning Common Primary School
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NQT Induction Policy

September 2014

Induction Policy for Newly Qualified Teachers

This policy seeks to offer structured professional support to all newly qualified teachers (NQTs) so that they develop and enhance the skills and qualities we expect of effective teachers and are able to make a full and distinctive contribution to Sonning Common Primary School. This policy statement embodies the provisions of the DCSF's statutory arrangements for the induction of newly qualified teachers in their first year of employment. Where it refers to school terms we mean the Oxfordshire system of six terms per academic year.

Induction involves the provision of a structured, yet flexible and individualised programme of support, experience and on-the-job training for student teachers and NQTs that encompasses the development of skills, knowledge, expectations and observation. This will help them effectively fulfil their professional duties as beginning teachers and act as a starting point for subsequent training and development. It also involves the assessment of their performance.

1. Roles and responsibilities

Organising and co-ordinating the induction and mentoring of NQTs is wide ranging and calls on the services of two types of mentor:

- The Induction Co-ordinator
- The Induction Tutor

Induction Coordinator

At Sonning Common Primary School the Induction Co-ordinator is the Headteacher. The co-ordinator is responsible for the overall management of initiating NQTs into the teaching profession and into our school's organisation. The co-ordinator manages the induction programme, provides support and guidance and ensures the rigorous but fair assessment of performance of NQTs. Additionally s/he keeps records of activities, reports on and monitors the quality assurance of the provision.

Induction Tutor

The Induction Tutor inducts NQTs into the school. S/he is responsible for developing specialist knowledge, skills and application, providing effective support and making rigorous but fair judgements. Since there is a strong emphasis on developing classroom confidence, s/he is mainly responsible for carrying out lesson observations, reviews and target setting.

Induction tutors have close and regular contact with NQTs on a day-to-day basis. They must possess the skills and experience to provide professional support, monitor progress and provide well-founded feedback. It is also important for the whole key stage to be positively involved in supporting new teachers

Head Teacher

The Head is responsible for:

- Ensuring an appropriate induction programme is set up

- Recommending to the LA whether NQTs have met the requirements for satisfactory completion of the induction period
- Observing and giving written warnings to any NQTs at risk of failing
- Keeping governors informed of induction arrangements and assessment meetings

2. The Induction Programme

(i)A statement of entitlement,

Our Statement of Entitlement sets out the school's aims with regard to NQTs, the commitments we offer and our reciprocal expectations. We aim to provide all NQTs with the opportunity to:

- Gain experience of working with pupils in classroom and wider school settings
- Gain experience of school organisation
- Observe experienced teachers at work
- Gain experience in the teaching of individual pupils, groups and classes
- Develop essential confidence and the capacity to establish a learning environment
- Develop skill and understanding in the area of classroom management
- Demonstrate the ability to work harmoniously with pupils and colleagues
- Gain experience in the planning, execution and evaluation of individual lessons and schemes of work
- Develop sound and competent teaching strategies
- Provide a commitment to teaching as a career choice

We offer NQTS the following commitments:

- A six term period of probation as a condition in the contract of employment, with reports sent to the LA every two terms
- The provision of a teaching load lighter than that of a MPG teacher ie.20% non-contact time.
- Formal lesson observations by the Induction Tutor at least once every term, with a written appraisal and prompt follow up discussion
- Formal lesson observations and meetings with the Induction Co-ordinator once every two terms to discuss their development and set future targets, to formulate their own perspectives on teaching and learning, and to develop an extended professional view of educational issues
- To enable NQTs to observe teaching by more experienced colleagues
- To offer a professional development continuum into the second year of teaching and beyond

In reciprocation, we hold the following expectations of NQTs:

- To take the initiative in seeking advice and help from the Induction Tutor and Induction Co-ordinator with any matters related to their personal and professional welfare
- To be well prepared for teaching lessons and have lesson plans readily available
- To act upon the constructive comments of staff who observe lessons
- To observe more experienced teachers within the school and on visits to other schools, in order to learn from their good practice

- To engage in reflective self-analyses of their professional practice and the underlying assumptions on which they are based
- To play an active part in the everyday life of the school by fulfilling administrative and pastoral responsibilities and school duties
- To maintain the school's professional ethos

(ii) Career Entry and Development Profile

Each NQT has a Career Entry and Development Profile which summarises strengths and needs as identified during training. We aim to match development and training to identified, differentiated needs, via individualised action planning, monitoring and support.

An initial meeting is held with each NQT and their Induction Tutor in early September, to establish professional skills, identify areas of development and progression and agree on strategies of support and targets. Consultation then takes place with the Induction Tutor and SMART (specific, measurable, achievable, realistic and time-bonded) targets are agreed. This involves setting short and long term objectives, which are reviewed and amended, termly.

(iii) In Service Training

Meetings for NQTs are organised by the local authority. They cover a range of professional issues, relating to classroom and pupil management, curriculum, learning and school organisation. Induction Co-ordinators and other staff, with strengths in specific areas, lead the sessions. The intention is to draw upon identified good practice and offer support so NQTs are well equipped to reflect on wider issues relating to teaching and learning. NQTs are encouraged to suggest agenda items most relevant to them.

(iv) Lesson Observation, Reviewing and Target Setting

Observation of classroom practice is an essential part of induction. NQTs have lesson observations at least every term and the first NQT observation must take place within the first four weeks of teaching. The observations have a specific focus and reflect the developmental process of induction. The three foci are:

- Subject knowledge, understanding and delivery
- Effective classroom management
- Effective student learning

The Induction Tutor carries out most of the observations, supported by the Induction Co-ordinator and other members of the school. The observer agrees with the NQT beforehand whether the observation will be formal or will involve participation in the lesson to gain insight into the pupils' work and progress. Feedback is given as quickly as possible. Although it may not be possible to review immediately, it is important to give a supportive comment on leaving to ensure the NQT does not feel unduly anxious immediately after the lesson. The review meeting is conducted in a supportive, open and professional atmosphere with the following three phases:

- Teaching strengths observed during the lesson

- Possibilities and improvements
- Targets for future action

Support is also based on informal monitoring of lessons and discussions with NQTs as well as formal observation.

Induction Tutors meet weekly with the NQTs and hold monthly progress review meetings, referring to the new Induction Standards. Tutors also monitor NQTs' lesson planning.

The Induction Co-ordinator meets termly with the NQT to review progress against targets, set future targets, to formalise their own perspectives on teaching and learning, and to develop a professional view of educational issues. The Induction Co-ordinator also organises practical activities that encourage reflective practice.

'At Risk' Procedure

If an NQT encounters difficulties, the first route is through the Induction Tutor to diagnose the exact nature of the problem. The Induction Tutor offers support and sets agreed attainable targets for action, with specific and practical steps outlined for improved practice. Progress is recorded amid an atmosphere of sensitivity and encouragement. The tutor maintains a record of any difficulties, with details of how they are being addressed and what support and counselling is being provided. NQTs who make unsatisfactory progress are given early warnings and the school's concerns are communicated to the LA.

Reports every two terms give details of:

- Identified weaknesses, backed by evidence
- Agreed objectives and planned support

The head teacher must observe an NQT at risk and give written warnings about failure. The LA must ensure assessments are accurate and remedial steps have been taken to support an NQT towards improvement.

The DFE induction arrangements require there to be 'a clean and clear judgement' on why an NQT has failed to meet statutory requirements and is no longer eligible to be employed as a teacher. Therefore induction extensions are permitted only in exceptional circumstances. NQTs who appeal against failure must be dismissed or employed only on restricted duties (they cannot teach a class or subject in their own right)