



BOWERHAM PRIMARY & NURSERY SCHOOL
Induction of Newly Qualified Teachers (NQTs) Policy/ECT's



DATE: July 2022

Review date: July 2023

Stand tall, reach high, love learning

The Bowerham School community is proud to nurture aspiration, inspire love for life-long learning and prepare children for a changing society.

At Bowerham School we:

- Ensure all children have access to a fun and engaging, ambitious and creative curriculum that widens their life experiences
- Develop confident and independent learners with motivation, curiosity and a love of learning
- Ensure all children learn about and demonstrate the British Values of: tolerance, mutual respect, individual liberty, democracy and rule of law, while respecting differences including gender, ethnicity, religion and ability.
- Nurture, develop and challenge children to be aspirational and secure within themselves in order to prepare them for their future

Rationale

The first two years of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Our school's induction process ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.

This programme will enable ECTs to 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 ECTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the ECTs;
- to provide appropriate counselling and support through the role of an identified mentor;
- to provide ECTs with examples of good practice;
- to help ECTs form good relationships with all members of the school community and stakeholders;
- to help ECTs become aware of the school's role in the local community;
- 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 ECTs to develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to help ECTs perform satisfactorily against the Teachers' 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 fully aware of the contents of the DfE's Statutory guidance on induction for newly qualified teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for NQTs. 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.

The school's Induction Tutor is **Laura Denison**.

The Governor with responsibility for NQTs is **Nick Rafferty**.

The Headteacher

The head teacher at Bowerham Primary and 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 an induction tutor, the head teacher will also observe each NQT once each term. Statutory responsibilities are:

- ensuring an appropriate induction programme is set up;
- recommending to the Appropriate Body whether or not an NQT has performed satisfactorily against the Teachers' Standards for the completion of induction.

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

- observe and give written warnings to an NQT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately;
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

Induction Tutor

The principal requirement for the NQT induction tutor is to be responsible for the overall management of initiating NQTs into the teaching profession and into our school's systems and structures. 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, opportunities to participate in additional support, e.g. Professional Study Groups, providing support and guidance and the rigorous but fair assessment of NQT performance.

Mentor

In addition to the induction tutor, who has the responsibility for the formal assessment of the NQT, a mentor is appointed to provide on-going support on a daily basis. The mentor will contribute to the judgements about the performance against the Teachers' Standards. At Bowerham, each year group has a Lead Teacher that is a mentor for the NQT. They are also supported by the Phase Leader and Induction Tutor.

Entitlement

The Newly Qualified Teacher should be proactive in his/her own career development. However, our induction programme ensures that new teachers are provided with 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).

NQTs at Bowerham Primary and Nursery School have:

- support and guidance from a designated induction tutor who has the time and experience to carry out the role effectively
- a reduced timetable (10%) to enable them to undertake activities in their induction programme
- observations of teaching and follow-up discussion
- regular professional reviews of progress
- observations of experienced teachers

ECTs at Bowerham Primary and Nursery School have:

- a reduced timetable (5%) to enable them to undertake activities in their induction programme
- observations of teaching and follow-up discussion
- regular professional reviews of progress
- observations of experienced teachers

NQTs work with their induction tutor or mentor to agree how best to use their reduced timetable. This could include using this time to:

- meet with their NQT mentor
- observe other teachers in a classroom setting
- take part in continuous professional development, including subject specific
- engage with parents and carers
- work with more experienced teachers

From September 2021- There is an entitlement for all early career teachers in England to access high quality professional development at the start of their career. New teachers will receive development support and training over 2 years, underpinned by the early career framework. This includes:

- 2 years of high quality training based on the early career framework

- 10% time away from the classroom in the first year and 5% time away from the classroom for teachers in their second year
- a dedicated mentor and support, training and time for the mentor

Lesson observation, reviewing and target setting

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

Assessment & Quality Assurance

The assessment of NQTs will be rigorous but also objective. The following information and assessments are carried out through Lancashire's online tool- NQT Manager:

- The criteria used for formal assessments will be shared and agreed in advance.
- Formative assessment (e.g. lesson observation, target setting, pupil progress) 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-evaluation.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the NQT concerned.
- Online termly assessment reports will give details of:
 - areas of strength
 - areas requiring development
 - attendance
 - NQT views
- In school targets will be set as part of termly meetings and ongoing support. Support provided will be tailored to meet the needs of these targets.

(All of the above will be clearly referenced to the Teachers' Standards)

At risk procedures

If any NQT encounters difficulties in their performance against 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 the Appropriate Body 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/Appropriate Body's adviser will support the induction 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. The NQT must be made aware of any concerns, at all stages, throughout the induction process.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring 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 Appropriate Body contact. Details are included in The Essential Guide to Induction.

General Overview Offer for All NQTs in school

From September 2021- This will be in addition to weekly training based on Early Career Framework:



Early-Career_Framework.pdf

Weekly Structured plan for 10% professional development time (5% 2nd year from Sept 2021)-overview
First Term or First Term New to School

<p>Initial meeting - setting objectives and action plan using targets from ITT and teacher standards</p> <p>NQT Manager set up and passwords</p> <p>Training needs</p> <p>NQT Induction Officer</p> <p>First step safeguarding- information sharing, fire procedures, key people to refer to.</p> <p>Lead Teacher</p>
<p>Class overview and understanding of needs</p> <p>Safeguarding training, Safe guarding policy and PSED support</p> <p>Lead Teacher and DSL officer</p>
<p>Focus on teaching and learning - read teaching and learning on website</p> <p>Go through key policies- Marking and feedback, Code of Conduct, Mobile Use and Data, Behaviour, Confidentiality, etc</p> <p>Phase leader or Lead Teacher meeting</p>
<p>Focus on assessment, questioning and pupil voice</p> <p>Induction Officer or Phase Leader</p>
<p>Focus on planning-</p> <p>Meeting led by Lead Teacher</p>
<p>Progress review meeting</p> <p>Observation of teaching and classroom practice Feedback from observation</p> <p>Self-evaluation time</p> <p>Led by either Lead Teacher, Induction Leader or Headteacher</p>
<p>Review of planning Focus- Phase Leader</p> <p>Home/school links – Lead Teacher or Induction Teacher</p>
<p>Focus on behaviour management</p> <p>Meeting led by Induction Tutor</p>
<p>Observation of teaching and classroom practice and feedback</p> <p>Report Writing</p> <p>Led by either Lead Teacher, Induction Leader or Headteacher</p>
<p>Specific training need session from Observation</p> <p>Led by Induction Leader</p>

<p>Assessment meeting–</p> <p>(Induction Tutor to send a copy of the assessment form to LA, NQT to read and sign on NQT manager)</p> <p>Led by Induction Leader</p>
<p>Second Term</p>
<p>Further induction needs- review</p> <p>Meeting with Induction Tutor</p>
<p>To be planned over 6 weeks- NQT to complete Learning Log for reflection.</p> <p>Timetabled time to observe other teachers and speak to specific subject leaders dependent on needs.</p> <p>NQT to sort with subject leaders- Flexible NQT time offered to do this (up to 10%).</p>
<p>Observation of teaching and classroom practice and feedback</p> <p>Led by either Lead Teacher, Induction Leader or Headteacher</p>
<p>Specific training need session from Observation</p> <p>Led by Induction Leader</p>
<p>Assessment meeting–</p> <p>(Induction Tutor to send a copy of the assessment form to LA, NQT to read and sign on NQT manager)</p> <p>Led by Induction Leader</p>
<p>Final Term</p>
<p>Further induction needs- review</p> <p>Meeting with Induction Tutor</p>
<p>To be planned over 6 weeks- NQT to complete Learning Log for reflection.</p> <p>Timetabled time to shadow subject leader from chosen subject.</p> <p>NQT to sort with subject leader- Flexible NQT time offered to do this (up to 10%).</p>
<p>Observation of teaching and classroom practice and feedback</p> <p>Report Writing- final year reports</p> <p>Led by either Lead Teacher, Induction Leader or Headteacher</p>
<p>Specific training need session from Observation</p> <p>Led by Induction Leader</p>

Hand over to new Class teacher

Led by Lead Teacher

Assessment meeting–

(Induction Tutor to send a copy of the assessment form to LA, NQT to read and sign on NQT manager)

Led by Induction Leader