



# INDUCTION OF NEWLY QUALIFIED TEACHERS POLICY

Updated:	March 2016
Approved by:	Curriculum, Attainment and Ethos
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Scheduled review date:	March 2019

Safeguarding and protecting our students and young people from harm is central to The LeAF Studio's ethos. We want to make sure that students and young people feel safe and cared for.

## NQT Induction and Support Policy

For the purpose of this policy Elm Academy, Oak Academy and LeAF Studio will be referred to as LeAF.

Roles and responsibilities of key personnel involved in Induction:

**Executive Principal** –is to hold joint overall responsibility with Ringwood School for the supervision of NQTs. He/she must;

- ensure pre-employment checks, which must be verified by the appropriate body upon registration including the check that the NQT has been awarded QTS
- clarify whether the teacher needs to serve an induction period or is exempt
- agree, in advance of the NQT starting the induction programme, which body will act as the appropriate body; in this case Ringwood School
- notify Ringwood School when an NQT is taking up a post in which they will be undertaking induction
- 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, including through observations and feedback of their teaching
- 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
- make the governing body aware of the arrangements that have been put in place to support NQTs serving 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 Ringwood School's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years
- inform the National College for Teaching and Leadership of any NQTs who start an induction period or who have taken up a post in which to continue their induction

There may also be circumstances where the Executive Principal should:

- obtain interim assessments from the NQT's previous post
- act early, alerting the appropriate body when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily;

- ensure third-party observation of an NQT who may be at risk of not performing satisfactorily against the relevant standards;
- notify Ringwood School as soon as absences total 30 days or more;
- periodically inform the governing body about the institution's induction arrangements;
- advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- provide interim assessment reports for staff moving in between formal assessment periods; and
- notify the appropriate body when an NQT serving induction leaves the institution.
- in addition to the above, the Executive Principal ensures the NQT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

### **Appropriate bodies; in this instance Ringwood School**

Ringwood School - has responsibility with the Executive Principal for NQT supervision and training, and must decide if NQTs have met the Induction Standards. Ringwood School must ensure the Executive Principal and governors know about and meet their statutory responsibilities for NQT support and assessment. This role as the 'appropriate body' should be addressed in Ringwood School's Education Development Plan.

The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that;

- the Executive Principal (and governing bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes ensuring that an NQT receives a personalised induction programme, designated tutor support and the reduced timetable; and
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate

Ringwood School, on a regular basis, consults with The Executive Principal on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. LeAF Academies are required to work with the Ringwood School to enable it to discharge its responsibilities effectively.

Ringwood School must ensure that;

- the Executive Principal (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate
- where an NQT may be experiencing difficulties, action is taken to address areas of performance that require further development and support
- where LeAf is not fulfilling its responsibilities, contact is made with them to raise concerns
- induction tutors are trained and supported, including being given sufficient time to carry out the role effectively

- the Executive Principal is consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce
- the Executive Principal has verified that the award of QTS has been made
- the school is providing a reduced timetable in addition to PPA time
- the NQT is provided with a named contact (or contacts) within the Ringwood School with whom to raise concerns
- NQTs' records and assessment reports are maintained
- agreement is reached with Executive Principal and the NQT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed
- a final decision is made on whether the NQT's performance against the relevant standards is satisfactory or an extension is required and the relevant parties are notified; and
- they provide the National College for Teaching and Leadership with details of NQTs who have started; completed (satisfactorily or not); require an extension; or left school partway through an induction period

Ringwood School should also (as local capacity, resources and agreements allow);

- respond to requests from schools, academies and colleges for guidance, support and assistance with NQTs' induction programmes; and respond to requests for assistance and advice with training for induction tutors.

#### **NQT Induction Coordinator – ITT Coordinator**

Induction Tutors - this role covers the work of Induction Co-coordinator and Subject /Classroom Mentors.

The Induction tutor should:

- be fully aware of Induction requirements and professional standards
- be in possession of the necessary skills and knowledge and capable of providing effective support and individually tailored training provision with the ability to make rigorous and fair judgments
- provide, or coordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the appropriate body where necessary)
- carry out regular progress reviews throughout the induction period
- undertake three formal assessment meetings during the total induction period coordinating 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 NQT to add their comments
- ensure that the NQT's teaching is observed and feedback provided

- ensure NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and
- take prompt, appropriate action if an NQT appears to be having difficulties

**NQTs** - there are a number of entitlements for NQTs. These include a job description that does not make unreasonable demands and provision of preliminary information relating to:

- |                          |                                   |
|--------------------------|-----------------------------------|
| • Timetable              | • Health and safety               |
| • The Induction Tutor    | • Equal opportunities             |
| • Induction Day          | • Academy policies                |
| • Assessment             | • Employment contract             |
| • Procedures for absence | • Duties rota                     |
| • Pay arrangements       | • Details of management structure |

The NQT should:

- provide evidence that they have QTS and are eligible to start induction
- familiarise themselves with the Teaching Standards and use them in monitoring their own work
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review; Using their Career Entry Profiles for target setting their professional development during induction
- agree with their induction tutor how best to use their reduced timetable allowance
- develop increasing responsibility for their professional development by providing evidence of their progress against the relevant standards
- participate fully in the agreed monitoring and development programme
- raise any concerns with their induction tutor as soon as practicable
- consult Ringwood School at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution
- keep track of and participate effectively in the 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

**Governors** - They should ensure the Academy is capable of providing the necessary monitoring, support and assessment. They should

- ensure compliance with this guidance
- be satisfied that LeAF Academies have the capacity to support the NQT
- ensure the Executive Principal is fulfilling their responsibility to meet the requirements of a suitable post for induction

- investigate concerns raised by an individual NQT as part of the LeAF Academies' agreed grievance procedures
- seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and can request general reports on the progress of an NQT

### **National College for Teaching and Leadership**

The National College for Teaching and Leadership will carry out specific duties on behalf of the Secretary of State, including:

#### Statutory

- hearing appeals
- ensuring that the names of NQTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period

#### Non-statutory

- recording the progress of NQTs through their induction process
- provide details of teachers who have passed or failed induction to employers through the Employer Access Online service.

### **NQT training and development needs during Induction**

The Induction Programme - the programme for NQTs should;

- offer monitoring and support tailored to their individual strengths and needs as identified in their Career Entry development Profiles
- build on their knowledge, skills and achievements within the framework of the Teaching Standards
- involve the setting of short, medium and long-term objectives based on individual and college priorities
- regularly review progress via formative and summative assessment

This means NQTs should be actively involved in planning their Induction Programme. All documentation relating to observations and review meetings should be open and accessible. Any concerns NQTs have about their Induction Programme should be raised, first, with the Academy and then, a named Ringwood School contact – Clare Adams.

Monitoring and support - the programme for NQTs should involve;

- support from a designated tutor
- lesson observation and review
- professional review of progress
- observation of experienced teachers
- other targeted development activities

The Induction Tutor should monitor and support on a day-to-day basis, although the roles of support and assessment is sometimes given to two people. Activities and their outcomes should be documented. Lesson Observations should occur at least half-termly and focus on particular aspects of teaching based on agreed criteria identified in the Teaching Standards and Career Entry Development Profile (CEDP). Observations should have a follow-up discussion, with documented

targets for action. Observations may be carried out by staff other than the Induction Tutor e.g. Lead Practitioners

Half-termly meetings should be held to review progress, based on observations and other evidence. The CEDP is an appropriate form of record. Opportunities should be provided for observing experienced colleagues in the NQT's college or in another where there is acknowledged good practice. Time released by the reduced teaching load should be used for induction activities.

Other components in the programme of support could include:

- information on the Academy and induction arrangements
- information on rights and responsibilities, induction tutors and assessment
- participation in the Academy's general INSET programme
- details of the Academy policies e.g. Behaviour Management, Child Protection and Health and Safety
- opportunities to work with the Academy SENCO
- attendance at training organised by external agencies

Ringwood School - its responsibilities include;

- maintaining a database of NQTs
- identifying a named contact
- collecting in all summative assessment forms
- informing NQTs, The Executive Principal, the DCFS and National College for teaching and Leadership (NCTL) of decisions about the successful completion of induction

### **Assessment and quality assurance during Induction**

Assessment arrangements - Guidance is provided by LA documentation

- Summative assessment meetings
- Evidence used for assessing progress
- Reporting procedures

There should be three, termly formal assessment meetings between the NQT and Executive Principal or Induction Coordinator, focusing on these questions in turn;

- Is the NQT consistently meeting Teaching Standards?
- What progress is being made to meeting the Teaching Standards?
- Has the NQT met the requirements for satisfactory completion of induction and what objectives are set for the second year of teaching?

Documentary evidence to inform these meetings should be drawn from at least two observations and two progress review meetings, supported by;

- students' assessment data
- details of liaison with colleagues and parents/carers
- lesson plans and evaluations
- evidence of the NQT's self-assessment and professional development

Written records must be detailed in cases of unsatisfactory progress. All records should be available to NQTs and the Ringwood school. All records must be retained until any appeal process is complete.

Where a small minority of NQTs make unsatisfactory progress, they should be given early warning and concerns should also be communicated to Ringwood School. It should not be left until the

summative assessment meeting. The Executive Principal or ITT Coordinator should observe NQTs making poor progress and give details of; assessment of NQTs are accurate

- weaknesses have been correctly identified
- appropriate objectives for improvement have been set
- a support programme is in place

Recommendations for passing induction must be made to the LA within 10 days of completion. The Ringwood School must respond within 20 days. Extensions to the induction period before its completion will be permitted only in situations where there is absence for 30 or more working days or if a request is made by someone on maternity leave.

Where a period of induction is extended (only in exceptional circumstances) or an NQT is deemed to have failed, details must be given of the right to appeal to the Secretary of State (eventually the NCTL). NQTs who appeal against failing induction must be dismissed or employed on restricted duties (they cannot teach a class or subject in their own right).

Quality Assurance – Ringwood School has overall responsibility for quality assurance:

It must ensure The Executive Principal and Governors are aware of, and carry out, their responsibilities. It must also ensure assessments are fair and support is given to NQTs at risk. This can be done via;

- link inspectors' visits
- monitoring a sample of schools

OFSTED inspections will now include induction arrangements

### **Failure to complete the NQT Induction**

Failure to complete the induction period satisfactorily means that the NQT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

An NQT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the NQT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the NQT within ten working days of being told of the outcome of the hearing.

The National College for Teaching and Leadership must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

### **Putting in place additional monitoring and support**

If it becomes apparent that an NQT is not making satisfactory progress, the appropriate body should be informed and the Executive Principal must ensure that additional monitoring and support measures are put in place immediately. Action must not be delayed until a formal assessment meeting has taken place. It is important that the NQT is made aware of where they need to improve their practice, and given every opportunity to raise their performance. The Executive Principal and the appropriate body should be satisfied that;

- areas in which improvement is needed have been correctly identified

- appropriate objectives have been set to guide the NQT towards satisfactory performance against the relevant standards;
- an effective support programme is in place to help the NQT improve their performance

### **Action if performance is still unsatisfactory at the next assessment point**

In many cases the additional monitoring and support measures mentioned above will have the desired effect and the NQT will go on to be formally assessed at the end of the period as having performed satisfactorily against the relevant standards. Where there are still concerns about the NQT's progress at the next formal assessment point (and this is not the final assessment), the Executive Principal should explain to the NQT the consequences of failure to complete the induction period satisfactorily and discuss fully with the NQT

- the identified weaknesses
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary
- details of additional monitoring and support put in place
- the evidence used to inform the judgement
- details of the improvement plan for the next assessment period
- the completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed

### **Action in the event of serious capability problems**

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the NQT remains at the institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the NQT from completing induction at another institution, as all NQTs must complete a full induction period before they can be judged to have failed induction.

### **Making an appeal against a decision by the appropriate body**

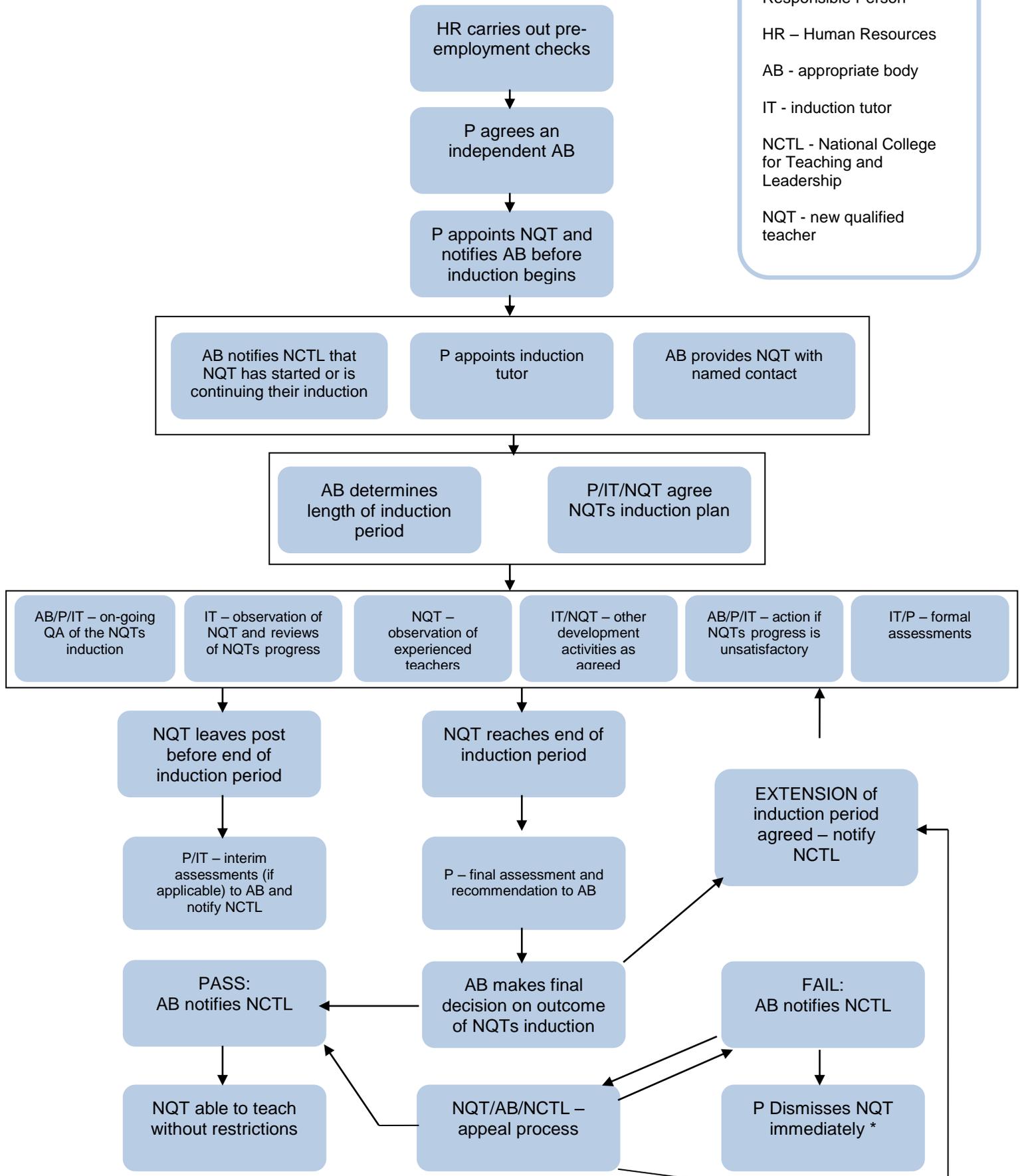
If an NQT fails induction, or has their induction extended, Oak Academy and Ringwood School. must advise the NQT of their right to appeal, who to appeal to, and the time limit for doing so. In England the Appeals Body is the National College for Teaching and Leadership, which acts on behalf of the Secretary of State.

Adopted from DCSF guidance (December 2013):

### Overview of the induction process

**KEY**

- P – Executive Principal or Responsible Person
- HR – Human Resources
- AB - appropriate body
- IT - induction tutor
- NCTL - National College for Teaching and Leadership
- NQT - new qualified teacher



• NQTs name placed on NCTL-held list of persons who have failed to satisfactorily complete an induction period