



NORTH BIRMINGHAM ACADEMY

Induction of Newly Qualified Teachers (NQTs) Policy

Rationale

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Our Academy's induction process ensures 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 an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Purposes

Our Academy'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 make new staff aware of the Academy's philosophy, aims and objectives
- to provide programmes appropriate to the individual needs of the NQT
- to provide appropriate counselling and support through the role of an identified mentor
- to provide NQTs with examples of good practice
- to help NQTs form good relationships with all members of the Academy community and stakeholders
- to help NQTs become aware of the Academy'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 NQTs to develop an overview of teacher's roles and responsibilities
- to provide a foundation for longer-term professional development
- to help NQTs meet all the induction standards
- to support the NQT in understanding the ethos of the Academy when dealing with students and how to raise issues of concern.

The whole staff will be kept informed of the Academy induction policy and encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured whole Academy 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 local governing body will be fully aware of the contents of Guidance to the Law The Education (Induction Arrangements for Academy Teachers) (England) Regulations 2008 which sets out the Academy's responsibility to provide the necessary monitoring, support and assessment for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, whether the Academy currently has the capacity to fulfill all its obligations. The local governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The local governing body will investigate concerns raised by the NQT and seek guidance from the appropriate body (LA) if necessary.

For the year XXXX the Academy's Induction Tutor is XXXXXXXXXXXXXXXXXXXX

The Principal

The Principal 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 at least once each term. Statutory responsibilities are:

- clarify whether the teacher needs to serve an induction period or is exempt;
- notify EACT when an NQT who is taking up a post in which they will be undertaking induction joins the Academy/college, before the appointment begins;
- ensure the NQT's post is a suitable post in which to serve induction;
- ensure that an appropriate induction programme is in place;
- ensure the NQT has both a reduced timetable and PPA time as necessary; and
- where relevant obtain documentation from the NQT's previous post including any interim assessment and details of absences, and consider this in determining the length and nature of the NQT's induction programme and period.
- appoint an induction tutor (who must hold QTS) and ensure that an appropriate cycle of observations, 6 progress reviews and 3 formal assessments is scheduled (ideally in advance) and takes place;
- ensure the induction tutor is appropriately trained and has time to carry out their role;
- act early, alerting EACT when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily;
- ensure third party observation of a NQT whose progress towards meeting the standards may be at risk
- maintain accurate records of periods of employment that will count towards the induction period and when NQTs leave the Academy part way through a period;
- monitor absences and notify EACT as soon as absences over the whole period total 30 days or more;
- periodically inform the governing body about the Academy's induction arrangements;
- ensure termly assessment reports are completed (on pro-rated time scale for part-time staff) and sent to EACT as required;

- participate appropriately in EACT's quality assurance procedures;
- consult and agree with EACT the exceptional cases where it may be appropriate to shorten the induction period;
- within 10 days of the NQT completing the induction period, make a recommendation to EACT on whether the NQT has met the core standards, using agreed forms;
- provide interim assessment reports for staff moving in between formal assessment periods and notify EACT when an NQT serving induction leaves the Academy/college; and
- retain all relevant documentation/evidence on file for six years.
- ensuring an appropriate induction programme is set up
- recommending to EACT whether an NQT has met the requirements for satisfactory completion of the induction period

While the Principal may not delegate these responsibilities, an induction tutor or other suitably experienced colleague will carry out many of the associated tasks. In addition to the statutory requirements, the Principal will:

- observe and give written warnings to an NQT at risk of failing to meet the required standards.
- keep the local 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 the Academy'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, providing support and guidance and the rigorous but fair assessment of NQT performance.

The induction tutor (or the Principal where he/she carries out this role) provides the NQT with day-to-day monitoring and support and must:

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the NQT's professional development;
- carry out 6 reviews of progress during the induction period ;
- undertake 3 formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate (normally three termly, or pro-rated for part-time staff);
- undertake 6 observations of the NQT's teaching and provide the NQT with copies of written summaries;
- 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;
- take prompt and appropriate action where an NQT appears to be experiencing difficulties; and
- ensure completed assessment reports/forms are sent to EACT by the appropriate deadlines.

Newly Qualified Teacher

The NQT has a vital part to play in their own induction. Before the period starts:

- checking that they have passed any skills tests prior to starting the induction period;
- checking with the GTCE that they have been awarded QTS before starting an induction period; and
- providing evidence that they have QTS and are eligible to start induction.

Once the period has started:

- at the earliest opportunity following appointment meet with their induction tutor to discuss and agree priorities for their induction programme and development, and keep these under review;
- agreeing with their tutor how best to use their reduced timetable allowance;
- using the TDA Career Entry and Development Profile (CEDP) to support planning the induction programme;
- monitoring their progress against the core standards;
- participating fully in the agreed monitoring and development programme;
- (only) if they are a Cohort 1 teacher, ensure that they pass the numeracy test before completing the induction period and notify the GTCE;
- raising any concerns with their induction tutor as soon as practicable;
- consulting their Appropriate Body named contact at an early stage where there are or may be difficulties in resolving issues with their tutor/within the institution;
- keeping track of and participate effectively in the scheduled classroom observations, 6 progress reviews and 3 formal assessment meetings;
- agreeing 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; and
- retaining copies of all assessment forms and other documentation. This, along with tracking start and end dates for the induction period, is especially important in cases where the NQT has a break/change of employer during the induction period.

In addition to the above:

- whilst not serving induction, NQTs should comply with the limits on supply teaching for those employed in a relevant Academy, seeking approval from the relevant Appropriate Body to extend the limits.

Mentor

In addition to the induction tutor, who has the responsibility for the formal assessment of the NQT, a mentor is appointed to provide ongoing support on a daily basis. The mentor will contribute to the judgements about the progress against the Induction Standards.

EACT

EACT, along with the Principal, is jointly responsible for the supervision and training (professional development) of the NQT during induction and has the main quality assurance role. The Academy works closely with EACT to ensure that the statutory requirements are fully met.

The Appeal Body

The General Teaching Council for England (GTCE) is the Appeal Body in England. If an NQT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:

- allow the appeal;
- dismiss the appeal; or
- extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by EACT).

Entitlement

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfill 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 the Academy are as follows:

- Structured visits to the Academy prior to taking up appointment with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these.
- Access to an induction programme that will commence upon appointment and be reviewed after one year in post.
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with mentor, 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 Academies' induction programme.
- Have teaching observed by experience colleagues.
- To receive prompt written as well as oral feedback on the teaching observed and to 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 DCSF guidelines on NQT induction unless the NQT is viewed as in risk of failing to meet the necessary standards.

Assessment and 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 NQTs development in order to gain a reliable overall view.
- Opportunities will be created for NQTs to gain experience and expertise in self-assessment.
- The induction 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 Academy.

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 Academy's concerns communicated to EACT immediately.

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 Principal / EACT 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 help a failing NQT improve.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the Academy in the first instance. Where the Academy does not resolve them the NQT should raise concerns with the named EACT contact. For the year the named EACT contact is Gerry Walters on 0207 903 5478 e-mail Gerry.walters@eact.org.uk

This policy was agreed and adopted in XXXXX (month) XXXX (year). It will be reviewed

- as part of the Academy’s development cycle by XXXX (month) XXXX (year)

prior to this date should there be any changes to statutory requirements.

Approved by NBA Governors on:

Date of Next Review:.....

Lead Manager: