



WEDNESFIELD HIGH SPECIALIST ENGINEERING ACADEMY

INDUCTION OF NEWLY QUALIFIED TEACHERS (NQTs)

A MODEL POLICY FOR DEVELOPING AND SUPPORTING GOOD
PRACTICE IN WOLVERHAMPTON SCHOOLS

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Mr Simon Whitehouse	2		October 2017

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1. INTRODUCTION

The first 12 months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Wednesfield High Specialist Engineering Academy induction process ensures the appropriate guidance, support and training, including the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.

2. PURPOSE

Wednesfield High Specialist Engineering Academy induction process has been designed to make a significant contribution to both the professional and personal development of NQTs. The Headteacher and Governors will ensure that the induction period will:

- 2.1 Help the NQT to build upon the knowledge, skills and understanding developed in initial teacher training and provide a foundation for longer term professional development.
- 2.2 Help NQTs to develop and overview of teachers' role and responsibilities.
- 2.3 Provide the NQT with an individualised programme of support appropriate to the needs of the NQT.
- 2.4 Provide the NQT with appropriate teaching commitment which is no more than 90% of the normal teaching timetable or pro-rata equivalent. In addition to this there will be a 10% PPA time as received by full-time teachers (See Appendix 1 Section 2.17 *Statutory Guidance on Induction for Newly Qualified Teachers – England revised September 2015*).
- 2.5 Help NQTs meet all the teachers' standards.
- 2.6 Encourage NQTs to reflect on their own and observed practice.
- 2.7 Provide opportunities for further professional development based on agreed targets.
- 2.8 Provide opportunities for NQTs to observe experienced colleagues teaching within the school and if appropriate in other Wolverhampton schools.

3. ROLES AND RESPONSIBILITIES

3.1 The Governing Body

The Governing Body will be fully aware of the contents of the *Statutory Guidance for the Induction for Newly Qualified Teachers (England) revised September 2015*, 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 fulfil all its obligations including sufficiently trained and experienced induction tutors who are able to take on this role. The Governing Body will be kept aware and informed about induction arrangements and the results of formal assessment meetings.

3.2 The Headteacher

The Headteacher at Wednesfield High Specialist Engineering Academy along with the Appropriate Body is jointly responsible for the monitoring, support and assessment of the NQT during induction.

The Headteacher will:

- 3.2.1 Assign an appropriately trained induction tutor and a mentor who is appropriately trained for the role and has sufficient time to carry out the role effectively.
- 3.2.2 In the event of a change of induction tutor, the Headteacher will ensure that the NQT continues to receive high quality support.
- 3.2.3 Ensure the NQTs progress is reviewed regularly, including through observations and feedback of their teaching.
- 3.2.4 Make a recommendation to the Appropriate Body whether and NQT has met the requirements for satisfactory completion of the induction period.
- 3.2.5 Keep the Governing Body aware and up-to-date about induction arrangements put in place and ensure that any changes to internal systems do not put the NQT at a disadvantage.

3.3 Induction Tutor

The Induction Tutor will:

- 3.3.1 Be responsible for the overall day to day management of initiating NQTs into the teaching profession and into systems and structures of the academy.
- 3.3.2 Implement a personalised support plan negotiated and agreed by the NQT.
- 3.3.3 Be responsible for the mentoring and coaching for the NQTs professional development.
- 3.3.4 Carry out regular professional development reviews throughout the induction period.
- 3.3.5 Undertake three formal assessment meetings during the induction period which will focus on progress towards meeting the Teachers' Standards.
- 3.3.6 Co-ordinate input from other colleagues as appropriate.
- 3.3.7 Keep the NQT informed of the judgements to be recorded in the formal assessment record and invite the NQT to add their comments.
- 3.3.8 Ensure the NQTs teaching is observed and timely feedback is given.
- 3.3.9 Take prompt, appropriate action if an NQT appears to be having difficulties.

3.4 Mentor

In addition to the induction tutor, who has the responsibility for the formal assessment of the NQT, the appointed mentor will:

3.4.1 Act as a trusted critical friend.

3.4.2 Provide on-going support on a daily basis. Contribute to the judgements about the progress against the Teachers' Standards.

3.5 NQT

NQTs are expected to comply with the academy's policies and practices and take responsibility for their own professional development, participate in target setting and associated professional development.

4. LESSON OBSERVATION AND PROGRESS REVIEWS

4.1 Observations will focus on particular aspects of the NQT's teaching and the impact on student learning.

4.2 The focus of the observation will be informed by the requirements of the Teachers' Standards and the NQT's personal objectives and agreed in advance between the NQT and the observer.

4.3 Observations will be conducted by the induction tutor at least once every half-term. However, the NQT's need for support or development may also prompt observation by other colleagues from within or outside the academy.

4.4 Constructive verbal feedback will always be provided to the NQT on the same day following observations and formal written feedback within five working days.

4.5 Progress review/professional development meetings will be held half termly and will be an opportunity for both the NQT and induction tutor to review progress and agree any changes to the personalised induction programme in terms of objectives and actions. However, the NQT's need for support or development may also prompt additional professional development reviews being scheduled into the personalised induction programme.

5. ASSESSMENT AND QUALITY ASSURANCE

(See Appendix 2 – Wolverhampton Council's Quality Assurance Procedures for the Induction of Newly Qualified Teachers)

5.1 There will be three formal assessment meetings conducted over the induction period.

5.2 After each of the first two formal assessment meetings, the Headteacher will send the assessment report on the NQT's progress towards meeting the Teachers' Standards to the Appropriate Body. At the end of the induction period the Headteacher will recommend whether or not the NQT has successfully met the Teachers' Standards.

5.3 Completion of the assessment forms will be informed by evidence of the NQT's professional practice and the outcome of the progress review meetings and lesson observations.

5.4 Responsibility for assessment will involve all teachers who have a part in the NQT's development in order to gain a reliable overall view.

5.5 The induction tutor will ensure that assessment procedures are consistently applied.

5.6 Termly assessment reports will give details of:

- Areas of strength
- Areas requiring development
- Evidence used to inform judgement
- Targets for the coming term
- Support to be provided by the academy.

6. NQTs EXPERIENCING DIFFICULTIES

If an NQT is identified as being at risk of failing to meet the Teachers' Standards, the following procedures will be implemented:

- 6.1 NQTs will be informed by the Headteacher in a meeting, at an early stage when any problems emerge which may lead to an adverse assessment.
- 6.2 The Headteacher will review the existing support mechanisms and ensure that additional monitoring and support is implemented immediately.
- 6.3 The personalised support plan will be revised to reflect the emerging support and development needs of the NQT.
- 6.4 The completion of the first and second assessment reports will reflect the current rate of progress and brief details of the issues discussed.
- 6.5 If unsatisfactory progress continues, the Headteacher will write to the NQT outlining the consequences of failing the induction period. The Headteacher will seek advice from the Appropriate Body.
- 6.6 The NQT will be advised to seek advice from their professional association/union and the Appropriate Body.
- 6.7 A further revised programme of support will be implemented and monitored by the Headteacher and Appropriate Body.
- 6.8 Where it becomes inevitable that the NQT's induction period is likely to conclude with the NQT not meeting the Teachers' Standards, the NQT will be informed in writing by the Headteacher and the Appropriate Body will be notified.
- 6.9 The Appropriate Body will make the final decision on the outcome of the induction period based on evidence provided by the academy.
- 6.10 If an NQT fails the induction period the Appropriate Body will advise the NQT of their right to appeal against the decision and will be required to follow the process as set out in the *(DfE) Induction Appeals Procedures 2014*.

7. IMPLEMENTATION AND REVIEW

7.1 This policy was agreed and adopted in November 2016.

7.2 This policy will be made known to all staff and Governors.

7.3 This policy will be reviewed regularly.

7.4 This policy is based on guidance contained in the following statutory documents:

Statutory guidance for the Induction for Newly Qualified Teachers (England) revised 2015.