

Newly Qualified Teacher Induction Policy



Approved by: The Trust Board

Date: February 2021

Recognised unions have been consulted on this document via the Unity Schools Partnership Joint Consultation and Negotiation Committee. It was accepted by Unity Schools Partnership on:

Date: March 2020

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DOCUMENT CONTROL

Changes History

Issue No	Date	Amended by	Summary of Changes
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2.0	December 2020	Angela Bull	Document control page

Authorisation (Responsible Owner)

Name	Role	Approval Date
Tim Coulson	Chief Executive	December 2020

Approval (Accountable Owner)

Name	Role	Approval Date
Angela Bull	Head of HR	December 2020

Reviewers (Consulted)

Name and/or Role	Approval Date
Directors of Education Headteachers JCNC	March 2020

Distribution List – Once authorised (Informed)

Name	Method
All NQT's All Headteachers All NQT mentors	Via Trust website Headteacher update to share with staff

Review Period

Date Document Reviewed	By Whom
Next review - September 2021 Reason: DFE changes to early career framework. From September 2021 new teachers will receive development support and training over 2 years instead of one. https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview	Directors of Education Head of HR Headteachers

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1. Aims, scope and principles

Our Trust's statutory induction processes have been developed to ensure our Newly Qualified Teachers [NQTs] feel supported and challenged, both professionally and personally, and to enable them to have a positive impact on outcomes for our pupils/students.

Our vision: All pupils in all schools in the trust make outstanding progress educationally and are prepared, ready and ambitious for the next stage in their lives

Our mission: To enable pupils to achieve to their potential through efficient and sustainable schools that facilitate teachers to inspire and educate

Qualified teachers employed in a relevant school* must satisfactorily complete their statutory induction period to gain their full professional qualification. Statutory induction is not a legal requirement to teach in the FE or independent sectors, academies, free schools and British Schools Overseas. If an NQT is undertaking statutory induction in one of these institutions the statutory guidance must be followed.

[*A relevant school in England includes: maintained schools; non-maintained special schools; maintained nursery schools; nursery schools that form part of a maintained school; local authority-maintained children's centre and pupil referral units (PRUs).]

In our trust schools, there is an expectation for NQTs to satisfactorily complete their statutory induction and a requirement for the contractual probationary period to be satisfactorily completed. The expectation is that by the end of the initial year each NQT will be "Good" or better. For a full-time NQT, the induction programme will typically last for a single academic year. Part-time NQTs will serve a full-time equivalent.

A career in teaching is both rewarding and demanding. The statutory induction period is the bridge between initial teacher training and a career in teaching. Fundamentally, statutory induction pivots around a personalised programme of development, support and professional dialogue, alongside monitoring and assessment, against the Teachers' Standards. The role of the school is to walk alongside the NQT with support, advice and guidance. The headteacher must appoint an induction tutor who has Qualified Teacher Status, has the time and skills to undertake the role and has been appropriately trained in line with the statutory guidance. The induction tutor has responsibility for day-to-day supervision of the NQT ensuring appropriate support, challenge, professional development, monitoring, assessment and reporting. The induction programme must consider individual needs and circumstance for each NQT.

In our Trust, we work with the Appropriate Body [local authority the school resides in], to ensure formal assessments and reports are completed. Their contact details are as follows:

- Cambridge – NQT@cambridgeshire.gov.uk, Tel: 01223 715313
- Essex - EssexNQT@essex.gov.uk, Tel: 03330 139982
- Havering - hsis@havering.gov.uk, Tel: 01708 431662
- Suffolk - EL.NQTenquiries@suffolk.gov.uk , Tel: 01473 263951

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Induction for Newly Qualified Teachers \(England\)](#) and [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#).

The 'relevant standards' referred to below are the [Teachers' Standards](#).

This policy complies with our funding agreement and articles of association.

3. General obligations

Our induction processes will:

- support each NQT to successfully complete their statutory induction period;
- ensure each NQT receives their statutory entitlements: trained induction tutor with QTS; a reduced timetable (in addition to PPA time), for professional development including, observation of experienced teachers; have no unreasonable demands made of them; a pre-planned personalised induction programme; a termly action plan; formal observation of teaching at least each half-term with verbal and written prompt and constructive feedback; regular meetings with the induction tutor and half-termly reviews of progress; rigorous and fair assessment against all of the Teachers' Standards; three formal assessment meetings and reports.

- provide appropriate advice, guidance and support to each NQT based on individual talents and needs;
- provide examples of good practice and facilitate each NQT observing effective teaching based on their developmental needs;
- support NQTs to develop positive relationships with all members of the school community for the betterment of pupil outcomes;
- encourage NQTs to become reflective practitioners to aid personal development;
- acknowledge success and celebrate good practice;
- provide opportunities for professional development;
- support an understanding of the full roles and responsibilities of a teacher;
- support each NQT to demonstrate they can meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance, paragraph 1.5.

This policy is underpinned by a trust and whole school commitment to support teachers new to the profession and retain them in the education system.

4. At-risk procedures

If it becomes clear the NQT is not making sufficient progress, additional monitoring and support measures must be put in place immediately, meaning:

- Areas in which improvement is needed are identified;
- Appropriate objectives are set to guide the NQT towards satisfactory performance;
- An effective support programme is put in place to help the NQT improve their performance;

If there are still concerns about the NQT's progress at their next formal assessment, so long as it is not the final assessment, the headteacher will discuss this with the NQT, updating objectives as necessary and giving details of the improvement plan for the next assessment period. The NQT may also wish to seek the advice of their trade union.

5. Roles and Responsibilities

The Trust:

The Trust has responsibility to ensure the school complies with all aspects of the statutory guidance. Prior to an NQT being employed the Trust will carefully consider the school's capacity to fulfil its obligations towards the NQT. The Trust will be kept informed of induction arrangements and outcomes of formal reports. The Trust Executive Directors with responsibility for overseeing NQTs are:

- Stephen Astley, Director of Primary Education
- Darren Woodward, Director of Primary Education
- Rosemary Prince, Director of Secondary Education

The Trust will intervene as much or as little as necessary based on the needs of the NQT. The Trust works on the principle that most NQTs are self-managing with well-timed support and guidance from their Induction Tutor. Where the NQT requires more support, there will be a greater degree of intervention from the Principal and then the Trust. Advice can also be sought from the Trust HR team by contacting the HR Helpdesk on 01440 333401, hrhelpdesk@unitysp.co.uk.

Headteacher/principal:

The headteacher/principal has a significant role in the statutory induction process and will:

- appoint an induction tutor who has qualified teacher status, the time and skills to undertake the role, and is appropriately trained;
- ensure an appropriate, personalised induction programme is drawn up;
- ensure the NQT has a suitable role to undertake induction;

- write to an NQT if there is a concern that he or she is at risk of not meeting the Teachers' Standards and inform the Appropriate Body as a matter of urgency;
- make a final recommendation to the Appropriate Body as to whether the NQT has satisfactorily met all the Teachers' Standards, 'consistently over a sustained period' and should pass their induction period;
- keep the governors and Trust informed about induction arrangements for NQTs in the school.

Induction tutor:

Many tasks associated with the above will be undertaken by the induction tutor and other suitably experienced colleagues.

The induction tutor will:

- have responsibility for the day-to-day oversight of the personalised induction programme;
- meet regularly with the NQT, retaining signed and dated meeting notes;
- undertake, and/or, arrange lesson observations as necessary;
- have oversight of NQTs use of the timetable reduction;
- arrange support when necessary;
- ensure rigorous and fair assessment throughout the induction process;
- inform the headteacher/principal, at the earliest opportunity, if concerns arise that the NQT is at risk of not meeting all of the Teachers' Standards, 'consistently over a sustained period'.

NQT:

The NQT must participate fully in the induction process and demonstrate their capacity to meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance paragraph 1.5.

The NQT will:

- provide evidence of qualified teacher status;
- agree with their induction tutor how the reduced timetable will be used;
- provide evidence of how they are meeting the Teachers' Standards;
- participate fully in the monitoring and development programme;
- participate effectively in observations, progress reviews and formal assessment meetings;
- retain personal copies of the three formal assessments.

When the NQT has any concerns, they will:

- raise these with their induction tutor as soon as they can;
- consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their tutor or within the school;
- If the NQT feels the school/ trust has set them unreasonable targets or expectations they should contact their induction tutor;
- If the NQT feels their induction tutor is being unreasonable/ unhelpful/ contradictory/ setting unreasonable demands/ being unfair then they should consult their Headteacher or Head of Department.

6. Observation of teaching and learning

As part of a successful induction year, all NQTs will be formally observed on a half termly basis by their Induction Tutor. From these observations, strengths and areas for improvement related to the Teachers' Standards must be identified. In the first term, the Trust will undertake an informal observation of the NQT. If the Trust are conducting a full teaching and learning review in school, including a work scrutiny, the NQT will be formally observed as part of this. The Principal and other leaders in school may also observe the NQT at any time.

7. Who do I contact and when?

- The Trust's confidential wellbeing scheme, Care First can be contactable on 0808 1682143;
- If the NQT has any concerns at any time about any aspect of their induction they may contact their union for advice;
- If the NQT has had a period of illness during then this may affect their induction. Please refer to the Staff Absence and Attendance policy for clarification or contact the HR Helpdesk on 01440 333401;
- If the NQT is deemed to be not on target to pass their final assessment then it may be possible to extend their induction. They will need to consult their induction tutor and their union.

What's my query?	Contact your induction tutor	Contact the SENCo	Contact DSL	Contact your Headteacher (or Head of Department / member of SLT if secondary school)	Contact Trust Director of Education	Contact HR	Contact Appropriate Body
I'm stuck with ideas for planning	✓						
I'm worried about doing Parents' Evening this term				✓			
I'm unhappy in the school	✓						
My children with D/SEN aren't making progress		✓					
I've got a problem with my Induction Tutor				✓			
I've got a problem with the Headteacher					✓		
I haven't been paid						✓	
The behaviour of the Leadership Team makes me feel uncomfortable					✓		
The behaviour of staff member makes me feel uncomfortable				✓			
The behaviour of the Trust Director/Advisor/Consultant makes me feel uncomfortable						✓	
I would like to change year group next year				✓			
I've seen a teacher hitting a pupil				✓			

What's my query?	Contact your induction tutor	Contact the SENCo	Contact DSL	Contact your Headteacher (or Head of Department / member of SLT if secondary school)	Contact Trust Director of Education	Contact HR	Contact Appropriate Body
I am not allowed to attend my next training day					✓		
A pupil has disclosed some confidential information to me			✓				
I disagree with school's decision to fail me							✓

8. Review of the Policy

This policy is reviewed annually by the Trust Board who will monitor the application and outcomes of this policy to ensure it is working effectively.

9. Links with other policies

This policy links to the following policies and procedures:

- Probation
- Appraisal
- Grievance
- Pay
- Staff Absence and Attendance