



Lincoln Christ's Hospital School

Policy for the Induction of Newly Qualified Teachers (NQTs)

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Rationale

The first twelve months of teaching are not only very demanding but also of considerable significance in the overall professional development of a new teacher. The Induction process at LCHS ensures that the appropriate guidance, support and training is in place so that any NQT is in a strong position to develop their skills, knowledge and understanding through a structured yet flexible, personalised programme.

Purposes

LCHS' Induction process has been designed to make a significant contribution to both the professional and personal development of NQTs. Key components of the Induction process aim:

- 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 school community and stakeholders.
- to encourage reflection on their own and observed 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 of the core standards, for teachers.

This policy reflects a structured whole school approach to teacher Induction and recognises that the quality and commitment of the colleagues who supervise the Induction is a crucial factor in its continued success.

Roles and Responsibilities

The Governing Body

DFES/0458/2003 sets out the responsibility of schools to ensure the necessary monitoring, support and assessment of NQTs is in place. Careful consideration is given, prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil all these obligations. The Governing body will be kept aware and informed of induction arrangements and the results of final NQT assessment meetings, through the Teaching, CPD and Staffing committee.

The Headteacher.

The Headteacher at Lincoln Christ's Hospital School plays a significant role in the process of inducting new colleagues to the profession. While responsibility for the

implementation of the Induction Programme has been delegated to the NQT Coordinator and individual mentors, the Head teacher will also monitor the progress of the NQTs through lesson observations and progress meetings with the respective mentors and coordinator. Further the Headteacher will have responsibility for:

- providing an appropriate induction programme
- recommending to the authorising body whether an NQT has met the requirements for satisfactory completion of the induction period.

The Headteacher may choose to delegate an aspect of these responsibilities to the NQT Coordinator and/or Mentors, or other suitably experienced colleagues. In addition to the statutory requirements the Headteacher will:

- observe and give written warnings to an NQT at risk of failing to meet the required standards.
- keep the Governing Body aware and up to date about Induction arrangements.

NQT Coordinator

The principal requirement for the NQT Coordinator is to be responsible for the overall management of inducting NQTs into the teaching profession and into Lincoln Christ's Hospital School's systems and structures. This process embraces various tasks, such as organising a central Induction programme (along with the CPD Coordinator), providing support and guidance and the rigorous but fair assessment of NQT performance. In addition the NQT Coordinator will conduct lesson observations, and ensure that mentors receive the necessary training and guidance. Further they will offer further flexible advice guidance and support to aid the NQT in their continuing professional development.

Mentor

In addition to the coordinator, 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 Core Standards for teachers. In addition, the individual mentor will meet with the NQT on a regular basis to monitor progress and to offer support and guidance where necessary. A formal meeting of an hour a week between the NQT and the mentor is the expectation.

Entitlement

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. The Induction Programme builds on NQT's 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 Lincoln Christ's Hospital School are as follows:

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post. (Moving to the Appraisal/Performance management systems upon successful completion of the Induction year).
- Structured visits to the school prior to taking up appointment with time to discuss the Career Entry and Development Profile, development needs and how they will be assisted in achieving these.
- Regular meetings with mentor, senior managers, subject coordinators and other key staff where appropriate.
- Time and regular opportunities to meet with other NQTs both within this school and beyond.
- Observe experienced colleagues teach.
- A reduction of 10% of the average teacher's workload. This time is used for participating in the schools Induction programme.
- Have their own teaching observed by experience colleagues on a regular basis.
- 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.

All NQTs attend weekly training sessions in accordance to the entitlement outlined above, in order to assist them in their development and to ensure continuing professional development. Further, they will have the opportunity during the academic year to attend external training sessions, which will be based upon their individual needs and requirements.

Assessment & Quality Assurance

The assessment of NQTs will be rigorous but also objective.

- 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 NQT's development in order to gain a reliable overall view.
- Opportunities will be created for NQTs to gain experience and expertise in self-assessment.

- Copies of any records will be passed to the NQT concerned.
- 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 school

At risk procedures

If any NQT encounters difficulties with meeting the NQT standards, the following procedure will be put into place:

- A positive expectation is established that the support to be provided will enable any identified weaknesses to be addressed.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice will be established.
- 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 authorising body.

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/NQT adviser will support the mentor and NQT in lesson observations and in the planning of an appropriate support package to facilitate the programme to ensure satisfactory completion of the NQT Induction Year.

Addressing NQT Concerns

If an NQT has any concerns about the Induction, mentoring and/or support programme, these should be raised with the school in the first instance. Where the school is unable to resolve these concerns the NQT is then entitled to contact their union and/or the LEA advisor.

This policy is based on and follows the guidance and statutory requirements set out in DfES/0458/2003, 'The Induction Period for Newly Qualified Teachers'.