**St Gregory’s School, Marnhull**

**Policy for the Induction of**

**Newly Qualified Teachers (NQTs)**

**Introduction**

The first twelve months of teaching are not only very demanding but also of considerable significance in the profession development of the new teacher. The St Gregory’s School induction process ensures the appropriate guidance, support and training - to include the development of skills, knowledge, expectations and observations - are provided through a structured but flexible learning 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.

This policy aims to clarify some of the roles and requirements necessary following the appointment of an NQT. The policy reflects a structured whole school approach and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

**Statutory Requirements for Induction**

All teachers who obtain Qualified Teacher Status (QTS) must complete an induction period of three school terms. Those NQTs who do not satisfactorily complete a statutory induction period will not be eligible for employment as a teacher in a maintained or non-maintained school. All NQTs in Dorset schools must be registered before or at the beginning of their induction period. Failure by the NQT to meet the National Induction standards by the end of three full time terms will mean they cannot be employed as a teacher.

**Aims of the Induction Period**

* To help the NQT build upon the knowledge, skills and understanding developed in initial teacher training.
* 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 help the NQT meet identified targets.
* To help NQTs meet all the core standards.
* To encourage reflection on their own and observed practice.
* To develop an overview of teacher’s roles and responsibilities including their roles as class teachers, tutors and professionals.
* To help NQTs become aware of the school’s role in the community.
* To provide opportunities to recognise and celebrate good practice.
* To provide opportunities to identify areas for development.
* To provide a foundation for longer term professional development.
* To ensure any NQT making unsatisfactory progress is given sufficient timely support to make the necessary improvements.

**Expectations of the Induction Period**

During the Induction period the NQT should:

* Have an individual programme of monitoring and support.
* Teach 80% of a normal average teaching timetable. The time released by the reduced teaching load must be protected and used as part of a coherent induction programme.
* Have records of monitoring, support and assessment, both formal and informal, made available to them.
* Not be involved in non-teaching responsibilities without the provision of appropriate preparation and support.
* Have regular meetings with key staff.
* Be observed at least half termly and be provided with follow up verbal discussions and written feedback within 48 hours.
* Have regular review meetings with the Induction Tutor.
* Be given the opportunity to observe experienced teachers.
* Be provided with professional development activities.
* Not be used for cover unless it is absolutely necessary.

**Wellbeing of Newly Qualified Teachers**

The emotional health and wellbeing of all staff is key to their success and that of the school and its community. This NQT induction policy outlines a network for supporting staff with any challenges they may be experiencing, whether in their home or work life as well as a programme of training to further develop the necessary skills. The NQT should be well informed about their own and other people’s roles and responsibilities, should feel valued and cared for and should be mindful of a work life balance, combining their personal commitments and interests with their work duties.

**Summary of Main Roles and Responsibilities**

**The Governing Body**

The Governing Body will be fully aware of the contents of Guidance to the Law which sets out the school’s responsibility to provide the necessary monitoring, support and assessment for NQTs. Careful consideration should be given prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil all its obligations. The Governing Body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

**The Headteacher**

The Headteacher plays a significant and leading role in the process of inducting new colleagues to the profession. They will delegate responsibility for the implementation of the Induction programme to a senior member of staff, the Induction Tutor, but should be kept up to date of all NQT’s progress termly. They will recommend to the Appropriate Body whether an NQT has met the requirements for satisfactory completion of the induction period at the end of three terms. The Headteacher will keep the Governing Body aware and up to date about Induction arrangements and the results of formal assessment meetings. The Headteacher will observe and give written warnings to an NQT at risk of failing to meet the required standards.

**Induction Tutor**

The Induction Lead Tutor will ensure the NQT is registered with the Appropriate Body. He is responsible for the overall management of initiating NQTs into the teaching profession. He should act as mentor to the NQT, overseeing both curriculum and pastoral issues. He should organise a central Induction programme and monitor the formal, rigorous but fair assessment of NQT performance. He will liaise with other key staff to monitor and support the professional development of the NQT. At the end of the Induction period, he should make a recommendation to the Headteacher about whether the NQT has met the requirements for satisfactory completion of the Induction period.

**Newly Qualified Teacher (NQT)**

The NQT should participate fully in the programme of monitoring, support and assessment that is agreed with the Induction Tutor. The NQT should be familiar with the Induction standards and should monitor their own work in relation to them. The NQT should take increasing responsibility for their own professional development as the Induction period progresses. They should attend the CPD sessions arranged by the Induction Tutor and they should use their extra induction time constructively in order to meet their targets and gather evidence for the core standards. They should keep documentation and notes relating to their Induction period non-contact time as a record of their training and should use this as a basis for a professional portfolio.

**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, eg lesson observation and target setting and summative assessment ie termly induction reports will be used. Opportunities will be created for NQTs to gain experience and expertise in self-assessment. Responsibility for assessment will involve all key staff in order to gain a reliable overall view. The Induction Tutor will ensure that assessment procedures are consistently applied. Termly reports will give details of areas of strength, areas requiring development, evidence used to inform judgements, targets for coming term, standards addressed and support to be provided by the school. Copies of any records will be passed to the NQT concerned.

**At Risk Procedures**

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

* Recorded diagnosis and advice given
* Agreed attainable targets for action with specific and practical steps outlined for improvement
* Support to address any weaknesses
* Early warning of the concerns will be given and the school will communicate these to the Appropriate Body without delay.

**Addressing NQT concerns**

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised with the school in the first instance. If the issue cannot be resolved through the school they should contact the Appropriate Body.

**The Appointment of an NQT**

When appointing an NQT, the Governing Body must ensure the school is able to provide the monitoring and support needed to prepare the NQT to meet the requirements for satisfactory completion of the induction period.

The time between the appointment and taking up the post is important to ensure that the NQT is well prepared for his / her teaching appointment.