



Newly Qualified Teacher Induction Policy

Reviewed & Agreed by the Governors

Meeting:

Date:

Date of Review:

Policy for the Induction of Newly Qualified Teachers (NQTs)

1. Introduction and aims

Successful completion of an induction programme is a statutory requirement, in order for a teacher with Qualified Teacher Status (QTS) to continue teaching in a maintained school. At The Whitstable School, we invest in our newly qualified teachers through planning, coordinating and delivering a personalised induction programme, which is supportive, collaborative and leads our NQTs towards developing a sound knowledge and understanding of what good and outstanding teaching, learning and assessment looks like in the daily classroom.

Policy aims

The aims of this policy are to ensure that the school will:

- Support our NQTs through a personalised programme of induction, which builds upon their strengths and identifies and addresses their development priorities
- Provide, through subject mentoring, a supportive and collaborative approach to NQT induction
- Be committed to the professional development of our staff, we strive for all of our newly qualified teachers to be consistently good teachers by the end of the induction period so pay progression can be awarded
- Assess our NQTs in line with local and national expectation and policy
- Draw upon the expertise of our colleagues to introduce new learning and where necessary manage additional support
- Equip our NQTs with the necessary tools, skills and strategies in order to leave the induction period and continue their teaching career exemplifying practice and pedagogy
- Ensure our NQTs demonstrate practice which is consistent with the definition set out in the Teachers' Standards and that they have met both Part 1 and Part 2 of the Standards

NQT Induction Programme

The support at The Whitstable School for newly qualified teachers is extensive. All our NQTs receive a personalised programme of support and professional development, which not only recognises existing strengths in practice, but provides many opportunities to develop, improve and hone their teaching through sharing and working alongside the school's outstanding teachers. Our bespoke induction programme leads our NQTs towards developing a sound knowledge and understanding of what good and outstanding teaching, learning and assessment looks like.

All TWS NQTs receive support based on need from the following:

- Reduced teaching timetable
- A range of continued professional development sessions run by the induction tutor and a range of senior teachers.

- 1:1 support
- Subject mentoring from experienced teachers in their subject area.
- Coaching from senior teachers.
- Peer observations
- Opportunities to shadow SLT in key roles.
- Developmental lesson observations

2. Roles and Responsibilities

a. The Headteacher:

- Has overall responsibility for the induction programme
- Makes the final recommendation to the Appropriate Body (Kent County Council) as to whether or not the NQT has met the requirements for the satisfactory completion of the induction period
- Ensures that appropriate records are kept and transferred to another school/college, if the NQT moves school/college during the induction period

Meeting these overall responsibilities involves:

- Registering the NQT with the appropriate body (KCC)
- Making sure that the NQT is provided with a teaching contact load representing no more than 81% contact time. This time is to be protected for the professional development of the NQT
- Ensuring that the school provides the monitoring and support needed to prepare the NQT to meet the requirements for satisfactory completion of the induction period
- Ensuring that the assessment of the NQT is both rigorous and fair
- Keeping the Governing Body informed about arrangements for the induction of NQTs in the school, and whether individual NQTs employed in the school have satisfactorily completed the induction period

b. The Induction Tutor:

- Has overall responsibility for the day to day induction of NQTs
- Has the responsibility for designing and implementing a personalised programme of NQT induction
- Ensures all induction deadlines and assessments are met in line with local and national guidelines
- Ensures subject mentors are appropriately trained and supported in their mentor role
- Makes recommendations to the Headteacher as to whether or not an NQT has met the requirements for the satisfactory completion of the induction period

Meeting these overall responsibilities involves:

- Ensuring that an appropriate programme of monitoring and support for the NQT is established
- Organising and implementing an individual programme of professional development and

support

- Ensuring monitoring and assessment takes place at appropriate times during the induction year and identified deadlines are met
- Providing regular, well-founded feedback to the NQT on their progress
- Organising formal observations of teaching at least once every half-term
- Ensuring fair, accurate and constructive feedback is given
- Maintaining a written record of all support, monitoring and assessment that takes place in relation to the induction of each NQT
- Arranging additional support for the NQT, if necessary
- The professional development of subject mentors, in order to ensure effective and regular support for the NQT
- Effectively record and evaluate NQT performance
- Ensuring interim and final reports are written to a good standard and provide accurate assessment and feedback, which can be used by the NQT to identify development and in turn performance management targets
- Liaising with the Local Authority's NQT coordinator
- Reporting on NQT progress to the Senior Leadership Team

c. The Subject Mentor is responsible for:

- Providing regular, accurate and fair feedback to the NQT and Induction tutor about performance and progress
- Meeting regularly with the NQT to discuss progress against the Teachers' Standards, review and set development targets
- Highlighting opportunities where the NQT can meet Teachers' Standards
- Strengthening NQT subject knowledge by identifying development priorities and planning appropriate professional development opportunities
- Supporting the day-to-day needs of the NQT
- Conducting, as directed by the Induction Tutor, formal observations of teaching at least once every half-term; ensuring fair, accurate and constructive feedback is given
- Writing interim and final assessment reports, which provide accurate assessment and feedback, which can be used by the NQT and Induction Tutor to identify development priorities and in turn 2nd year appraisal targets
- Ensuring the Induction Tutor and if applicable the Head of Department are regularly informed about the NQT's progress
- Ensuring the NQT evidence portfolio is of a good standard and provides sound supporting evidence
- If applicable, providing detailed supporting evidence when an NQT is deemed not to be making the expected progress and/or meeting the school's and Teachers' Standards to a sufficient standard.

d. The Newly-Qualified Teacher is responsible for:

- Engaging fully and proactively in the process of evaluating their own progress and identifying strengths and areas for improvement
- Being proactive in the improvement of their teaching and learning and drawing upon the expertise of their colleagues in order to address development priorities
- Using their weekly 10% NQT timetable reduction to engage in activities, as directed by their

Subject Mentor and/or induction tutor, which directly address development priorities, e.g. peer observation, meeting with colleagues who hold positions of responsibility

- Being familiar with the Teachers' Standards against which their capability will be assessed and ensuring that teaching meets these standards;
- Meeting whole school expectations
- Engaging fully and with a professional attitude with all internal and external professional development opportunities;
- Keeping a record of all professional development, monitoring and assessment events during the induction period
- Meeting induction related deadlines as directed by the Subject Mentor and/or Induction Tutor
- Keeping a professional portfolio which evidences progress against the Teachers' Standards
- Communicating difficulties and challenges to the Subject Mentor and/or Induction Tutor
- Acting upon good, reasonable and fair advice as given by the Subject Mentor and/or Induction Tutor
- Expressing any concerns about induction to the Induction Tutor

3. Monitoring and Evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.