



Theale C of E Primary School

Early Career Teacher policy

At Theale CE Primary School the children come first. They are central to every decision made in school. We will ensure that our children are happy and successful. They will grow to be ambitious and resilient and their talents will be nurtured so they become highly skilled. Our children will be courageous and always behave with integrity.

“And you shall love the LORD your God with all your heart, with all your soul, with all your mind, and with all your strength.’ This *is* the first commandment. And the second, like *it, is* this: ‘You shall love your neighbour as yourself.’ There is no other commandment greater than these.” *Mark 12: v 30-31*

“I have come that they may have life and that they may have it more abundantly.”
John 10:10

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1. Purpose

The purpose of this policy and procedure is to ensure that every Newly Qualified Teacher receives their entitlement to induction as defined by the statutory guidance (Revised April 2018) and they are given the information, guidance and development opportunities needed to enable him/her to effectively fulfil the requirements of the role by working to the Teacher Standards.

2. Rationale

The first year of teaching is not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our NQT Induction programme will enable NQTs to establish a secure foundation upon which a successful teaching career can be built.

The policy applies only to the statutory induction of New Qualified Teachers.

3. Policy

3.1 The school will ensure that all Newly Qualified Teachers has an individual induction programme that includes:

- induction into the school and team,
- induction into their role.

3.2 Theale Primary school will ensure that the NQT induction process is designed to meet statutory requirements and make a significant contribution to both the professional and personal development of NQTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school. Specifically, we will:

- provide support to meet the generic needs of all NQTs and specific needs of individual NQTs,
- provide individualised support through high quality mentoring,
- provide NQTs with examples of good classroom practice,
- help NQTs form productive relationships with all members of the school community and stakeholders,
- encourage reflection on their own and observed practice,
- provide opportunities to recognise and celebrate success,
- act quickly to help NQTs address any areas of concern,
- provide a foundation for longer-term professional development,
- ensure a smooth transition to prepare to help NQTs meet all the core standards.

The whole staff will be kept informed of the school NQT Induction Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

4. Roles and Responsibilities

The Governing Board

The governing body will be fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment for NQTs. It will review the arrangements for NQTs bi-annually following the statutory guidance for the Induction for Newly Qualified Teachers from the DFE (April 2012). Careful consideration is 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 progress of NQTs through the Headteacher's report and/or direct contact with the NQT Manager in school.

For the year 2019-20 the school's Induction Manager is currently Maria Bradbury.

The Headteacher

The head teacher plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme may be delegated to an induction manager, the head teacher will also observe each NQT through 'drop-ins' at least once each term. The headteacher will ensure that the school adheres to the statutory guidance including the headteacher responsibilities listed in the statutory guidance (April 2012) as follows:

- check that the NQT has been awarded QTS,
- clarify whether the teacher needs to serve an induction period or is exempt,
- agree, in advance of the NQT starting the induction programme, which body will act as the appropriate body,
- notify the appropriate body when an NQT is taking up a post in which they will be undertaking induction,
- meet the requirements of a suitable post for induction,
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively,
- ensure an appropriate and personalised induction programme is in place,
- ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching,
- ensure that termly assessments are carried out and reports completed and sent to the appropriate body,
- maintain and retain accurate records of employment that will count towards the induction period,
- make the governing body aware of the arrangements that have been put in place to support NQTs serving induction,
- make a recommendation to the appropriate body on whether the NQT's performance against the relevant standards is satisfactory or requires an extension,
- participate appropriately in the appropriate body's quality assurance procedures,
- retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the headteacher/principal should:

- obtain interim assessments from the NQT's previous post,
- act early, alerting the appropriate body when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily,
- ensure third-party observation of an NQT who may be at risk of not performing satisfactorily against the relevant standards,
- notify the appropriate body as soon as absences total 30 days or more,
- periodically inform the governing body about the institution's induction arrangements,
- advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed,
- provide interim assessment reports for staff moving in between formal assessment periods,
- notify the appropriate body when an NQT serving induction leaves the institution.

In addition to the above, the headteacher must also ensure the NQT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

In reality, many of the tasks associated with the above will be carried out by an induction manager but the headteacher will make the final recommendation to West Berkshire. In addition to the statutory requirements the head teacher will:

- observe and give written warnings to any NQT at risk of failing to meet the Standards,
- keep the governing body aware and up to date about induction arrangements and NQT progress.

Induction Manager

The principal requirement for the NQT induction manager is to be responsible for the overall management of initiating NQTs into the teaching profession and into Theale Primary School's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of NQT performance as follows:

- read and take note of the West Berkshire Essential Guide for Induction Tutors,
- provide, or coordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the appropriate body where necessary),
- carry out regular progress reviews throughout the induction period,
- undertake three formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one per term, or pro rata for part-time staff),
- inform the NQT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the NQT to add their comments,
- ensure that the NQT's teaching is observed and feedback provided,

- ensure NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress,
- take prompt, appropriate action if an NQT appears to be having difficulties.

Mentor

In addition to the coordinator, who has the responsibility for the formal assessment of NQTs, a mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. The mentor will contribute to the judgements about the progress against the Teachers' Standards.

Newly Qualified Teachers

A Newly Qualified teacher is responsible for:

- reading and taking note of advice in the West Berkshire Handbook for Newly Qualified Teachers,
- participating fully in the programme of monitoring, support and assessment that is agreed with the induction tutor,
- being familiar with Teacher Standards and should monitor their own work in relation to them,
- taking an increasing responsibility for their own professional development,
- raising any concerns with the mentor/induction tutor that they have about the standards and requirements of the job (if the concern cannot be resolved it should be raised with the head teacher in the first instance and only then with a named individual at the Appropriate Body,
- attending and participating in one to one supervision meetings and assessment meetings with their induction tutor/mentor,
- keeping track of evidence that they are working to the Teacher standards.

Procedure

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. It builds on their knowledge, skills and achievements in relation to the Teachers' Standards as achieved during training.

5. Assessment & Quality Assurance.

The assessment of NQTs will be rigorous and objective. The school uses West Berkshire as the Appropriate Body. The school adheres to the West Berkshire arrangements for assessment including the calendar set by the AB at the beginning of the year.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly Induction reports) will be used.
- Assessment will draw on views from all teachers who have a part in the NQT's development in order to gain a reliable overall view.

- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents as well as formal observations of teaching.
- The induction manager will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the NQT concerned.

Termly reports will give details of:

- areas of strength
- areas requiring development
- evidence used to inform judgement
- targets for coming term
- support to be provided by the school.

6. At risk procedures

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

- an expectation is established that the support provided will enable any weaknesses to be addressed,
- recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem,
- agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice,
- 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 West Berkshire without delay.

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.

The named LA contact will be informed as soon as it becomes clear an NQT is at risk of not meeting one or more of the Standards.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school (mentor, coordinator, headteacher) in the first instance. Where the school does not resolve them the NQT should raise concerns with the named LA contact.

The current named person at the appropriate body is Alison Millar

This policy was agreed and adopted in January 2020. It will be reviewed Bi-annually by the Governing Board as part of the school's development cycle by January 2022. Prior to this date should there be any changes to statutory requirements.

Other Relevant Documentation

Induction for Newly Qualified Teachers (England) (DFE Revised April 2018)

Essential Guide for NQT Induction Tutors (West Berkshire – annually)

Handbook for Newly Qualified Teachers (West Berkshire – annually)