

NQT INDUCTION POLICY 2020-21

Policy reviewed: September 2020
Future Review: September 2021



Nurture ~ Believe ~ Discover ~ Achieve

OUR CHRISTIAN VISION

Our vision for Woodstock CE Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. Guided by our Christian values, it is driven by our desire to offer the best possible education for our pupils in partnership with parents, the Church and the local community.

Woodstock CE Primary School will be a centre for learning where adults and children:

- ✓ **Nurture** and prioritise wellbeing and development.
- ✓ **Believe** in themselves and in each other.
- ✓ **Discover** their own strengths and become successful lifelong learners.
- ✓ **Achieve** more than they ever thought possible.

OUR CHRISTIAN ETHOS

Recognising our historic foundation, we will preserve and develop our religious character in accordance with the principles of the Church of England and in partnership with the Churches at parish and diocesan level.

Woodstock CE Primary School strives to be an inclusive community where children grow, learn and achieve together. Within a nurturing, supportive and safe environment, mental health and wellbeing is at the heart of everything we do and recognised as the responsibility of all. Children's natural curiosity is fostered through a creative curriculum that excites and challenges, and enables them to be successful learners. Supported by a culture of equality and aspiration we aim to remove disadvantage so that every child can thrive.

We are committed to providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all our pupils.

"For I know the plans I have for you", declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29, v11



Rationale

The NQT induction process at Woodstock CE Primary School ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme. This programme will enable NQTs to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Purposes

Our induction process has been designed to make a significant contribution to both the professional and personal development of NQTs. The purposes of induction include:

- To provide programmes appropriate to the individual needs of the NQTs.
- To provide appropriate counselling and support through the role of an NQT Mentor.
- To provide NQTs with varied examples of good practice.
- To help NQTs form good relationships with all members of the school community.
- To help NQTs become aware of the school's role in the local community.
- To encourage reflection on their own and observed practice.
- To provide opportunities to recognise and celebrate good practice.
- To provide opportunities to identify areas for development.
- To help NQTs to develop an overview of a teacher's roles and responsibilities.
- To provide a foundation for longer-term professional development.
- To help NQTs perform satisfactorily against the current Teachers' Standards.

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.

Roles and Responsibilities - The Governing Body

The Governing Body will be fully aware of the contents of the DfE Statutory Guidance on Induction for NQTs (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil all its obligations. Governors will be kept aware and up-to-date about induction arrangements and the results of formal assessment meetings.

Roles and Responsibilities - The Headteacher

The Headteacher plays an important part in the process of inducting new colleagues to the profession. While responsibility for the implementation of the induction programme has been delegated to an NQT Mentor, the Headteacher will also observe each NQT as required, but at least once a term. Statutory responsibilities are:

- Selecting an NQT Mentor and ensuring they are registered with OTSA (Oxford Teaching School Alliance)
- Registering the NQT with OTSA
- Ensuring an appropriate induction programme is organised via the OTSA NQT induction programme
- Informing OTSA as to whether or not an NQT has performed satisfactorily against the Teachers' Standards for the completion of induction. While the Headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by an NQT Mentor or other suitably experienced colleagues.

In addition to the statutory requirements the Headteacher will:

- Observe and (if necessary) give written warnings to an NQT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing OTSA immediately;

- Keep Governors informed about NQT induction arrangements and the results of formal assessment meetings.

Roles and Responsibilities - The NQT Mentor

The principal requirement for the NQT Mentor is to provide regular support. The mentor will match judgements about NQT performance against the Teachers' Standards. The role also requires the NQT Mentor to keep records of activities and evidence of monitoring the quality assurance of provision. It embraces various tasks, such as organising the induction programme, providing opportunities to participate in additional support, e.g. partnership with other teachers in school, providing support and guidance and enabling the rigorous but fair assessment of NQT performance.

Entitlement

The NQT should be proactive in his/her own career development. However, our induction programme ensures that new teachers are provided with 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 standards for the award for Qualified Teacher Status (QTS).

The key aspects of the induction programme for NQTs are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on termly basis
- Structured visits will be made to the school, prior to taking up appointment, with time to discuss their new role and how they will be supported
- Help and guidance from an NQT Mentor who is adequately prepared for the role and will coordinate the induction programme
- Regular meetings with the NQT Mentor and other key staff as appropriate
- Time and regular opportunities to meet with other NQTs and teachers
- Observe experienced colleagues teaching
- A reduction of 10% of the average teacher's workload. This time is used for participating in the school's induction programme and is in addition to the statutory 10% non-contact time already allocated to teachers
- Have 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 about development and target setting
- Opportunities for further professional development based on agreed targets

Lesson Observation, Review and Target Setting

These will be followed and completed in accordance with the DfE guidelines on NQT induction and as outlined by the NQT Induction Provider, The Oxfordshire Teaching Schools Alliance (OTSA).

Assessment & 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.
- Formative assessment (e.g. lesson observation, target setting, pupil progress) 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-evaluation.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the NQT concerned.
- Termly assessment reports will give details of areas of strength, areas requiring development, evidence used to inform judgement, targets for coming term and support to be provided by the school.

(All of the above will be clearly referenced to the Teachers' Standards 2012)

At Risk Procedures

If an NQT encounters difficulties in their performance against 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 OTSA 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.

Where necessary, the Headteacher/OTSA Induction Leader will support the NQT Mentor and NQT in observations and in planning an appropriate programme to ensure satisfactory completion of the NQT year and that all steps have been taken to improve the situation. The NQT must be made aware of any concerns, at all stages, throughout the induction process.

Addressing NQT Concerns

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

OTSA NQT Information can be found here: <https://www.otsa.org.uk/nqt-induction/>

DfE NQT Induction Guidance can be found here: [Induction for NQTS](#)