



# **The Diocese of Gloucester Academies Trust**

## **Policy for the Induction of Newly Qualified Teachers (NQTs)**

Status and review cycle;

Responsible group: Trust Board

Implementation date: September 2020

Next Review Date: August 2021

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## **Appendix of key templates**

See separate document for the following key documents and links:

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<b>B</b>	Pictorial overview of induction period
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## 1. Statement of Intent

1.1. In line with our trust vision of being “authentically Christian, boldly passionate about excellence in learning and relentlessly driven in our aspiration for everyone “ our expectation is that every newly qualified teacher joining our Trust is fully supported to be the best that they can be.

1.2. We recognise that the first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Our induction process 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.

1.3 This programme will enable an NQT to form a secure foundation upon which successful teaching career, fulfilling their professional duties, can be built.

1.4 In accordance with the [DFE guidance](#) the appropriate body for ensuring due process is followed for NQT's is the Local Authority. Their guidance and support tools can be found [here](#).

1.5 COVID-19 has had an impact on initial teacher training this year. Therefore, for the academic year 2019/20 judgements were made on assessments that had already been completed and the trainee's current trajectory. To ensure that the NQT receives the right support and guidance for the year ahead, DFE guidance suggests that NQT's spend some time identifying gaps and potential additional training required with their induction tutor or NQT mentor. Across all DGAT academies, the community will ensure that NQT's are more than ever, fully supported to ensure that they build confidence and experience quickly, becoming an invaluable part of school life and remain in the profession.

## 2. Purpose

2.1 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:

- Programmes appropriate to the individual needs of the NQTs.
- 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 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 Teachers' Standards.

2.2. All staff will be kept informed of the Trust's induction policy and encouraged to participate, wherever possible, in its implementation and development.

2.3 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.

### **3. Mental Health and Wellbeing**

3.1 Whilst undoubtedly, there are a range of statutory activities that must be undertaken and completed if an NQT is to successfully complete their induction period, there must also be due consideration given to the NQT's work life balance and well-being. All staff working with the NQT must ensure that this is borne into consideration when planning tasks and activities. At induction, the NQT must be made aware of where to go for support and the Trust login details for Mental Health and Wellbeing support should be given to the new teacher.

3.2 School leaders should also be guided to the DFE guidance on [supporting early careers teachers: reducing teacher workload](#)

[Workload reduction toolkit](#)

## **4 Roles and Responsibilities**

The School's Induction Tutor is \_\_\_\_\_.

The Governor with responsibility for NQTs is \_\_\_\_\_

### **4.1 The Local Governing Board**

- The local governing board will be fully aware of the contents of the DfE's Statutory guidance on induction for newly qualified teachers (England) which sets out the Trust's and individual school's responsibility to provide the necessary monitoring, support, and assessments for NQTs.
- Should ensure compliance with this guidance
- Should be satisfied that the institution has the capacity to support the NQT
- Should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction
- Must investigate concerns raised by an individual NQT as part of the institution's agreed grievance procedures

- Can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process and
- Can request general reports on the progress of an NQT.

## 4.2 The Headteacher

The headteacher at XXX plays a significant and leading role in the process of inducing new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an induction tutor, the head teacher will also observe each NQT at least once each term.

Statutory responsibilities are:

- 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 count towards 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 and
- 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.

#### **4.3 The induction tutor (or the headteacher/principal if carrying out this role) should:**

- provide, or coordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the Trust 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 both school and the Trust they can raise any concerns about their induction programme or their personal progress and
- take prompt, appropriate action if an NQT appears to be having difficulties.

#### **4.4 The NQT should:**

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance
- Provide evidence of their progress against the relevant standards
- Participate fully in the agreed monitoring and development programme
- Raise any concerns with their induction tutor as soon as practicable

- Consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution
- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period and
- Retain copies of all assessment forms.

#### **4.5 Mentor**

Although not a requirement, but in line with good practice, we aim to assign a mentor from within our school to supplement the tutor's role and who should:

- Support the NQT more informally and in a non-judgemental capacity
- Meet with the NQT informally each week but also be accessible for day to day support, advice, and guidance
- Complement, rather than replace, the support, guidance and advice provided by the induction tutor and help the NQT put strategies into practice.

#### **4.6 The Local Authority**

The Local Authority has the main quality assurance role within the induction process. It also makes the final decision as to whether an NQT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the headteacher / principal.

### **4. Overview of induction period**

5.1 There are two main documents that demonstrate the induction period as an overview:

- LA produced timeline of the year which is a checklist of tasks term by term. This can be found on the NQT website on Schoolsnet and is replaced every year.  
NQT website:  
<http://www.gloucestershire.gov.uk/schoolsnet/glosed/networks/>  
(See Appendix A)
- Pictorial overview showing the year broken down into 3 assessment periods and the tasks to be carried out within each period.  
(See Appendix B)

## **6. Support, monitoring and assessment within the induction period**

### **6.1 Induction programme**

The NQT will be given early support (i.e. before taking up their class) in key issues such as safeguarding, child protection, emergency procedures etc. in line with the school's induction policy for all new staff. As soon as possible after joining the school, the induction tutor and NQT will agree an induction programme for the term (based on 3 terms per year). This plan will include some key activities that are pre-planned, e.g. preparing for Parents' Evening or following up from areas of need highlighted during /since initial teacher training. Others may be added as the term progresses and can be driven by observation feedback etc. The programme initially guides NQTs on the use of their non-teaching time with the intention that they become more independent and able to maximise the use of time for themselves as the year progresses.

See blank format (Appendix C) and example Induction Programme (Appendix D).

### **6.2 Observations, monitoring and feedback**

During the induction period, each NQT will be observed at least once every six weeks by the induction tutor and /or by others as appropriate. The first observation will be within the first 4 weeks. Feedback will be written and will be against the standards but will also include opportunity for discussion. Copies of the written feedback will be shared with the NQT, the tutor and the headteacher. The information from this observation as well as from other monitoring e.g. drop-ins, planning, book looks, pupil voice, learning environment, curriculum provision, pupil progress etc will feed into the professional progress review meeting and will be used to update the tracker. See below.

See sample blank observation format (Appendix E).

### **6.3 The tracker and the professional progress review meetings**

The tracker is a year long accumulative document that records the NQT's performance against each of the standards and is updated at each professional progress review meeting i.e. six times per year. The updates are because of discussion with the NQT, and the pooling of information from observations and other monitoring (see above). The NQT is encouraged to reflect on their own performance and bring any additional evidence to each professional progress review meeting. Annotations made on the tracker are a written record of the discussion in



professional progress meetings. However, if the tutor prefers to record in greater detail, the meeting record in appendix H can be used.

See tracker (Appendix F), example tracker (Appendix G) and meeting record (Appendix H)

## **7. Additional support and CPD**

7.1 The induction tutor and headteacher will work with the NQT to arrange training opportunities including the following:

- Observing other teachers within our own school
- Observing other teachers in other schools within the Trust.
- Paired planning with mentor or tutor or subject leaders as appropriate
- CPD within our own school and across the Trust
- CPD with other NQTs at LA events as appropriate.
- Additional activities to address any specific personalised objective

7.2 Action Plan if extra support is needed

If the tracker is showing that progress is slow in some areas, or if there are any concerns about performance, the tutor will contact the NQT helpline and consider increasing support in an action plan. The plan will show the standard being addressed, additional support activities, expectations, and deadlines.

See blank action plan format (Appendix I) and example action plan (Appendix J)

7.3 Assessment reports

The second, fourth and sixth professional progress review meetings will be used to summarise performance so far in preparation for the termly assessment report. This includes discussion with the NQT and an opportunity for any further evidence to be considered. The reports show performance against the standards at each assessment period and the tutor makes a judgement about whether progress is satisfactory at this stage. It is anticipated that in the first and second report, some standards will not yet be met but progress will be satisfactory if they are moving towards them being met over the year. If in doubt, the tutor or headteacher will contact NQT helpline for support and advice. Copies of the report will be shared with the NQT before sending to the LA and their comments included.

The final assessment report (i.e. assessment period 3) will make a recommendation to the appropriate body on whether the NQT's performance against the Teachers' Standards is satisfactory or if an extension is being requested. The appropriate body

will then make the final decision. The NQT has the right to appeal against the decision to the Teaching Regulation Agency.

See blank assessment report (Appendix K) and example report (Appendix L).

#### 7.4 Informal support

In addition to the above, it is expected that the NQT and mentor meet at least once each week to share ideas and strategies around daily practice. In enhancing performance where feedback has been given and where standards are not yet fully demonstrated.

#### 7.5 In the event that satisfactory progress is not being made

If it becomes apparent that an NQT is not making satisfactory progress, the tutor will contact the NQT helpline and the Headteacher or principal will ensure that additional monitoring and support measures are put in place. The NQT will be made aware of where they need to improve their practice and given every opportunity to raise their performance. See Action Plan above.

The Headteacher/principal and the LA NQT adviser should be satisfied that:

- Areas in which improvement is needed have been correctly identified
- Appropriate objectives have been set to guide the NQT towards satisfactory performance against the standards
- An effective support programme is in place to help improve performance, including time deadlines and points of review / evaluation and
- The Headteacher / principal has explained to the NQT the consequence of failure to complete the induction period satisfactorily.

Contact with the LA NQT adviser should be sustained whilst the action plan is being implemented and for many NQTs, this increased support brings about the required improvement.

## 8 Capability

8.1 Although unusual, it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the NQT remains at the setting, the induction process and support continue in parallel with the capability procedure. The LA NQT adviser will need to be kept informed as will the CEO, in line with normal capability processes.

8.2 Dismissal on the grounds of capability before the end of the induction period does not prevent the NQT from completing induction at another setting, as NQTs need to complete a full induction before their final induction judgement.

## **9 Making an appeal**

9.1 If an NQT fails induction, or has their induction extended, the LA will advise the NQT of their right to appeal, who to appeal to and the time limits etc. In England, the appeals body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. Further guidance on the appeals process is available at:

<https://www.gov.uk/government/publications/induction-appeals-procedures>

**NQT helpline:**     [NQTs@gloucestershire.gov.uk](mailto:NQTs@gloucestershire.gov.uk)     01452 427804