



Clarendon Primary School & Children's Centre
Policy for the Induction and Training of Newly Qualified Teachers
'Doing our best to achieve our best'

Introduction

At Clarendon Primary we believe that Newly Qualified Teachers represent an exciting opportunity to bring new ideas and a fresh outlook to our school. As a school we consider it important that all staff, both teaching and non-teaching, are inducted into the whole school team and that induction must begin as soon as possible after staff have been appointed; but we recognise that new recruits to the teaching profession require a careful induction programme if their initial years are to be successful ones.

We encourage the philosophy of a whole school approach to the life and work of our school. It is important that new staff are welcomed into the whole school team, helped to establish their role and position within that team and enabled to grow and develop as individuals as well as team members.

We believe that all staff in our school have a role to play in supporting a teacher new to the profession; that new staff are given every assistance in settling into school quickly and happily; and that they are helped to gain a knowledge and understanding of our philosophy and ethos, the routines and practices that take place and the way in which the whole school works. Subject leaders, Key Stage leaders and members of the senior management team have a particular part to play in the process of ensuring that expertise and advice is available. This policy aims to clarify some of the roles and requirements necessary following the appointment of an NQT.

Aims and Objectives

Our induction process has been designed to make a significant contribution to both the professional and personal development of Newly Qualified Teachers (NQTs). We aim:

- To recognise that the appointment of an NQT is a serious responsibility and ensure that an appropriate system of support is in place, appropriate to their individual needs;
- To provide the NQT with a named person to carry out the role of induction mentor;
- To make NQTs feel welcome and at ease in their new environment and support them to form positive relationships with all members of the school community;
- To enable NQTs to understand the philosophy and ethos of the school and to observe good practice so that it can be reflected in their own work;
- To help NQTs to build upon the knowledge, skills and understanding developed in initial teacher training;
- To ensure the effectiveness and efficiency of NQTs in performing their duties and meeting the Teaching Standards;
- To give meaning to school and government documentation and help the NQT to develop an overview of teacher's roles and responsibilities;
- To encourage the NQT to reflect on their own and others' practice;
- To identify areas for development in a supportive and encouraging manner;
- To provide a foundation for longer-term professional development;
- To ensure that systematic and fair assessment procedures are in place based on the NQTs' professional practice and to ensure that, in the case of unsatisfactory progress, sufficient support is given to make necessary improvements.

Roles and Responsibilities

The Governing Body

The governing body must be aware of the Statutory Guidance on the Induction of NQTs (December 2013, updated September 2015) which sets out the school's responsibility to provide the necessary monitoring, support and assessment for newly qualified teachers. They must give careful consideration, prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil the obligations laid out in the guidance and the school's aims and objectives summarised above. The governing body must be kept up to date about induction arrangements and advised of the results of any formal assessment meetings.

The Headteacher

The headteacher's statutory responsibilities are set out in the Statutory Guidance on Induction. In particular, they must:

- ensure that an appropriate induction programme is in place;
- ensure that progress is reviewed regularly, including through observations/feedback on teaching;
- ensure that termly formal assessments are carried out and sent to the Local Authority or certifying body;
- make a recommendation to the Local Authority or certifying body on whether an NQT has met the requirements for satisfactory completion of the induction period or requires an extension.

Induction Mentor

The Induction Mentor is responsible for overseeing the NQT induction programme, as well as carrying out the formal assessment of the NQT, in accordance with statutory guidance. They will provide a rigorous but fair assessment of the NQT's performance and report to the headteacher, who acts as the designated Assessor of the NQT. Using modelling, coaching and instruction, the Induction Mentor will support the NQT to make a smooth transfer to the school and work to ensure that any early difficulties can be addressed successfully.

The member of staff selected to be the Induction Tutor will have attended a training course prior to commencing their role; and time out of class will be given to them, if class based, to be able to fully perform the duties associated with their role.

Requirements for certifying the Induction Process:

- Prior to the start of induction, the school must ensure that the NQT is registered with an Appropriate Body (AB); this will be the body to which the school Assessor will make recommendations.
- NQTs will be required to complete an induction period of the equivalent of a year and so accurate records of sickness and absence must be kept.

Entitlements of the NQT

We seek to ensure that our induction programme will provide new teachers with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. We seek to build on their knowledge, skills and achievements in relation to the Teaching Standards so that they can successfully complete their induction year.

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

- A meeting with the new teacher(s) on the first day of their appointment, or on the first day of the school term in which they take up their post, in order to initiate the induction process for the school year;
- Access to the Local Authority NQT induction programme (or equivalent);
- Regular meetings, both formal and informal, between the NQT and their induction tutor; who is adequately prepared for the role and will coordinate the induction programme, as well as offer help and guidance;
- A termly professional review of progress with the Induction Mentor and Induction Assessor (the headteacher);
- Regular meetings with senior managers, and other key staff where appropriate.

- Facilitating attendance at meetings of NQTs arranged by the Local Authority/certifying body, which will offer opportunities to meet with other NQTs and recently qualified teachers.
- Opportunities to observe experienced colleagues teaching within our school and in other schools if considered appropriate to the area of development identified;
- A reduction of 10% of the average teacher's workload. This time is used for participating in the school's induction programme;
- Observations of their teaching by their induction mentor and other experienced colleagues (in addition to formal assessment observations);
- Prompt and constructive written, as well as oral, feedback and development advice after formal observations. Copies of observation and feedback notes will be given to the NQT and retained in their training file, as a record of their participation in the induction programme. The induction mentor will be responsible for monitoring progress and maintaining records of monitoring, support and formal assessments;
- Opportunities for further professional development based on agreed targets;
- Attendance at suitable training courses organised by the LA and other bodies;
- Early support and guidance (including attending training courses, if appropriate) on major school issues such as SEND, assessment and record keeping, reporting to parents, behaviour management, child protection procedures and safeguarding.

Arrangements will be made to provide additional support, experience and professional development from outside the school, if this is felt to be required. Should this be the case, it will be discussed with the NQT as early and constructively as possible. Should major concerns arise with the progress of an NQT which could affect the completion of induction, advice from the AB will be sought as soon as possible and followed.

Once the induction is successfully completed, the teacher will be included in the school's appraisal process.

Lesson observation, review and target setting

These will be followed and completed in accordance with the Statutory Guidance on the Induction of NQTs, unless the NQT is viewed as in risk of failing to meet the necessary standards. During the induction period each NQT should be observed at least once every half term by the induction tutor and/or by others as appropriate, the first observation taking place during the first four weeks. Current practice at Clarendon exceeds this minimum standard, since we follow a model of support which offers intensive support during the NQT's first term (ideally weekly observations).

Assessment & Quality Assurance

We aim for the assessment of our NQTs to be rigorous and objective, but also to be supportive. The criteria used for formal assessments will be shared and agreed in advance and opportunities will be created during the post-observation discussion for NQTs to reflect on their practice and gain experience and confidence in self-assessment.

The induction tutor will ensure that assessment procedures are consistently applied and copies of any records will be passed to the NQT concerned.

Written observation records 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

Formal assessment meetings

The School's Induction Mentor, Assessor and NQT will meet to hold a formal assessment meeting at least termly, at the end of each term. At these meetings the following should be discussed:

- Written reports from at least two observations and follow-up meetings – the NQT's progress;
- Written evidence of developmental discussions that take place during informal meetings between the Induction Mentor and NQT;
- The NQT's self-assessment and record of professional development.

Additional meetings will be held at least termly to discuss the assessment records of pupils for whom the NQT has been responsible (Pupil Progress Meetings), in line with school practice. These will contribute to the school's overall judgement regarding the performance of the NQT, as with all school staff.

Submitting termly assessments to the certifying body

Following each formal assessment meeting, a submission of the school's judgement as to whether the NQT is making satisfactory progress should be made to the certifying body.

NQTs will be assessed at the end of the induction period against the Teaching Standards. The school will make a judgement as to the demonstrated ability of the NQT to meet the Teaching Standards consistently and with increased professional competence, as well as identify further targets to help them progress further in specifically identified areas.

It is the responsibility of the headteacher in their capacity as Assessor to give formal notification to the certifying body as to whether the NQT has met these standards, using whichever reporting system is required.

“At Risk” procedures regarding areas of concern

If an NQT is experiencing difficulty in meeting the Standards, the school will provide all reasonable support to address the identified weaknesses and concerns. Discussions must be held with the NQT as soon as possible to give them warning of the risk of failure; and clearly recorded minutes must be made and retained of those discussions.

The Induction mentor will:

- keep clear records of the exact nature of any problems and the advice/support given to address them.
- set agreed, attainable targets for action by the NQT, with specific/practical steps to secure improvements.
- where appropriate, provide opportunities for experienced colleagues to model aspects of good practice. This may include visits to other schools or settings.

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 improvements required will be clearly set out. Where necessary, the headteacher /senior management or external advisors will support the induction tutor and NQT in observations and in planning a tailored programme of support to ensure that all steps have been taken to help a failing NQT improve and successfully complete induction.

The certifying body should be notified as soon as possible if it seems as though an NQT will have difficulty meeting the standards at the end of their induction period. The Governing body should also be kept informed as to the progress of NQTs.

Addressing NQT concerns

If an NQT has any concerns about the school's induction, mentoring and support programme, or their Induction Mentor, these should be raised within the school in the first instance. If these concerns about the induction process are not resolved after the initial contact, the NQT should follow the School's usual

complaints procedure. If this still does not address the issue, then the NQT should raise concerns with their named Local Authority/ certifying body contact.

Review of the Policy

This policy will be regularly reviewed and updated. Such updating will be based on the experience of recently appointed staff and the induction coordinator and will take account of their comments and ideas. The induction tutor will be continuously evaluating the induction programme at all stages and may submit modifications to the headteacher and governing body for approval during the school year.

If no such amendments are made, the first formal review of this policy will take place in the spring term 2019.

Policy Review:

Date reviewed: Summer term 2016
Review date: Spring term 2019

Appendix A – Areas covered at the initial induction meeting

These follow the school's guidelines for induction all new staff, as summarised in the checklist below:

Clarendon Primary School Induction Checklist

1 The Welcome

Preparation

- Inform all staff of imminent arrival of new employee/new role
- Discuss where they will be working
- Allocate buddy/someone to shadow
- Send welcome letter to new employee
- Set induction meeting dates in advance
- Ensure relevant parties are briefed and have their copy of the induction record sheet

Welcome

- Ensure the right person is there to welcome them when they arrive
- Spend first 15 minutes putting them at their ease - coffee and chat
- Give them their induction sheet and go over it with them
- Give them important diary dates or relevant info for their position

Introductions

- Show them an staffing map of who is who and give it to them to keep
- Explain who is who and who they will be closely working with
- Take them around and introduce them to key people
- Introduce them to their immediate staffing buddies!

Facilities

- Car parking
- Staff room facilities
- Fire extinguishers
- Fire Routes
- First aid/accident book
- Access - Fire Point
- Photocopier

- Security
- Smoking/alcohol/drugs policies
- Stationery
- Toilets
- Health and Safety

2 Who We Are

SDP

- Aim
- Vision
- Objectives
- How we review and measure our Vision and Objectives
- What they will mean to the new employee
- Other parts of the plan which are appropriate to the role

School Stakeholders

- Our governors
- The children
- The community
- The parents

3 The Job

- Job Title
- Areas of responsibility and accountability
- Contribution the role will bring to the school
- Who the role is responsible to
- People who will assist individual in key areas
- Objectives for the individual
- Expectations of the role

4 Our Policies

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- Contract of Employment
- Staffing Handbook
- Access to personnel records

5 Our Systems

Systems

- Filing
- Leave/holidays
- Personnel Policies and files
- Staff Meetings etc
- Timetable of day

Communications

- Priorities
- Diary Management
- Ideas/comments/criticisms/improvements
- Regular meetings
- Communication with staff
- Individual communications protocol

Courtesies

- Protocol
- Etiquette
- Socialising

Finance

- Salaries
- Petty Cash
- Budgets for subject leaders

Safeguarding

- Understanding of...
- Where information is kept
- Introduction to CPLOs
- Confidentiality
- Capability
- Code of Conduct
- Fairness and Dignity at work
- Attendance Management procedures
- H&S information
- First Aid/Medical Plans

- Accident Book / information
- Smoking at work
- ICT - acceptable use

6 Personal Development

- Development Policy
- 1:1 Review Process
- Job Profiling/Performance Management
- Individual objectives review
- School development plan

7 Review of Induction Programme

- Review progress at end of Day 1 and weekly thereafter - who with
- Have a major review at the end of the programme
- Act on feedback and build your Induction Programme from this
- Gather any employee development needs during each of the reviews and pull this together at the final review into the development plan

