



New Qualified Teacher Induction Policy

Last reviewed: July 2020

This policy applies to all schools and operations of the Vale Academy Trust

Review period: 12 months
Owner: Director of Learning
Category: Public

Next review: July 2021
Approver: Board of Trustees
Type: Global

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1. Appropriate Body and relevant standards

In this policy:

The ‘Appropriate Body’ is the [Oxfordshire Teaching School Alliance \(OTSA\)](#)

The ‘relevant standards’ refers to the [Teachers’ Standards](#)

2. Legislation and guidance

This policy is based on the Department for Education’s statutory guidance [Induction for Newly Qualified Teachers \(England\)](#) and [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#).

3. Rationale for policy

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue, with monitoring and an assessment of performance against the relevant standards.

The induction programme in operation at all schools in the Vale Academy Trust ('the Trust') supports each Newly Qualified Teacher ('NQT') to demonstrate that their

performance against the relevant standards is satisfactory by the end of the period and by equipping them with the tools to be an effective and successful teacher. The programme is structured but flexible so that it can respond to individual development needs and provides appropriate guidance, support and training, which will enable each NQT to form a secure foundation for a successful teaching career.

4. Aim of this policy

The aim of the policy is to support and guide each NQT in their first year of teaching by making a significant contribution to their professional and personal development. The programme aims to:

- be flexible and appropriate to the needs of individual NQTs;
- help NQTs to become fully integrated into the school as a whole;
- help NQTs to understand their responsibilities as part of the teaching profession;
- provide NQTs with the opportunity to observe good practice and to reflect on their own teaching practice with their NQT Induction Tutor;
- allow opportunities for them to identify areas for development;
- enable NQTs to perform satisfactorily against the relevant standards;
- provide a foundation for NQTs to develop professionally in the long-term.

5. Statutory requirements

In line with DfE statutory guidance, each school in the Trust will:

- identify a person, with Qualified Teacher Status (QTS), to act as an NQT's Induction Tutor, giving the person sufficient time to carry out the role effectively and meet the needs of the NQT;
- ensure that each NQT has a reduced timetable of no more than 90% of the timetable of the school's existing teachers on the main pay range to enable them to undertake activities in their induction programme. This is in addition to the planning, preparation and assessment time (PPA) that all teachers receive;
- facilitate each NQT's observation of experienced teachers either in the school or another school where good practice has been identified;
- keep each NQT up to date on their progress – so there are 'no surprises'.

6. Roles and responsibilities

6.1. The NQT should:

- provide evidence that they have Qualified Teacher Status(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 and the dates of any absences from work; and
- retain copies of all assessment forms.

6.2. The Induction Tutor should:

- 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; and
- take prompt, appropriate action if an NQT appears to be having difficulties.

6.3. The Headteacher:

The Headteacher is, along with the Trust's Director of Learning and the Appropriate Body, jointly responsible for the monitoring, support and assessment of the NQT during induction, and should:

- 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 as defined by the DfE statutory guidance [Induction for newly qualified teachers](#);
- 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 Local 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 and forms on file for six years.

There may also be circumstances where the Headteacher 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 Local Governing Body about the school'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; and
- notify the Appropriate Body when an NQT serving induction leaves the institution.

6.4. The Local Governing Body should:

- ensure compliance with the Statutory Guidance for NQT Induction;
- be satisfied that the institution has the capacity to support the NQT;
- ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- investigate concerns raised by an individual NQT as part of the school's agreed staff grievance procedures;
- seek guidance from the Appropriate Body, in consultation with the Trust's Director of Learning, on the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process; and
- request general reports on the progress of an NQT.

6.5. The Central Team of the Trust should:

- at, or close to, the start of an induction period for a new NQT, provide the NQT with a welcome session covering the composition of the Trust, its purpose and operation;
- at appropriate points during the induction period, run a further four sessions as an NQT network group focusing on areas of development;

- convene regular meetings with appropriate team members and line managers to review all NQT termly assessments and identify any NQT who may require additional support (particularly in relation to Trust Central Team involvement)

7. NQTs at risk of failing NQT induction

If an NQT is at risk of not meeting the Teachers' Standards by the end of the induction period, the school will:

- inform the NQT of the concern and identify where they need to improve their practice;
- ensure that additional monitoring and support measures are put in place immediately;
- set appropriate objectives to guide the NQT towards satisfactory performance against the relevant standards;
- put an effective support programme in place to help the NQT improve their performance;
- give the NQT every opportunity to improve their performance;
- in consultation with the Central Team of the Trust, inform the Appropriate Body that there is a concern.

8. Addressing NQT concerns

If an NQT has any concerns about their NQT induction, these should be raised with their Induction Tutor in the first instance and escalated to the Headteacher if necessary. If a resolution cannot be found the NQT should follow the school's staff grievance procedure and may also seek advice from the named contact at the Appropriate Body.