



Children's



Endeavour



Trust

Policy for the statutory induction of Newly Qualified Teachers (NQTs)

The Children's Endeavour Trust comprises of:

Abbot's Hall Community Primary School
 Bosmere Community Primary School
 Broke Hall Community Primary School
 Chilton Community Primary School
 Combs Ford Primary School
 Freeman Community Primary School
 Springfield Junior School

Document Control

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1 Rationale:

Why you need a policy

The DfE specifies that academies need to have a policy for NQTs. Qualified teachers employed in a relevant school must satisfactorily complete their statutory induction period to gain their full professional qualification. Statutory induction is not a legal requirement to teach in the FE or independent sectors, academies, free schools and British Schools Overseas. If an NQT is undertaking statutory induction in one of these institutions the statutory guidance must be followed.

A career in teaching is both rewarding and demanding. The statutory induction period is the bridge between initial teacher training and a career in teaching. Fundamentally, statutory induction pivots around a personalised programme of development, support and professional dialogue, alongside monitoring and assessment, against the Teachers' Standards. The role of the school is to walk alongside the NQT with support, advice and guidance. The headteacher must appoint an induction tutor who has Qualified Teacher Status, has the time and skills to undertake the role and has been appropriately trained in line with the statutory guidance. The induction tutor has responsibility for day-to-day supervision of the NQT ensuring appropriate support, challenge, professional development, monitoring, assessment and reporting. The induction programme must consider individual needs and circumstance for each NQT

2 Purpose

Our statutory induction processes have been developed to ensure our NQTs feel supported and challenged, both professionally and personally, and to enable them to have a positive impact on outcomes for our pupils/students.

Our induction processes will:

- support each NQT to successfully complete their statutory induction period
- ensure each NQT receives their statutory entitlements:
 - trained induction tutor with QTS.
 - a reduced timetable (in addition to PPA time) for professional development including observation of experienced teachers.
 - have no unreasonable demands made of them.
 - a pre-planned personalised induction programme.
 - a termly action plan.
 - formal observation of teaching at least each half-term with verbal and written feedback.
 - regular meetings with the induction tutor and half-termly reviews of progress.
 - rigorous and fair assessment against all of the Teachers' Standards.
 - three formal assessment meetings and reports, and a named contact at the Appropriate

Body (Emma Hepburn EL.NQTenquiries@suffolk.gov.uk)

- provide appropriate advice, guidance and support to each NQT based on individual talents and needs
- provide examples of good practice and facilitate each NQT observing effective teaching based on their developmental needs
- support NQTs to develop positive relationships with all members of the school community for the betterment of pupil outcomes
- encourage NQTs to become reflective practitioners to aid personal development
- acknowledge success and celebrate good practice
- provide opportunities for professional development
- support an understanding of the full roles and responsibilities of a teacher
- support each NQT to demonstrate they can meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance, paragraph 1.5.

This policy is underpinned by a whole school commitment to support teachers new to the profession and retain them in the education system.

3 Roles and responsibilities

Governing Body

The Governing Body has responsibility to ensure the school complies with all aspects of the statutory guidance. Prior to an NQT being employed the Governing Body will carefully consider the school's capacity to fulfil its obligations towards the NQT. The Governing Body will be kept informed of induction arrangements and outcomes of formal reports.

Headteacher

The headteacher has a significant role in the statutory induction process and will:

- appoint an induction tutor who has qualified teacher status, the time and skills to undertake the role, and is appropriately trained
- ensure an appropriate, personalised induction programme is drawn up
- ensure the NQT has a suitable role to undertake induction
- write to an NQT if there is a concern that he or she is at risk of not meeting the Teachers' Standards and inform the Appropriate Body as a matter of urgency
- make a final recommendation to the Appropriate Body as to whether the NQT has satisfactorily met all the Teachers' Standards, 'consistently over a sustained period' and should pass their induction period
- keep the governors informed about induction arrangements for NQTs in the school.

Induction tutor

Many tasks associated with the above will be undertaken by the induction tutor and other suitably experienced colleagues.

The induction tutor will:

- have responsibility for the day-to-day oversight of the personalised induction programme

- meet regularly with the NQT, retaining signed and dated meeting notes
- undertake, and/or, arrange lesson observations as necessary
- have oversight of NQT's use of the timetable reduction
- arrange support when necessary
- ensure rigorous and fair assessment throughout the induction process
- inform the headteacher/principal, at the earliest opportunity, if concerns arise that the NQT is at risk of not meeting all of the Teachers' Standards, 'consistently over a sustained period'.

NQT

The NQT must participate fully in the induction process and demonstrate their capacity to meet all the Teachers' Standards, 'consistently over a sustained period' (statutory guidance paragraph 1.5).

The NQT will:

- provide evidence of qualified teacher status
- agree with their induction tutor how the reduced timetable will be used
- provide evidence of how they are meeting the Teachers' Standards
- participate fully in the monitoring and development programme
- participate effectively in observations, progress reviews and formal assessment meetings
- retain personal copies of the three formal assessments.