

Brook Learning Trust

Induction of Newly Qualified Teachers (NQTs) Policy



Introduction

At Brook Learning Trust we bring together our unique academies in our belief in the power of education to change lives and communities. It is our steadfast purpose to challenge and defy the barriers that constrain the educational progress of any child. We set high aims for aspiration and secure collective responsibility for all our children's achievements. Our work is underpinned by the values of Integrity, Respect, Courage, Optimism, Excellence and Accountability.

Rationale

The first year of teaching is not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our Induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our NQT Induction programme will enable our NQTs to establish a secure foundation upon which a successful teaching career can be built.

Purposes

Our NQT Induction programme has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of NQTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to their school. Specifically, we aim to:

- Provide support to meet the generic needs of all NQTs and the specific needs of individual NQTs
- Provide individualised support through high quality mentoring
- Provide NQTs with examples of good classroom practice
- Help NQTs form productive relationships with all members of the school community and stakeholders
- Encourage reflection on their own and observed practice
- Provide opportunities to recognise and celebrate success
- Act quickly to help NQTs address any areas of concern
- Provide a foundation for longer-term professional development
- Ensure a smooth transition from teacher training, to help NQTs meet all the Teachers' Standards.

All staff will be kept informed of the Induction of NQTs Policy and encouraged to participate, wherever possible, in its implementation and development. 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 Academy Council

The Academy Council will be fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, as to whether the school currently has the capacity to fulfil all of its obligations. The Academy Council will be kept aware and up to date about Induction arrangements and the progress of NQTs, through the Principal/Executive Principal's report and/or direct contact with the NQT Induction Coordinator in school.

Details for the 2019/20 schools' NQT Induction Coordinators can be found at **Appendix One**.

The Principal/Executive Principal

The Principal/Executive Principal plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction programme

has been delegated to a coordinator, the Principal/Executive Principal will also observe each NQT, through 'drop-ins,' at least once each term. Statutory responsibilities are:

- Ensuring an appropriate Induction programme and support are in place
- Recommending to the appropriate body (Kent County Council (KCC)) whether an NQT has met the requirements for satisfactory completion of the Induction period.

In reality, many of the tasks associated with the above will be carried out by a coordinator but the Principal/Executive Principal will make the final recommendation to KCC. In addition to the statutory requirements the Principal/Executive Principal will:

- Observe and give written warnings to any NQT at risk of failing to meet the Standards
- Keep the Academy Council aware and up to date about Induction arrangements and NQT progress.

NQT Induction Coordinator

The principal requirement for the NQT Induction Coordinator is to be responsible for the overall management of initiating NQTs into the teaching profession and into the academy's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central Induction programme, providing support and guidance and the rigorous, fair and consistent assessment of NQT performance.

Mentor

In addition to the Coordinator, who has the responsibility for the formal assessment of NQTs, a Mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. The Mentor will contribute to the judgements about the NQT's progress against the Teachers' Standards.

Entitlement

Our Induction programme ensures that new teachers are provided with the 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 the Teachers' Standards as achieved during training.

The key aspects of the Induction programme for NQTs across Brook Learning Trust are as follows:

- Access to an Induction programme that will commence upon appointment and be reviewed after one year in post
- Structured visits to the school prior to the NQT taking up the appointment, with time to discuss development needs and how they will be assisted in addressing these
- Help and guidance from a NQT Induction Coordinator who holds qualified teacher status, is adequately prepared for the role and will coordinate the Induction programme
- Regular meetings with a mentor and, as needed, meetings with subject coordinators, SENCo etc
- A programme of observations of experienced colleagues' teaching
- A reduction of 10% of the average teacher's workload (in addition to PPA time). This time is used for participating in the school's Induction programme, other professional development activities and meetings with the mentor
- Regular observation of NQT's teaching by experienced colleagues (at least once every half term)
- Prompt written as well as oral feedback on teaching observed, with targets and feedback/advice provided
- Confronting of any areas of practice or behaviour that may prevent the NQT meeting the Teachers' Standards in a timely, honest and professional manner
- Opportunities for further professional development based on agreed targets and identified needs
- Detailed success criteria for any areas identified as making an NQT at risk of not meeting the Teachers' Standards.

Assessment and Quality Assurance

The assessment of NQTs will be rigorous and objective.

- The criteria used for formal assessments will be shared and agreed in advance
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly Induction reports) will be used

- Assessment will draw on views from all teachers who have a part in the NQT’s development in order to gain a reliable overall view
- Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents, as well as formal observations of teaching
- The Coordinator will ensure that assessment procedures are consistently applied
- Copies of any records will be passed to the NQT concerned
- Termly reports 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.

At Risk Procedures

If any NQT encounters difficulties with meeting 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 set for a minimum of 4 weeks, 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 to the NQT and the school’s concerns communicated to KCC without delay.

Where an NQT has continuing difficulties further support, advice and direction will be given. Areas of concern will be redefined and clarified and the necessary improvements required clearly set out.

The named Local Authority contact will be informed as soon as it becomes clear an NQT is at risk of not meeting one or more of the Teachers’ Standards.

Addressing NQT Concerns

If an NQT has any concerns about the Induction, mentoring and support programme, these should be raised within the school (Mentor, Coordinator, Principal/Executive Principal) in the first instance. Where the school does not resolve them, the NQT should raise concerns with the named Appropriate Body contact.

Details of the named Appropriate Body contact can be found at **Appendix One**.

POLICY REVIEW AND RATIFICATION	
Policy reviewed bi-annually and ratified by Academy Council in December	
This review by SLT	November 2019
Summary of amendments to this iteration:	New policy introduced, based on KCC policy
Ratified by Academy Council	December 2019 – delayed and ratified June 2020
Next review	December 2021

Appendix One – Contact Details

The NQT Induction Coordinators for the 2019-20 academic year are:

The Ebbsfleet Academy: Helen Evans

The Hayesbrook School: Louise Hubbard

The High Weald Academy: Morgan Chatten

The named Appropriate Body contact is Grant Reeves, NQT Induction Manager for KCC

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