

POLICY FOR THE INDUCTION OF NEWLY QUALIFIED TEACHERS

Aim of the Policy

This policy outlines the programme which will be used at Kenmore Park Infant & Nursery School to induct any Newly Qualified Teacher (NQTs) who are appointed to the staff from September 2016 onwards.

This Induction Policy has been formulated as a result of the experience gained in previous years from inducting NQTs, from the experiences of senior staff who have attended the Induction and Mentoring courses provided as part of the LA INSET programme and from the information and advice gathered from the material provided by Harrow for schools who appointed NQTs. The policy takes account of Education (Induction Arrangements for School Teachers), consolidation, English regulations 2001 as amended (replaced by the 2012 regulations).

As a result of the Induction Programme for NQTs which was undertaken in previous years it has been possible after consultation with the Headteacher, the NQT Mentors, the NQTs and other staff to produce an Induction programme which the staff feel best meets the needs of the NQTs and the school. The programme includes many of the elements which were outlined in the LA material and many of the elements which were successful in the Induction Programme developed in the past. Other elements have been adapted and revised in the light of the new regulations.

Philosophy of the Policy

As a school we feel that it is important that all staff both teaching and non-teaching are inducted into the school team. Such induction must begin as soon as is possible after staff have been appointed. For this reason, this policy must be read alongside that of the 'Policy for the Induction of Newly Appointed Staff' which covers the aims of induction for any member of staff, including NQTs.

At Kenmore Park Infant & Nursery School we encourage the philosophy of a 'whole school approach' to the life and work of the school. All members of the school community are valued and respected as individuals, as well as members of the whole school team. It is vital that new staff are given every assistance in gaining a knowledge and understanding of the philosophy and ethos of the school, the routines and practices which take place and the way in which the whole school 'works'.

This is particularly important for NQTs who are also new to the teaching profession. The NQT Induction Programme provides a bridge from ITT to effective professional practice. The induction programme is intended to provide well-targeted monitoring and support, within the context of a reduced timetable, and to help embed an ethos of continuing professional development (CPD) and career development during an NQT's first year of teaching which in turn helps them to give of their best to pupils. It thus makes a real and sustained contribution to school improvement and to raising classroom standards.

Who Supports the NQT?

At Kenmore Park Infant & Nursery School the NQT Induction Programme operates under the direction of the Headteacher. The Headteacher acts as the Induction Tutor Manager as well as being the School Continuing Professional Development Leader.

The Induction Tutor is a member of the Senior Leadership Team and acts as a 'friend', guide, supporter and advisor on a day to day basis.

As a nominated senior member of staff for NQTs the Headteacher is there to help, guide, reassure, counsel, inform and listen amongst many other things. As Induction Tutor Manager (in some instances also act as induction tutor), she is also responsible for monitoring the progress and development of the NQTs.

Induction Tutors who are to work with an NQT will discuss their role in the Induction Programme with the Induction Tutor Manager before the NQT starts teaching.

The other staff in school both teaching and non-teaching also have a role in induction. They all assist in integrating the NQT into the whole school staff team. They are willing to share experiences and ideas, help in practical ways and offer support and encouragement. NQTs are encouraged to approach any member of staff with any questions or queries they may have.

Others in a Supporting Role

The HSIP (Harrow School Improvement Partnership) Consultant responsible for the NQT Induction will organise a NQT Central Programme of meetings through which NQTs will be able to make contact with other newly qualified teachers in the area. Such meetings usually include a speaker(s) on a topic of particular interest to NQTs along with an opportunity to meet other consultants and other NQTs on an informal basis.

There will also be an opportunity for all NQTs from schools in the local areas to meet together at an NQT Conference to share experiences during their first year in teaching.

The School Union or Association representatives may establish contact with the NQT in order to create links with a professional body.

Financing the Induction Programme

The Headteacher and Governors of Kenmore Park Infant & Nursery School recognise that the appointment of an NQT will necessitate the inclusion of money in the school budget in order to finance the Induction Programme. Training for NQTs and Tutors will be provided through the HSIP CPD programme. The school will also need to budget for supply cover as part of the 105 reduced timetable during the induction year for PPA and to attend the induction programme.

The Induction Programme

At the Time of Interview

The Headteacher, in the role of Induction Tutor Manager, is part of the Selection Panel for the appointment of NQTs and as such will be involved in shortlisting and interviewing NQTs. Immediately following a successful interview, the Headteacher is available to welcome the NQT to the school, to answer any questions and reassure the NQT. At this stage certain documents are given to the NQT:

- School Brochure
- Staff Handbook
- Holiday List (including INSET Days)
- Key telephone numbers

The NQT will be invited to look around the school if they have not already done so and their classroom will be identified. If possible they will meet their Year Group Partners and other members of the year group team such as Teaching Assistants. The Induction Tutor will be identified and suitable dates will be arranged when the NQT is able to visit the school and begin the Induction Programme before the start of the new school term/year.

Pre-term Visits

If possible the NQT will visit the school on a number of occasions before the new term starts. This may be in term time or in holiday time depending on what is practical. The NQT will meet with the Year Group team if they have not already done so. If the NQT is appointed at the start of the new school year there may be an opportunity to use part of an INSET day to continue the Induction Programme.

At this stage the Induction Tutor Manager will explain, give out and sign post NQT to further documentation including:

- National Curriculum Document
- School Policy and Statements (on the school website and intranet)
- LA and School record keeping systems
- Timetables and rotas
- Year Planner (this includes the dates of all major events in the school year)
- Class lists and class records
- Resources lists and resources for the teacher and for the classroom



There will be an opportunity for the NQT to meet with the Headteacher and Senior Leadership Team.

The Induction Tutor will explain the staffing structure in the school and introduce the NQT to as many staff as possible. A further guided tour of the building will help the NQT identify other classrooms, curriculum cupboards and other facilities.

There will be opportunities for the NQT to spend some time discussing any points or queries with the Induction Tutor and other staff.

At this stage NQTs new to the area may welcome help or advice in finding accommodation or organising transport.

Initial Meetings

The Induction Tutor Manager will meet with the NQTs early in the term in order to plan the details of the Induction Programme for the school year. This will generally take place on Thursday afternoons throughout the year.

The NQTs will meet with their induction tutor to plan the NQT's induction programme.

A series of regular NQT Support Meetings will also be arranged between the individual NQT and their Induction Tutor which will be discussion/seminar times. These may be 'twilight' meetings after school or it may be possible to arrange these during the school day, if cover can be organised. In the first term these meetings will take place once a week, and in the second and third term meetings may be reduced to monthly meetings with the option of meeting more regularly if the NQT wishes.

The roles of the Headteacher and Induction Tutor in the Induction Programme will be identified. The relevant LA material for NQTs will be distributed and explained. The Headteacher will explain that she will be available on an informal basis at any time.

Visits to Other Schools

During their third term in school the NQT will have the opportunity to visit another school in the area to observe other teachers and see how other schools work. The NQT will identify with the Induction Tutor certain areas of focus which they wish to look at. These may include the same age group, a different age group, a particular area, such as discipline, classroom management or organisation etc. The Induction Tutor will then arrange a half day visit to a school to facilitate this, usually during a Thursday afternoon as part of the timetabled NQT induction CPD programme.

Visits to Other Colleagues in School

During the induction year NQT's will provided opportunities to visit one or more colleagues at Kenmore Park Infant & Nursery School in order to observe work or work alongside them to broaden their experiences. The NQT may wish to visit another key stage, another year group or to work with a member of a Curriculum Team. This will be arranged by the Induction Tutor or Induction Tutor Manager.

Informal and Formal observations

The Induction Tutor will observe the NQT in the classroom informally during their first few weeks and feedback to the NQT verbally. In the second half-term the Headteacher and the Induction Tutor will formally observe the NQT teaching a lesson, these observations will form the basis of a formal assessment meetings towards the end of the first term. The NQT will be assessed against a set of standards referred to as the core teaching standards 2012.

Observations will focus on consistency in demonstrating the Professional Teaching Standards Teacher and any targets. The NQT and the observer should have a follow up discussion to analyse lessons observed. Arrangements for follow up discussions to observations should be made in advance and a brief written record should be made on each occasion. This record should relate to the NQT's objectives for development and indicate where action should be taken. It should show any revision of objectives. Regular observations by the Induction Tutor or Headteacher will continue throughout the year in accordance with the agreed framework for Formal Assessment/ Support and Monitoring (Appendix 1 & 2).

Professional Reviews of Progress

Professional reviews of progress, at a discussion between the NQT and the induction tutor, should take place at intervals throughout the induction period. There should be a least one scheduled professional review meeting in any six to eight-week period, e.g. every half term.

Termly Review Meetings

The NQT and the Induction Tutor will meet with the Headteacher on a half termly basis to review progress and targets. Targets will be identified using feedback from observations. There will also be a termly Assessment meeting at the end of each term in school when the Headteacher will focus on progress in demonstrating the Core Teaching Standards. They form part of the framework of professional standards for teachers, build upon the Professional Standards for the award of Qualified Teacher Status (QTS), and are the standards which underpin all the subsequent standards. At the end of the induction period the headteacher makes a recommendation, and the Appropriate Body decides whether the core standards have been met.

The NQT should be encouraged to add their comments on the summary of progress presented in the form in the section entitled NQT's comments. A copy of the report will go to the LA as the Appropriate Body for deciding whether an NQT has met the Induction Standards.

Monitoring and Evaluating the NQT's Work in School

The work of the NQT will be monitored and evaluated in a number of ways. These include informal discussions outside the classroom informal and formal observations by the Induction Tutor and the Headteacher (see Informal & Formal Observations Appendix 2)) and the monitoring of the NQTs planning. Initial and Long Term Plans for the term are looked at and monitored by the Headteacher. The weekly Short Term Plans and daily classroom plans may be looked at by the Headteacher or the Induction Tutor.

NQT Support Meetings

NQT Support Meetings will take place on most Thursday afternoons. On some weeks this will mean release from school to attend the HSIP training provision on other weeks there will be a school based meeting. The agenda for the next meeting is usually set at the end of a meeting after consultation with the NQT. The meeting agenda will usually include any *Matters Arising* from the minutes of the previous meeting, *Current Issues* and *Any Other Business*. The main area of focus for each meeting will be decided in advance. At the start of every term some time will be spent looking in detail at the Year Planner for the term so that major events such as Open Evenings or Celebrations can be planned. Some meetings will be used to consider the paperwork which all teacher need to complete at certain times of the school year. Some Support Meetings may take the form of a joint meeting with any Newly Appointed Staff in school.

NQT Diary

It is suggested to each NQT that they keep a diary or file of relevant information during their first year of teaching. It will include a list of important events and the dates they took place, a forward planner of commitments, a record of their personal INSET programme, a record of observations of other teachers, a record of visits to the classrooms of other teachers, their involvement in extra curricular activities and details of when they have been informally observed in the classroom.

Review of the Policy

The Policy for the induction of NQTs is regularly reviewed and updated where necessary. Such updating will usually occur as a result of an NQT and their Mentor experiencing the Induction Programme.

Date: September 2017

Signed: R. K. Mahil-Pooni



Appendix 1.

Support Programme for NQTs including observation by NQT of an experienced teacher.

Term 1.

Meeting to set targets for induction based on strengths, priorities identified in CEP, school context, and Induction Standards. _____

Observation of NQT and follow up discussion (within first 4 weeks of taking up post). _____

Meeting to review progress and targets _____

Assessment meeting 1 with induction Tutor and Headteacher. Focus: Consistency in demonstrating Standards for QTS. _____
(report sent by the HT to Appropriate Body)

Term 2.

(First Half)

Observation of NQT and follow up discussion _____

Meeting to review progress and targets _____

(Second Half)

Observation of NQT and follow up discussion _____

Meeting to review progress and targets _____

Assessment meeting 2 with induction Tutor and Headteacher. Focus: Progress in demonstrating Standards for QTS. _____
(report sent by the HT to Appropriate Body)

Term 3.

(First Half)

Observation of NQT and follow up discussion _____

Meeting to review progress and targets _____



(Second Half)

Observation of NQT and follow up discussion _____

Meeting to set targets for second year of teaching. _____

Assessment meeting 3 with induction _____

Tutor and Headteacher. Focus: recommendation about whether the NQT has satisfactorily completed their induction period.

(HT send recommendation to the Appropriate Body which then makes a final decision and informs NQT).