



The Diocese of Chelmsford

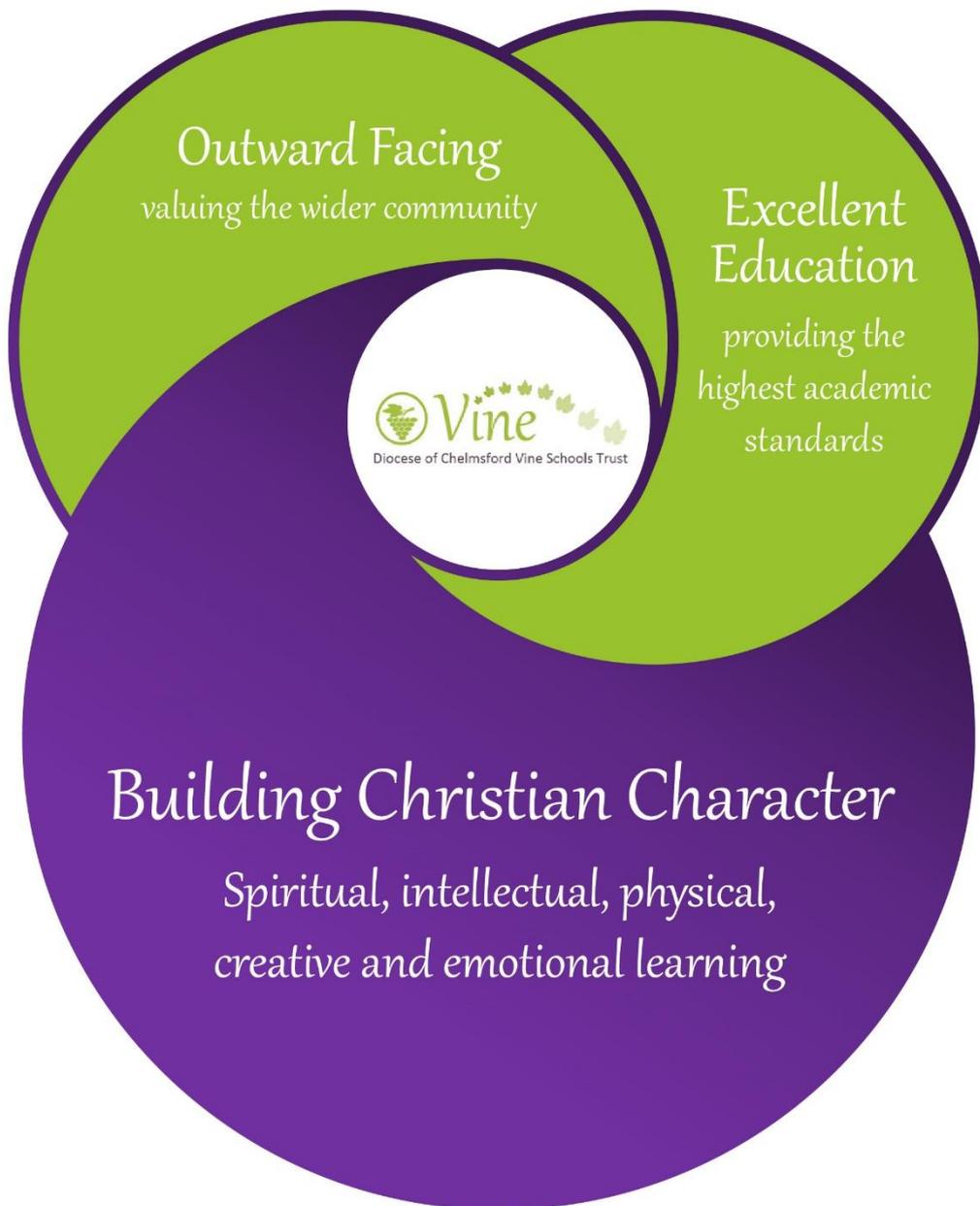
Vine Schools Trust

NQT Policy

This policy is a mandatory policy for all Vine Academies and must be implemented with no amendments.

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Our Vision and Values



1. Rationale

- 1.1 The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. Our academy's induction process ensures the appropriate guidance, support and training to ensure the development of skills, knowledge and expectations. Observations are provided through a structured but flexible individual programme. This programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

2. Purposes

- 2.1 Our academy's induction process has been designed to make a significant contribution to both the professional and personal development of NQTs. The purposes of induction aim:
- 2.1.1 To provide programmes appropriate to the individual needs of the NQT.
 - 2.1.2 To provide appropriate counselling and support through the role of an identified mentor.
 - 2.1.3 To provide NQTs with examples of good practice.
 - 2.1.4 To help NQTs form good relationships with all members of the academy community and stakeholders.
 - 2.1.5 To help NQTs become aware of the academy's role in the local community.
 - 2.1.6 To encourage reflection on their own and observed practice.
 - 2.1.7 To provide opportunities to recognise and celebrate good practice.
 - 2.1.8 To provide opportunities to identify areas for development.
 - 2.1.9 To help NQTs to develop an overview of teacher's roles and responsibilities.
 - 2.1.10 To provide a foundation for longer-term professional development.
 - 2.1.11 To help NQTs meet all the induction standards.
- 2.2 The whole staff will be kept informed of the academy induction policy and encouraged to participate, wherever possible, in its implementation and development.
- 2.3 This policy reflects a structured whole academy 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.

3. Roles and Responsibilities

3.1 The Local Board (LB) or Local Governing Body (LGB)

The LB/LGB will be fully aware of the contents of The Statutory Guidance on Induction For Newly Qualified Teachers (England) [2013] which sets out the academy's overall responsibilities to provide the necessary monitoring, support and assessment for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, whether the academy currently has the capacity to fulfil all its obligations. The LB/LGB and Nominated LB/LGB Members will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

3.2 The Headteacher (Executive Headteacher)

The Headteacher 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 may be delegated to an induction tutor, the Headteacher will also observe each NQT at least once each term. Statutory responsibilities include:

- 3.2.1 ensuring an appropriate induction programme is set up.
- 3.2.2 ensuring a 80% timetable is worked.
- 3.2.3 recommending to the LA whether an NQT has met the requirements for satisfactory completion of the induction period.

- 3.3 While the headteacher must not delegate these responsibilities, many of the associated tasks may be carried out by an induction tutor or other suitably experienced colleague. In addition to the statutory requirements the Headteacher will:
- 3.3.1 Observe and give written warnings to an NQT at risk of failing to meet the required standards in line with guidance.
 - 3.3.2 Keep the LB/LGB aware and up to date about induction arrangements and the results of formal assessment meetings.
 - 3.3.3 Keep the LA and the Vine informed about induction arrangements and the results of formal assessment meetings.

3.4 Induction Tutor and Mentor

The principle requirement for the NQT induction tutor 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 assurance of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of NQT performance. In addition the tutor will act as a Mentor providing ongoing support on a daily basis, contributing to the collection of evidence relating to the NQT's progress against the Induction Standards.

4. Entitlement

- 4.1 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 standards for the award for qualified teacher status (QTS).
- 4.2 The key aspects of the induction programme for NQTs are as follows.
 - 4.2.1 Access to an induction programme that will commence upon appointment and be reviewed after one year in post.
 - 4.2.2 Structured visits to the academy prior to taking up appointment with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these.
 - 4.2.3 Help and guidance from an induction tutor and mentor who is adequately prepared for the role and will coordinate the induction programme.
 - 4.2.4 Regular meetings with subject coordinators and other key staff where appropriate.
 - 4.2.5 Access to appropriate NQT conferences/courses in order to have opportunities to meet with other NQTs and teachers who have recently completed their induction programme.
 - 4.2.6 Observation of experienced colleagues teaching.
 - 4.2.7 A reduction of 10% of the average teacher's workload. This time is used for participating in the academy induction programme.
 - 4.2.8 Have teaching observed by experienced colleagues.
 - 4.2.9 To receive prompt feedback on the teaching observed and to receive advice as necessary.
 - 4.2.10 Attend meetings and courses for NQTs arranged by the LA.
 - 4.2.11 Have opportunities for further professional development based on agreed targets.

5. Lesson Observations, Reviewing and Target Setting

- 5.1 These will be followed and completed in accordance with the DFE guidelines on NQT induction unless the NQT is viewed as at risk of failing to meet the necessary standards.

6. Assessment and Quality Assurance

- 6.1 The assessment of NQTs will be rigorous but also objective.
 - 6.1.1 The criteria used for formal assessments will be shared and agreed in advance.
 - 6.1.2 Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used.
 - 6.1.3 Responsibility for assessment will involve all teachers who have a part in the NQT's development in order to gain a reliable overall view.
 - 6.1.4 Opportunities will be created for NQTs to gain experience and expertise in self-assessment.
 - 6.1.5 The induction tutor will ensure that assessment procedures are consistently applied.
 - 6.1.6 Copies of any records will be passed to the NQT concerned.
 - 6.1.7 Termly reports will give details of:
 - 6.1.7.1 areas of strength
 - 6.1.7.2 areas requiring development
 - 6.1.7.3 evidence used to inform judgement
 - 6.1.7.4 targets for coming term
 - 6.1.7.5 support to be provided by the academy
- 6.2 In completing the report boxes, induction tutors must use as headings the five themes as outlined in The five themes from Supporting the induction process:
 - 6.2.1 Developing Professional and Constructive Relationships
 - 6.2.2 Working within the Law and Frameworks
 - 6.2.3 Professional Knowledge and Understanding
 - 6.2.4 Professional Skills
 - 6.2.5 Developing Practice
- 6.3 Comments must be in the context of and make reference to specific standards.

7. At Risk Procedures

- 7.1 If any NQT encounters difficulties with meeting the NQT standards, the following procedures will be put into place:
 - 7.1.1 An expectation is established that the support provided will enable any weaknesses to be addressed.
 - 7.1.2 Diagnose and record the exact nature of the problem and advice given on how to redress the problem.
 - 7.1.3 Agree attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
 - 7.1.4 Experienced colleagues will model aspects of good practice so that the NQT can focus attention on particular areas of teaching through observation.
 - 7.1.5 Early warning of the risk of failure will be given and the academy's concerns communicated to the LA and the Vine without delay.
- 7.2 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 necessary improvements required clearly set out. Where necessary, the Headteacher will support the induction tutor in planning an appropriate programme to ensure satisfactory completion of the NQT induction year and that all steps have been taken to help a failing NQT improve.

8. Addressing NQT Concerns

- 8.1 If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the academy in the first instance. Where the academy does not resolve them the NQT should raise concerns with the Trust Support Manager julia.rix@vineschoolstrust.org.

9. Review

- 9.1 This policy will be reviewed by the Trust Board every three years.
- 9.2 The next review will be Summer 2020