



## Ashlands Primary School Newly Qualified Teacher Policy

*"Where every child has the chance to shine"*

**This policy embodies our Ethos Statement – Safe Children at Ashlands**

### Introduction

At Ashlands we recognise that the appointment of an NQT (newly qualified teacher) can contribute greatly to the development of the school and the NQT. They bring new ideas and approaches and the school at the same time can develop a new and exciting career.

The induction period for the NQT will:

Enable the NQT to build upon the knowledge, skills and understanding that they have developed during their teaching practices.

Enable the NQT to meet their identified goals and complete their induction year to the required standard.

Enable the NQT to become a full member of the teaching profession and provide continuing professional development.

Provide support for NQTs failing to make satisfactory progress.

This policy has been written in line with the DfE statutory guidance on induction for newly qualified teachers.

Ashlands Primary School uses Bradford Local Authority as our appropriate body alongside 'Teach First' to provide the Early Career Framework support that Newly Qualified Teachers can access through the Opportunities Funding Area that Bradford is part of. The Teachers' Standards will be used to assess an NQT's performance at the end of their induction period. The decision about whether an NQT's performance against the relevant standards is satisfactory upon completion of induction should take into account the NQT's work context and must be made on the basis of what can be reasonably expected of an NQT by the end of their induction period within the framework set out by the standards. Judgements should reflect the expectation that NQTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the relevant standards consistently over a sustained period in their practice.

### Aims

At Ashlands we are continually striving to become a highly effective learning school through developing a culture of continuous school improvement. Our main purpose is learning - for both pupils and staff. Through the continuous learning of our staff and governors our school improves and develops and brings ever greater benefits for our pupils.

Effective NQT induction is the critical foundation for continuous learning by supporting the effective performance and continuing professional development.

NQT induction is a process which starts before a person joins the school and continues through the first year at the school and beyond. Induction is a process which aims to

increase the effectiveness of the newly qualified teacher, by ensuring they understand the policies and expectations of the school and by supporting highly effective performance.

### **What is the purpose of induction?**

Our induction process will:

- contribute to improving and developing the overall effectiveness of our school, raising pupil achievement, and meet the needs of all pupils, parents and the wider school community;
- contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective team work at our school;
- ensure all teachers new to the profession have the best start in their careers and are supported in developing highly effective practice;
- ensure that all staff are valued and recognised as the school's most important asset.

### **Management and organisation of Induction.**

All of our induction activities are planned in the context of the school's vision, goals and guiding principles, and the core standards for teacher induction and for other specific roles and responsibilities. Resources are prioritised to support NQT induction.

The Deputy/Head teacher is responsible for the overall management and organisation of Newly Qualified Teacher (NQT) induction across the whole school.

A suitable monitoring and support programme will be put in place for the NQT, personalised to meet their professional development needs (including the development needs of part-time NQTs).

This includes:

- Support and guidance from a designated induction tutor who holds QTS and has the time and experience to carry out the role effectively
- Observation of the NQT's teaching and follow-up discussion
- Regular professional reviews of progress
- NQT's observation of experienced teachers either in the NQT's own institution or in another institution where effective practice has been identified.
  - Professional Development opportunities

The designated **induction tutor** provides the NQT with regular monitoring and support and must:

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the NQT's professional development
- create an action plan at the beginning of each induction period based on evidence of progress towards the relevant standards
- undertake three formal assessment meetings during the total induction year co-ordinating input from other colleagues as appropriate
- ensure that at least six observations of the NQT's teaching take place across the induction year and that the NQT is provided with copies of written feedback records. Development needs will be identified and actioned.
- will maintain a documented record of the NQTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback and professional development activities undertaken.

- 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
- take prompt and appropriate action where an NQT appears to be experiencing difficulties.

Induction tutors will be supported in their role by:

- being provided with information from the awarding body and school, relevant to the induction process
- being offered training provided on the role of the Induction Tutor; this will take the form of online training provided by the Early Career Framework 'Teach First'.

### **School Induction programme for Newly Qualified teachers**

The induction programme for staff new to teaching is designed to induct them into the profession and into the school.

Each NQT has 10% professional development time during their statutory induction period alongside their 10% planning, preparation and assessment (PPA) time alongside the colleagues in their year group.

Each NQT has an individualised planned programme to ensure that the 10% professional development is used to maximum effect.

Continuous Professional Development training will be provided by professionals in school. NQT's will observe teachers showing exemplary practice, meet with senior and subject leaders to build up their knowledge of different areas of the school curriculum.

Training will also be provided by the Early Career Framework. NQTs will have access to a structured two-year package of support, training and resources, flexible online and face-to-face training modules and access to expert resources.

At Ashlands all newly qualified teachers:

- will use the Career Entry and development profile as a basis of planning the initial stages of their induction.
- will be offered a mentor who will be a named member of staff.
- are invited to visit the school before they take up post
- are met on their first day by their mentor / line manager
- are provided with copies of school policies and be expected to develop their understanding of them
- will meet with the Headteacher within their first week in post.
- will receive feedback on their strengths and areas for development at regular points.
- will be observed teaching during their statutory induction period to facilitate a fair and effective assessment of their teaching against the relevant standards and this is undertaken by the Induction Tutor, a senior member of staff or an experienced teacher as appropriate. The NQT will be provided with a written record and development points identified
- will record evidence of progress towards objectives set and agreed steps to support them in meeting their objectives. Evidence should come from practice.

- will maintain a professional record of their induction and professional development and start to construct a professional development portfolio.

### **Formal assessments**

The NQT will have formal assessments carried out by either the headteacher or the induction tutor. These will be undertaken on a termly basis, 3 per year in total. The Induction tutor and the NQT will agree exactly when the assessment dates are set, which should occur as near to the end of each term as possible. Evidence used in assessments must be clear and transparent and copies provided to the NQT and appropriate body.

Formal assessment reports will be completed for the first and second assessments. These reports will clearly show assessment of the NQT's performance against the relevant standards at the time of the assessment.

The final assessment meeting is at the end of the induction period, and will form the basis of the headteacher's recommendation to the appropriate body as to whether, having completed their induction period, the NQT's performance against the relevant standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation will be recorded on the final assessment form.

These three formal and statutory assessments will be recorded on the customised forms that are sent to the awarding body. These must be signed by the NQT, Induction tutor and Head teacher.

### **Unsatisfactory progress and appeals**

Newly Qualified Teachers who are not meeting the Teachers' Standards, or making satisfactory progress towards them, will receive a more detailed action plan from the Induction Tutor in order to enable them to reach the required standards. The school will increase the support necessary to implement the action plan within the available resources in school. As appropriate, the awarding body will be involved to ensure the action plan is successfully implemented.

The appropriate body and the Head teacher should be satisfied that:

- Areas of improvement have been correctly identified
- Appropriate objectives have been set to guide the NQT to perform against the relevant standards.
- An effective support program is in place to help the NQT improve their performance.

When there are still concerns about the NQT's progress following intervention, the Head teacher should explain to the NQT the consequences of failure to complete the induction period satisfactorily. If the NQT has had their induction extended or has failed it, the appropriate body must inform the NQT of their right to appeal and the time limit for doing so. If there are serious capability issues, capability procedures may be instigated before the end of the induction which may lead to dismissal. This does not prevent them from completing their induction at another institution.

**Agreed:** December 2020

**Review Interval:** Dec 2023