

The Rydal Academy

Newly Qualified Teachers Policy

Accepted by: The Rydal Academy LGB Jan 2020

Approving Body: Local Governing Body

Committee: LGB

Review Cycle: Annually

Last reviewed: Jan 2021

Date for next review: Jan 2022

Introduction

As a school we feel it important that all staff, both teaching and non-teaching, are inducted into the whole school team. Such induction must begin as soon as possible after staff have been appointed. We encourage the philosophy of a whole school approach to the life and work of the school. It is important that new staff are welcomed into the whole school team, helped to establish their role and position within that team and enabled to grow and develop as individuals as well as team members. It is vital that new staff are given every assistance in settling into school quickly and happily and are helped to gain a knowledge and understanding of the philosophy and ethos of the school, the routines and practices that take place and the way in which the whole school works.

Aims and Objectives

- To help NQTs to build upon the knowledge, skills and understanding developed in initial teacher training.
- To make NQTs feel welcome and at ease in their new environment.
- To ensure the quality of teaching across school remains at a high standard.
- To ensure the effectiveness and efficiency of NQTs and to give meaning to school documentation.
- To enable new staff to understand the philosophy and ethos of the school and to observe good practice so that it can be reflected in their own work.
- To ensure there is a system of support in place.
- To ensure that systematic and fair assessment procedures are in place based on the NQT's professional practice and to ensure that in the case of unsatisfactory progress sufficient support is given to make necessary improvements.
- To recognise that the appointment of an NQT is a serious responsibility and that appropriate funding will be given to support the NQT.

Guidelines

The Headteacher, Deputy Headteacher and Governors are responsible for the induction and professional development of new teachers. The Induction Tutor is responsible for the day-to-day supervision of the NQT, ensuring appropriate support, reporting and assessment takes place.

- The NQT will be registered with an Appropriate Body (Darlington LA) prior to the start of induction.
- The NQT will be registered with an Early Career Framework provider (Newcastle Leadership Project) prior to the start of induction.
- NQTs will be required to complete an induction period of the equivalent of a year (from September 2020), 2 years (from September 2021).
- The Induction Tutor will meet the new teacher(s) before the first day of term in order to initiate the induction process for the school year.
- The Induction Tutor will provide pastoral and professional support by providing frequent advice and support as necessary by meeting regularly, both formally and informally, with the NQT.
- The Induction Tutor will be responsible for monitoring progress and maintaining records of monitoring, support and formal assessments.
- In consultation with DHT and other SLT the Induction Tutor will make arrangements for additional support, experience and professional development from outside the school if required.
- Formal meetings between the Induction Tutor and NQT will take place regularly.
- Teaching will be observed regularly by the DHT, Induction Tutor, and appropriate SLT. Constructive written and verbal feedback will be given. Copies of observation and feedback notes will be given to the NQT and a copy retained by the Induction Tutor.
- Opportunity should be given to the NQT to observe experienced teachers at work within the school and in other schools.

- The NQT will be given early support on major school issues such as SEND, assessment, record keeping, reporting to parents, behaviour management, child protection procedures and reporting racist incidents during the initial induction meeting with the Headteacher.
- The NQT will be given the opportunity to attend suitable training organised by the LA and the ECF provider.
- Should problems arise with the progress of an NQT which could affect the completion of induction, advice and support from the LA will be sought as soon as possible and procedures followed accurately.
- Racist incidents, Child Protection Issues, Health and Safety and other procedures will be discussed between the NQT and a member of SLT in accordance with school policies.

Notes

1. The member of staff selected to be the Induction Tutor will have attended a training course prior to starting the role.
2. NQTs are assessed against the Teachers' Standards that the Secretary of State has set out for the satisfactory completion of the induction period.
3. At the first meeting between Induction Tutor and the NQT, the NQT's objectives are set and a timetable drawn up to show how, and when, these objectives will be met.
4. The Induction Tutor and the NQT meet regularly to discuss progress with the objectives and a formal assessment is held at the end of each term when the Induction Tutor completes an LA assessment form.
5. The LA, in conjunction with the Headteacher's recommendation, decides if the NQT has satisfactorily completed the Induction period.
6. During the induction period the NQT has 10% non-contact time (in addition to the 10% PPA time) to give him/her time to work on objectives, attend training and develop their knowledge and skills.

Headteacher Responsibilities

The Headteacher's responsibilities is to

- check that the NQT has been awarded QTS;
- notify the LA when an NQT is taking up a post in which they will be undertaking induction;
- ensure that each NQT in their school is provided with an appropriate, personalised induction programme;
- ensure the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching;
- ensure that termly assessments are carried out and reports completed and sent to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period;
- make the governing body aware of the arrangements that have been put in place to support NQTs serving induction;
- make a recommendation to the LA on whether the NQT has met the relevant standards or requires an extension;
- participate appropriately in the LA's quality assurance procedures; and
- make a recommendation to the LA, based on rigorous and fair assessment procedures, as to whether the NQT has met the induction standards.

Whilst much of the statutory responsibility for induction falls to the Headteacher, in practice much is delegated to Induction Tutors. The Headteacher however must have in place appropriate quality assurance processes to ensure that all the necessary actions are taking place and the judgements being made are equitable and valid.

The Induction Tutor's Responsibilities

The Induction Tutor should have a clear job description outlining their duties and their lines of accountability. The Induction Tutor (or the Headteacher if carrying out this role) should:

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the LA and ECF provider where necessary);
- ensure that the NQT's teaching is observed and feedback provided;
- carry out regular progress reviews throughout the induction period;
- undertake one formal assessment meeting each term during the total induction period, using the tracker to co-ordinate input from other colleagues as appropriate;
- inform the NQT during the assessment meeting the judgements to be recorded in the formal assessment record and invite NQTs to add their comments;
- 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; and
- take prompt, appropriate action if an NQT appears to be having difficulties.

The NQT's Responsibilities

The NQT should:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their Induction Tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their Induction Tutor how best to use their NQT time allowance;
- provide evidence of their progress against the relevant standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their Induction Tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their Tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their Induction Tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment forms.

The Governing Body's Responsibilities

The Governing Body:

- should ensure compliance with this guidance;
- should be satisfied that the institution has the capacity to support the NQT;
- should ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual NQT as part of the institution's agreed grievance procedures;
- can seek guidance from the LA on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an NQT.

Policy Review

This policy is annually reviewed and updated when necessary. Such updating will be based on experience of recently appointed staff and the induction coordinator (DHT) and will take account of their comments and ideas. The Induction Tutor(s) will be continuously evaluating the induction programme at all stages and may submit modifications to the Headteacher and Governing Body for approval during the year.