



Rationale

Richard Challoner School's induction programme, in conjunction with the Kingston School's Teaching Alliance (KSTA) 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

This induction process has been designed to make a significant contribution to both the professional and personal development of NQTs.

- To provide programmes appropriate to the individual needs of the NQT through frequent review of performance against the Core Standards;
- To provide guidance and support to enable NQTs to meet the Core Standards by the end of their induction year;
- To provide appropriate action planning, reviewing, monitoring and support through the role of an identified induction tutor;
- To provide NQTs with examples of good practice both within school and at other schools;
- To help NQTs form good relationships with all members of the school community and stakeholders;
- To help NQTs become aware of the school's role in the local community;
- To ensure reflection on their own and observed practice;
- To provide opportunities to identify areas for development and to form action plans to meet identified targets.

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 Governing Body

The Governing Body will be fully aware of the contents of Guidance to the Law The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 which sets out the school's responsibility to provide the necessary monitoring, support and assessment for NQTs.

The Governing Body should ensure:



- Compliance with this guidance:
[Statutory Induction 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 appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process.
- Can request general reports on the progress of an NQT.

The Headteacher

The headteacher at Richard Challoner School plays a significant and leading role in the process of inducting new colleagues to the profession. While the implementation of the Induction Programme will be led by an induction tutor/coordinator, who oversees individual induction, the headteacher or a member of the Senior Leadership Team will also observe each NQT early in the academic year.

Statutory responsibilities are to:

- Check that the NQT has been awarded QTS.
- Ensure the NQT has both a reduced timetable (10% NQT time) and PPA time as necessary.
- Clarify whether the teacher needs to serve an induction period or is exempt.
- Agree, in advance of the NQT starting the induction programme, which body will act as the appropriate body.
- Notify the appropriate body when an NQT is taking up a post in which they will be undertaking induction.
- Meet the requirements of a suitable post for induction.
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively.
- Ensure an appropriate and personalised induction programme is in place.
- 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 appropriate body on whether the NQT's performance against the relevant standards is satisfactory or requires an extension.
- Participate appropriately in the appropriate body's quality assurance procedures.

There may also be circumstances where the headteacher should:

- Obtain interim assessments from the NQT's previous post.
- Act early, alerting the Appropriate Body when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily.
- Ensure third party observation of an NQT, particularly if progress towards meeting the standards may be at risk.
- Monitor absences and notify the Appropriate Body as soon as absences over the whole period total 30 days or more.
- Periodically inform the Governing Body about the school's induction arrangements.
- Advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed.
- Provide interim assessment reports for staff moving in-between formal assessment periods and notify the Appropriate Body when an NQT serving induction leaves the school.
- Retain all relevant documentation/evidence on file for six years.

While the headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by an induction tutor or other suitably experienced colleague. In addition to the statutory requirements the headteacher will:

In addition to the above, the headteachers must also ensure the NQT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

Induction Coordinator

The induction coordinator oversees the induction of NQTs. The induction coordinator is responsible for ensuring that induction mentors are fulfilling their roles and providing support and advice to induction tutors. The induction coordinator ensures that all evidence is adequately recorded and that the school has a consistent approach to induction.

The Induction Coordinator should:



- Observe the NQT formally with written feedback – once every half term. This can be delegated to the Induction Mentor or other suitable staff once a term if required.
- Following observations, liaise with the Induction Mentor to identify and elaborate where necessary regarding the key strengths and areas for development in relation to the standards. The Induction Assessor can also take a regular informal support role prior to formal observations, if this is helpful.
- Oversee the delivery of regular professional studies sessions for NQTs.
- Write each termly report, which is submitted to the KSTA in liaison with the Induction Mentor and NQT, using the NQTs evidence folder as a source of further evidence if needed.

Induction Mentor

In addition to the Coordinator, who has the responsibility for the formal assessment of NQTs, a Mentor is appointed from within the relevant department 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.

The Induction Mentor should:

- Meet with the NQT on a weekly basis for at least 30 minutes.
- Keep a brief written record of issues discussed at the weekly meetings.
- Support the NQT to meet all the relevant standards.
- Set small short-term targets for the NQT, based on need, to ensure progress against the standards can be evidenced.
- Observe the NQT's lessons or part-lessons informally and provide informal notes and constructive advice.
- Liaise with the NQT's immediate line manager to keep them informed of progress and facilitate support where needed.
- Liaise with other staff, according to need, to support the NQT to meet the standards; for example setting up work shadowing, good practice lesson observation, team teaching or meetings to widen the skills and experience of the NQT in targeted areas.
- Support the NQT to complete an evidence folder against the relevant standards.
- Liaise with the Induction Coordinator and support them to write the NQT induction termly reports.



Newly Qualified Teacher

The NQT has a vital part to play in their own induction.

Before the period starts:

- Checking that they have passed any skills tests prior to starting the induction period.
- Checking with the DfE Teaching Agency that they have been awarded QTS before starting an induction period.
- Providing evidence that they have QTS and are eligible to start induction.

Once the period has started:

- At the earliest opportunity following appointment meet with their induction tutor to discuss and agree priorities for their induction programme and development, and keep these under review.
- Be responsible for compiling the evidence file and keeping it up to date.
- Raising any concerns with their induction tutor as soon as practicable.
- Consulting their Appropriate Body named contact at an early stage where there are or may be difficulties in resolving issues.
- Keeping track of and participating effectively in the scheduled classroom observations, 6 progress reviews and 3 formal assessment meetings.
- Retaining copies of all assessment forms and other documentation. This, along with tracking start and end dates for the induction period is especially important in cases where the NQT has a break/change of employer during the induction period.
- Attend weekly meetings with the Induction Mentor (and Induction Assessor, if suitable).
- Plan towards achieving targets and collecting evidence.
- Monitor success and reflect critically upon own practice.
- Attend professional studies sessions.
- Make full use of the support programme provided.
- Take on board advice given and act upon it.

Teaching Regulation Agency

The Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State, including:

Statutory

- hearing appeals; and
- ensuring that the names of NQTs who have failed induction are included on the list of persons



who have failed to satisfactorily complete an induction period.

Non-statutory

- recording the progress of NQTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the NQT should raise concerns with the KSTA.

Review due: January, 2022

Review Cycle: Annual