



**St Cuthbert's
Catholic High School**

Live life in all its fullness

Policy for the Induction of Newly Qualified Teachers (NQTs)

2020 - 2021

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1. Rationale

School's induction process ensures the appropriate guidance, support, training to include the development of skills, knowledge, expectations and 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, can be built.

2. Purposes

School's 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 the completion of the Career Entry and Development Profile and 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.

3. Roles and Responsibilities

The NQT

Throughout the period of induction the NQT is expected to:

- Provide the CEDP from their ITT provider and use Section B to begin their training plan
- Submit all relevant details for Registration Form A (to Danielle Anderson)
- Attend the School Induction Programme
- Participate in individual subject mentor meetings (every 2 weeks)
- Participate in professional mentor meetings (every 6 weeks)

- Provide an evidence portfolio to map your progress towards the Teacher standards
- Participate in half termly observations by either professional mentor and/or subject mentor
- Participate in observations of other teachers in the School
- Devise and review an action plan as a continuation of your CEDP
- Taking increasing responsibility for their own professional development

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; and
- 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 professional and subject mentors to discuss and agree priorities for their induction programme and development, and keep these under review;
- Agreeing with their mentor how best to use their NQT reduced timetable allowance;
- Using the Career Entry and Development Profile (CEDP) to support planning the induction programme;
- Recording evidence of their progress against the core standards;
- Participating fully in the agreed monitoring and development programme;
- 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 with their tutor/within the institution;
- Keeping track of and participating effectively in the scheduled classroom observations, 6 progress reviews and 3 formal assessment meetings;
- Agreeing 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
- 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.

In addition to the above:

- Whilst not serving induction, NQTs should comply with the limits on supply teaching for those employed in a relevant school, seeking approval from the relevant Appropriate Body to extend the limits.

The Headteacher

The headteacher at St Cuthbert's Catholic High 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/professional mentor 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:

- Clarify whether the teacher needs to serve an induction period or is exempt;
- Notify the Appropriate Body when an NQT who is taking up a post in which they will be undertaking induction joins the school, before the appointment begins;
- Ensure the NQT's post is a suitable post in which to serve induction;

- Ensure that an appropriate induction programme is in place;
- Ensure the NQT has both a reduced timetable(10% NQT time) and PPA time as necessary, and
- Where relevant obtain documentation from the NQT's previous post including any interim assessment and details of absences, and take this into account in determining the length and nature of the NQT's induction programme and period;
- Appoint an induction tutor/ professional mentor (who must hold QTS) and ensure that an appropriate cycle of observations, 6 progress reviews and 3 formal assessments is scheduled (ideally in advance) and takes place;
- Ensure the induction tutor is appropriately trained and has time to carry out their role;
- 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;
- Maintain accurate records of periods of employment that will count towards the induction period and when NQTs leave the school part way through a period;
- 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;
- Ensure termly assessment reports are completed (on pro-rated time scale for part-time staff) and sent to the Appropriate Body as required;
- Participate appropriately in the Appropriate Body's Quality Assurance procedures;
- Consult and agree with Appropriate Body the exceptional cases where it may be appropriate to shorten or extend the induction period;
- Within 10 days of the NQT completing the induction period, make a recommendation to the Appropriate Body on whether the NQT has met the core standards, using agreed forms
- 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/college;
- 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:

- Observe and give written warnings to an NQT at risk of failing to meet the required standards;
- Keep the Governing Body aware and up to date about induction arrangements and where appropriate, the NQT's progress.

The Governing Body

The Governing Body will be fully aware of the contents of Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies, Revised April 2018, which sets out the school's responsibility to provide the necessary monitoring, support and assessment for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil all its obligations. The Governing Body will be kept aware and up to date of induction arrangements.

The Governing Body will seek guidance from the appropriate body (LA) if necessary.

Induction Co-ordinator / Professional Mentor

The induction co-ordinator oversees the induction of NQTs when there is more than one NQT working in the school at one time. The principal requirement is to be responsible for the overall management of initiating NQTs into the teaching profession and into the school'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. The induction co-ordinator is responsible for ensuring that induction tutors are fulfilling their roles and provided 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 tutor also completes joint observations with the induction tutor to ensure consistency

1st Term

- Identify induction tutors and ensure they are trained for the role;
- Devise school-based induction and NQT Programme;
- Inform the Appropriate Body (LA) of NQT details;
- Keep the Governing Body informed;
- Ensure a minimum of two observations take place in each term;
- Ensure a minimum of two review points take place each term;
- Receive minutes of induction tutor meetings with NQT;
- Send completed Assessment Form to the Appropriate Body (LA) before the end of term.

2nd Term

- Revisit CEDP targets;
- Ensure observations of NQT each half-term;
- Overview of NQT CPD;
- Meeting with NQT;
- Create opportunities for NQT to meet other NQTs;
- Receive minutes of induction tutor meetings with NQT;
- Send completed Assessment Form to Appropriate Body (LA) by the end of term.

3rd Term

- Complete Transition Point 3 of CEDP;
- Ensure observations of NQT each half-term;
- Receive minutes of induction tutor meetings with NQT;
- Organise feedback from all staff contributing to NQT assessment;
- Discuss Performance Management procedures with NQT;
- Send Final Assessment to Appropriate Body (LA) by the end of term.

Induction Tutor / Subject Mentor

The subject mentor should:

- provide or co-ordinate effective guidance and support;

- make fair and rigorous judgements about the NQT's performance in relation to the Standards;
- ensure the NQT understands the roles and responsibilities of those involved in induction, including their own rights and responsibilities;
- co-ordinate and carry out observations of the NQT's teaching in conjunction with the professional mentor;
- meet every 2 weeks with the NQT to review progress and set targets
- review progress against the induction standards; (3 review points)
- observe the NQT at least once per term and complete joint observations when required
- keep appropriate records.

In addition, the induction tutor should:

- ensure the NQT understands the organisation of the school;
- promote a climate of trust with good communication;
- encourage the NQT to reflect, evaluate and identify needs;
- praise and encourage;
- provide advice on teaching skills;
- listen, observe and provide appropriate counselling;
- arrange opportunities to observe good teaching;
- lead by example and provide a role model.

The Local Authority

The Appropriate Body (St Helens LA) has two key responsibilities:

- To assure itself that schools are able to meet their responsibilities for monitoring, support and guidance and for undertaking a rigorous and fair assessment of the NQT;
- To decide, in the light of the headteacher's recommendation, whether an NQT has satisfactorily completed the induction period and to communicate its decision to the NQT, headteacher, and the NCTL.

In addition, the LA provides the following in support of schools and in fulfilment of its responsibility for assuring the quality of the school's induction arrangements:

- a conference for NQTs together with a training programme;
- support for professional mentors and subject mentors on request
- monitoring of the school's induction programme;
- extra support for schools and NQTs when there are concerns about performance.

4. Entitlement and Continuing Professional Development

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 of the Teachers' Standards 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).

The key aspects of the induction programme for NQTs at St. Cuthbert's Catholic High School are as follows:

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post;
- Structured visits to the school 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;
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme;
- Regular meetings with mentor, senior managers, subject coordinators and other key staff where appropriate;
- Time and regular opportunities to meet with other NQTs and teachers who have recently completed their induction programme;
- Observe experienced colleagues teaching;
- Experienced colleagues will model aspects of good practice so that the NQT can focus attention on particular areas of teaching through observation;
- Early warning of the risk of failure will be given and the school's concerns communicated to the LA without delay.

5. The Induction Process

The aims of the induction process:

- To build on and extend knowledge and skills developed during ITT.
- To provide a programme to assist the NQT to meet the Teachers' Standards.
- To provide a programme that is tailored to suit the NQT's needs to include a reduced timetable of 10% NQT and PPA time.

The induction of the Newly Qualified Teacher (NQT) is a three-term period of assessment, usually completed in a single school year. Through a personalised programme of guidance and support, induction provides the tools NQTs will need to be successful teachers, based on what the NQT has already learnt in their ITT Year. Induction includes two main elements:

- a personalised programme of professional development and support;
- an assessment against the Teacher Standards.

Induction will build on the strengths and areas for development set out in the Career Entry and Development Profile (CEDP). Induction is assessed across the equivalent of three full school terms, with assessment at the end of each term. It can be completed full or part-time. Towards the end of each term, a formal assessment is carried out and submitted to the Appropriate body (LA). The main focus is the NQT's progress towards meeting the Teacher Standards.

Following the assessment at the end of the third term, the headteacher will make a recommendation to the Appropriate Body (LA) about whether the NQT has met the Teacher Standards. The Appropriate Body (LA) will decide whether the NQT has met the requirements for successfully completing the induction period, and will write to the headteacher and the NCTL to relay this decision. The NCTL will then write to the NQT confirming whether or not they have successfully completed induction.

The induction package:

- a timetable reduced by 10% in relation to other mainscale teachers at your school and, in addition, 10% PPA time;
- a tailored programme of support and assessment;
- meetings with the subject mentor/professional mentor with regular reviews of progress;
- at least one observation of teaching each half-term with oral and written feedback;
- an assessment report at the end of each term;
- objectives and areas for development identified in the Career Entry Development Profile (CEDP) to help the NQT to meet the induction standards;
- opportunity to observe experienced teachers;
- appropriate training/advice from outside the school;
- participation in school working groups;
- discussion with the school Special Educational Needs Co-ordinator (SENCo);
- opportunity for the NQT to develop skills of self-evaluation.

Subject Tutor /NQT meetings and observations:

Meetings should be both formal and regular as well as informal. The regular meetings provide opportunity to guide and counsel. They might initially focus on coping strategies but should quickly attempt to move to reflection, discussion and needs analysis. They should be part of organised opportunities for professional development that complement the immediate, everyday support.

The focus of the meetings might be:

- the Career Entry and Development Profile;
- feedback on teaching observed;
- planning files and pupil records;
- classroom organisation methods;
- student relationships and behaviour management.
- Common lesson language / teaching pedagogy

Classroom observation of the NQT by the subject mentor should:

- be agreed beforehand;
- be objective, developmental and sensitive;
- be recorded on NQT lesson Observation form;
- be followed by brief immediate feedback and written feedback

Feedback discussion should:

- take place soon after observations;
- be supportive and take place in a quiet and comfortable setting;
- be without interruptions;
- acknowledge the NQT's point of view;
- be descriptive and evaluative but based on what is seen;
- focus on strengths but identify any weaknesses clearly;
- agree aspects to be developed or which require specific support;
- suggest strategies and sources of help when necessary;
- encourage realistic goals to general success.

Where difficulties or conflicts arise, they might be resolved by:

- seeking reasons for the situation;
- thoughtful listening and empathy;
- agreeing what the issues are;
- agreeing specific action plans with follow-up dates;
- indicating specific support.

The NQT File / Standards Portfolio

Throughout the year, the NQT is expected to keep a file of evidence to help show their progress towards reaching the Teacher Standards. NQTs will have a proforma on which to record their evidence and create a portfolio of examples to show their development over the year.

Often evidence can be used to support more than one standard. D. Anderson has examples of NQT files from past NQTs if examples are needed.

A list of evidence that the NQT will need to provide termly is below:

- Teacher standards evidence
- NQT termly review document
- NQT meeting log
- 10% time evidence log
- 2 x lesson observations
- Induction CPL attendance log

All of the above documentation can be found at the end of this document in the appendices

Use of the 10% timetable reduction to support the professional development of Newly Qualified Teachers

The purpose of this time is for the promotion of **reflective professional practice rather than relief from the demands of class teaching**. Therefore, it is important that the time is well-structured throughout all of the induction year. If consideration is given by the Induction tutor and mentor as to how this time could be allocated before the NQT arrives, it will be time well-spent. Below are some suggestions, although I am sure you will have excellent ideas of your own:

- meeting with the mentor on a regular basis – half an hour each fortnight is more likely to enable concerns to be addressed early on
- attendance at courses or external CPL
- observing colleagues to see good practice – particularly in areas for development identified
- observing literacy and numeracy subject leaders, expert teachers, or ASTs in other schools for literacy and numeracy
- discussion with the Special Educational Needs Co-ordinator (SENCo) coordinator focusing on SEN issues, procedures and helpful practice
- iris reflections
- interventions and extra curricular activities
- producing a reflective diary on their own practice

- short pieces of school-based action research in an area of interest to them, e.g. questioning skills, ICT in a specific subject area, effective use of a teaching assistant
- visiting neighbouring schools, including those of a similar and different size and in a different key stage, with a focus to the visit
- meeting with the induction tutor to discuss how continuing professional development operates in school and how they can take responsibility for their own continuing professional development.

6. 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 named LA contact.

7. NQTs requiring additional support

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 according to the LA's *Advice and Guidance for NQTs Who Require Additional Support*. Where necessary, the Headteacher will support the induction tutor and NQT in observations and planning an appropriate programme to ensure satisfactory completion of the NQT year and that all steps have been taken to help a failing NQT improve.

Unsatisfactory Progress

The vast majority of NQTs will complete the induction period satisfactorily. Nevertheless, there will be NQTs who, at some stage of their induction programme, may be judged to be making unsatisfactory progress or feel themselves that they are not progressing as they would like. If this occurs, early action must be taken in order to provide the NQT with the opportunity to make the necessary improvements to his or her performance.

All NQTs must be monitored in accordance with the statutory guidance -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/851336/Statutory_Induction_Guidance_2019.pdf

This process should enable the headteacher to identify any difficulties experienced by the NQT in making progress towards the core standards at an early stage.

Putting in place additional monitoring and support

If it becomes apparent that an NQT is not making satisfactory progress, the headteacher must ensure that additional monitoring and support measures are put in place immediately. **Action to improve performance must not be delayed until a formal assessment meeting has taken place.** Additional action might include setting more specific or shorter-term objectives and closer monitoring and recording of progress. It is important that concerns are communicated quickly to all those with responsibilities in the induction process; including the NQT, induction tutor and the Appropriate Body. It is especially important that the NQT is made aware of the area(s) in which they need to improve their practice, and that he or she is given every opportunity to improve his or her performance and go on to meet the core standards.

Where there is concern about the NQT's progress, both the headteacher /principal and the Appropriate Body should be satisfied that:

- the assessment of the NQT is well founded and accurate;

- areas in which improvement is needed have been correctly identified;
- appropriate objectives have been set to guide the NQT towards meeting the teachers' standards; and
- an effective support programme is in place to help the NQT improve and to address identified areas for development.

Documentation to support NQTs can be found at the end of this document in appendices.

Arranging a professional review by a third party

In cases where the induction tutor is not the headteacher/principal, the headteacher/principal must observe the teaching of any NQT considered not to be making satisfactory progress, in addition to the observations which take place as a part of the induction process. The school should also use its own monitoring systems to identify NQT support needs. Where the induction tutor is the headteacher, they should ensure that a third party who holds QTS reviews the evidence and observes the NQT (for example an AST or other experienced teacher in the institution).

Action if performance is still unsatisfactory at the next assessment point

In many cases the additional monitoring and support measures mentioned above will have the desired effect and the NQT will go on to be formally assessed at the end of the period as having met the core standards.

However in some cases improvement will not be enough. Where there are still concerns about the NQT's progress at the next assessment point (and this is not the final assessment), the headteacher/principal should explain to the NQT where the consequences of failure to complete the induction period satisfactorily and discuss fully with the NQT:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement;
- details of the improvement plan for the next assessment period.

Following the discussion, the headteacher must complete the relevant assessment form and send it to the Appropriate Body, indicating to the Appropriate Body that, at their current rate of progress, the NQT is at risk of not completing their induction satisfactorily. In addition to comments on progress, the completed assessment form should, in these circumstances, include brief details of the issues discussed.

The NQT should as normal sign the assessment form to confirm that he or she is aware of the contents of the form. The headteacher should then give the original copy of the completed form to the NQT, send a copy to the Appropriate Body and retain a copy.

8. Appendices and documentation

[NQT Teacher Standards Evidence.doc](#)

[10% reflection log 2020 21.docx](#)

[NQT LESSON OBSERVATION FORM 2020 21.docx](#)

[NQT MEETING LOG 2020 21.docx](#)

[Autumn Mentor Review Dec 2020.docx](#)

[Peer Observation Check sheet for NQTs.docx](#)

[DFE Statutory Induction Guidance 2019.pdf](#)

[LA NQTS Handbook 201920.pdf](#)

[Support Plan for an NQT 2020.docx](#)