

# NQT INDUCTION POLICY

## Statement of Practice



**LEES BROOK**  
COMMUNITY  
SCHOOL

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## Introduction

Newly qualified teacher induction at Lees Brook Community School further develops work involving Initial Teacher Training. It also supports statutory requirements and the Teacher Standards.

## Statement of Practice NQT Induction Policy

Our policy seeks to offer structured professional support to all newly qualified teachers (NQTs) so that they develop and enhance the skills and qualities expected of effective teachers enabling them to make a full and distinctive contribution to the teaching profession. The support embodies the provisions outlined in the statutory arrangements for the induction of newly qualified teachers in their first year of employment.

Induction involves the provision of a structured, yet flexible and individualised programme of support, experience and on-the-job training for NQTs encompassing the development of skills, knowledge, expectations, observation and assessment of performance. This will effectively help them fulfil their professional duties as beginning teachers and act as a starting point for subsequent training and development.

### Purpose

Induction is clearly designed to contribute to both the personal and professional development of the beginning teacher. For the NQT, the purposes of induction include:

- Development of knowledge, skills and understanding
- Encouragement of reflection and practice
- Recognition and celebration of effective practice
- Identification of areas for development
- Development of an overview of teachers' roles and responsibilities
- Improvement of self confidence
- Provision of problem solving support
- Provision of professional information and advice
- Provision of a foundation for longer-term professional development

Effective induction will also have a positive impact for the induction mentor and coordinator which includes:

- Improvement of job satisfaction
- Development of specific skills
- Encouragement of self-reflection
- Contribution to change in own practice
- Development of professional relationships
- Enhancement of peer recognition
- Assistance with career development

### Benefits for the school

An effective induction scheme can:

- Assist with the integration of the NQT into the school
- Enhance communication between colleagues
- Encourage the sense of a supportive culture

- Motivate staff
- Provide further opportunities for professional development
- Confirm the school as a centre for professional debate and development
- Enhance the quality of support for teachers and the educational provision for the students at Lees Brook Community School.

## Roles and responsibilities of the Induction Coordinators and Induction Tutors

Organising and coordinating the induction and mentoring of NQTs is wide ranging and calls on the services of two types of mentor:

- The induction coordinator
- The induction mentor

The principal requirement of the coordinator is to be responsible for the overall management of initiating NQTs into the teaching profession and into their particular school organisation. It entails not only a coordination role, but also keeping records of activities, reports and monitoring the quality assurance of the provision. It means coordinating a central induction programme, providing support and guidance, and the rigorous but fair assessment of NQT's performance.

Coordinating the work of the induction mentor is necessary to ensure that practice and support are consistent across departments within the school. There is also a need to liaise with the LA, which is regarded as the appropriate body responsible for ensuring schools meet statutory requirements for induction.

The Induction mentor inducts NQTs into departments and subject teaching. S/He is responsible for developing specialist knowledge, skills and application, providing effective support and making rigorous but fair judgements.

Induction mentors have close and regular contact with NQTs on a day-to-day basis so they have a crucial role to fulfil. It is essential that they possess skills, qualities and experience as well as having a full understanding of NQT Induction requirements. It is also important for the whole department to be positively involved in supporting new teachers. If the mentor is absent from school, for an extended period of time, another mentor will be allocated.

## Head Teacher

The Head is responsible for:

- Ensuring an appropriate induction programme is set up
- Recommending to the LA whether NQTs have met the requirements for satisfactory completion of the induction period
- Observing and giving written warnings to any NQTs at risk of failing
- Keeping governors informed of induction arrangements and assessment meetings

## Key aspects of the induction programme for NQTs

- Pre-employment induction, involving a visit to the school if the NQT is able to do so
- A statement of entitlement, setting out the school aims with regard to NQTs, the commitments we offer them and our expectations
- A programme of internally training
- Encouragement to pursue externally offered INSET courses

- Observation of more experienced colleagues in school and opportunities to visit another school in the locality
- Structured opportunities for critical self-reflection

## Action plans

Each NQT has an action plan which identifies appropriate development priorities. The aim is to match development and training to identified, differentiated needs, via individualised action planning, monitoring and support.

An initial meeting is held with each NQT and his/her induction co-ordinator early in the first term, to establish professional skills, identify areas of development and progression and agree on strategies of support and targets. Consultation then takes place with the induction mentor and SMART (specific, measurable, achievable, realistic and time-bonded) targets are agreed. This involves setting short and long term objectives, which are reviewed and amended, termly.

## Internally offered training

Regular meetings for NQTs are usually held covering a range of key professional issues relating to classroom and student management, the curriculum, learning and teaching and school organisation. Sometimes induction coordinators and other staff, with strengths in specific areas, lead the sessions. The intention is to draw upon identified good practice and offer support so NQTs are well equipped to reflect on wider issues relating to teaching and learning. NQTs are encouraged to suggest agenda items most relevant to them.

## Statement of entitlement for newly qualified teachers

Lees Brook Community School provides all newly qualified teachers with the opportunity to:

- Gain experience of working with students in the classroom and wider school settings
- Gain experience of school organisation
- Observe experienced teachers at work
- Gain experience in the teaching of individual students, groups and classes
- Develop essential confidence and the capacity to establish a learning environment
- Develop skill and understanding in the area of classroom management
- Demonstrate the ability to work harmoniously with students and colleagues
- Gain experience in the planning, execution and evaluation of individual lessons and schemes of work
- Develop sound and competent teaching strategies
- Provide a commitment to teaching as a career choice

To these ends, we pledge to offer NQTS the following commitments:

- A three term period of induction as a condition in the contract of employment, with termly reports sent to the LA.
- The provision of a teaching load lighter than that of a main scale teacher with minimal cover (unless circumstances are very difficult)
- Meetings with the induction mentor to discuss progress and learn departmental policies and procedures
- Formal lesson observations by the induction mentor at least once every half term, with a written appraisal and prompt follow up discussion

- Formal lesson observations and meetings with the induction coordinator to discuss their development and set future targets, to formulate their own perspectives on teaching and learning, and to develop an extended professional view of educational issues
- To enable NQTs to observe teaching by more experienced colleagues
- To offer a professional development continuum into the second year of teaching and beyond

### Lees Brook Community School has the following expectations of NQTs:

- To take the initiative in seeking advice and help from the induction mentor and coordinator with any matters related to their personal and professional welfare
- To be well prepared for teaching lessons
- To act upon the constructive comments of staff who observe lessons
- To observe more experienced teachers within the department and elsewhere in the school and on visits to other schools, in order to learn from their good practice
- To take full advantage of the schools' induction programme
- To engage in reflective self-analyses of their professional practice
- To play an active part in the everyday life of the school by fulfilling administrative and pastoral responsibilities and school duties
- To maintain the school's professional ethos

### Lesson observation, reviewing and target setting

Observation of classroom practice is an essential part of induction for any NQT. If the focus of the observation is clear, it not only provides evidence of strengths and weaknesses, but also offers a mechanism for helping beginner teachers improve and develop teaching skills.

NQTs should have lesson observations every half term and the first NQT observation should take place within the first four weeks of teaching.

It is important that the observation has a specific focus and reflects the developmental process of induction. The foci are:

- Developing professional and constructive relationships
- Working within the law and frameworks
- Professional knowledge and understanding
- Professional skills
- Developing practice

The induction mentor will do some of the observations, although (s)he will be supported by the induction coordinator and other members of the department. The observer should discuss with the NQT beforehand whether the observation will be formal or will involve participation in the lesson to gain insight into the students' work and progress.

Feedback, as quickly as possible, is essential, so the NQT can discuss the lesson, share ideas, receive advice and consider future plans with the class. Although it may not be possible to review immediately, it is important to give a supportive comment on leaving to ensure the NQT does not feel unduly anxious immediately after the lesson. The review meeting should be conducted in an open and professional atmosphere. Three phases are useful:

- Teaching strengths observed during the lesson
- Possibilities and improvements
- Targets for future action

It is important to base support on informal monitoring of lessons and discussions with NQTs as well as formal observation.

## Induction mentors

Induction mentors are required to meet regularly with the NQTs and hold progress review meetings, referring to the Teacher Standards. Mentors are also expected to monitor NQTs' lesson planning and discuss: departmental policies, lesson aims, pace and timing of activities, differentiated provision, use of resources, setting a variety of homework tasks, etc.

## Induction coordinators

The Induction Coordinator also has meetings with the NQT. The purposes are to review their progress with targets identified in the Career Entry and Development Profile and set future targets, to formalise their own perspectives on teaching and learning, and to develop a professional view of educational issues. The induction coordinator also organises for NQTs practical examples and activities that encourage reflective practice.

## 'At Risk' Procedure

If any NQT encounters difficulties, there are numerous ways that school can support. The most obvious support is through the induction mentor where honest, open discussions must take place, in order to diagnose the exact nature of the problem. The induction mentor will offer support and set agreed attainable targets for action, with specific and practical steps outlined for improved practice. Progress will be recorded amid an atmosphere of sensitivity and encouragement. The mentor will maintain a documentary record of any difficulties, with details of how they are being addressed and what support and counselling is being provided. NQTs that make unsatisfactory progress must be given early warnings and concerns communicated to the LA. Termly reports must give details of:

- Identified weaknesses, backed by evidence
- Agreed objectives and planned support

The head teacher must give written warnings about failure. The LA must ensure assessments are accurate and remedial steps have been taken to support an NQT towards improvement.

Induction extensions are permitted only in exceptional circumstances and NQTs who fail have a right of appeal. It is part of the induction coordinators' role, based on discussions with induction mentor, NQTs and other staff who support NQTs to ensure that support measures are effective and are regularly scrutinized. For this purpose the NQTs are asked to comment on school support at the end of their first year and give advice on ways to improve the schools NQT induction programme.