NQT INDUCTION POLICY

1 STATEMENT OF PRINCIPLE

The Induction process for Newly Qualified Teachers (NQTs) within the Federation ensures that the future professional and career development of NQTs builds on the individual ethos and vision of each Academy yet recognises where collaboration and best practice can be shared across the Harris Federation of Academies. This will be achieved through nurturing the professional skills of NQTs by providing a supportive yet challenging structure where NQTs can flourish and capitalise on the highest standards of learning and teaching.

2 AIMS FOR NQT PROGRAMME ACROSS THE FEDERATION

• To ensure that all NQTs are able to develop a capacity for learning and teaching and to excel in meeting the requirements of the induction standards;
• To be able to apply strategies that will give NQTs the opportunity to develop their knowledge, skills and true potential to make an impact on their own development and build on their career entry development profile;
• To develop the NQTs capacity to create a learning environment in order to embed the specialism of each individual Academy;
• Through a carefully constructed mentoring scheme provide realistic and achievable targets that will raise learning and teaching within the NQTs classroom and therefore boost achievement and attainment throughout the Federation of Academies;
• Ensure appropriate training and support is given to NQTs, including maximising opportunities for collaboration within the Harris Federation of Academies, in order to maintain and sustain professional development;
• Provide an induction programme that welcomes and boosts self confidence in the first weeks of teaching in their Academy;
• To ensure that an individualised HPLP (Harris Professional Learning Profile) is in place to focus the NQTs specific needs regarding teaching and learning and incorporates their Career Entry Development Profile as a framework for planning their first year in their Academy;
• Provide a framework upon which to guide and structure NQT development to ensure NQT induction standards and that assessment procedures are clear and in line with the national requirements.

3 KEY FEATURES OF THE INDUCTION PROGRAMME FOR NEWLY QUALIFIED TEACHERS WITHIN THE FEDERATION

• The programme will be designed so that NQTs will work in close partnership with the teachers in their subject area and their professional mentor to ensure that there is consistency regards NQT mentoring and that all NQTs benefit from a structure of support and challenge.
• A Harris Professional Learning Profile (HPLP) will be put in place to provide guidance, support and structure that will differentiate for individual professional learning (PL) needs.
• The induction programme will include customised professional learning sessions that will further develop NQTs understanding and practical awareness of a variety of national and local initiatives but will be focused on aspects of teaching and learning.
NQT INDUCTION POLICY

- Each NQT will feel part of a vibrant and active Federation through regular contact with NQTs within and across subject areas. This will be through formal and informal networking opportunities as well as a NQT Conference and joint PL sessions throughout the year;

- NQTs will be given the opportunity to observe and be observed by experienced teachers. Each Academy recognises that the best professional practice for NQTs is the process of regular observation and feedback and this is built into our induction processes.

- The NQT induction programme is drawn up in line with national advice and guidance from the DCSF and the LEA.

4 DELIVERY OF THE NQT INDUCTION PROGRAMME

I OVERVIEW
NQT INDUCTION POLICY

ii RESPONSIBILITY OF THE INDUCTION LEADER

- Oversee procedures to ensure NQTs start their induction with their CEDP and transfer this into their HPLP to guide their first year and focus their professional development;
- To have responsibility for ensuring that a well structured, relevant and top quality induction programme is delivered;
- Oversee the procedures for monitoring lessons and ensuring positive feedback with realistic and achievable targets are agreed with the NQT;
- To ensure NQTs are registered with the appropriate LEA as required.
- Ensure that the Induction Assessment Form is completed at the end of each term after a meeting/liaison has taken place with the Professional Mentor and the NQT;
- Provide feedback to the Induction Leader regarding NQTs progress during the year an clearly alerting any causes for concern at the earliest opportunity;
- Ensure that the professional mentors are aware of their responsibility regarding the NQTs development and that their consistency across the Academy;
- To ensure that the Federation documentation is used consistently within their Academy with regard to the HPLP, observation documentation and meeting records;
- To oversee the Professional Mentors in ensuring that the development of the NQTs programme is appropriate and in line with HPLP;
- Provide an induction training plan for all NQTs, which will include Professional mentors and joint PL provision from other colleagues within the Federation.

iii RESPONSIBILITIES OF THE PROFESSIONAL MENTOR

- To familiarise themselves with the Induction Standard guidelines, to follow the NQT policy and to use the NQT Federation documentation during their mentoring role;
- To observe lessons and to give positive and challenging feedback to NQTs;
- To discuss, during an initial meeting, the NQTs Career Entry and Development Profile and to use this in completing the HPLP;
- Professional Mentors will work with the NQT in ensuring that additional training needs are identified and put in place as required;
- Provide schemes of work, a subject area handbook, the Academy handbook and to discuss these with the NQT in developing their potential for outstanding teaching and learning;
- To inform the Induction Leader if there are any issues regarding NQT progress so they it can rectified swiftly.

iv RESPONSIBILITIES OF THE NEWLY QUALIFIED TEACHER

- To embrace their role as a Federation NQT, recognising their responsibility to actively collaborate with other NQTs at Federation PL sessions and the link networks;
- To be committed to developing their teaching and learning and to follow the NQT policies and procedures, taking on board the advice and guidance from their Academy and external support;
- To keep a record of all development work, for example, meetings and training sessions, in their Federation folder and ensure that these are available for discussion with their professional mentor or induction tutor;
- Provide a detailed lesson plan on request to prior to any lesson observations;
- To work diligently towards their agreed termly targets and feel confident to seek help and advice when needed;
- Ensure that they gain and reflect from lesson feedback and ensure that they implement these strategies in developing their teaching and learning;
- To observe an experienced teacher once per term;
NQT INDUCTION POLICY

- To be fully involved in the wider Academy activities, for example, supporting extra curricular initiatives;
- To attend all induction programmes and follow through on agreed activities;
- To participate in the wider NQT PL provision linked to their HPLP needs;
- Ensure they familiarise themselves with the staff and subject handbooks, following their respective Academy policies and procedures.

5 NQT PROFESSIONAL LEARNING PROVISION

5.1 Induction Training Programme

The programme will be set to commence the first week of the academic year. Each Academy will publish their PL programme. This programme will include on Federation PL session each half term with each Academy hosting one of these sessions. The Programme will cover a range of topics that will be delivered in an interactive and enterprising style. There will be real and tangible opportunities for NQTs to network with other colleagues and to share their experiences, resources and their ideas. In the longer term the use of the Federation VLE will allow these networks to communicate more easily and to share their resources online.

5.2 Observation

The NQT will be informed by the observer with a minimum of two days advance notice of when they will be observed. The focus of the observation will be agreed in advance of the lesson. There will be a Federation observation form mapped to the core standards that must be used for this purpose. Each NQT must be observed within the first 4 weeks of their teaching and the Academy and there will be a minimum of two observations per term, either by the Subject Coordinator/Professional Mentor or through external support. They are as follows: Autumn term: September – October, November – December, Spring term: January - April and Summer term: May – July.

Each Academy is different and as such NQTs may be formally graded using OFSTED criteria for their observations. In this case, it is expected that the Federation lesson observation form be used so the core standards can be mapped against easily as well as the formal observation form used for each Academy as part of their monitoring of standards of teaching and learning.

5.3 Professional Mentor Meetings

The initial meeting with the Induction Leader/Subject mentor regarding their Career Entry Profile (CEDP) must take place during the first two weeks to ensure that the areas that need further development, for example, lesson planning are addressed. NQTs should then aim to complete their HPLP which will be used to inform their second mentor meeting in terms of developing a profile of their specific training needs. If any NQT does not have a CEDP then they will begin work on their HPLP.

Meetings should have a clear agenda, for example, feedback on planning, analysis of student work and differentiation. This is important as both parties need to ensure that they are clear about planning and preparation so the mentor meeting is focused and useful. Both the NQT and the professional mentor need to sign and date the meeting record sheet and this should be stored in the NQTs Federation folder. A Federation meeting form that is mapped to the core standards must be used.

There must be one formal review meeting every half term eg, on outcomes of observations, strengths, areas of development and how these areas are being fed into the HPLP. It is likely that outcomes of these meeting will inform the judgements made in the formal Induction Assessment Forms.
5.4 Harris Professional Learning Profile (HPLP) for NQTs

This programme is designed to assist the NQT in continuing to focus on the extended Qualified Teacher Status standards that are now part of the induction standards. This is so that the NQT will be able to continue to show progress towards developing high standards of teaching and learning, monitoring the assessment of students, increasing subject knowledge and identifying a career path for the future. By using a range of resources such as booklets, and CD Roms and other colleagues within the Academy/Federation they will be able to provide evidence of improvement in areas that may need developing and areas that show continuous progress. There will be a Federation HPLP that will be used as standard across the Federation.

5.5 Assessment

The Assessment process will consist of scheduled lesson observations, feedback, work scrutiny, analysis of student progress and achievement data. The assessments will be recorded on lesson observation forms, meeting records and the HPLP. Formal assessment will be encapsulated in the Induction Assessment Form that will be submitted to the LEA at the end of each term. This is completed by the Professional Mentor/Induction Leader. The form will contain reflections and judgements made against the core standards using the following evidence:

- From half-termly review meetings;
- Lesson observations;
- Formal and informal assessment outcomes eg, student test results;
- Feedback from colleagues eg, Coordinators;
- Lesson plans and evaluations;
- The HPLP.

NQTs should be encouraged to add their comments to the form. The form is signed and dated by the Principal, professional mentor, induction leader and the NQT. This should be completed and sent to the LEA within 10 days of the assessment meeting.

5.6 The Federation

At the heart of the development of NQT provision is the development of true and sustainable collaboration across the Federation. This policy is a Federation policy and outlines the approach to NQT provision that will be standard across all of the Harris Academies. Whilst each Academy is unique and will tailor key aspects of NQT provision to its own environment, we will as standard offer the following:

- A Harris NQT Development Folder to guide all aspects of NQT development within each Academy;
- A dedicated NQT Induction day in the Summer Term prior to the new Academic year for all Harris NQTs;
- A conference in October that is focused on teaching and learning and consists of best practice workshops run by each of the Academies;
- NQT Subject Link networks to offer formal and informal networking opportunities to share ideas and resources. These will be overseen by a Federation Leader who will offer further support and guidance to the networks;
- One PL session every half term held in each of the Harris Academies;
- Common approaches to assessing NQTs through a Federation lesson observation form and meeting form that is mapped to the core standards as well as a Harris Professional Learning Profile that allows each NQT to track their progress to each of the core standards.
6. Role of the Academy Leadership Team (ALT)

Every NQT will have an assigned Academy Leadership Team member who will assist in providing support and guidance as required. This may be in providing additional advice either to the NQT or to the Professional Mentor. The ALT member will also complete as a minimum, one formal lesson observation per half term for the assigned NQT(s) using the Federation NQT lesson observation form for mapping to the core standards.

7. Role of the LEA

All NQTs will be registered with the relevant LEA. The LEA has the overall statutory responsibility for ensuring that there is appropriate provision for the registration and induction of NQTs. They act as the link between the GTCE and each Academy. The Induction Leader will check that all NQTs have passed their key skills tests and met the QTS standards prior to registering NQTs with the LEA and therefore signalling their eligibility to complete Induction.

Completed Induction Assessment forms should also be sent to the LEA within 10 days of the assessment meeting. The LEA will pass on to the GTCE the names of those NQTs that have successfully met their Induction Standards and also have the legal responsibility for overseeing the procedures for NQTs who are failing to meet the induction standards.

8. Cause for concern

If satisfactory progress is not made within the first 6 weeks of the Autumn term e.g. an unsatisfactory lesson observation, or failure to work towards agreed targets then the Academy will have a cause for concern.

Procedure for progress that is judged to be unsatisfactory is outlined below:

Where performance is judged to be unsatisfactory there will be a formal action plan put in place to set clear targets for improvements. This will be supported through further lesson observations including an observation by the Principal. There will be a time limit of 4 weeks as the basis for improvement to be made.

If the NQT is deemed to be at risk of making unsatisfactory progress towards meeting the induction standards then the termly formal assessment form must be completed to this effect and sent to the LEA. In a few particularly serious cases, it may become apparent that the education of students being taught by the NQT is being seriously affected. In such instances the Principal may wish to consider instigating a capability procedure at any stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the NQT remains at the Academy the induction procedure continues in parallel with the capability procedure.

At the same time, the NQT should receive a letter about the assessment and the consequences of failing to meet the necessary improvement, enclosing a copy of the summative assessment report.

A copy of this letter will be forwarded to the LEA. If the NQT believes that the induction support and assessment procedures in the Academy are not adequate he/she should raise the concerns with the induction leader, the Principal and if necessary, Personnel Services at the LEA.

An NQT who fails induction will be dismissed within 10 working days from the date when the NQT gave notice he/she does not wish to appeal or from the date when the time limit of 20 working days for the appeal expires. If an appeal if heard and fails, NQTs will be dismissed within 10 days of the date of the appeal decision.
8.1 Making an appeal

If an NQT fails induction, or has their induction extended by the LEA, the LEA must tell the NQT of the right to appeal, who to appeal to, and the time limit for appeal.

The NQT (the appellant) must send a notice of appeal to the GTCE within 20 working days beginning with the date the appellant received notice of the LEA decision. The GTCE will have discretion to extend this time limit where not to extend the time limit would result in substantial injustice to the NQT.

The NQT can appeal to the GTCE by sending a notice of appeal which can be a letter. NQTs can present their appeal in whatever way they see fit. The notice of appeal should include all of the following information:

- the name and address of the appellant;
- the appellant's DCSF number and date of birth;
- the name and address of the school at which they were employed at the end of their induction support programme;
- the name and address of their employer, if employed in a teaching capacity, at the date of the appeal;
- the grounds of appeal;
- the name, address and profession of anyone representing the NQT in this matter, and an indication of whether the GTCE should send appeal documents to the representative rather than to the NQT;
- whether the teacher requests an oral hearing or not;
- if the appeal is going to miss the deadline, the NQT may give any justifications for the delay, and the GTCE must consider them.

The NQT must sign the appeal for it to be valid.

The NQT should send the following additional material with the appeal:

- a copy of the document from the LEA notifying the NQT of its decision;
- a copy of any document from the LEA outlining its reasons for coming to this decision;
- a copy of every other document on which the NQT relies for the appeal.

The appeal should be addressed to the:
General Teaching Council for England
Professional Standards Team Leader
(Induction Appeals)
General Teaching Council for England
3rd Floor, Cannon House
24 Priory Queensway
Birmingham, B4 6BS

Tel: 0121 345 0087
Fax: 0121 345 0100
Switchboard 0870 001 0308
NQT INDUCTION POLICY

Appellants can amend or withdraw their grounds of appeal or any part of their appeal material, and they can also submit new material in support of the appeal. They can do these things without permission up to the date they receive notice of the appeal hearing date (or notice of the outcome of the appeal if it is decided without a hearing). After the hearing date has been arranged the appellant needs the permission of the GTCE to amend or withdraw their appeal, or submit further material.

Once an appeal is withdrawn it cannot normally be reinstated. An appeal which has been withdrawn in error may be reinstated in exceptional circumstances.