

A Policy for the Induction of all New Staff including NQT's at Gainford CE Primary School **June 2012**

Rationale

Every school has its own culture, procedures and policies and so it is essential that time is set aside and a programme devised to ensure that all staff are given the opportunity to learn about and to discuss the way in which Gainford CE Primary School operates within the framework of its Statement of Intent.

In addition to the general induction of new staff (teaching and support) there must be a programme of continuing professional development for Newly Qualified Teachers. This will build upon their Initial Teacher Training (ITT) and upon those strengths and targets as set out in the new Career Entry Profile.

Purposes

- To welcome new staff to Gainford CE Primary School.
- To enable staff to understand the ethos and the values of Gainford CE Primary School.
- To ensure that day-to-day tasks and responsibilities are explained.
- To introduce new staff to a variety of key personnel, essential routines and procedures. This includes policies and procedures related to Child Safeguarding and Health & Safety issues.
- To familiarise new staff with school documentation including the Staff Handbook, Calendar and Schemes of Work.
- To familiarise new staff with ICT systems that they will need to use such as key areas of the Durham Learning Gateway as well as the school curricular network.
- To give the opportunity for discussion of all the issues related to settling in at Gainford CE Primary School.

Guidelines

- Induction begins as soon as the appointment is made. Appropriate documentation is made available and key personnel (eg team leaders) make contact and initiate meetings and briefings.
- The Headteacher or deputy head ensures that, on the first day of the new appointment, there is an appropriate welcome and introductions. Staff should be available to offer support and advice.
- The Head will introduce new members of staff to colleagues.
- Regular meetings and discussions should continue to take place to facilitate the settling-in process.
- New staff should be introduced to resources and administration facilities and personnel.
- Staff handbook and calendar must be available.
- New staff must be informed of procedures for: emergency evacuation, accidents, suspected child abuse and health and safety policy documents.
- School routines of the teacher must be explained: registration, statutory duties, record-keeping, schemes of work.

Induction Policy Specific to Newly Qualified Teachers (NQTs)
Gainford CE Primary School

Rationale

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Our school's induction process ensures the appropriate guidance; support and 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, fulfilling their professional duties, can be built.

Purposes.

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of NQTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the NQT.
- to provide appropriate counselling and support through the role of an identified tutor.
- to provide NQTs with examples of good practice.
- 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 encourage reflection on their own and observed practice.
- to provide opportunities to recognise and celebrate good practice.
- to provide opportunities to identify areas for development.
- to help NQTs to develop an overview of teacher's roles and responsibilities.
- to provide a foundation for longer-term professional development.
- to help NQTs meet all the core standards,

The whole staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.

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 DfES/0458/2008 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 about induction arrangements and the results of formal assessment meetings.

The school will appoint an experienced teacher as an induction tutor

Role of the Headteacher.

Statutory responsibilities are:-

- ensuring an appropriate induction programme is set up.
- recommending to the LA whether an NQT has met the requirements for satisfactory completion of the induction period.

Entitlement.

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 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 Gainford CE are as follows.

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post.
- 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.
- A reduction of 10% of the average teacher's workload. This time is used for participating in the schools induction programme.
- Have teaching observed by experience colleagues.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.
- Opportunities for further professional development based on agreed targets.

Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DFES guidelines on NQT induction (DfES/0458/2008). There will be 1 observation in the first 4 weeks and following that, one observation in any 6 or 8 week period.

Assessment & Quality Assurance

- The assessment of NQTs will be rigorous but also objective.
- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the NQT's development in order to gain a reliable overall view.

- Opportunities will be created for NQTs to gain experience and expertise in self-assessment.
- ☐The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the NQT concerned.
- ☐Termly reports will give details of:-
 1. areas of strength
 2. areas requiring development
 3. evidence used to inform judgement,
 4. targets for coming term
 5. support to be provided by the school

At risk procedures

If any NQT encounters difficulties with meeting the NQT standards, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- 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.

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.

Where necessary, the Head/LA NQT adviser 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 improve the situation.

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 (Peter Harrison).

This policy was agreed and adopted in May 2010.

This policy is based on and follows the guidance and statutory requirements set out in DfES/0458/2003 The Induction Period For Newly Qualified Teachers.

Howard Blindt