



The Wythenshawe Catholic Academy Trust

Journeying together with Jesus Christ, we learn to love and love to learn.

NEWLY QUALIFIED TEACHERS INDUCTION POLICY



Saint Paul's Catholic High School

St Elizabeth's Catholic Primary School

St Anthony's Catholic Primary School

SS John Fisher & Thomas More Catholic Primary School

Document Record	
Title	Newly Qualified Teachers
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Schools within the Wythenshawe Catholic Academy Trust:

- Saint Paul's Catholic High School
- St Anthony's Catholic Primary School
- SS John Fisher & Thomas More Catholic Primary School
- St Elizabeth's Catholic Primary School

This policy will be published on the Trust's website under the staff shared area

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1. Introduction

- i. The Wythenshawe Catholic Academy Trust (referred to hereafter as the Trust) is committed to ensuring that all newly qualified teachers (NQT's) who are employed at schools within the Trust are offered a systematic professional and personal support in their induction year. Statutory induction is the bridge between initial training and a career in teaching and individuals must, by law, complete an induction period satisfactorily.
- ii. The Trust recognises that the first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. The Trust's induction process ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.
- iii. This programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.
- iv. This policy and procedure complies with legislation and nationally negotiated terms and conditions for teachers. This policy and procedure is in accordance with the Education (Induction Arrangements for School Teachers) (England) Regulations 2012, the Education Act 2002, 135A, 135B and 141C (1)(b) and the DfE's statutory guidance on Induction for newly qualified teachers (England).
- v. The Trust is committed to ensuring consistency of treatment and fairness. It will abide by all relevant equality legislation, including the duty to make reasonable adjustments for disabled teachers.
- vi. The Trust is mindful of its obligations and duties under the Equality Act 2010 and will be mindful of the protected characteristics in the Equality Act (i.e. age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership) in the application of this policy and procedure.
- vii. The Wythenshawe Catholic Academy Trust (referred to hereafter as the Trust) expects all staff to act in accordance with professional integrity and respect the safety and wellbeing of others to reflect its approach as Catholic Schools to ensure the schools are an environment where everyone is safe, happy and treated with respect.
- viii. The distinctiveness of a Catholic school is lived out through the care and respect shown for each other. All staff are principally responsible for a Catholic school's ability to put into effect its ethos, aims and projects.

2. Scope of the Policy

- i. This policy applies to all newly qualified teachers who work at schools within the Trust. The schools in the Trust currently consist of St Paul's Catholic High School, St Anthony's Catholic Primary School, SS John Fisher & Thomas More Catholic Primary School and St Elizabeth's Catholic Primary School.

- ii. Unless indicated otherwise, all references to “Governing Body” apply to school’s Local Governing Body or Interim Management Board.

3. Principles

- i. The Trust’s induction process has been designed to make a significant contribution to both the professional and personal development of NQT’s. The purposes of induction include:
 - 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 tutor;
 - To provide NQTs with examples of good practice both within school and at other schools within the Trust;
 - To help NQTs form good relationships with all members of the school community, the Trust and other 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 recognise and celebrate good practice and to identify areas for development and to form action plans to meet identified targets;
 - To help NQT’s to develop an overview of a teacher’s roles and responsibilities;
 - To provide a foundation for longer term professional development.
- ii. 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.

4. Roles and Responsibilities

- i. The Trust has delegated the overall responsibility for the effective operation of this policy to each school’s Local Governing Body. The responsibility for the day to day management and operation of this policy has been delegated to the Headteacher.
- ii. The Governing Body will ensure compliance with the Regulations 2012 and DfE’s statutory which sets out the school’s responsibility to provide the necessary monitoring, support and assessment for NQT’s. 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.

- iii. The Headteacher 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 NQT induction tutor, 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 Local Authority when an NQT who is taking up a post in which they will be undertaking induction joins the Trust, 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 (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 Local Authority 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 Local Authority 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 Local Authority as required;
 - Participate appropriately in the Local Authority's Quality Assurance procedures;

- Consult and agree with Local Authority 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 Local Authority on whether or not the NQT has performed satisfactorily against the Teachers' Standards for the completion of induction;
- Provide interim assessment reports for staff moving in-between formal assessment periods and notify the Local Authority when an NQT serving induction leaves the Trust;
- 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 the 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 perform meet the required standards;
- Keep the Governing Body aware and up to date about induction arrangements and where appropriate, the NQT's progress.

iv. The induction tutor is responsible for the overall management of initiating NQT's into the teaching profession and into the Trust's systems and structures. It entails not only a coordination role but keeping records of activities and monitoring the quality assurance of the provision. The induction tutor embraces various tasks, such as organising a central induction programme, opportunities to participate in additional support, e.g. study groups and provides support and guidance and rigorous and fair assessment of NQT performance. The induction tutor provides the NQT with day-to day monitoring and support and will:

- Provide, or co-ordinate, guidance and effective support;
- Provide coaching and mentoring for the NQT's professional development (with the Local Authority where necessary);
- Carry out 6 reviews of progress during the induction period;
- Undertake 3 formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate;
- Undertake 6 observations of the NQT's teaching and provide the NQT with copies of written feedback;
- Ensure NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- Take prompt and appropriate action where an NQT appears to be experiencing difficulties; and
- Ensure completed assessment reports/forms are sent to the Local Authority by the appropriate deadlines.

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

Before the period starts, the NQT must:

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

Once the period has started, the NQT must:

- 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;
- Agree with their induction tutor how best to use their NQT reduced timetable allowance;
- Record evidence of their progress against the core standards;
- Participate fully in the agreed monitoring and development programme;
- Raise any concerns with their induction tutor as soon as practicable;
- Consult their Local Authority named contact at an early stage where there are or may be difficulties in resolving issues with their induction tutor;
- Keep track of and participate effectively in the scheduled classroom observations, 6 progress reviews and 3 formal assessment meetings;
- Agree 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
- Retain 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 Local Authority to extend the limits.

- vi. The Local Authority, along with the Headteacher, is jointly responsible for the supervision and training (professional development) of the NQT during induction and has the main quality assurance role. The school works closely with the Local Authority to ensure that the statutory requirements are fully met.

- vii. The DfE Teaching Regulation Agency is the Appeal Body in England. If an NQT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:
- Allow the appeal;
 - Dismiss the appeal; or
 - Extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by the Local Authority).

An overview of the induction process is attached at Appendix A.

5. Entitlement and Continuing Professional Development (CPD)

- i. The Trust's 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).
- ii. The key aspects of the induction programme for NQTs within the Trust are as follows:
- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis;
 - Structured visits to the school prior to taking up appointment;
 - Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme;
 - Regular meetings with 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;
 - A reduction of 10% of the average teacher's workload. This time is used for participating in the school's induction programme and is in addition to the statutory 10% non-contact time already allocated to teachers;
 - Have teaching observed by experience colleagues on a regular basis;

- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate;
 - Opportunities for further professional development based on agreed targets.
- iii. 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 Local Authority's Advice
- iv. Where necessary, the Headteacher/NQT induction tutor will support the 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.

6. Lesson observation, reviewing and target setting

- i. These will be followed in accordance with the DfE's guidelines on NQT induction.

7. Assessment and Quality Assurance

- i. The assessment of NQT's will be rigorous but also objective:
- The criteria used for formal assessments will be shared and agreed in advance;
 - Formative assessment (e.g. lesson observation, target setting, pupil progress) 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-evaluation;
 - The induction tutor will ensure that assessment procedures are consistently applied;
 - Copies of any records will be passed to the NQT concerned;
 - Termly assessment reports will give details of:
 - Areas of strength;
 - Areas requiring development;
 - Evidence used to inform judgement;
 - Targets for coming term (i.e. 'smart' targets);
 - Support to be provided by the school.

(All of the above will be clearly referenced to the Teachers' Standards)

8. At risk procedure

- i. If an NQT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put in place:
 - An expectation is established that the support provided will enable any weakness 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 Local Authority without delay.
- ii. 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.
- iii. Where necessary, the Head/Local Authority's 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. The NQT must be made aware of any concerns, at all stages, throughout the induction process.

9. Addressing NQT concerns

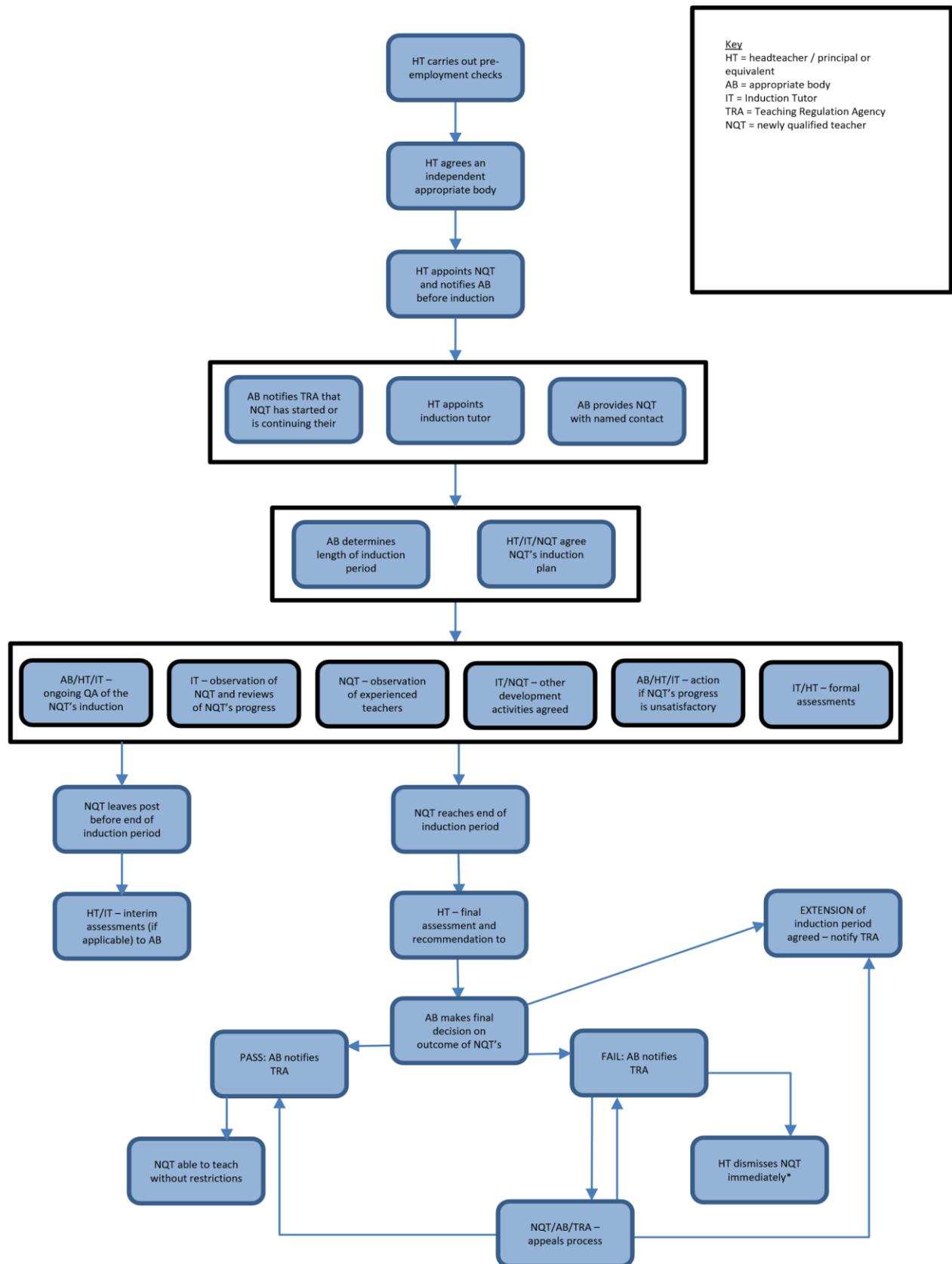
- i. If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the NQT should raise concerns with the named Local Authority contact.

10. Record keeping

- i. Records will be kept in accordance with the GDPR 2018 and the Data Protection Act 2018.

Overview of the induction process

Appendix A



*NQT's name placed on TRA-held list of persons who have failed to satisfactorily complete an induction period