



ARRANGEMENTS FOR THE INDUCTION OF NEWLY QUALIFIED TEACHERS

THIS POLICY APPLIES TO MILLFIELD

This document reflects the [framework of professional standards](#) for teachers that came into effect from September 2012 (revised June 2013) and the [statutory guidance](#) (revised in December 2016) by the DfE in document. NQTs must meet the standards for induction by the end of their induction period. Successful induction following QTS is the bridge between teacher training and a career in teaching and is obligatory for teachers in maintained schools in England and Wales. Although the period of formal induction is not obligatory for independent schools, it is part of the further professional development of NQTs and as such we require staff to undertake the induction in line with national arrangements.

We will ensure that all NQTs undertake an induction period in line with the statutory guidance. The standards set out what you must know, understand, and be able to do in order to successfully complete induction. During your induction period you should build on and extend the knowledge and skills developed during initial teacher training to provide the foundation for continuing professional and career development; the standards reflect the progression and characteristics expected of you as you begin to work more confidently and independently as a teacher.

ROLES AND RESPONSIBILITIES

The Governing Body

The governing body are responsible for ensuring compliance with the statutory guidance. This is done by means of a named governor who meets annually with the Assistant Head (Teaching and Learning) and via updates through the Head. The governing body will investigate concerns raised by an individual NQT, if necessary, as part of normal grievance procedures.

The Staff Development Coordinator

The Head is jointly responsible with the Appropriate Body for the supervision and training to meet the development needs of the NQT, the conditions under which he or she works and that there is a fair and effective assessment of the NQT's conduct and efficiency as a teacher. In practice these functions are delegated to the Staff Development Coordinator, who is responsible to the Assistant Head (Teaching and Learning), who is responsible for ensuring that the NQT has a proper induction programme. The Staff Development Coordinator will support the induction tutors in their role and formally observe each NQT at least once. The Assistant Head (Teaching and Learning) will meet with the Head regularly (twice a term) to ensure that the Head is informed about the progress of NQTs and any surrounding issues. The Staff Development Coordinator, the Assistant Head (Teaching and Learning) and the Head read assessments before they are signed off.

The Appropriate Body

The Independent Schools' Teacher Induction Panel (ISTip) is Millfield's 'Appropriate Body'. The Appropriate Body decides whether a NQT has met the Induction Standards. It also verifies that the school is meeting their responsibilities for monitoring, support and guidance and for undertaking a rigorous and equitable assessment of the NQT. ISTip will provide the NQT with a named contact with whom to raise any concerns about their induction which cannot be resolved at Millfield.

The Induction Tutor (Mentor)

The induction tutor is responsible for the majority of the induction programme. A HoD or experienced teacher may take this role. They should be able to undertake effective coaching and mentoring and be trained (by IStip) in the requirements of the induction process. They should:

- make rigorous and fair judgements about the NQT's performance in relation to the requirements for satisfactory completion of the induction period.
- agree a timetable of observations, reviews and assessment meetings for the NQT.
- provide or co-ordinate guidance and effective support for the NQT's professional development by developing a personalised development plan.
- ensure that written records are kept of monitoring, support and formal assessment activities undertaken, and their outcomes.

The Newly Qualified Teacher

The NQT should:

- participate fully in the school programme and that arranged by their HoD and/or induction mentor.
- be familiar with the Induction Standards; monitor his or her own work in relation to them.
- take increasing responsibility for his or her professional development as the induction period progresses.
- speak to the Assistant Head (Teaching and Learning) if he or she is concerned about the arrangements.

THE INDUCTION PROGRAMME

aims to:

- a) provide a programme of monitoring and support which is tailored to individual needs and will ensure the NQT has the opportunity to meet the requirements of the induction period;
- b) build on the NQT's strengths and areas for development;
- c) involve the Induction tutor and the NQT together in setting short, medium and long term objectives related to identified needs;
- d) involve both formative and summative assessment as part of regular reviews of progress;

will ensure that the NQT:

- has a reduced timetable with: no more than 90% of a full teaching load, teaching classes in the subject(s) for which they are employed, no MAP, a shadow group tutor role (at least for the first term), no expectation of liaison tutor duties, normal games duties and no additional responsibilities without agreement and support;
- receives information about the school, the specific post and the arrangements for induction, in advance of the first day in post;
- should be given fewer cover duties (certainly no more) than other teachers;
- receives information about their rights and responsibilities and those of others involved and the nature and purpose of assessment in the induction period;
- participates in the school's general induction arrangements for new staff;
- takes part in a programme of staff training for NQTs at the school;
- knows about school policies, including those on child protection, behaviour management, equal opportunities and health and safety;
- meets with the school's SENCO and Head of EAL;
- receives training development or advice from professionals from outside the school and attends external INSET that is relevant to identified individual needs;

MONITORING AND SUPPORT

Observation of the NQT's teaching and follow-up discussion

The NQT must be observed teaching (use the standard lesson observation form) at least twice a term; the first observation must take place in the first four weeks. Observations should focus on particular aspects of the NQT's teaching. The choice of focus will be informed by the requirements of the induction period and by the NQT's action and development plan. The NQT and the observer must have a follow-up discussion to analyse lessons observed. Observations should follow arrangements that are agreed in advance and a written record must be kept.

Progress Review Meetings

There will be regular (every half term) formal progress review meetings between the NQT and their Induction tutor throughout the induction period. Reviews of progress use evidence that emerges from the NQT's everyday work as a teacher from their induction programme and lesson observations. Other sources of evidence might include lesson plans, records and evaluations; assessment records for pupils; information about cooperation with others, such as colleagues and parents; the NQT's self-assessment and record of professional development. Objectives should be reviewed and revised. A written record should be kept of progress, as well as identification of the steps to be taken to support the NQT in meeting the objectives.

Written evidence must be more wide ranging and detailed if the NQT is not making satisfactory progress than where induction is progressing satisfactorily. The Head will need to be confident that the assessment can be shown to be fair.

A dated copy of all relevant and required paperwork should be kept by the Induction tutor until the Appropriate Body has decided whether the NQT has completed the induction period satisfactorily and any appeal has been determined (Wherever possible these should be uploaded to the relevant Xtranet page). A note should be kept of the other evidence used. The NQT must receive copies of all such written records and the Appropriate Body should have access to them.

Where an NQT is deemed not to have completed the induction period satisfactorily, the Induction tutor should retain the evidence until any appeal process is completed.

Acting early in the event of unsatisfactory progress

The monitoring process should enable the induction tutor to identify any difficulties experienced by the NQT at an early stage. Action to improve performance must not be delayed until a formal assessment meeting has taken place. The induction tutor should inform the Assistant Head (Teaching and Learning); together they will ensure that additional monitoring and support measures are put in 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 the NQT, the Head and the Assistant Head (Teaching and Learning), who will notify 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 standards.

Observation of experienced teachers

The NQT must be given opportunities to observe experienced teachers in their own and other subjects to help develop good practice in specific areas of teaching. Emphasis should be on the requirements of the induction period and to the NQT's objectives for development.

Other targeted professional development activities

All NQTs are expected to attend the induction programme organised by Millfield and ISTip training days. Any external inset should relate specifically to the needs of the NQT, HoDs should refer to the Assistant Head (Teaching and Learning) who will make the necessary arrangements.

FORMAL ASSESSMENT MEETINGS

The role of formal assessment meetings should be made clear before they take place; NQTs must feel free to express any concerns. Records of observations of the NQT's teaching and the outcomes of professional review meetings will be made available to the NQT.

Three formal assessment meetings between the NQT and their Induction tutor will take place in the induction period; one towards the end of each term. Each formal assessment meeting should be informed by written reports from at least two observations of the NQT's teaching and two progress review meetings that have taken place during the preceding assessment period. Judgements made should relate directly to the Induction Standards. NQTs should be aware of how the induction tutor sees their progress. Under no circumstances should there be any surprises. Induction tutors must ensure they tell the NQT during the assessment meeting the judgements to be recorded in the formal assessment record. NQTs should also be invited to add their comments to the assessment record.

In most cases the pattern of meetings will be as follows:

- a) the **first meeting** will focus on the extent to which the NQT is consistently meeting the Standards for the Award of QTS, and is beginning to meet the Induction Standards;
- b) the **second meeting** will focus on the NQT's progress towards meeting the Induction Standards
- c) the **final assessment** meeting will be used to determine whether the NQT has met all of the requirements for the satisfactory completion of the induction period. It can be the basis for objective setting and professional development planning for the second year of teaching.

Reporting procedures

An assessment form will be completed using the ISTip on line system The Head, the Induction tutor and the NQT will sign all assessment forms. They must be completed within ten working days of each summative assessment meeting. There is space on the forms for the NQT's own comments. Copies of the completed reports must be kept by the Induction tutor and the NQT. Reporting for NQTs who are not making satisfactory progress must be done in consultation with the Assistant Head (Teaching and Learning).

Part-time and temporary staff

Part-time and temporary staff are eligible to start their induction providing they will be able to complete one termly assessment period. Part time staff are able to complete a 'termly' assessment when they have completed the equivalent amount of teaching that a full time teacher would have undertaken in a term as advised by ISTip. Staff who leave before the end of the induction period may complete their remaining assessment periods in another institution.

Completion of the induction period

Within ten working days of the completion of the induction period, the Head will confirm to ISTip whether the NQT has met the requirements for the satisfactory completion of the induction period. Then ISTip will make the final decision as to whether the NQT has achieved the standards. Two other options are available:

- an extension of the induction period
- a decision that the NQT has failed satisfactorily to complete the induction period.

Employment consequences of failure to complete induction satisfactorily

An NQT has one chance only to complete induction. An NQT who has completed induction, and failed to meet the standards, is not permitted to repeat induction (although they may appeal against the decision). Such an NQT does not lose QTS but they cannot be employed as a teacher in a maintained school.

Failure to complete the induction period successfully will normally lead to the failure of the Millfield probationary year and dismissal. The Head may decide to extend the probationary period or (in exceptional circumstances) to waive the requirement for induction and allow the teacher to pass the probationary year.

Action in the event of serious capability problems

In a particularly serious case it may be necessary for the Head to instigate a capability procedure before the end of the induction period, which may lead to dismissal before the end of the induction period. The induction procedure will continue in parallel with the capability procedure. This will not happen unless: the NQT's performance has been monitored; the NQT has been clearly advised about the aspects of their practice which are causing concern and understands the improvements which are expected; a reasonable and time-limited period (of at least four weeks) of careful and structured support, training, monitoring, evaluation and evidence gathering has taken place, giving the NQT every opportunity to improve; and the NQT has been given an informal warning that failure to improve may lead to instigation of the formal capability procedure and that this may lead to dismissal.

If an NQT is dismissed on grounds of capability before the end of the induction period, he or she would still be allowed to seek suitable employment to complete induction at another school.

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