



Transforming
Futures
TRUST

Newly Qualified Teachers Induction Policy

Policy Information	
Policy Owner	Headteachers
Issue Version	2.0
Approving Committee	Education & Outcomes Committee
Adopted Date	Feb-21
Review Cycle	Biennial
Last Review Date	Feb-21
Next Review Date	Feb-23

Adoption of the Policy

This Policy has been adopted and reviewed by the Trustees of Transforming Futures Trust

Signed 

Date: 16.03.21

(Chair of Trust)



1. Introduction

The Trust aims to:

- Run an NQT induction programme that meets all the statutory requirements.
- Provide NQTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Ensure all staff understand their role in the induction programme.

2. Legal Framework

This policy is based on:

- The Department for Education's (DfE's) statutory guidance Induction for Newly Qualified Teachers (England), and Induction for newly qualified teachers during the coronavirus outbreak.
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

3. The Induction Programme

For a full-time NQT, the induction programme will typically last for a single academic year. Part-time NQTs will serve a full-time equivalent.

Each NQT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period.
- Have an appointed induction tutor, who will have qualified teacher status (QTS).
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range.
- Regularly teach the same class or classes.
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- Not be given additional non-teaching responsibilities without appropriate preparation and support.
- Not have unreasonable demands made upon them.
- Not normally teach outside the age range and/or subjects they have been employed to teach.
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis in the context of schools for children with significant, emotional and mental health needs.

4. Purpose of the Induction Programme

The 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 NQTs.
- To provide appropriate counselling and support through the role of an NQT Mentor.
- To provide NQTs with varied examples of good practice.
- To help NQTs form good relationships with all members of the school community.
- 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 a teacher's roles and responsibilities.
- To provide a foundation for longer-term professional development.
- To help NQTs perform satisfactorily against the current Teachers' Standards.

This policy reflects a structured Trust 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.

5. Support for NQTs

We support NQTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.
- Regular professional reviews of their progress, to date, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths.
- Chances to observe experienced teachers, either within the school or at another school with effective practice.

6. Assessment of NQT Performance

Formal assessment meetings will take place carried out by either the headteacher or the NQT's induction tutor.

These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period and drawn from the NQT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the NQT and the appropriate body.

After these meetings, formal assessment reports will be completed that clearly show how the NQT is performing against the relevant standards.

At the end of the programme, NQTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the headteacher to decide whether the NQT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.

The NQT can add their own comments to this final form.

The form will then be sent to the appropriate body, who will make the final decision on whether the NQT has passed their induction period.

7. At Risk Procedure

If it becomes clear the NQT is not making sufficient progress, additional monitoring and support measures must be put in place immediately, meaning:

- Areas in which improvement is needed are identified.
- Appropriate objectives are set to guide the NQT towards satisfactory performance.
- An effective support programme is put in place to help the NQT improve their performance.

If there are still concerns about the NQT's progress at their next formal assessment, so long as it is not the final assessment, the headteacher will discuss this with the NQT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

8. Role of the NQT

The NQT will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their induction tutor at the start of the programme to discuss and agree priorities and keep these under review.
- Agree with their induction tutor how best to use their reduced timetable allowance.
- Provide evidence of their progress against the relevant standards.
- Participate fully in the monitoring and development programme.
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings.
- Agree with their induction tutor the start and end dates of the induction period, and the dates of any absences from work during the period (noting that up until 1 September 2021, any absences due to coronavirus – in the form of school closure, sickness, or self-isolation – will not count towards the 30-day absence limit that would extend their NQT induction).
- Keep copies of all assessment forms.

When the NQT has any concerns, they will:

- Raise these with their induction tutor as soon as they can.
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their tutor or within the school.

9. Role of the Headteacher

The headteacher will:

- Check that the NQT has been awarded QTS and whether they need to serve an induction period.
- Agree, in advance of the NQT starting, who will act as the appropriate body.
- Notify the appropriate body when an NQT is taking up a post and undertaking induction.
- Make sure the NQT's post is suitable according to statutory guidance.
- Ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively.
- Ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching.
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body.
- Maintain and keep accurate records of employment that will count towards the induction period.
- Make the Local Advisory Governors aware of the support arrangements in place for the NQT.
- Make a recommendation to the appropriate body on whether the NQT's performance against the relevant standards is satisfactory.
- Participate in the appropriate body's quality assurance procedures of the induction programmes.
- Keep all relevant documentation, evidence and forms on file for 6 years.

10. Role of the Induction Tutor

The induction tutor will:

- Provide guidance and effective support to the NQT, including coaching and mentoring.
- Carry out regular progress reviews throughout the induction period.
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate.
- Inform the NQT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the NQT to add their own comments.
- Ensure that the NQT's teaching is observed and feedback is provided.

- Ensure the NQT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school.
- Take prompt, appropriate action if the NQT appears to be having difficulties.

11. Role of the Trust Education and Outcomes Committee

The Trust Education and Outcomes Committee will:

- Ensure the Trust complies with statutory guidance.
- Be satisfied that the Trust has the capacity to support the NQT.
- Ensure concerns are investigated, raised by the NQT as part of the Trust's grievance procedure.
- If it wishes, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process.
- If it wishes, request general reports on the progress of the NQT Induction programme.

12. Role of the Local Governance Advisor (LGA)

The Local Governor Advisor* will provide support and challenge around:

- statutory guidance compliance.
- the Academy having the capacity to support the NQT.
- a suitable induction post being in place.
- reviewing reports on the progress of NQTs for their Academy.

* local governance arrangements are currently under review; therefore this will be updated where necessary once these arrangements have been agreed and approved by the Trust Board.