

**Honiton Community College
Academy Trust**



**This policy was adopted by the Governing Body of
Honiton Community College Academy Trust
on 12th February 2020
and will be reviewed annually.**

**INDUCTION POLICY FOR NQTS
(NEWLY QUALIFIED TEACHERS)**

Honiton Community College

Induction Policy for Newly Qualified Teachers (NQTs)

Honiton Community College welcomes newly qualified staff as professional colleagues and the unique contribution they can make to the community.

PRINCIPLES

1. To ensure that newly qualified staff appointed to the College feel welcomed and valued.
2. To support newly qualified staff so they can settle into the College as quickly and as happily as possible and are therefore able to apply their talents and expertise for the greater good of the College and to teach effectively.
3. To provide opportunities for NQTs to develop professionally in accordance with their personal ambitions.

MANAGEMENT

1. The Governing Body and the Principal as well as the Appropriate Body are responsible for ensuring NQTs have an appropriate induction programme.
2. The Professional Mentor, together with the Subject Mentor, will be the NQT's line manager and will be responsible for the overall management of initiating NQTs into the teaching profession and the College organisation. The Professional Mentor and Subject Mentor will be responsible for developing attainable targets using the traffic light system and regular reviews and the assessment of the NQT's performance.
3. The Subject Mentor will be responsible for the development of specialist subject knowledge and skills and their application and general classroom competence.
4. The Heads of Pastoral will provide pastoral support as needed.
5. Progress of the NQT will be monitored in accordance with the Statutory Guidance which outlines the induction arrangements.
6. The NQT will be provided with a timetable the equivalent of 90% of that of a normal teaching timetable. The timetable will contain a range of classes and a range of abilities.
7. Time will be allowed for the NQT to meet other NQTs in the area, attend relevant courses and visit other local schools.
8. The opportunity to tutor a form during the induction year will be discussed with the NQT. A NQT who is not a form tutor will be attached to a form to assist with tutorial responsibilities for the induction year.

AFTER APPOINTMENT, BEFORE TAKING UP POST

1. To provide a minimum of one day preliminary visits to the College, to meet staff, discuss timetables, classes, sets, and to work with some pupils if possible. To allow the NQT to discuss their areas for development and targets.
2. To provide induction sessions together with any other required information, concentrating initially on routines for the beginning of term.
3. To arrange points of contact should the NQT need help during the time prior to taking up the appointment.

AFTER TAKING UP POST

NQTs will follow a structured induction programme. Weekly meetings will take place with the Subject Mentor throughout the year and regular meetings with the Professional Mentor.

The Professional Mentor will be responsible for: -

1. Overall monitoring of NQT progress
2. Standardisation of observation and reporting judgements against the standards
3. Providing a generic induction programme to include information on:
 - a. Procedures for staff absence, leaving cover work and doing cover
 - b. Duties
 - c. Signing in and out
 - d. College evacuation procedures
 - e. Meeting support staff
 - f. Social/medical details
 - g. Medical room/sick pupils
 - h. Health and Safety including E-Safety
 - i. Learning Support details
 - j. Discipline – review of procedures and positive behaviour management
 - k. Safeguarding procedures
 - l. Assessment and exams
4. In addition, training sessions will include:
 - a. Common Standards and Professionalism
 - b. Teaching and Learning
 - c. Exam Procedures
 - d. More and Most Able Provision
 - e. Student Services
 - f. Inclusion
 - g. Subject reviewing with parents
 - h. Report Writing
 - i. Dealing with stress/workload
 - j. AfL techniques and strategies

The Subject Mentor will be responsible for: -

- a. Personal timetable – 90% of normal teaching timetable
- b. Teaching
- c. Monitoring day-to-day progress
- d. Mid and End of Term Review meetings
- e. Arranging peer lesson observations for NQT
- f. College resources: stationary, textbooks, IT, audio-visual equipment
- g. Classroom behaviour, control and sanctions
- h. Departmental marking policy
- i. Departmental assessment policy, records and mark books
- j. Departmental homework policy and handing in arrangements
- k. Effort/reward grades and comments
- l. Subject reviewing with parents
- m. Department Syllabuses and schemes of work

The Head of Pastoral will be responsible for: -

- a. Form tutor responsibilities and the tutorial programme for that year group
- b. The Head of Year's role
- c. Registration
- d. Pupil absence
- e. College policy on discipline; code of conduct, positive behaviour management, rewards systems
- f. Target setting and action planning where appropriate
- g. Communication with parents
- h. Discussion of individual pupils/tutees
- i. Student planners
- j. The Professional Development Programme
- k. College Uniform

MONITORING OF PROGRESS TO SUPPORT THE NQT

- 1 To be awarded Qualified Teacher Status (QTS) the trainee teacher must have met standards relating to the following: -
 - Set high expectations which inspire, motivate and challenge pupils
 - Promote good progress and outcomes by pupils
 - Demonstrate good subject and curriculum knowledge
 - Plan and teach well-structured lessons
 - Adapt teaching to respond to the strengths and needs of all pupils
 - Make accurate and productive use of assessment
 - Manage behaviour effectively to ensure a good and safe learning environment
 - Fulfil wider professional responsibilities

PERSONAL AND PROFESSIONAL CONDUCT

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside of College
 - Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
 - Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities
- 2 During the Induction Year the NQT will work towards Induction Standards relating to these areas.
 - 3 Observations will take place two to three times a term. Each observation will follow meetings with the NQT to identify a specific focus in relation to the induction standards and targets set.
 - 4 The Appropriate Body Induction Co-Ordinator will arrange for QA monitoring visits to take place during the year. This will involve at least one NQT from the College being observed. At least ten days' notice will be given prior to the visit.
 - 5 Informal meetings at each half term and three formal summative assessment meetings will take place with the Subject Mentor, one at the end of each half term to review the extent

to which the NQT is meeting the induction standards, review targets and set new objectives in relation to this.

- 6 The Subject Mentor in consultation with the Professional Mentor will complete the NQT Induction Assessment form at the end of each term. In June, the Induction Summary Statement will be completed by the Subject Mentor and signed by the Principal and Professional Mentor. It will then be sent to the Appropriate Body to recommend whether the NQT has met the requirements for the satisfactory completion of the induction period.
- 7 At the end of the year the induction year will be reviewed and targets set in preparation for the College's Performance Management System.

UNSATISFACTORY PROGRESS

1. In the event that a NQT is not making satisfactory progress, early action will be taken in order to support and advise the teacher to make any necessary improvements. This initially will be done in informal meetings with the Subject and/or Professional Mentors.
2. In the event that the NQT continues to make unsatisfactory progress the Appropriate Body will be informed. The Appropriate Body will provide advice and support both to the NQT and the College.
3. The Principal will be kept informed of any NQT making unsatisfactory and will observe the teaching of any NQT judged to be at risk of failing.
4. Reports sent to the Appropriate Body will indicate any unsatisfactory progress made by the NQT and whether the NQT is at risk of failing to complete the induction period. The Principal should write to the NQT about any unsatisfactory assessments and inform them of the consequence of failing to make the necessary improvements.
5. Where the College recommends that a NQT needs to extend their induction period, or who is failing to meet the standards for the Induction period, the Appropriate Body will be informed immediately of this and relevant forms will be completed.

OTHER OPPORTUNITIES

The NQT will be able:

- a) To observe lessons in their own and in other subject areas.
- b) To visit a Secondary School in the area for at least half a day to observe lessons and the department in the NQT's own subject area.
- c) To visit a Primary School in the Summer Term.
- d) To meet with other NQTs in the area and attend meetings arranged for NQTs.

Other possibilities by arrangement could include shadowing a student for the day or visits to other SLF Institutions.

MONITORING AND EVALUATION

1. A copy of this policy is given to all NQTs and is available to all staff in College.
2. The Professional Mentor discusses progress and relevant issues with the Leadership Team.
3. Copies of lesson observation and review summaries are passed to the Senior Vice Principal and the Principal.
4. Copies of all relevant documentation are sent to the Appropriate Body as requested.

5. NQTs are invited to discuss issues of concern with their Subject Mentor, Head of Department, Professional Mentor as appropriate.
6. Governors are informed of progress and the programme.

Our aim is to support, commend and give positive direction to the induction period. Much significant advice and help will also be available informally from colleagues generally, and many people will give support independently of the formal structure we offer.

Adopted by Governing Body on _____

Signed by _____

To be reviewed _____