



Induction of Newly Qualified Teachers Policy 2021

This policy covers NQTs who have started but not completed their induction **before 1 September 2021**. They have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. Where possible, at the discretion of the headteacher and appropriate body, we will also provide them with:

- An ECF-based induction for the remainder of the NQT's 1-year induction
- An induction mentor for the remainder of the NQT's 1-year induction

If they do not complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

Rationale

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. The Societas Trust induction process ensures the appropriate guidance, support and training for newly qualified teachers (NQTs), involving the development of knowledge and skills through the sharing of clear expectations and a robust, yet flexible programme of support, adapted to the needs of the individual. This programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Aims

The induction process of The Societas Trust is designed to ensure a smooth and supported transition, as well as the professional and personal development of NQTs. The purposes include:

- Ensuring great learning opportunities and successful outcomes for all newly qualified teachers
- Providing a positive start to a teacher's career within The Societas Trust
- Supporting NQTs so that they are able to settle in to school life quickly, enabling them to teach effectively
- Providing a support programme tailored to the individual needs of the NQT
- Provide NQTs with good models of professional teaching and learning
- Support NQTs in forging appropriate professional relationships with all staff and stakeholders at The Societas Trust
- Encouraging NQTs to reflect on their own, and observed, practice
- Provide opportunities to recognise and celebrate good practice
- Provide opportunities to identify areas for development
- Give absolute clarity of the roles and responsibilities of teaching staff in line with the Teacher Standards



- Provide a level of guidance, appropriate to the NQT, which ensures that NQTs meet the Teachers' Standards for induction
- Provide the foundation for longer-term professional development

All members of staff will be informed of the induction policy and encouraged to participate in the professional and personal development of NQTs. The policy reflects a trust-wide collaborative approach to teacher induction and also acknowledges the role of all those who supervise the induction as being a crucial factor in it being successful.

The Induction Period

NQTs complete an induction period of three terms, beginning when they first take up a post that lasts for a term or more. It is the Trust's responsibility to provide an appropriate induction programme in line with national arrangements. The Societas Trust will make recommendations to the 'Appropriate Body', based on rigorous and fair assessment procedures as to whether the NQT has met the induction standards.

In order to meet these responsibilities, each individual Academy will:

- designate a professional induction tutor for each NQT – this will be decided before the end of the previous academic year in order give opportunities for transition meetings before the new academic year. This will make up part of a tutor-NQT meeting before the new academic year, which will include an initial meeting and familiarisation of the Academy
- ensure that the induction tutor has all qualifications necessary to fulfil the role successfully
- adhere to specific elements of the Safer Recruitment checks by ensuring that relevant employment checks are completed (EG, QTS/DBS, Qualifications etc.)
- provide a personalised programme of training and support for each NQT through an Appropriate Body and within the Academy. Each Academy will ensure that the support package purchased includes substantial CPD opportunities (providing bespoke support as and where appropriate), in order to strive for the best possible outcomes for both NQT and induction tutor
- ensure that any duties assigned to the NQT are reasonable.
- consider potential CPD needs for all involved, including both the induction tutor and NQT
- prepare an information pack for NQTs – policy documents, timetable, rotas etc.
- ensure that the NQT is provided with a timetable representing no more than 90% of the average contact normally allocated to fully qualified teachers in the Academy (including PPA time)



- provide the NQTs with means of raising concerns about the induction programme and their resolution, which will be a member of the senior leadership team
- following the above, arrange for an appropriate action plan to be put into place to provide extra support for the NQT if necessary
- keep the Governing Body up to date surrounding arrangements for NQTs in the Academy and the results of formal assessment points
- report back to Developing a Professional Community Steering Group regarding the current status of NQTs within the academy, along with reports of impact of any plans or training implemented by the Trust.
- ensure that all assessment reports are retained for a minimum of six years, with the NQT advised to do similar.

Roles and Responsibilities

The NQT

- provide evidence that they have QTS and are eligible to start induction
- Show a commitment to their professional development as a teacher in line with the Teaching Standards, reflecting on practice individually, or with support where and when necessary
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review
- agree with their induction tutor how best to use their reduced timetable allowance on an ongoing basis
- provide evidence of their progress against the relevant standards
- participate fully in the agreed monitoring and development programme
- raise any concerns or share any worries with their induction tutor as soon as possible
- meet with the Induction tutor on a weekly basis during Autumn 1, followed by a minimum of fortnightly, if appropriate, for the rest of the academic year, prior to each meeting a set agenda will be agreed between the 2 parties.
- consult the named contact representing the Appropriate Body at an early stage if there are or may be difficulties in resolving issues with their tutor/within the academy
- keep track of and participate effectively in scheduled classroom observations, progress reviews and 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
- retain copies of all assessment forms for a minimum of six years

The Headteacher

The headteacher is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the NQT during induction, and should:



- check that the NQT has been awarded QTS
- clarify whether the teacher needs to serve an induction period or is exempt
- agree, in advance of the NQT starting the induction programme, which body will act as the Appropriate Body
- notify the Appropriate Body when an NQT is taking up a post in which they will be undertaking induction
- meet the requirements of a suitable post for induction
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- ensure an appropriate and personalised induction programme is in place
- ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching
- ensure that termly assessments are carried out and reports completed and sent to the Appropriate Body
- maintain and retain accurate records of employment that will count towards the induction period for a minimum of six years
- ensure that any support required by the NQT or induction tutor is identified early, whilst informing the necessary parties the level of support needed
- make a recommendation to the Appropriate Body on whether the NQT's performance against the relevant standards is satisfactory or requires an extension
- keep the Governing Body up to date surrounding arrangements for NQTs in the Academy and the results of formal assessment points.
- participate appropriately in the Appropriate Body's quality assurance procedures
- retain all relevant documentation/evidence/forms 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

The Induction Tutor / Mentor

The Induction Tutor should:

- provide, or co-ordinate, guidance and effective support including training, coaching and induction tutoring for the NQTs professional development (with support from the Appropriate Body where necessary)
- carry out regular progress reviews throughout the induction period
- undertake three formal assessment meetings during the total induction period, co-ordinating input from other colleagues as appropriate (normally one per term, or pro rata for part-time staff)



- inform the NQT during the assessment meeting of the judgements to be recorded in the formal assessment and invite the NQT to add their comments
- ensure that the NQT's teaching is observed and feedback provided
- ensure NQTs are aware of how, both within and outside the school, they can raise any concerns about their induction programme or their personal progress; and
- take prompt, appropriate action if an NQT appears to be having difficulties.
- notify the Appropriate Body as soon as absences total 10 days or more
- meet with the NQT on a weekly basis during Autumn 1, followed by a minimum of fortnightly for the rest of the academic year, prior to each meeting a set agenda will be agreed between the 2 parties.
- Follow the guidance as specified within Appendix 1.

The Governing Body

The governing body of the Academy should:

- ensure compliance with this guidance
- be satisfied that the academy has the capacity to support the NQT
- ensure that the Headteacher is fulfilling his/her responsibility to meet the requirements of a suitable post for induction
- must investigate concerns raised by an individual NQT as part of the academy's agreed grievance procedures
- seek guidance from the Appropriate Body on the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process (where deemed necessary)
- can request general reports on the progress of an NQT.

The Societas Trust

The Societas Trust will ensure that:

- the guidance set out above is adhered to
- a welcome pack is provided, which will include a letter from The Societas Trust (annual CEO welcome letter to all stakeholders) and a copy of this document; 'The Societas Trust Induction of Newly Qualified Teachers Policy'.
- information relating to the progress and development of current NQTs, including the impact and evaluation of The Societas Trust program of support for NQTs is shared with stakeholders.

Review of the Policy

The Policy for the induction of NQTs is regularly reviewed and updated where necessary, taking account of any relevant feedback from NQTs, Induction tutors or any other stakeholders involved in the development of NQTs.



Appendix 1

NQT Induction Year Guidance

Below sets out a clear process to support in the secure and robust Induction process of all NQTS appointed by The Societas Trust.

Initial meeting prior to commencement of NQT year

- Welcome the NQT to the Academy and The Societas Trust
- Carry out employment checks – tick as received and copied (QTS __, DBS __, Copies of relevant qualifications __, Right To Work __, Up to date Identification, Disqualification by Association __, Completed application form __, Documentation of transition __, certificates of Level 1 safeguarding __ and First Aid __)
- Appoint induction tutors
- Enrol with Appropriate Body and check deadlines for termly Assessment Points
- Organise timetable reduction (10% PP and 10% further NQT time)
- Develop an action plan based on previous targets
- Consider CPD needs for all involved – Induction and NQT
- Prepare information for NQTS – policy documents, timetable, rotas etc.
- Invite NQTs and (all other newly appointed teachers) to visit school prior to taking up post – initial meeting and familiarisation with building, staff and policies
- Complete an induction in relation to safeguarding procedures
- Complete an induction in relation to school procedures and teaching and learning, including logins for necessary websites and school badge presentation
- Familiarise NQTs with the Academy and The Societas Trust website
- Be part of the transition process (Including transition days, transition meetings with previous teacher, familiarisation with new classroom, introduction to non-negotiables for the classroom relating to displays etc.)
- Where possible, meet with any previous NQTs to discuss experiences of being an NQT

Term 1

- Follow-on meeting with induction tutor
- Meet weekly, with an agreed agenda for the next meeting discussed
- Attend staff meetings, twilights and any other CPD opportunities within the academy or Trust
- As required, informal support will be provided from all members of staff, including the induction tutor.
- Organise support visit for the NQT and induction tutor from the Appropriate Body as required
- Observation and feedback within the first 3-4 weeks.
- Review previously discussed action plan and amend to the needs of NQT based on first 3-4 weeks
- Identify any key CPD requirements, or intervention from the Appropriate Body and decide whether a bespoke Support Package is required to enable successful completion of the induction period.
- NQT to attend appropriate CPD with the Appropriate Body
- NQT to attend teach meets with the Appropriate Body where necessary
- Opportunities provided to observe good practice across own academy
- Half term review meeting to collate evidence, review teaching standards and amend targets for second half term where required
- First Assessment Meeting, complete assessment form and return to the Appropriate Body by the given deadline, which will be signed by the head teacher.

Term 2

- Follow-on meeting with induction tutor
- Meet fortnightly, with an agreed agenda for the next meeting discussed
- Attend staff meetings, twilights and any other CPD opportunities within the academy or Trust
- As required, informal support will be provided from all members of staff, including the induction tutor.
- If a bespoke Support Package has been accessed, organise further support visits from the Appropriate Body
- Observation and feedback within the first 3-4 weeks.

- Review previously discussed action plan and amend to the needs of NQT based on first 3-4 weeks
- Identify any key CPD requirements, or intervention from the Appropriate Body and decide whether the bespoke Support Package is still required to enable successful completion of the induction period.
- NQT to attend CPD with the Appropriate Body
- Attend teach meets with the Appropriate Body where necessary
- Opportunities provided to observe good practice across other academies within the Trust
- Half term review meeting to collate evidence, review teaching standards and amend targets for second half term where required
- Second Assessment Meeting, complete assessment form and return to the Appropriate Body by the given deadline, which will be signed by the head teacher.

Term 3

- Follow-on meeting with induction tutor
- Meet fortnightly, with an agreed agenda for the next meeting discussed
- Attend staff meetings, twilights and any other CPD opportunities within the academy or Trust
- As required, informal support will be provided from all members of staff, including the induction tutor.
- If a bespoke Support Package has been accessed, organise further support visits from the Appropriate Body
- Observation and feedback within the first 3-4 weeks.
- Review previously discussed action plan and amend to the needs of NQT based on first 3-4 weeks
- Identify any key CPD requirements, or intervention from the Appropriate Body and decide whether a bespoke Support Package is required to enable successful completion of the induction period.
- NQT to attend CPD with the Appropriate Body
- Attend teach meets with the Appropriate Body where necessary
- Opportunities provided to observe good practice across other academies within the Trust

- Half term review meeting to collate evidence, review teaching standards and amend targets for second half term where required
- Final Assessment Meeting; complete assessment form and return to the Appropriate Body by the given deadline, which will be signed by the head teacher. Upload to portal
- NQTs will receive Certificate of Induction from National College for Teaching and Leadership to home address. Copy to be kept on file in each academy.

Looking beyond the NQT year

- Familiarise with the role of a subject leader, in preparation for taking on a new role in the academy in the future
- Liaise with subject specialists across the Trust in order to familiarise with the personnel and Trust developments relating to that particular specialism
- Work with induction tutor to discuss moving end of year NQT targets to performance management targets for Recently Qualified Teacher (RQT) year
- Attend initial meeting with new NQTs and Newly Appointed teachers for the next academic year and provide support where possible
- Reflect on the previous year and feedback to The Trust on impact of teach meets and effectiveness of induction tutors, considering possible improvements/amendments might be made for the following year.