

# **CITY OF LONDON SCHOOL FOR GIRLS**

## **INDUCTION POLICY FOR NEWLY QUALIFIED TEACHERS**

### **1. Introduction**

- 1.1 The school welcomes Newly Qualified Teachers (NQTs) who have been awarded QTS and is committed to inducting them into the profession and into the school.
- 1.2 The school participates in the Independent Schools' Teacher Induction Panel (IStip) NQT induction scheme and has regularly enabled NQTs to complete their induction year successfully.
- 1.3 During their first year of employment all new staff, including NQTs, have a probationary contract and are given suitable Induction training. For NQTs, the IStip NQT Induction scheme and monitoring procedures will run in tandem with probationary review meetings during this period.
- 1.4 The Statutory guidance from the Department for Education (DfE) which is used for the induction of new teachers is the Induction for newly qualified teachers (England) (Revised December 2016). The Statutory provisions which underpin this guidance are sections 135A, 135B and 141C(1)(b) of the Education Act 2002, and the Education (Induction Arrangements for School Teachers) (England) Regulations 2012 (hereafter referred to as 'the Regulations'). Induction for newly qualified teachers (England) Statutory Guidance revised (hereafter referred to the 'the Regulations').
- 1.5 Whilst the DfE Teachers' Standards will be used to assess an NQT's performance via the IStip NQT Induction Scheme detailed within this document, issues relating to conduct, attendance or serious capability problems (i.e. which have a significantly detrimental impact on the school) will be managed through the school's Probationary Policy (Teachers' Guide to Employment Policies and Procedures - Section A9).

### **2. Roles and Responsibilities**

- 2.1 The Deputy Head (Staff) has overall responsibility for ensuring that appropriate induction procedures are followed for all NQTs and acts as the Induction Coordinator (IC) for the school.
- 2.2 The Induction Tutor/mentor has day-to-day responsibility for monitoring, supporting and assessing an NQT. It is stated in the Statutory Guidance that tutors/mentors must be given sufficient time to undertake this role, and must be appropriately trained. In the case of CLSG, training will be undertaken through IStip.
- 2.3 The NQT needs to be an active participant in the induction process, taking responsibility for their own induction. He/she will need to gather evidence and record their progress against the Standards, be responsible (with their Induction tutor) for their Action and Development Plan (ADP) and Target

Setting and should seek professional development opportunities and play a part in the wider life of the school.

- 2.4 The Headmistress is legally responsible for induction within the school: jointly responsible with IStip for monitoring, support and assessment of the NQT. The Headmistress should ensure the teaching post is suitable for induction, ensure statutory processes are carried out and that the NQT has a personalised programme of support. It is also the duty of the Headmistress to ensure that the Governing Body are aware of induction arrangements.
- 2.5 IStip, as the Appropriate Body, ensures the Statutory guidance is being followed through its Quality assures processes, offers support, guidance and training and receives and validates the school's judgement on an NQT. Throughout the induction period, IStip provides the National College of Teaching and Leadership (NCTL) with details of starters/leavers/extensions/passes. NCTL is the new Appeals and administering body for teacher qualifications.
- 2.6 The CLSG Governing Body must ensure the school's compliance with the Statutory guidance for induction and must be satisfied that the school has the capacity to support the NQT and that the Headmistress is fulfilling her responsibilities.

### **3. Policy Principles**

- 3.1 Once an NQT has been appointed, the Headmistress/IC will notify IStip in advance of the NQT taking up the post to ensure that there is no delay to the start of the induction period. As part of the registration, the IC must ensure that they have seen and kept a copy of the NQT's QTS certificate or proof of QTS.
- 3.2 The IC will ensure that each NQT has access to a suitable range of professional support and guidance including assigning each NQT an Induction Tutor who will have formal responsibility for his/her induction process. The Induction Tutor will be an experienced senior member of staff (i.e. Deputy Head (Staff), Deputy Head (Academic) or Assistant Head Teaching and Learning) who has received appropriate training from IStip and who has the time to undertake this important role. Each NQT will also be allocated a subject mentor (normally his/her Head of Department) who will have an informal supporting role.
- 3.3 The school will identify and endeavour to meet the needs of each NQT, including negotiating objectives with him/her which take account of his/her Career Entry and Development Profile.
- 3.4 The school will make clear the roles, responsibilities and expectations of all involved in the induction process including the Headmistress, Induction Coordinator, Induction Tutor, Subject Mentor and Deputy Head (Staff) charged with the general induction of all new staff.

- 3.5 The school's NQT induction procedures will fulfil the requirements of national procedures and guidance for monitoring, assessing and reporting on progress during the induction period.
- 3.6 The school will provide a range of Continuous Professional Development (CPD) opportunities for NQTs including attendance at in-house and off-site INSET courses, attendance at NQT regional meetings, visits to other schools and observations of colleagues.
- 3.7 The school will ensure that the NQT has regular meetings with key induction staff, normally a weekly meeting with his/her Induction Tutor and a weekly meeting with his/her Subject Mentor, the latter for more informal support.
- 3.8 The school will arrange a reduced timetable for the NQT equal to 90% of the normal teaching allocation.
- 3.9 Through formal observations and regular meetings, the school will give regular developmental feedback to the NQT on his/her classroom practice and teaching.
- 3.10 The Headmistress (or Deputy Head (Staff) as the Headmistress's proxy) will observe the NQT during the second half of the first term or the first half of the second term.
- 3.11 NQTs, other than those in the Prep Department, will not be Form Tutors but will normally be attached to forms as Deputy Tutors in order to gain experience of the pastoral dimension of the profession.
- 3.12 NQTs in the Prep Department will receive the additional time and support required for them to act as Form Tutors whilst still having the reduced allocation required for their induction.
- 3.13 The school will ensure that the NQT is aware of the school's key policies and procedures and prepared for major commitments as they occur through the school year, such as report writing, attendance at parents' meetings and the setting and marking of internal school examinations.
- 3.14 The school will provide fair and reasonable circumstances in which the NQT will be able to demonstrate her/his ability to satisfy the induction requirements.
- 3.15 During the induction period the school will enable the NQT to take increasing responsibility for her/his professional development and career progression.
- 3.16 The school will make adequate resources available to support the induction arrangements, including appropriate funds for INSET.
- 3.17 The effectiveness of the school's arrangements for the induction of NQTs will be reviewed on a regular basis and changes made as required.

3.18 NQTs will be made aware of the contact person at IStip to whom they should address any concerns or queries about the way in which their induction is being organised.

#### **4. Induction Procedure**

4.1 The process of Induction repeats each term/period and is summarised in Table 1 below. Overall there must be:

- 6 formal lesson observations of the NQT, against the Standards with the NQT's self-evaluations
- 6 (minimum) lesson observations by the NQT
- Regular meetings with a named Induction Tutor and HoD/Subject Mentor
- 6 review meetings
- 3 assessment meetings (and assessment forms)
- Professional development targets
- Evidence of CPD (using the additional non-contact time)

4.2 The Induction Tutor will meet regularly with the NQT to track their progress inside and outside the classroom against the Standards and these meetings will be minuted by the NQT.

4.3 Each half term, the Induction Tutor will meet with their NQT to formally review their progress and the Induction Tutor should expect the NQT to prepare for the meeting, which then needs to be minuted by the Induction Tutor.

4.4 At the end of the term, there is a formal assessment meeting when the NQT's progress against the Standards is summarised in an online form which is completed by the Induction Tutor. The NQT will then add their comments, sign it and then the Headmistress will read and also sign the assessment.

4.5 At the end of the final period of induction, the school will recommend to IStip as the Appropriate Body, whether the NQT has passed or failed their NQT year.

Table 1: Overview of the Induction Process

<b>Term</b>	<b>IStip NQT induction process*</b>	<b>School's probationary reviews process</b>
<b>Autumn/1<sup>st</sup> Term</b>	Setting development objectives for the Action Development Plan (ADP) based on the final assessment completed during the initial teacher training period.	Between 3 and 5 on-going SMART Objectives set in collaboration with the HoD (subject mentor), Induction Mentor and NQT
	Formal lesson observation within 4 weeks of beginning of term	

	Self-evaluation and feedback undertaken by the NQT of the formal lesson observation	
	Lesson Observation of a colleague by the NQT (at least twice per term)	
	The NQT should attend the regional NQT meeting	
	Formal progress review meeting and review of objectives /ADP	Half-term review undertaken by the HoD/Subject Mentor in conjunction with the Induction Mentor and NQT to feed into the Formal Progress review
<b>Half term</b>		
	Review of ADP/objectives	
	Formal lesson observation of NQT	
	Self-evaluation and feedback undertaken by the NQT of the formal lesson observation	
	Lesson observation of a colleague by the NQT (at least twice per term)	
	Formal lesson observation undertaken by the Headmistress / Deputy Head (Staff)	
	Formal progress review and review of objectives/ADP	End of term review undertaken by the HoD/Subject Mentor in conjunction with the Induction Tutor and NQT to feed into the Formal Progress review
	Assessment meeting with the Induction Tutor. NQT comments made and Assessment form signed. Assessment form submitted online.	
<b>Spring/2<sup>nd</sup> and Summer/3rdTerm</b>	Setting developmental objectives /ADP	Objectives set in collaboration with the HoD (subject mentor), Induction Tutor and NQT
	Formal observation of NQT	
	Self-evaluation and feedback undertaken by the NQT of the formal lesson observation	
	Lesson observation of a colleague by the NQT (at least twice per term)	
	The NQT should attend the	

	regional NQT meeting	
	Formal meeting to review progress and objectives/ADP	Half-term review undertaken by the HoD/Subject Mentor in conjunction with the Induction Tutor and NQT to feed into the Formal Progress review
<b>Half term</b>		
	Review of action/development plan (ADP)	
	Formal observation of NQT	
	Self-evaluation and feedback undertaken by the NQT of the formal lesson observation	
	Lesson observation of a colleague by the NQT (at least twice per term)	
	Formal meeting to review progress and objectives	End of term review undertaken by the HoD/Subject Mentor in conjunction with the Induction Tutor and NQT to feed into the Formal Progress review
	Assessment meeting with Induction Tutor and/or Headmistress - <i>Period 2 assessment form<sup>s</sup> completed.</i>	
	Assessment meeting with Headmistress and Induction Tutor - <i>Period 3 (final) assessment form<sup>s</sup> completed with Headmistress's recommendation</i>	

4.6 *\*The timing of NQT induction end of assessment periods will be different for part time members of staff, who will have a longer period of time over which to meet the standards.* Table 1 also outlines the stages at which the NQT's performance against the Teachers' standards will be reviewed during his/her induction year and how this links into the school's standard probationary review process. In addition to the above, in line with IStip requirements, throughout his/her induction year the NQT will have weekly minuted meetings with his/her Induction Tutor. The minutes in this instance should be taken by the NQT. Evidence gathering is a crucial part of the induction process as it records an NQT's progress against the standards and indicates whether progress is being made over time and then consistently. NQTs are responsible for collecting their own evidence and it is the Induction Tutor's role to validate it.

4.7 Full details of the IStip NQT induction scheme can be found in the IStip handbook.

## **5. Failure to meet Required Standards**

- 5.1 If it becomes apparent that the NQT is not making satisfactory progress, due to serious capability problems, early action will be taken to assist the NQT to meet the standards. Any action taken should not be delayed until a formal assessment has taken place, instead the following course of action is recommended:
- The Headmistress should be informed
  - The IC should inform IStip as soon as possible for advice, support. Where appropriate, a quality assurance visit from IStip will be arranged. The NQT should be told so that the process is transparent and there are no surprises
  - The IStip Action/Development Plan (for an NQT At Risk) will need to be completed to diagnose the key issues and to put in place a suitable action plan.
- 5.2 Where the NQT's serious capability problems show no sign of improvement and are having a significantly detrimental impact on the school (e.g. on teaching standards, the pupils, the school's reputation etc), the NQT's poor performance will be managed via the formal stage of the school's probationary procedure which may, ultimately, lead to the NQT being dismissed prior to the end of their IStip induction period.
- 5.3 Where the NQT is likely to fail his/her final IStip assessment, the IC will contact IStip immediately, who will arrange a second Quality Assurance visit).
- 5.4 Failure will be linked to specific Teachers' Standards, discussed in advance with the NQT and will be preceded by additional support and clear targets for improvement being put into place.

## **6. Newly qualified teachers may only serve one induction period**

- 6.1 An NQT has only one chance to complete statutory induction. An NQT who has completed induction, and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction. They will however, have the right to appeal against the decision (see paras 4.6 – 4.7 of the DfE Statutory guidelines).
- 6.2 An extension to the induction period is only permitted on the authorisation of IStip. This may be permitted as a consequence of absence occurring during the period; or following a decision by IStip or the Appeals Body.

## **7. Further Information**

- 7.1 This policy is not a standalone document and should be read in conjunction with:
- The IStip Handbook -

- Probation Policy - Teachers' Guide to Employment Policies and Procedures - Section A9
- DfE Induction for newly qualified teachers (England) Statutory guidance (Revised December 2016).  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/580039/Statutory\\_Induction\\_Guidance\\_December\\_2016.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/580039/Statutory_Induction_Guidance_December_2016.pdf)

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