

Manchester Communication Academy

Newly Qualified Teacher
Policy 20-21



with you, for you, about you.

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Rationale

MCA's induction process ensures the appropriate guidance, support and training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme. This programme will enable an NQT to form a secure foundation, upon which a successful teaching career can be built. As of September 2020, the school has engaged with Ambition Institute as the nominated external provider of the Early Career Framework, which is being trialled in Greater Manchester. As such, although the statutory induction period continues to be one year, enhanced support will be offered over the newly and recently qualified years.

Purpose

MCA's induction process has been designed to make a significant contribution to both the professional and personal development of NQTs:

- To provide programmes appropriate to the individual needs of the NQT through engagement with the ECF and frequent review of performance against the Core Standards.
- To provide guidance and support to enable NQTs to meet the Core Standards by the end of their induction year.
- To provide appropriate action planning, reviewing, monitoring and support through the role of an identified induction tutor.
- To provide NQTs with examples of good practice both within school **and at other schools.**
- To help NQTs form good relationships with all members of the school community and stakeholders.
- To help NQTs become aware of the school's role in the local community.
- To ensure reflection on their own and observed practice.
- To provide opportunities to identify areas for development and to form action plans to meet identified targets.

This policy reflects a structured whole school 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.

Roles and Responsibilities

The Governing Body

The Governing Body will be fully aware of the contents of **guidance to the law** The Education (Induction Arrangements for School Teachers) (England) Regulations 2012. which sets out the school's responsibility to provide the necessary monitoring, support and assessment for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, as to whether the school currently has the capacity to fulfil all of its obligations. The Governing Body will be kept aware and up to date of induction arrangements and the provision set out in the ECF.

The Headteacher

The headteacher at MCA plays a significant and leading role in the process of inducting new colleagues to the profession. While the implementation of the Induction Programme will be led by the assistant headteacher, who oversees individual inductions, **the headteacher will also observe each NQT in the academic year. Statutory responsibilities are to :**

- Clarify whether the teacher needs to serve an induction period or is exempt;
- Notify the Appropriate Body when an NQT who is taking up a post in which they will be undertaking induction joins the school/college, before the appointment begins.
- Ensure the NQT's post is a suitable post in which to serve induction.
- Ensure that an appropriate induction programme is in place.
- Ensure the NQT has both a reduced timetable(10% NQT time) and PPA time as necessary.
- Where relevant, obtain documentation from the NQT's previous post, including any interim assessment and details of absences, and take this into account in determining the length and nature of the NQT's induction programme and period.
- Appoint a mentor (who must hold QTS) and ensure that an appropriate cycle of observations, 6 progress reviews and 3 formal assessments is scheduled (ideally in advance) and that this takes place.
- Ensure the mentor is appropriately trained and has time to carry out their role.
- Act early, alerting the Appropriate Body when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily.
- Maintain accurate records of periods of employment that will count towards the induction period and when NQTs leave the school part way through a period.
- Monitor absences and notify the Appropriate Body as soon as absences over the whole period total 30 days or more.
- Periodically inform the Governing Body about the school's induction arrangements.
- Ensure termly assessment reports are completed (on pro rated time scale for part-time staff) and sent to the Appropriate Body as required.
- Participate appropriately in the Appropriate Body's Quality Assurance procedures.
- Consult and agree with Appropriate Body the exceptional cases where it may be appropriate to shorten or extend the induction period.
- Within 10 days of the NQT completing the induction period, make a recommendation to the Appropriate Body on whether the NQT has met the core standards, using agreed forms.
- Provide interim assessment reports for staff moving in-between formal assessment periods and notify the Appropriate Body when an NQT serving induction leaves the school/college.
- Retain all relevant documentation/evidence on file as per GDPR arrangements.

Many of the associated tasks will be carried out by the assistant headteacher or a nominated mentor, who should be a suitably experienced colleague. In addition to the statutory requirements the headteacher will:

- **Observe and give written warnings to an NQT at risk of failing to meet the required standards.**
- Keep the Governing Body aware and up to date about induction arrangements and where appropriate, the NQT's progress.

Assistant Headteacher – Quality of Education

The AHT acts as the induction coordinator. They oversee the induction of NQTs when there is more than one NQT working in the school at one time. The induction coordinator is responsible for ensuring that

mentors are fulfilling their roles and provides support and advice to mentors. The induction coordinator ensures that all evidence is adequately recorded and that the school has a consistent approach to induction. The induction co-ordinator works in partnership with Ambition Institute (or other nominated delivery partner) in the co-ordination and delivery of the ECF. **They are supported by the associate assistant headteacher in doing this.**

NQT Mentors

The principal requirement for the NQT mentor is to be responsible for the overall management of initiating NQTs into the teaching profession and into the school's systems and structures. It is not only a coordination role but also entails keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as providing support and guidance and the rigorous but fair assessment of NQT performance. An NQT mentor is allocated to each NQT by the AHT, these pairings are informed by experience, contact and ability to form a good relationship. It is often the case that the NQT mentor is not the line-manager of the NQT. The NQT mentor provides the NQT with day-to-day monitoring and support and must:

- Provide, or co-ordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with Appropriate Body where necessary).
- Carry out 6 reviews of progress during the induction period.
- Undertake 3 formal assessment meetings during the total induction period, co-ordinating input from other colleagues as appropriate.
- Undertake 6 observations of the NQT's teaching and provide the NQT with copies of written feedback.
- Ensure NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.
- Take prompt and appropriate action where an NQT appears to be experiencing difficulties.
- Ensure completed assessment reports/forms are sent to the Appropriate Body by the appropriate deadlines.

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The NQT has a vital part to play in their own induction.

Before the period starts:

- Checking with the DfE Teaching Agency that they have been awarded QTS before starting an induction period.
- Providing evidence that they have QTS and are eligible to start induction.

Once the period has started:

- At the earliest opportunity following appointment, meet with their mentor to discuss and agree priorities for their induction programme and development, and keep these under review.
- Agreeing with their mentor how best to use their NQT reduced timetable allowance.
- Engaging with the ECF online training to support development.
- Recording evidence of their progress against the core standards.
- Participating fully in the agreed monitoring and development programme.
- Raising any concerns with their mentor as soon as practicable.
- Consulting their Appropriate Body named contact at an early stage where there are or may be difficulties in resolving issues with their tutor/within the institution.
- Keeping track of and participating effectively in the scheduled classroom observations, 6 progress reviews and 3 formal assessment meetings.
- Agreeing 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.
- Retaining copies of all assessment forms and other documentation. This, along with tracking start and end dates for the induction period is especially important in cases where the NQT has a break/change of employer during the induction period.

In addition to the above:

- Whilst not serving induction, NQTs should comply with the limits on supply teaching for those employed in a relevant school, seeking approval from the relevant Appropriate Body to extend the limits.

The Local Authority

The Local Authority, along with the Headteacher, is jointly responsible for the supervision and training (professional development) of the NQT during induction and has the main quality assurance role. The school works closely with the Local Authority to ensure that the statutory requirements are fully met, providing a report each term.

The ECF Provider

MCA has engaged Ambition Institute to act as its nominated provider for the ECF. Ambition Institute will:

- Provide high quality online **and face to face** training.
- Support mentors and the AHT in fulfilling their roles.
- Provide mentoring and coaching to the NQTs.
- Monitor the performance of NQTs.
- Provide further training into the teacher's second (RQT) year of teaching.

The Appeal Body

The DfE Teaching Agency (TA) is the Appeal Body in England. If an NQT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:

- Allow the appeal.
- Dismiss the appeal or
- Extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by the Appropriate Body).

Entitlement and Continuing Professional Development

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements of the Teachers' Standards for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award of qualified teacher status (QTS). The key aspects of the induction programme for NQTs at MCA are as follows:

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post.
- Structured visits to the school prior to taking up appointment with time to discuss induction, the ECF, developments needed and how they will be assisted in making these.
- Help and guidance from a mentor who is adequately prepared for the role and will coordinate the induction programme.

- Regular meetings with mentor, senior managers, subject coordinators and other key staff where appropriate.
- Time and regular opportunities to meet with other NQTs and teachers who have recently completed their induction programme.
- Observe experienced colleagues teaching.
- Experienced colleagues will model aspects of good practice so that the NQT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure will be given and the school's concerns communicated to the LA without delay.

Where necessary, the Headteacher will support the AHT and/or mentor and NQT in observations and planning an appropriate programme to ensure satisfactory completion of the NQT year and that all steps have been taken to help a failing NQT improve.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the NQT should raise concerns with the named LA contact.

Policy Review

This policy should be reviewed prior to the 2021-22 academic year to reflect any changes and updates to the delivery of the ECF.