



Poynton High School

and Performing Arts College

Poynton High School – Early Career Support Policy

Rationale

The early years of teaching are of considerable significance in the professional development of any new teacher. Our school's induction process ensures the appropriate guidance, support and training to promote the development of skills and knowledge for a successful teaching career. A structured but flexible individual programme will enable Early Career Teachers (ECTs – until September 2021 ECTs are referred to as NQTs and RQTs) to form a secure foundation upon which a successful teaching career can be built.

Purposes

Our induction process has been designed to make a significant contribution to both the professional and personal development of NQTs and RQTs. The purposes of the induction include to:

- provide programmes appropriate to the individual needs of the NQT.
- provide appropriate counselling and support by an identified tutor.
- provide NQTs and RQTs with examples of good practice.
- help NQTs and RQTs form good relationships with all members of the school community and stakeholders.
- help NQTs and RQTs become aware of the school's role in the local community.
- encourage reflection on their own and observed practice.
- provide opportunities to recognise and celebrate good practice.
- provide opportunities to identify areas for development.
- help NQTs and RQTs develop an overview of teachers' roles and responsibilities.
- provide a foundation for longer-term professional development.
- help NQTs meet all the induction standards.

The whole staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development. 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 Board

The governing board are aware of 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. They are also aware of the Early Career Framework (2019). The governing board will be kept aware and up to date about induction arrangements and the results of formal assessment meetings. The governing board will investigate concerns raised by the NQT/RQT.

The Head Teacher

The Head Teacher at Poynton High School plays a leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an induction tutor, the Head Teacher will meet and read all reports for each NQT. 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, 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 and RQT has both a reduced timetable and PPA time as necessary; and
- obtain documentation, where relevant, 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 an induction tutor (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 takes place;
- ensure the induction tutor 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;
- ensure third party observation of a NQT whose progress towards meeting the standards may be at risk
- 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;
- inform the governing board about the school's induction arrangements;

- ensure termly assessment reports are completed (on pro rata time scale for part-time staff) and sent to the Appropriate Body as required;
- participate in the Appropriate Body's quality assurance procedures;
- consult and agree with the Appropriate Body the exceptional cases where it may be appropriate to shorten the induction period;
- make a recommendation to the Appropriate Body on whether the NQT has met the teachers' standards, using agreed forms and within 10 days of the NQT completing the induction period;
- 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;
- retain all relevant documentation/evidence;
- ensure an appropriate induction programme is set up;
- recommend to the Appropriate Body whether an NQT has met the requirements for satisfactory completion of the induction period;

While the Head Teacher may not delegate these responsibilities, many of the associated tasks will be carried out by the induction tutor. In addition to the statutory requirements the Head Teacher will:

- observe and give written warnings to an NQT at risk of failing to meet the required standards.
- keep the governing board aware and up to date about induction arrangements and the results of formal assessment meetings

Careful consideration is given, prior to any decision to appoint an NQT, whether the school currently has capacity to fulfil all its obligations.

Induction Tutor

The NQT induction tutor is responsible for the overall management of inducting NQTs and RQTs into the teaching profession and into Poynton High School's systems and structures through the Early Career Framework. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of NQT performance.

NQTs

The induction tutor 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 the 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 (normally three termly, or pro rata for part-time staff);
- undertake 6 observations of the NQT's teaching and provide the NQT with copies of written summaries;

- 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.

Newly Qualified Teacher

The NQT has a vital part to play in their own induction. Before the period starts:

- 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 induction tutor to discuss and agree priorities for their induction programme and development, and keep these under review;
- agreeing with their tutor how best to use their reduced timetable allowance;
- using the Career Entry and Development Profile (CEDP) to support planning the induction programme;
- monitoring their progress against the teachers' standards;
- participating fully in the agreed monitoring and development programme;
- raising any concerns with their induction tutor 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 school.

Mentor

All NQTs will be supported by a Subject Mentor who will contribute to the judgements about the progress against the Teachers' Standards.

The Appropriate Body

The Appropriate Body, along with the Head Teacher, is jointly responsible for the supervision and training (professional development) of the NQT during induction and has the main quality assurance role.

The Appeal Body

An NQT has the right 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).

RQTs

The Induction Tutor provides the RQT with a continued support plan to help the induction into the school following the successful completion of the NQT year. For this the Induction Tutor will:

- Implement a 5% reduction in teaching time and ensure there is a regular fortnightly timetabled meeting between all RQTs and the Induction Tutor
- Create and deliver a regular CPD programme aimed at supporting and helping the RQT in their classroom practice and in the school as a whole
- Ensure full involvement in the school's appraisal system with designated subject appraisers
- Create opportunities for the RQT to participate in external CPD

The RQT

As with the NQTs, the RQT has a vital part to play in their own induction and continued development. We would expect that the RQTs look to:

- agree with the Induction Tutor and department staff how best to use their reduced timetable allowance;
- use the School's Appraisal system to set challenging targets to promote classroom skills
- use any drop ins and observations to further promote classroom skills
- raise any concerns with their induction tutor as soon as practicable;

Entitlement for NQTs and RQTs

The key aspects of the induction programme for NQTs and RQTs at Poynton High School are as follows.

- Access to an Early Career Framework 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 the Career Entry and Development Profile, developments needed and how they will be assisted in making these.
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with mentor, senior leaders, 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.
- Opportunities to observe experienced colleagues teaching.
- A reduction of 10% of the teacher's teaching load during the NQT year and a 5% reduction during the RQT year. This time is used for participating in the school's induction programme.
- Opportunities to have teaching observed by experienced colleagues.
- Prompt written as well as verbal feedback on the teaching observed and to receive advice as necessary.
- Attendance at meetings of NQTs arranged by the Appropriate Body
- Opportunities for further professional development based on agreed targets.

Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE guidelines on NQT induction unless the NQT is viewed as in risk of failing to meet the necessary standards.

Assessment and Quality Assurance

The assessment of NQTs will be rigorous but also objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the NQT's development in order to gain a reliable overall view.
- Opportunities will be created for NQTs to gain experience and expertise in self-assessment.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the NQT concerned.

Termly reports will give details of:

- areas of strength
- areas requiring development
- evidence used to inform judgement
- targets for the coming term
- support to be provided by the school.

At risk procedures

If any NQT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- 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 Appropriate Body without delay.

Where an NQT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out. Where necessary, the Head Teacher will support the induction tutor 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 and RQT 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 Appropriate Body.

Date Reviewed:	April 2021
Date of next review:	September 2022
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Document history of changes		
Edition	Issued	Changes from previous version
1	January 2020	Rewrite of Early Career Framework
2	April 2021	Minor changes to reflect DfE updates. More significant changes will be needed from September 2021.

