

The Devonshire Hill Nursery & Primary School

Staff Induction/Transition Day

A day should be agreed between the NQT and their induction tutor to take place during the term before the induction period starts.

During the day the new member of staff should be made aware of:

- Be introduced to all staff and be made aware of their roles and responsibilities;
- Important health and safety information;
- Be given a tour of the school (and made aware of important features such as emergency exits etc.);
- Be made aware of emergency procedures (including fire drill arrangements);
- Arrangements for first aid;
- Be given a copy of the Staff Handbook and be made aware of the important points (including absence procedures)
- Accident and incident reporting
- Child Protection procedures

There should be an opportunity to:

- Complete any additional paperwork relevant to employment;
- Familiarise themselves with their new role;
- Meet and teach their class a Transition lesson;
- Have a hand over meeting with children's current teacher (important information can be exchanged in this meeting including information about parents and children's attainment and levels as well as IEPs etc);
- To find out what classroom the NQT will be based in;
- To discuss priorities for induction following on from the initial teaching training targets.

They should be given:

- All relevant policies (including the Health and Safety document);
- Curriculum Map for the current academic year;
- Class list;
- Medical information relating to class;
- SEN information relating to class including PMLD children (including Care Plans, IEPs);
- SIP document;
- Staff Handbook for the current academic year;
- Contact details of necessary people (including head teacher).

Summary of what to expect

Before starting	Every half term	Termly	At the end of induction period
<ul style="list-style-type: none"> • Staff induction day • Meeting with induction tutor • Checking the relevant requirements are in place to ensure employment can commence -QTS status has been awarded 	<ul style="list-style-type: none"> • Observations and follow-up discussion with Induction tutor (first observation within four weeks of starting) • Daily support guidance and monitoring from Year Group Mentor 	<ul style="list-style-type: none"> • Termly assessment meeting with form completed and sent to LA • Review of evidence folder collected for standards by induction tutor 	<ul style="list-style-type: none"> • Final assessment and recommendation made against the induction standard (to be made by head teacher) • Complete a feedback form to inform the next period of induction

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 deemed at risk of failing to meet the necessary standards. The criteria in which the observation will be based upon will be shared with the NQT prior to an observation taking place. There will be at least one observation per half term by the Induction tutor and/ or by others as appropriate to facilitate a fair and effective assessment of the NQT's teaching practice, conduct and efficiency against the relevant standards. The first observation should occur during the first four weeks of the first half term of Autumn Term. The observations will be followed with feedback at which the NQT and Induction tutor/mentor review progress against the NQT's targets as well as Teachers' Standards, revising the targets and support if necessary. A written record of feedback should be given. Additional observations may be carried out in order to provide further opportunities to gain to evidence towards the standards.

Induction Tutor

The principal requirement for the NQT Induction Tutor is to be responsible for the overall management of initiating NQTs into the teaching profession and into Tollgate's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of 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.

This role includes:

- Provide, or co-ordinate, guidance and effective support including coaching and mentoring for the NQT's professional development
- Carry out 6 observations of an NQT's teaching. Then provide constructive feedback and targets in order to develop the NQT's practice to a higher standard (copies of written feedback should be provided). This not only includes providing direct feedback but also encouraging the NQT to reflect on their own practice in order to enhance reflection skills;

Appendix A
NQT Induction Policy July 2018

- Undertake 3 formal assessment meetings during the induction period co-ordinating input from other colleagues as appropriate (normally one to take place per term)(as detailed in para 2.39, 5.6 of induction document);
- As part of the formal assessment meetings track an NQT's progress towards meeting the Teachers' Standards using the Standards Tracker. As part of this, review the evidence the NQT has collected against the relevant standards and sign off when necessary;
- Inform the NQT during the assessment meetings the judgements to be recorded in the formal assessment record and invite the NQT to add their comments;
- Ensure completed assessment reports/ forms are sent to the appropriate body by the appropriate deadlines;
- 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;
- Ensure all stakeholders are fully aware of their roles in the induction progress and these are sufficiently implemented;
- Organise further professional development opportunities outside of school (including The Tollgate programme of induction);
- Have initial discussions with the NQT to decide priorities for induction prior to the period commencing;
- Ensure the NQT is provided with all the necessary information and documentation (as specified in Section 11 of this policy) prior to the induction period commencing;
- Take prompt, appropriate action if an NQT appears to be having difficulties.
- Undertake a review of the induction progress at different points including the end of the period and adapt as necessary (this should include ensuring NQTs complete an end of year questionnaire regarding the induction process which can then be used to adapt and plan for the next induction period).

The induction tutor for 2018 -19 is: **Anoria Simmons**

Exemptions

The following lists where a qualified teacher may be employed by the school without having satisfactorily completed an induction period:

Exemption	Explanation
A person who was already a qualified teacher on 7 May 1999.	A teacher who gained QTS on or before 7 May 1999 (even if they did not take up their first post until after September 1999).
A person currently undertaking a period of induction.	A teacher who is serving his or her induction period in a permitted setting, including periods which have been extended (including those who have completed an induction period in England or Wales and are awaiting the decision of the appropriate body).

Exemption	Explanation
A person waiting for the outcome of an appeal having not performed satisfactorily against the relevant standards.	A teacher who is waiting for the outcome of an appeal against a decision that they have failed to perform satisfactorily against the relevant standards.
A person employed on a short-term supply basis, without undertaking induction.	A teacher who is employed as a short-term supply teacher (working periods of less than one term). This can only be done for five years after the date of award of QTS.
A person employed part-time as a supply teacher whilst also undertaking induction.	A teacher who is employed as a short-term supply teacher on a part-time basis but who is concurrently serving induction. Please note that the five-year limit (see above) does not apply to teachers in this situation.
A person who has satisfactorily completed induction, probation, or the equivalent in certain other countries.	The countries are Wales, Scotland, Northern Ireland, Gibraltar, Jersey, Guernsey, Isle of Man, and Ministry of Defence (MoD) Schools in Germany or Cyprus (these are known as MoD Schools, and were formally known as Service Children's Education (or SCE) Schools).
A person who trained in England, and then subsequently first worked as a teacher in Wales (before 2003).	A teacher who gained QTS in England on or after 7 May 1999 but before 1 April 2003, and who, subsequently, took up their first post in Wales and who has served at least two terms towards their induction.
A person from the European Economic Area (EEA) (who falls within Part 2 and Chapters 1, 2 and 4 of Part 3 of the European Communities (Recognition of Professional Qualifications) Regulations 2007(b)).	A teacher from the EEA who has applied successfully to the TRA, for QTS, or a teacher from the EEA who has declared successfully to the TRA, to work in England on a temporary basis or teachers who have been granted partial access to the teaching profession in accordance with Part 1 of the European Union (Recognition of Professional Qualifications) Regulations 2015, namely SEND teachers who are qualified only to teach pupils in SEND specialist schools and specialist units within mainstream settings.

Exemption	Explanation
<p>A person who became a qualified teacher by virtue of regulation 5 of, and paragraph 12 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an independent school.</p>	<p>A teacher who has been judged by the TRA, as meeting the specified QTS standards, whilst working in an independent school, where the NQT must have:</p> <ul style="list-style-type: none"> • Been employed by an independent school before 1989; and • Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • Been employed in an independent school at the time of recommendation, and the recommendation must have taken place prior to September 2004.
<p>A qualified overseas-trained teacher from Australia, Canada, New Zealand, or the United States of America.</p>	<p>Teachers who have successfully completed a programme of professional training for teachers in Australia, Canada, New Zealand or the USA and who have successfully completed or satisfied any additional conditions required in order to be employed as a qualified teacher on a permanent basis in government-funded schools in that country; and who is not the subject of any decision or pending proceedings that may restrict that person's eligibility to teach in that country.</p>
<p>An overseas-trained teacher (OTT), from outside the EEA, who has gained QTS and was successfully assessed against the relevant standards as these would apply at the end of induction.</p>	<p>An overseas-trained teacher (from outside the EEA) with at least two years' experience, who has obtained QTS and who has been assessed against the relevant standards for the purposes of induction.</p>
<p>Scottish- or Northern Irish-trained teachers employed in England on or before 7 May 1999.</p>	<p>Teachers who trained in Scotland or Northern Ireland and who were employed as teachers in England before 7 May 1999.</p>

Exemption	Explanation
<p>A person who became a qualified teacher virtue of regulation 5 of, and paragraph 13 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an FE school or as an instructor in a school.</p>	<p>A teacher who has been judged by the TRA, as performing satisfactorily against the relevant standards, whilst working in a FE school or as an instructor in a school where the NQT must have:</p> <ul style="list-style-type: none"> • Been employed by an FE school before 1989; and • Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • Been employed in an FE school at the time of recommendation, and the recommendation must have taken place prior to September 2004.
<p>A person who has been awarded qualified teacher learning and skills status:</p> <ul style="list-style-type: none"> • On or before 31st October 2014, by the Institute for Learning; or • On or after 1st November 2014, by the Education and Training Foundation 	<p>Teachers who have been awarded Qualified Teacher in Learning and Skills (QTLS) Status by the Society for Education (SET) (formerly the Institute for Learning – IfL) and who hold active membership with the SET.</p>
<p>Completed a course of ITT in Wales before September 2003.</p>	<p>A teacher who completed a course of initial teacher training in Wales before September 2003.</p>