

'Individual Growth, Individual People'

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Induction of School Staff Policy

Reviewed November 2020

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Induction of School Staff

1. Introduction

- 1.1 This Policy document provides guidance about the principles of induction for new staff and volunteers in schools. It includes specific guidance relating to the Induction of Newly Qualified Teachers (Appendix 1). The probationary service requirements for school support staff, as well as general guidance relating to the induction of all school staff. Also included is a checklist to assist in the development of individual school induction programmes (Appendix 2) and an Induction checklist for safeguarding. (Appendix 3).
- 1.2 Although this policy applies specifically to newly appointed staff, the school should ensure that existing staff are fully aware of the contents; advice and support; references to policies and procedures for their own benefit and for the benefit of helping new staff settle quickly and effectively in to their post.
- 1.3 This Policy should be read in conjunction with the Policy guidance and Toolkit on the [Recruitment and Selection of School Staff](#). Any general concerns or issues regarding the induction of staff in schools should be discussed with your named HR Business Partner. The Education Improvement Service can also provide guidance about supporting new employees, particularly in relation to teaching staff and newly qualified teachers. (See Appendix 1 paragraph 1.8 for EIS contact information)
- 1.4 Schools must ensure that all safer working checks are completed for new appointments to the school.

2. The value of induction

- 2.1 Having spent considerable time and money in finding the right person to fill a vacancy, it is important that schools also invest time in planning how to successfully integrate the employee into their new job. Research has shown that staff who have had a planned introduction to their new school, new colleagues, roles and responsibilities become effective more quickly and an effective induction process also supports the retention of staff.
- 2.2 It is also important to recognise that many performance difficulties can be linked to poor induction procedures. In establishing their expectations of a new employee, consideration must be given to their contractual entitlements

including work/life balance issues. Whilst this is a statutory element of teachers' pay and conditions the same principles should be applied to all school staff. It should also be noted that, for head teachers, the governing body has a specific duty of care in this respect.

2.3 A failure by the leadership of the school or the governing body to recognise areas where the new employee is having difficulty or is underperforming and to provide appropriate support can lead to serious problems at a later stage. Where performance procedures are being considered, therefore, it will be necessary to demonstrate through appropriate evidence that induction and appraisal procedures are securely in place. Induction is relevant to anyone starting a new job or commencing work in a new environment. This means that staff who have been internally promoted or taken a sideways move will benefit from a planned induction period as well as those who are totally new to a school. All staff appointed or returning to work (including after maternity or sickness related absence) are entitled, therefore, to be given an induction programme appropriate to their role and situation.

3. Principles of good induction

3.1 Induction has one clear aim: to enable an individual undertaking a new job or responsibilities to become fully effective in their new role as soon as possible. There are three key elements to this process:

- Settling in socially and emotionally
- Understanding a new culture/ethos
- Understanding the requirements of the new role

3.2 The process of helping the individual understand the requirements of their new role should have begun as part of the recruitment and selection process. The candidates may have been told about the school and its ethos, although they probably will not have picked up the nuances of the culture - the "unwritten rules". It is usually the social and emotional aspects of induction that are the most difficult to address, but it will probably be their greatest concern before they actually start their new job.

3.3 It is important to recognise that employees will have different requirements depending on the nature of their role, level of experience, knowledge, personal circumstances, etc. The type of induction that might be appropriate for an employee in their first job will be different from the induction that would be effective for someone returning to work after a long career break. This would itself be different from the induction for a person being promoted into a senior role for the first time or for an experienced head teacher.

3.4 The different elements of induction will also vary in their relative importance depending on the situation. The new employee should be invited to suggest some activities which might be helpful to them, and their way of learning, for example, by shadowing someone else doing a similar job. However, there are obviously some areas of induction that must be undertaken regardless of individual preferences, e.g. health and safety briefings, introduction to workplace policies and procedures, including the school's approach to **staff wellbeing** etc. Following appointment and the proper conclusion of all of the safer recruitment checks, once an employee commences employment **Safeguarding** is the essential area to cover in detail as a priority at the start of the induction process to ensure the employee is aware of their statutory and school responsibilities. (Appendix 3)

3.5 Schools are encouraged to regularly monitor their recruitment and induction arrangements in order to ensure best practice and help address any recruitment and retention issues. In particular, schools should ensure that:

- NQTs have accessed the LA's programme of support and the school has complied with the support and monitoring procedures.
- All new staff are aware of and understand the implications of key policies such as child protection, health and safety, etc. The induction checklist for safeguarding must be completed for all new staff, as attached in Appendix 3.
- Staff turnover and reasons for leaving are monitored and recorded and
- Exit interviews are conducted as appropriate.
- Appraisal (for teachers) and support and supervision (for support staff) are securely in place.

4. Social induction

4.1 This element of induction is aimed at helping a person to feel valued and become part of the team, as well as helping them adjust to their new work environment and show regard for their health and well-being. To support an individual in this area, it may be useful to consider and where necessary act upon the following:

4.2 About the job:

- Who will be their line manager, and how will they interact?
- Who will they be working with on a peer level?
- Who will they be working with on a day-to-day level?

- Will they be working on their own for most of the time or will they be working with others?
- Consider the mix of people that they will be working with e.g. age, gender balance, experience etc.

4.3 About the new employee:

- Have they worked before? How long ago? Are they returning after a gap?
- Are they used to working in a school or education context?
- Have they moved home for the job or are they commuting a long distance, or do they know the area well?
- Do they have a disability that requires adjustments to be made? Are they likely to feel any particular pressure, for example, as the only male/female or due to their ethnic background, or as the youngest or the oldest in the team, or in relation to a disability, or their sexual orientation?

4.4 Where practicable, it may also be helpful to consider the social network that will be available to the new employee and try to identify those people with whom they will find it necessary and most easy to form good working relationships. Arrangements can then be made for the individual to spend some time with them. Ideally this should happen before they formally start work, and certainly within the first few weeks. If the job requires them to work on their own for long periods, for example a Site Manager or Caretaker, the new employee also needs to know how to access informal support on a day-to-day basis. For example, staff room facilities, arrangements for lunch and break-times and informal meetings during the school day.

4.5 If the employee has been used to being part of a large team, they may find it hard to adjust to working as part of a small, close knit team, and vice versa. If they have moved home in order to take up the post, they may welcome an opportunity to meet some existing employees outside work, as an introduction to the area. New staff with children may also appreciate information about schools or childcare and those new to the area may welcome recommendations about places to go shopping, eat out, sports clubs, etc.

4.6 However, it is necessary to be sensitive to individual preferences about the way new employees would like to meet their new colleagues. In considering informal meetings off school premises, care should also be taken to reflect personal preferences and culturally acceptable venues.

5. Addressing specific issues/requirements

5.1 If an individual has a disability it is important to make sure that this has been discussed with them in advance and that any necessary support has been identified and prepared for them before they start work. Any advice from the Occupational Health Unit as part of the pre- appointment medical assessment will need to be considered and discussed with the employee, with any necessary adjustments put in place. In addition to occupational health advice, support is also available from Disability Employment Advisers, based with the Job Centre Plus Service, www.gov.uk/contact-jobcentre-plus who may be able to suggest adjustments or equipment that could be helpful, and they can help with the cost of equipment in some cases. In addition to considering the everyday aspects of the person's working life, such as workstation or classroom, there is also a need to check that contingency plans such as fire evacuation are appropriate. Schools are advised to seek advice from their HR Business Partner as soon as the appointment has been confirmed if the new employee has disclosed a disability and may need support or adjustments to be made.

5.2 An employee who may be perceived as "being different" from the rest of the team is likely to be very aware of their difference while they are settling into their new job. This could include, for example, being the only employee who is male or of different ethnic origin to the majority of staff. They may or may not want to discuss their feelings, but they do need to know where they can go for support. All new staff should, therefore, be made aware of and have access to the school's policies and procedures regarding grievance, discipline, harassment etc. As would be the case for any member of staff, line managers should be vigilant for any behaviour by colleagues which could be perceived as harassment. A new employee may not feel sufficiently confident to report any such problems at this time, although they may feel more able to respond when they are settled in their new job. It is important to discuss with any new employee the most appropriate management response to any discriminatory or unhelpful behaviour they experience from staff, pupils and other members of the school community. This is best managed through regular discussions.

6. Understanding the culture and ethos of the school

6.1 This element of induction helps the new employee to quickly understand the culture and ethos of their new school. It is not always easy to define organisational culture as it is more about the way things are done, said, and presented than what actually happens on a day-to-day basis.

6.2 The new employee should be signposted to whole school information on the website before they start work along with copies of key policy documents or summaries as appropriate to their role. This should include policies which relate to pupils and visitors such as safeguarding children, security arrangements, and protocol for contacting parents, as well as policies directly relating to staff and contact details for the Recognised Trade Unions. It should be recognised that, even if the employee has previously worked in a school, there will be differences in the way each school operates. Misunderstandings can easily arise if assumptions are made about the new employee's understanding of those matters which may not be defined in any handbooks or policy documents. It will be important, therefore, to arrange for a colleague to identify and explain these more informal customs and practices as soon as possible.

7. Understanding the new role

7.1 This is usually the easiest element of induction to arrange and is about helping the new employee to quickly understand what is expected of them in their new role. Through the recruitment and selection process, managers should already have a clear picture of the employee's skills, knowledge and attributes in relation to those required by the job description and person specification. Areas that will need to be considered include the following:

- Identification of training needs.
- Identification of and introduction to key work contacts.
- Integration of the role with those of their colleagues.
- Consideration of their relationship with pupils, parents and the wider school community, e.g. Governors, the County Council, diocese, local businesses, etc.
- Awareness of any pupils, families or other individuals requiring particular care or who may present specific difficulties within the school community.
- Outline of the key priorities for the school.
- Information about key school policies and procedures e.g.
 - Health and Safety
 - Staff Welfare and well-being
 - Safeguarding and promoting welfare of children and young people i.e. child protection, anti-bullying, anti-racism, physical intervention/restraint, intimate care, internet safety as relevant to the post. To ensure that new staff are correctly trained in all the required safeguarding aspects, it is important for each new starter to read and sign the schools Induction checklist for Safeguarding - attached as Appendix 3

- Relevant personnel procedures e.g. disciplinary, capability, whistleblowing, grievance, harassment, appraisal, pay and capability.
 - Use of computers, internet, mobile phones and Social Media
 - A briefing on the importance of confidentiality, sharing of work-related information and explanation of the schools' approach, systems and responsibilities under the Data Protection Act 2018.
- The Code of Conduct and standards of conduct of employees
 - Access to details about their conditions of service and other contractual information, pensions, insurance, trade unions, etc.
 - Staff information pack and access to a copy of the annual school calendar.

7.2 To ensure that the individual has all the information they need and has completed all the relevant paperwork arrangements should be made for them to meet their head teacher or manager prior to them starting on their first day. It should be recognised that new starters often find it difficult to absorb all the information at one session and it is often helpful, therefore, to prioritise this carefully and plan a series of short sessions over the first week or two.

7.3 It is often useful to identify elements of induction that an individual can do on their own before they arrive on their first day, such as reading written policy documents or familiarising themselves with key documents, procedures, relevant policies and documentation, such as schemes of work which could be included as part of an "induction pack".

7.4 There are some aspects of the induction that are best addressed through discussion with the individual, for example, training needs, integration of their role with those of colleagues and the professional expectations surrounding their role. The new employee will also need to be told about health and safety procedures and be given general information about building layout, comfort facilities, sickness reporting procedures, etc. Not all of these issues need to be discussed in depth on their first day at work, but the induction programme should ensure these are addressed within the first week. During the first few weeks, regular meetings to discuss specific issues should be arranged as part of the formal induction programme, at the end of which the usual support and supervision and appraisal procedures should commence.

7.5 The new employee could also be offered the opportunity to participate in some activities almost as soon as they start, for example working alongside other staff, attending relevant meetings, e.g. whole school meetings,

governor meetings, departmental planning meetings. These would help to give them an overview of the school as a whole, even if they would not normally be a participant in those meetings. Such activities would also provide an opportunity for new employees to be introduced to a wider group of school colleagues.

8. Roles and responsibilities

8.1 Governing Body

The Governing Body has overall responsibility for the recruitment, the wellbeing of staff and the adoption and implementation of induction procedures. They are also directly responsible for the induction of a new head teacher for which advice and support is available from the Education Improvement Adviser (EIA). A programme of induction conferences and other support, advice and guidance for newly appointed head teachers and deputy head teachers is provided by the LA and Information and procedures documents are available through the Teaching Regulation Agency (TRA). Governors have a responsibility to ensure newly appointed Head Teachers participate in an induction appropriate to their particular needs.

8.2 Head Teacher

The head teacher has overall management responsibility for ensuring the effective induction of staff in line with school procedures, as part of their duty to ensure that suitable staff are recruited and enabled to become capable and effective in their roles. Although in practice this responsibility may be delegated to another school leader, the new employee should have the opportunity to meet the head teacher within their first few days at work, if only briefly to welcome them and establish their working relationship.

8.3 Line manager and peer support

The day to day management of the induction programme should normally be undertaken by the individual's line manager as they have the best overall view of the role the individual will undertake. In addition to the important role of the line manager the school should identify an appropriate key colleague to offer peer support to new starters. This is a more informal role to help the individual to settle in socially and familiarise themselves with the school and its organisation. This might be particularly important for individuals who are coming into employment of this nature for the first time, or after a long break, e.g. due to maternity.

8.4 Mentors

8.4.1 Some staff may benefit from a mentor to support them in developing their role/career, for example women returners, staff entering management roles for the first time, staff moving into very senior positions, new teachers, and staff who are keen to develop their careers. Mentoring helps to strengthen internal networks between staff, reinforces the school's commitment to professional development, and helps to spread good performance and valuable skills throughout the organisation. Good mentoring relationships tend to have the following hallmarks:

- both parties have a positive view of their relationship and potential benefits;
- the new employee must be clear about what kind of support they would like from the mentor;
- the mentor must be capable of providing support for an individual without jeopardising their own performance;
- the new employee must have some degree of aspiration towards the mentor/their role;
- the mentor must be able to commit themselves to spending time with their new colleague and the school should facilitate this time being made available;
- the mentor must only undertake the mentor role on the basis that they want to help someone else develop - competition between mentor and the new employee will undermine the relationship.

8.4.2 An individual's line manager should not also be their mentor: ideally the mentor should be removed from the individual's day-to-day work and have an overall view of their work and role. For staff in senior positions, the most appropriate mentor may be external to the school, perhaps in another school, in which case there will be a need to negotiate the terms of the relationship initially. The Education Improvement Service may be able to provide advice in this area for newly appointed teachers and head teachers.

9. Contractual Issues

9.1 Newly Qualified Teachers (NQTs)

A summary of the guidance that has been circulated by the LA relating to NQT induction is available as Appendix 1 of the document. This statutory process is supported by the LA acting as the Appropriate Body for Induction, through the Education Improvement Advisor (EIA)

9.2 Probationary Period (Support Staff)

9.2.1 It is important to note that the permanent appointment of some school support staff may be subject to a probationary period (normally 6 months) if they have not previously worked within a local authority school or service. In such cases, the induction period should include more formal arrangements for monitoring progress and discussing any shortfalls in performance.

9.2.2 As the appointment documentation should confirm to the employee that they are on a probation period, schools should seek advice from their named HR Business Partner as soon as possible after appointment if the employee's probationary status is unclear. The employee should also be informed that they will be assessed during that period with a view to transferring them to the permanent establishment after a satisfactory formal review at the end of the probationary period.

9.2.3 It is advisable to undertake a first formal review for new support staff at 2 months and a second review should be no later than 5 months after commencement in the post. The probationary period will normally be for a maximum of 6 months, but this may be extended up to 12 months where appropriate. All meetings and any decisions regarding an employee's probationary period should be carefully documented. The probationary review form (Appendix 4) should be used to record all formal meetings and placed on the employee's personal file.

9.2.4 Any concerns about performance during the probationary period should be addressed with the employee immediately, in accordance with the principles of the Disciplinary (Capability) procedure, ensuring that appropriate identification of concerns and support is given. Any decision to dismiss an employee within the probationary period will be made by the head teacher, following thorough consideration of the evidence of an employee's incapability to perform the role, and having demonstrated appropriate support and timescale for improvement have been provided. Advice should be sought from the area HR Business Partner about the process, and an employee should be advised of their right to appeal against dismissal to a panel of 3 governors.

9.3 Supply Teachers and Other Temporary Staff

9.3.1 Schools have a duty to ensure that all supply and temporary staff are properly inducted and supported to enable them to perform their duties safely and effectively. It is good practice to establish a clear written protocol for the induction of such staff to include the following, and be

given to the member of staff either before they start work or as soon thereafter as practical:

- Introductory briefings by senior staff
- Handbook for supply/temporary staff outlining key procedures, policies and basic information about the school e.g. behaviour management, child protection, safer working, health and safety
- Responsibilities of school staff e.g. working practices, preparation of work, information about class, etc.
- Training and development opportunities for regular supply staff on key issues e.g. behaviour management, child protection, special needs, etc.
- Basic equipment e.g. stationery etc.

9.3.2 Schools must ensure that all the required safer working checks are completed for all staff including supply staff and any temporary/fixed term employees and the details recorded on the Single Central Record (SCR). All new staff relevant to be listed on the SCR must be added to the SCR immediately and updated as the safer working checks are completed.

Appendix 1: Induction arrangements for Newly Qualified Teachers

1. Introduction

1.1 The DFE has issued guidance on the Induction Period for Newly Qualified Teachers - – “Induction for newly qualified teachers (England)” - (Ref:DFE-00274-2016) - revised April 2018, available on the Department of Education website. This guidance provides the statutory framework which schools must use to design the induction and assessment arrangements for all newly qualified teachers who are undertaking induction.

1.2 Nottinghamshire Local Authority (LA) acting as the Appropriate Body for Induction, has developed a comprehensive programme of support and guidance for schools, NQTs and their mentors through the Education Improvement Service (EIS) and the HR Service. Detailed written guidance can be found in the “Nottinghamshire Induction Tutor Handbook” which is updated annually and is available from the Education Improvement Service. The guidance highlights the significant elements of the formal assessment and monitoring procedures and other important induction issues which schools need to consider. More detailed support and guidance is available from the Education Improvement Service - see paragraph 1.8.

2. Summary of key elements of the induction arrangements

2.1 All newly qualified teachers should have a timetable of 90% of normal average teaching time to allow their induction to take place. In addition they are also eligible for 10% PPA time.

2.2 The induction programme should be clearly structured and should include a combination of monitoring, support and assessment. The programme should include the following components:

- An active role for the NQT, encouraging them to take increasing responsibility for their own professional development.
- Support from a designated induction tutor.
- Regular observations of the NQT's teaching with follow-up discussion (observations are advised once each half term with the first

observation within four weeks of the NQT being in post for full time NQTs).

- Professional review of progress (progress review meetings should normally be once each half term).
- Observation of experienced teachers.
- Other targeted professional development activities.

2.3 The role of an induction tutor is very important in the process of supporting an NQT. It is a role that is well developed in Nottinghamshire schools. Support for induction tutors is available through the training programmes organised by the Education Improvement Service and through the Nottinghamshire Induction Tutor Handbook. The purpose of the "Career Entry and Development Profile" is used by many (but not all) ITT providers and can be used to help teachers make constructive connections between initial teacher training, induction and the later stages of their development as a teacher; to guide the processes of reflection and collaborative discussion; and to focus their reflection on their achievements and goals.

2.4 Written evidence should be kept of progress towards the achievement of the Teachers' Standards, (part 1 and 2). Performance targets should be set, new targets agreed and the support provided to the NQT to meet the required standards. The Nottinghamshire Induction Tutor Handbook contains a range of pro-forma to help with keeping written evidence. This written evidence will inform a Continuing Professional Development Portfolio for the NQT.

2.5 Sources of evidence will include:

- A copy of the Career Entry and Development Profile. - where made available from the ITT provider
- Copies of progress review meeting documents.
- An outline programme for the induction programme over the three assessment periods
- Records of lesson observations
- Records of NQTs e.g. courses attended, professional development activities, visits, observations of other experienced teachers, self-assessment records, etc.
- Records of the three formal assessment meetings and copies of the assessment pro-forma are completed using the on line assessment programme NQT manager from the Local Authority.

2.6 The following cameo is the kind of written evidence that might also be included:

- An example of planning for a particular lesson.
- The observation notes of the lesson made by the induction tutor or other member of staff.
- Examples of pupils' work resulting from the lesson (unmarked and marked)
- The NQT's self-reflection of the lesson.

2.7 There should be three formal assessment meetings between the NQT, the head teacher and the induction tutor throughout the induction period. Under normal circumstances the assessment meetings should be held towards the end of each term and schools will be advised by the Education Improvement Service of appropriate dates for each term.

2.8 The Local Authority acting as the Appropriate Body for Induction, has a quality assurance role in the induction of newly qualified teachers. It is also required to maintain a record of all NQTs and to confirm the school's decision about whether or not an NQT has satisfactorily met the Teachers' Standards for the completion of the induction period. The Local Authority will communicate its decision to the NQT, the head teacher and the TRA. A checklist for schools to ensure that all the elements for the induction of NQTs are in place is available in the Nottinghamshire Induction Tutor's handbook [NCC NQT guidance](#) .

2.9 The Education Improvement Service will undertake the quality assurance role for the monitoring and support arrangements for NQTs through the work of the Education Improvement Adviser (EIA). Where an NQT is experiencing difficulties the school will raise the concerns with the NQT require further advice and should notify the EIA as soon as possible. In this case a programme of support will be agreed and put in place by the school. An HR Business Partner will also provide advice and support to the school and NQT as appropriate.

2.10 The Local Authority acting as the Appropriate Body for Induction has to provide a named contact with whom NQTs can raise issues about induction which have not been resolved with the school. This person should not be directly involved in providing monitoring and support to the NQT or in making decisions about satisfactory completion of induction. The named person will normally be an EIA and schools will be notified of who this is by letter/email. All NQTs, will also be told of this role by letter/email and at the meetings in September. They will be invited to contact the named person if they experience any problems relating to their induction period which cannot be resolved within the school. The meetings will also outline NQTs' entitlement in terms of monitoring and support and will explain the assessment arrangements to them.

2.11 The Local Authority is committed to providing a comprehensive programme of training and support for NQTs to enable them to complete their induction period satisfactorily and to help develop their professional knowledge and expertise. In addition to the Local Authority's NQT Induction Training and support Programme, advisers from the Education Improvement Service and the HR Service meet termly with representatives of the recognised teacher trade unions. As well as providing an opportunity for the teaching unions to raise general issues on behalf of their NQT members in Nottinghamshire, these meetings also enable the Local Authority to offer support to any individual NQT identified as experiencing difficulties, in co-operation with their school and local trade union representative. The Local Authority, therefore, actively encourages NQTs to seek advice from both the Local Authority and their trade union representative as soon as possible if problems arise during their induction period. This is particularly important if the NQT has been informed that they may not meet the required Standard at any of the induction review stages. However, schools should ensure that all NQTs are informed of the confidential support available to them from the trade unions, the Teacher Support Network and the Local Authority as part of their school's induction programme.

3. Formal assessment and monitoring procedures

The formal procedures are demonstrated in the flowchart Appendix 1A.

4. Length of Induction Period

4.1 Full time NQTs are normally required to serve an induction period of three terms. However, if an NQT is appointed to part-time or temporary posts and there is a query about the duration of their induction period, then schools are advised to contact the NQT business support team. The contact point is Louise Ward 0115 8040648.

4.2 On appointment, the Head Teacher should formally register the NQT with the LA by completing the appropriate Registration Documents using 'NQT Manager' (an on line recording and assessment tool) notts.nqtmanager.com
Telephone number 0115 8040648

If an NQT has 30 days or more absence during the Induction period an automatic extension is given of usually one term for full time NQTs.

5. Contract of Employment - NQT

5.1 The school must ensure that the **contract of employment** includes the following paragraph:-

"As a newly qualified teacher you will be required to complete a statutory induction period of three terms (or equivalent for part-time staff) in accordance with the regulations of the Department for Education. Your continued employment beyond this period will be dependent on satisfactory completion of this period. In the event of failing to satisfactorily complete your induction period, you will be given 20 days' notice of termination."

5.2 The school should ensure that all the necessary monitoring, support and assessment arrangements are in place. Schools will be advised by the Education Improvement Service (EIS) as to the online submission dates. During the first weeks of the monitoring and support programme the Head Teacher should ensure that any early concerns about the NQT's performance are discussed with the EIA straight away.

5.3 At the end of the first period of induction an assessment will be made of the NQT's progress. If satisfactory, the programme of monitoring and support will continue; if unsatisfactory, the EIA should be contacted to verify the school's judgement and arrange for additional support to be provided as appropriate.

5.4 The school must confirm their assessment by the term dates specified on the NCC website notts.nqtmanager.com and by submitting a completed form using 'NQT Manager'. Where unsatisfactory progress has been made, details of the support programme should be included with the form.

5.5 The Local Authority acting as the Appropriate Body for Induction, will then make the final decision as to whether the NQT has met the standards required and inform all parties accordingly. It should be noted that there is no formal involvement of the governing body in this process although the Head Teacher should keep them informed of progress of the NQT through the induction period.

5.6 In most cases however, it is anticipated that the Local Authority will be able to confirm the satisfactory completion of the induction period to the TRA who will formally notify the teacher of their status. In those cases where the Local Authority determines that identified Teachers' Standards have not been met, dismissal proceedings will be implemented by the HR Service if the employee is in an LA maintained school or by the school as appropriate according to the governance arrangements in place. This will require the NQT's contract to be terminated within 20 working days of the Local

Authority's decision. As part of this process the NQT will be informed of the right of appeal.

6. Serious performance difficulties

6.1 Where a school and the Local Authority have agreed that the NQT's performance raises serious concerns because the education of pupils is at risk, it may be necessary to consider formal disciplinary procedures immediately in line with the Disciplinary (Capability) Procedure - The Performance of School Staff located on the School Portal [Disciplinary \(Capability\) Procedure](#) . In this procedure please refer to the 'exceptional cases' paragraph on page 4 of the policy statement, and Appendix 1, paragraph 5.1 and 5.2 which details supplementary guidance regarding NQTs. In such cases advice should be sought from HR Service and the EIS as soon as possible.

7. Reference documents

- "Induction for newly qualified teachers (England)" - (Ref:DFE-00274-2016) - revised April 2018, Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies
 - The Nottinghamshire Induction Tutor Handbook of Guidance and Support - Nottinghamshire Local Authority.
 - Trade Union advisory documents regarding induction and NQT status
 - nottsnqtmanager.com

8. Contact Points

8.1 Education Improvement Service - Louise Ward - NQTs - all enquiries

Meadow House

Littleworth

Mansfield

Nottinghamshire

NG18 2TB

Telephone: 0115 8040648; E-mail - louise.ward@nottsc.gov.uk

8.2 HR Service

County Hall

West Bridgford

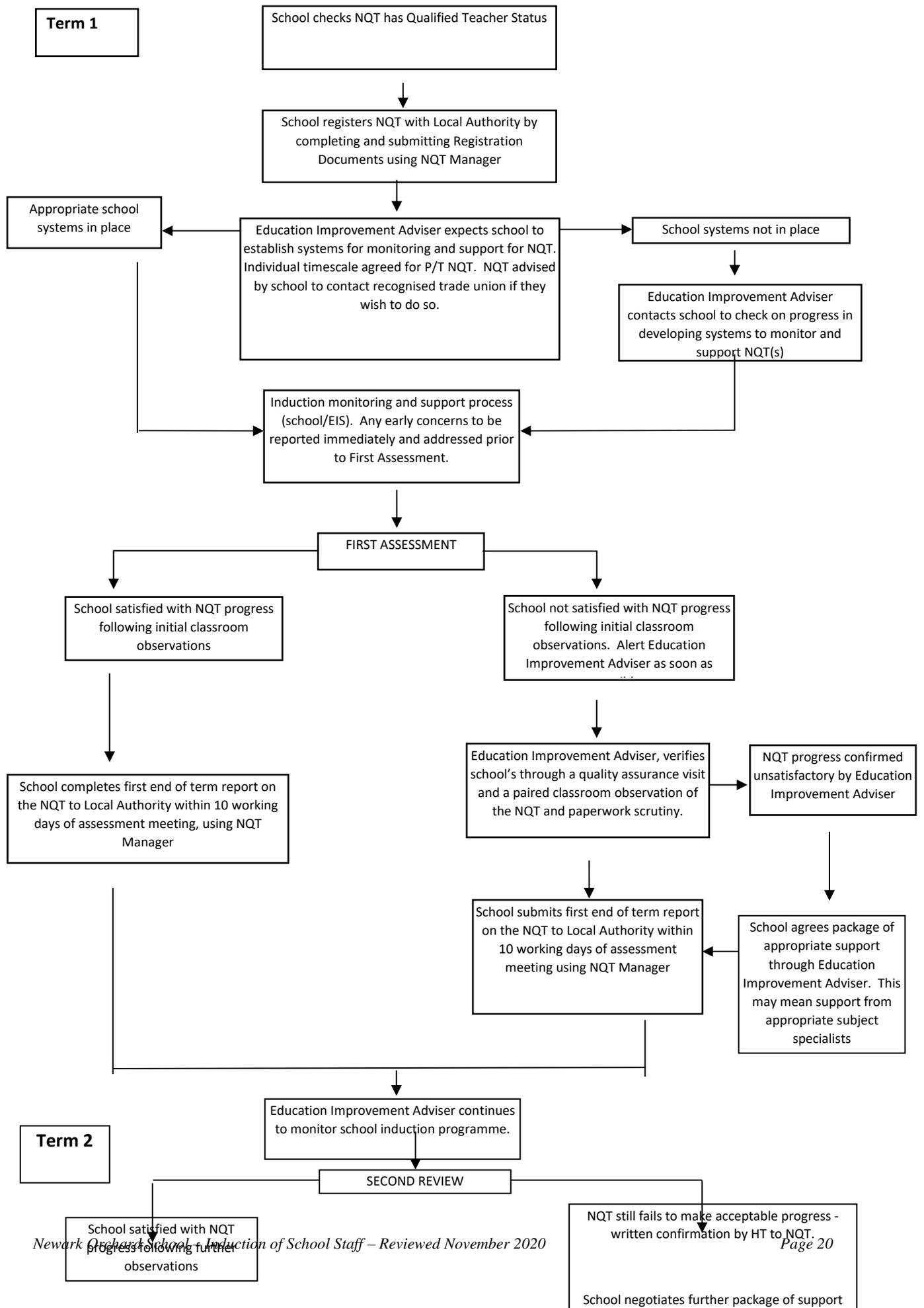
Nottingham

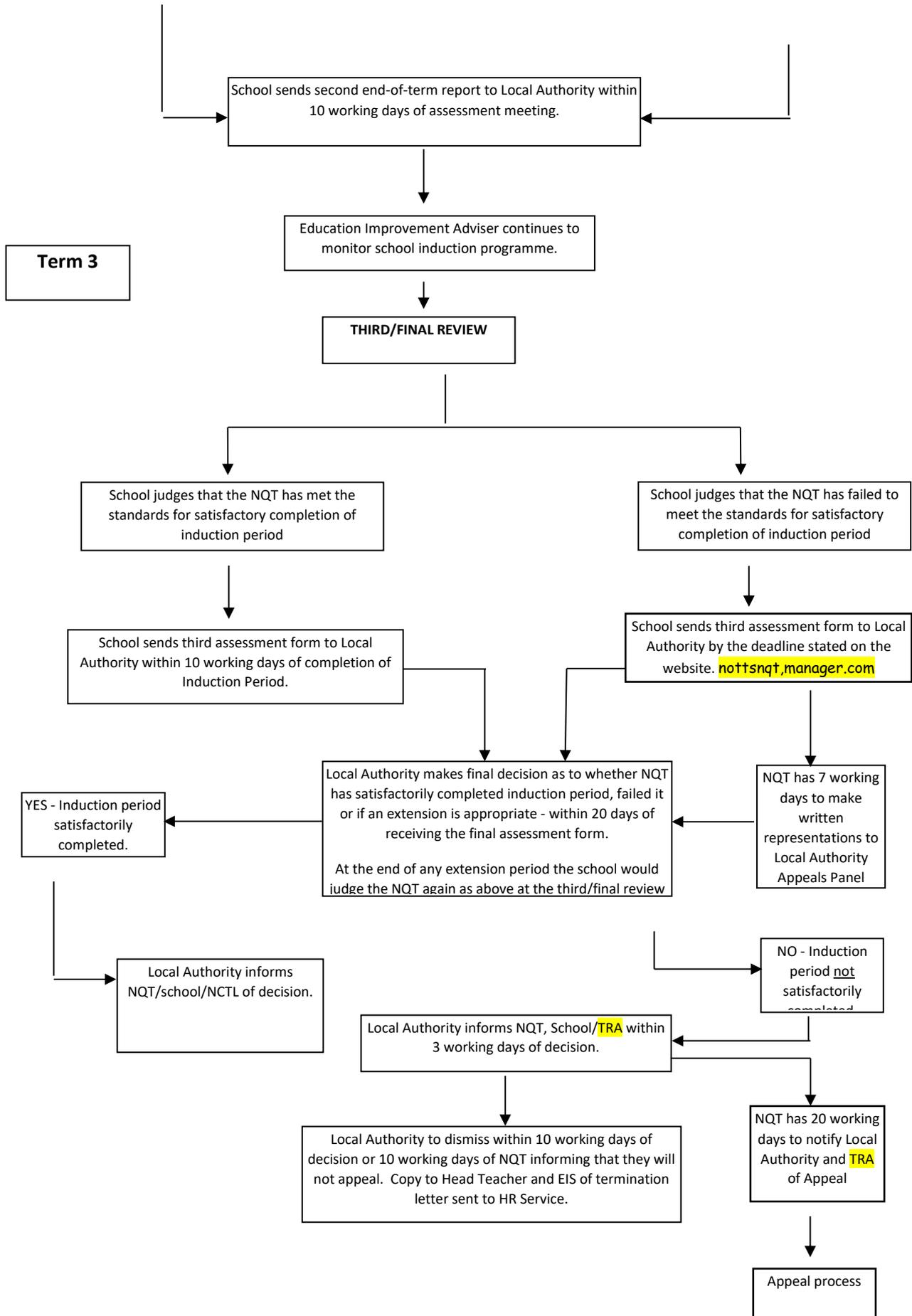
NG2 7QP

Telephone: 0115 97 74433; E-mail - hrdutydesk@nottsc.gov.uk

**8.3 EIS named contact for NQT: Bryony Charnock-Walmsley -
Education Improvement Adviser**
Meadow House
Littleworth
Mansfield
Nottinghamshire
NG18 2TB
Telephone: 0115 8040648 Mobile : 07920 183240
Education Improvement Service
E-mail - bryony.charnock-walmsley @nottsc.gov.uk

Appendix 1A: ASSESSMENT OF NEWLY QUALIFIED TEACHERS





Appendix 2: NQT Induction Assessment Form**Assessment for the end of the First Assessment****NQTs Personal Details**

Full Name: Ms Jayne Doe
Date of Birth: 01/01/1991
Teacher Reference Number: 1001001
National Insurance Number: NQ 10 20 30 T
Date of award of QTS: 12/06/2014

Recommendation

The above names teacher's performance indicates that he/she is **making satisfactory progress** against the Teachers' Standards within the induction period

Progress Grading

B: This NQT is currently making satisfactory progress towards meeting the Teachers' Standards.

Confirmation of Induction

I confirm that the NQT has received a personalised programme of support and monitoring throughout the period specified below in line with the statutory guidance.

Start Date: 03/09/2014

End Date: 19/12/2014

Days Completed: 74

Days Absent: 0

The NQT worked Full Time throughout this assessment period

Institution Details**Appropriate Body**

<p>Name: Lawn View Primary DCSF Number: 891 Head Teacher/Principal: Bryony Hutchinson Tutor: Joe Bloggs Address: 40 Station Road, Sutton in Ashfield, Notts NG17 5GA Telephone: 01623 434134</p>	<p>Name: Nottinghamshire Address: Support to Schools Service Lawn View House Station Road Sutton in Ashfield Notts NG17 5GA Telephone: 01623 434134</p>
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Part One - The following paragraphs have been completed to give an example of the type of information required

Teacher standard 1

Jayne has established high expectations within the class. This in turn ensures that the children are motivated and encouraged to rise to the challenge in order to further their individual progress. Jayne has also completed a safeguarding course which has enabled her to develop the understanding of the importance of providing a safe and nurturing environment. In addition to this, Jayne has also undertaken autism awareness training which has highlighted specific strategies and resources that she could use to support children with specific needs within her class. Jayne's rapport and professional relationship with the children is developing well and she is beginning to adapt appropriate communication strategies with the children by varying her use of tone and the level of her voice.

Teacher standard 2

Jayne has developed good systems for planning lessons that build on prior learning and take the children forward. She has been part of whole school internal monitoring to address standards in English and Mathematics. Jayne has responded well to the recommendations of the monitoring and is improving her practice as a result. As the term has progressed, Jayne has developed the use of pace within lessons to ensure all groups of learners make progress. She is also developing marking that sets targets for the pupils and is beginning to provide opportunities for the children to respond to the marking.

Teacher standard 3

Jayne's general subject knowledge is strong in the most commonly taught (core) subjects. This ensures that the children are engaged and their interests are sparked. CPD through staff meetings has enabled her to act upon advice and further enhance her subject knowledge in order to develop the children's learning. Jayne does need to develop her practice in order to

allow children to make links within their learning, for example, choosing from a range of strategies the most efficient techniques to solve problems or calculations in mathematics.

Teacher standard 4

Planning is a real strength of Jayne. She is able to plan a series of lessons that builds progression over time. As the term has progressed, she has become much better at managing time effectively so that the pace within her lessons minimises the opportunities for children to become disengaged. Jayne routinely sets homework that is in line with school's agreed policy. Jayne needs to further develop assessment for learning strategies that ensures she is aware of what all children or groups of children are achieving in particular lessons when they are engaged in independent or individual tasks. This could be achieved by spot checking periodically throughout lessons.

Teacher standard 5

There is a broad range of abilities and needs within Jayne's class. She appropriately differentiates work and tasks so that all children are suitably challenged. Jayne has reflected on the training she has received as part of INSET. Jayne is developing strategies to work with specific children and is accessing support available through training and the school SENCO. This is ongoing as pupils' needs emerge.

Teacher standard 6

Jayne began the year by effectively grouping the children according to individual needs. She has reflected upon these groupings as the term has progressed and has been flexible in allowing the children to access differing levels of challenge depending upon what was being taught. Jayne has participated in joint moderation exercises which have enabled her to further her knowledge of summative assessment. Jayne has acknowledged that as she moves into term 2, she will work with her mentor to further develop an understanding of assessment and how this information is used to adapt teaching and learning accordingly.

Teacher standard 7

Jayne has improved over the term in managing behaviour effectively. Monitoring indicates that Jayne does have high expectations and has adapted strategies that promote a positive learning environment. She works in line with agreed school policies and expectations and is proactive in implementing these, routinely asking questions for clarification. A target for further improvement is to manage transition points within lessons so that all children quickly settle and begin tasks / challenges that have been set.

Teacher standard 8

Jayne plans well for the teaching assistant support she receives including interventions. This means that these adults are deployed well and are suitably equipped to support their groups of children with their learning. Jayne has also taken the lead in organising a school visit and effectively communicated instructions to the supporting adults.

Part Two

Personal and Professional Conduct

Jayne has undertaken Safeguarding training and understands her professional duties in this aspect. Jayne is proactive in seeking support and advice with any issues that are causing concern. As part of induction, Jayne has observed colleagues and engaged in professional dialogue and is always keen to act upon advice given. She has also participated in training centred on autism awareness to help her better understand the needs of some of the children in her class. Within school and the wider community, Jayne conducts herself in professional manner and she is able to effectively communicate with parents and other stakeholders. Her confidence over the term has grown and she contributes well during staff meetings.

NQTs Comments

The NQT has discussed this report with the induction tutor and/or head teacher. During this term I feel that I have gained confidence in my teaching and professional aspects to being a teacher. I've found that as the time has passed I have used my knowledge of the class to plan and teach lessons. I have had support from my mentor and other members of staff in the school regarding teaching, planning, marking, assessments and children's individual issues as they arise. I am starting to become confident in my own ideas and have enjoyed this term. I've used my reflections and professional dialogues with members of staff to adapt and move forward.

The NQT will be remaining at this school for the next assessment period.

Signatures

Head Teacher/Principal

Date

DIGITALLY SIGNED

19/12/2014

Full Name: Bryony Hutchinson

NQT

Date

DIGITALLY SIGNED

19/12/2014

Full Name: Ms Jayne Doe

Induction Tutor

Date

DIGITALLY SIGNED

19/12/2014

Full Name: Joe Bloggs

Appendix 3: Induction of Staff - Checklist for Safeguarding

HR Advice, Support and Training Services

Induction of Staff – Nottinghamshire Schools Checklist for Safeguarding

Name of Employee:.....

Name of School:..... Post:.....

Start Date of Employment:...../...../20....

Name of line manager responsible for induction:.....

Name of Head Teacher:.....

This safeguarding checklist should be used to supplement the general arrangements schools have in place for the induction of all school employees, volunteers and all governors. This checklist is included as Appendix 3 in the Nottinghamshire School Staff Induction Policy located on the School Portal.

Induction of Staff – Checklist for Safeguarding	Date	Check
1. Employee informed that the designated safeguarding lead in school is Rebecca Turner Employee informed that the deputy leads in school are Leanne Hurdle, Lisa Williams and Margot Tyers		<input type="checkbox"/> <input type="checkbox"/>
2. Inform staff of the procedure in school for reporting safeguarding concerns, including the procedure if the head teacher and designated safeguarding lead are absent Inform staff of the procedure if an allegation is made about another member of staff (including volunteers) posing a risk to children or if they have concerns about safeguarding practices in school		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
3. Advised of and given access to the following policies. These policies should also be discussed at induction, covering the agreed procedures and expectations of staff under each one:		<input type="checkbox"/>

<p>d) Recruitment and Selection training for staff, as required. (At least one member of any interview panel should have received appropriate training on safer recruitment).</p> <p>e) Ensure all new staff are on the school list to receive safeguarding and child protection updates</p>		<input type="checkbox"/> <input checked="" type="checkbox"/>
<p>8. a) For Teachers – Explanation of the statutory induction and appraisal process/ link with pay</p> <p>b) For Support Staff – Explanation of the schools probation arrangements for new employees and the support and supervision / appraisal arrangements.</p>		<input type="checkbox"/> <input type="checkbox"/>
<p>Date Checklist fully completed</p> <p>Head teacher/line manager’s signature:..... Date:.....</p> <p>Employee’s signature: Date:.....</p>		

Document History

JCNP Staffing regulations Working Party	September 2018
Lead HR Business Partner	Francesca Waldrom/Ellen Cottee
Lead HR Senior Business Partner	Andy Wilson
Review date	As per legislative changes

Document produced by HR Service	July 2016
Document updated by HR Service (AW/FW/EC)	September 2018

3.2 Details of aspects of performance and/or conduct which are at, or above the required standard

3.5 Details of the specific aspects of performance and/or conduct which are below the required standard evidenced during the First Review Period

3.6 Details of the support already provided during the First review Period by whom and when.

Overall First Review Outcome :

Progress Satisfactory:

Progress Unsatisfactory:

4 Dates for second review period to be set

Date from :

Date to:

5 Date for second review meeting (5 months review or sooner if required) to be set

Date:

Time :

Where progress is unsatisfactory, following sections to be completed at the end of first review meeting

- Set out below the aspects of performance which are below the required standard to be assessed during the second review period. Set out the targets for improvement, success criteria and evidence sought.

- Set out below details of the support to be provided / accessed during the second review period, by whom and when.

Signed: Head Teacher :

Date :

I confirm that the above issues have been discussed with me at a review meeting and that I have been given a copy of this completed document.

Signed: Employee :

Date :

6 Second review meeting
Date: _____ Time : _____

Following sections to be completed during the second review meeting

6.1 Details of progress made against the targets for improvement during the second review period and state whether the evidence demonstrates the employee is now working to the required standards of performance and/or conduct at the end of the Second Review Period

6.2 Details of the support provided or accessed by the employee during the second review period. What support was provided, by whom and when.

7. Overall second review outcome and decision

(Where appropriate include additional comments regarding good or poor conduct, attitude, and / or suitability for permanent employment)

Progress Satisfactory:

Progress Unsatisfactory:

8. Decision regarding transfer to the school's permanent establishment (delete as applicable)

1. YES - probationary standards achieved - confirm permanent appointment)

2. NO (a further review to be conducted - Review (date and time))

3. NO (recommendation to dismiss) *

* Following a decision by the head teacher to dismiss an employee has right of appeal to an appeal panel of the governing body. If dismissal is a possible outcome -any actions being considered in relation to recommendations 2 and 3 need to be discussed by the head teacher with their HR Business Partner prior to the review meeting.

Signed: Head Teacher :

Date :.....

I confirm that the above issues have been discussed with me at a review meeting and that I have been given a copy of this completed document.

Signed: Employee :

Date :