**Roles and responsibilities**

This section summarises the roles and responsibilities of those involved in the

induction process.

This covers the roles of the:

* NQT
* Headteacher/principal
* Induction tutor
* Appropriate Body
* Governing body
* Teaching Agency

**The NQT**

The NQT should:

* provide evidence that they have QTS and are eligible to start induction;
* meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
* agree with their induction tutor how best to use their reduced timetable allowance;
* provide evidence of their progress against the relevant standards
* participate fully in the agreed monitoring and development programme;
* raise any concerns with their induction tutor as soon as practicable;
* consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution;
* keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
* agree 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; and
* retain copies of all assessment forms.

**Head teachers and principals**

The head teacher/principal is, along with the appropriate body, jointly responsible

for the monitoring, support and assessment of the NQT during induction, and

should:

* check that the NQT has been awarded QTS;
* clarify whether the teacher needs to serve an induction period or is exempt;
* agree, in advance of the NQT starting the induction programme, which body will act as the appropriate body;
* notify the appropriate body when an NQT is taking up a post in which they will be undertaking induction;
* meet the requirements of a suitable post for induction;
* ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
* ensure an appropriate and personalised induction programme is in place;
* ensure the NQT’s progress is reviewed regularly, including through observations and feedback of their teaching;
* ensure that termly assessments are carried out and reports completed and sent to the appropriate body;
* maintain and retain accurate records of employment that will count towards the induction period;
* make the governing body aware of the arrangements, that have been put in place to support NQTs serving induction;
* make a recommendation to the appropriate body on whether the NQT’s performance against the relevant standards is satisfactory or requires an extension;
* participate appropriately in the appropriate body’s quality assurance procedures; and
* retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the head teacher/principal should:

* obtain interim assessments from the NQT’s previous post;
* 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 an NQT who may be at risk of not performing satisfactorily against the relevant standards;
* notify the appropriate body as soon as absences total 30 days or more;
* periodically inform the governing body about the institution’s induction arrangements;
* advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
* provide interim assessment reports for staff moving in between formal assessment periods; and
* notify the appropriate body when an NQT serving induction leaves the institution.

In addition to the above, head teachers/principals of FE institutions, independent

schools and nursery schools must also ensure the NQT’s post and responsibilities

comply with the specific requirements for statutory induction in these settings.

**Induction tutors**

The induction tutor (or the head teacher if carrying out this role) should:

* 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 regular progress reviews throughout the induction period;
* undertake three 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);
* inform the NQT during the assessment meeting the judgements to be recorded in the formal assessment record and invite NQTs to add their comments;
* ensure that the NQT’s teaching is observed and feedback provided;
* 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; and
* take prompt, appropriate action if an NQT appears to be having difficulties.

**Appropriate bodies**

The appropriate body has the main quality assurance role within the induction

process. Through quality assurance the appropriate body should assure itself that:

* head teachers/principals (and governing bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes ensuring that an NQT receives a personalised induction programme, designated tutor support and the reduced timetable; and
* the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

The appropriate body should on a regular basis consult with headteachers/principals on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

The appropriate body must ensure that:

* head teachers/principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
* the monitoring, support, assessment and guidance procedures in place are fair and appropriate
* where an NQT may be experiencing difficulties action is taken to address areas of performance that require further development and support;
* where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
* induction tutors are trained and supported including being given sufficient time to carry out the role effectively;
* head teachers/principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
* any agreement entered into with either the FE institution or the independent school’s governing body is upheld;
* the head teacher/principal has verified that the award of QTS has been made;
* the school is providing a reduced timetable in addition to PPA time;
* the NQT is provided with a named contact(s) within the appropriate body with whom to raise concerns;
* FE institutions (including sixth form colleges) are supported in finding schools for NQTs to spend their mandatory ten days teaching children of compulsory school age in a school;
* NQTs’ records and assessment reports are maintained;
* agreement is reached with the head teacher/principal and the NQT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
* a final decision is made on whether the NQT’s performance against the relevant standards is satisfactory or an extension is required and the relevant parties are notified; and
* they provide the Teaching Agency with details of NQTs who have started;
* completed (satisfactorily or not); require an extension; or left school partway through an induction period.

The appropriate body should also (as local capacity, resources and agreements allow):

* respond to requests from schools and colleges for guidance, support and assistance with NQTs’ induction programmes; and
* respond to requests for assistance and advice with training for induction tutors.

**The governing body**

The governing body:

* should ensure compliance with this guidance;
* should be satisfied that the institution has the capacity to support the NQT;
* should ensure the head teacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction;
* must investigate concerns raised by an individual NQT as part of the institution’s agreed grievance procedures;
* can seek guidance from the appropriate body on the quality of the institution’s induction arrangements and the roles and responsibilities of staff involved in the process; and
* can request general reports on the progress of an NQT.

**Teaching Agency**

The Teaching Agency will carry out specific duties on behalf of the Secretary of

State including:

**Statutory**

* hearing appeals; and
* ensuring that the names of NQTs who have failed induction are included on the list of persons who have failed satisfactorily to complete an induction period.

**Non-statutory**

* recording the progress of NQTs through their induction process and providing details of teachers who have passed or failed induction to employers through their Employer Access Online service.