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# ROLES AND RESPONSIBILITIES OF PARTIES INVOLVED IN NEWLY QUALIFIED TEACHERS' INDUCTION

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***'Everyone in the school who is involved in the induction of NQTs should have a clear understanding of the responsibilities and role of the induction tutor/mentor'***

## **Induction Tutors:**

Induction tutors (often known as mentors) have a key role and significant responsibilities in the statutory induction arrangements. In reality, being an induction tutor involves more than one single role as you will be working in some different and distinct ways, including supporting, guiding, assessing, managing, coaching and facilitating.

In order to meet statutory requirements and to make sure induction is as effective as possible, all newly qualified teachers should have a named induction tutor who will work closely with them during the induction period and whose key responsibilities are to:

- co-ordinate effective guidance and support for the NQT's professional development;
- liaise and collaborate with all partners in the induction process;
- monitor the NQT's progress towards satisfactory completion of induction, gathering evidence for fair and rigorous assessments;
- inform the Headteacher about the NQT's progress and contribute to the school's monitoring and evaluation of its induction provision.

It is important for everyone to understand that while the induction tutor role carries these significant responsibilities, other parties also have statutory responsibilities, but in summary:

## **Newly Qualified Teachers are responsible for:**

- making available their Career Entry and Development Profile;
- familiarising themselves with the Professional Standards for teachers and contributing to the monitoring of their own progress;
- participating fully in their induction programme including completion of actions identified, informal reviews and other support meetings;
- raising any concerns they may have about their induction.

## **Headteachers are responsible for:**

- overseeing the induction programme of each NQT in the school;
- making sure that induction tutors are prepared and supported in the role;
- alerting the Appropriate Body to any difficulties an NQT may be experiencing as early as possible;
- recommending to the Appropriate Body whether the NQT has met the Induction Standards;
- informing the Governing Body and Appropriate Body (Local Authority) about arrangements for induction in the school and the results of assessment meetings.

*It is particularly important to notify the local authority, if possible within the first eight weeks of teaching, if you anticipate an NQT may not satisfactorily complete any part of their Induction.*

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## **Governing Bodies are responsible for:**

- taking account of statutory induction requirements when appointing staff;
- overseeing the establishment of induction arrangements in the school.

## **Appropriate Bodies (Local Authorities) are responsible for:**

- assuring themselves that schools are aware of, and capable of, meeting their responsibilities for induction;
- making the decision, based on Headteachers' recommendations, about whether NQTs have satisfactorily completed induction;
- identifying a named contact with whom NQTs can raise concerns about the content or delivery of their induction;
- maintaining records of NQTs' progress;
- at the request of schools, providing support and guidance on induction.

Many schools have also designated a member of the senior leadership team, often the staff or professional development co-ordinator, to oversee induction arrangements across the school. As 'induction co-ordinators' or 'induction managers' these colleagues have a role separate from that of mentor, often taking responsibility for mentor training, preparation and guidance and quality assurance of induction arrangements for all NQTs in the school.

You are advised to consult the TDA website

<http://www.tda.gov.uk/teachers/induction/rolesandresponsibilities.aspx> for any changes to NQT Induction arrangements.

In particular, familiarise yourself with the Statutory Guidance for NQT Induction found at

<http://www.tda.gov.uk/teachers/induction/howinductionworks.aspx>