



**The Induction  
Process  
in the  
Catholic School**

# **The Induction Process in the Catholic School**

## **Introduction**

These guidelines are written for headteachers of Catholic primary and secondary schools, to assist in the induction of newly qualified teachers (NQTs). The new requirements for induction are explained in DfEE Circular 5/99; detailed guidance on the process is available from the Teacher Training Agency (TTA). The present document highlights ways in which the process should be informed and enriched by the Catholic character of the school.

Headteachers may wish to give copies of the present document to induction tutors and to NQTs themselves. It may also be of assistance to governing bodies in the exercise of their overall responsibility to ensure that the process of induction is properly managed, and that it fulfils the legal requirements in the context of the school's mission statement. The document is of immediate importance for schools with NQTs, but is relevant to all schools for their future planning. It may be used as a resource for the inservice training of newly appointed induction tutors.

The guidelines should be read in conjunction with Circular 5/99 and the TTA's Career Entry Profile (CEP). They are in four main sections:

- context;
- national standards for qualified teacher status and the career entry profile;
- the requirements for induction;
- induction standards.

To support the identification of NQTs' strengths and development needs in relation to the context of their posts in Catholic schools, a model audit proforma is offered as an appendix. This should be read together with the rest of the document.

These guidelines have been developed and revised by a CES working group of commissioners, advisers and headteachers. The CES wishes to thank all those involved, for their time, expertise and commitment.

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## Context

Schools exist for children and young people. Every pupil has a right to positive learning experiences in school. The induction and professional development of teachers must always be related primarily to the needs of pupils. New teachers who have met the standards for qualified teacher status will have a range of professional skills; the induction process provides the opportunity to enhance these.

Newly qualified teachers come from diverse backgrounds, and have different understandings and experiences of schools, children and parents. Equally diverse will be their experience of Church. Some newly qualified teachers will come into Catholic schools through the 'traditional' route of a practising, committed Catholic home, Catholic school and Catholic college. Others will have little knowledge of the Church; their perceptions of the Church and its teaching will need to be explored. Many will not have had an opportunity to reflect in any depth on their own values and beliefs and the implications of these for their lives, nor will they necessarily appreciate the distinctive challenges of working within a Catholic school. Induction offers a framework to enable these new teachers to develop an understanding of their new professional environment, to enhance their commitment to Catholic education, and to use their skills to create effective learning opportunities within the Catholic context.

Catholic schools are communities in which pupils are nurtured and supported through an educational process which will help them to become fully themselves as God lovingly intends. The influence of teachers in this process is never neutral; its effect can be inestimable. Teachers are an example for their pupils, and pupils will recognise and respond to the beliefs and values teachers demonstrate in their lives and work. Within the educational community of the school, all teachers are challenged to provide for their pupils a clear understanding of the Church's teaching.

Headteachers and governors are responsible for welcoming NQTs and encouraging them to become full members of the school community. They should support the induction tutor in celebrating the gifts new teachers bring and in helping them to develop their gifts in ways which contribute to their own growth and that of the community. NQTs should be offered opportunities to appreciate the challenge of the Church's teaching about God, about life and about the Church's mission. The new induction process is rigorous, and it provides an opportunity to ensure that children's rights are protected, that the new teacher is successfully inducted and that the Church's mission is fulfilled.

# **National standards for qualified teacher status (QTS) and the Career Entry Profile**

All new teachers will have achieved the national standards for QTS relating to:

- a) knowledge and understanding;
- b) planning, teaching and class management;
- c) monitoring, assessment, recording, reporting and accountability;
- d) other professional requirements.

These standards provide a secure basis for entry into the profession. However, they do not address the following specific areas of knowledge and understanding which are fundamental for effective teaching in a Catholic school.

## **1. The distinctive nature of the Catholic school**

One of the distinctive features of the Catholic school is that it proclaims itself as a faith community. Many new teachers will have little or no experience of such a school, or of the mission of the Church in education. This needs to be addressed explicitly.

## **2. Provision for spiritual and moral development across the curriculum**

Spiritual and moral development are nurtured by the whole curriculum. It is unhelpful to distinguish the religious curriculum from the secular curriculum, since everything ultimately relates to God. This holistic and integrated vision is expressed through teaching methods, assessment purposes and approaches, relationships and the learning environment. The new teacher should be supported in understanding and implementing this vision.

## **3. Curriculum religious education in the Catholic school**

Although QTS standards require, of all new teachers of religious education (RE), knowledge of the model RE syllabuses, this does not prepare NQTs for teaching RE in a Catholic school. NQTs who have trained in a Catholic college of higher education will have been introduced to the Bishops' 'Religious Education Curriculum Directory' and its use in primary or secondary schools. It is the responsibility of the school to offer all NQTs the support, training and resources to meet their needs in this area. Those who are not teachers of RE need to understand the reasons for the status, time and resourcing for the subject.

## **4. Worship in the Catholic school**

QTS standards make no specific references to collective worship. As part of their life as a faith community, Catholic schools are committed to communal prayer. There is

an expectation that all teachers will play an active part in this, and the established school community must take responsibility for providing the example and resources which will enable the NQT to do so.

## **5. The teaching of the Catholic Church**

Knowledge of Catholicism will not have been part of the training of many new teachers. Even those educated in Catholic schools may have had very limited opportunities to deepen their knowledge and understanding of Catholic teaching. The induction process in a Catholic school should address this need; NQTs should be encouraged to undertake, or continue, the Catholic Certificate in Religious Studies (CCRS) as soon as possible after their induction year.

### **The Career Entry Profile (CEP)**

The Career Entry Profile contains three sections:

- A Summary of NQT's initial teacher training;
- B NQT's strengths and priorities for further professional development during the induction period;
- C Objectives and action plan for the induction period.

Newly qualified teachers will come to their new school with Sections A and B of their CEP already complete. It is the headteacher's responsibility to ensure that the action plan and objectives for Section C are negotiated with the new teacher.

The Teacher Training Agency's guidance on Section C states that the objectives should relate to the Induction Standards, the areas identified in section B, and also the demands of the NQT's first post. In considering the third point, Catholic schools will need to address the areas of knowledge and understanding identified above:

- the distinctive nature of the Catholic school;
- spiritual and moral development in the Catholic school;
- curriculum RE in the Catholic school;
- worship in the Catholic school;
- the teaching of the Catholic Church.

It may be appropriate to incorporate in Section C objectives which both reflect the Catholic school's holistic approach to the curriculum and address the individual NQT's needs specific to teaching in a Catholic school. By so doing, headteachers will ensure that the agreed objectives enable NQTs to respond to the demands of their first teaching post in a Catholic school. This should not be seen as an additional burden for the NQT, but an initial stage in an ongoing professional development programme. As an aid to identifying the NQT's strengths and development needs, a model audit proforma is offered in the Appendix.

## **The requirements for induction**

From September 1999, new legal requirements for the induction of Newly Qualified Teachers (NQTs) apply to all NQTs achieving qualified teacher status after May 1999. These requirements stem from the Teaching and Higher Education Act 1998 (Section 19) and the Education (Induction Arrangements for School Teachers) (England) Regulations 1999.

Pupil referral units and independent schools which do not teach the National Curriculum cannot provide induction; schools requiring special measures may only do so if one of Her Majesty's Inspectors certifies in writing that they are suitable. Sixth form colleges cannot offer the induction period, but may contribute to induction experience through their associations with secondary schools.

The following section highlights key elements of DfEE Circular 5/99, 'The Induction Period For Newly Qualified Teachers'. The italicised text provides a commentary on those issues which have specific importance for Catholic schools.

## Roles and responsibilities (paras. 14-31)

All involved in the induction process (headteacher, induction tutor, NQT, governing body, and LEA as the Appropriate Body) must be clear about what they need to do to discharge their responsibilities.

*In a Catholic school, it is expected that, in fulfilling these responsibilities, all concerned will act justly, in accordance with the school's mission statement, will respect the dignity of the individual, and will act within the context of the life of the school as a Catholic community.*

### The headteacher

The headteacher is required:

- to inform the Appropriate Body if an NQT joins or leaves the school;
  - to ensure the provision of an individualised programme of monitoring and support, which builds on the Career Entry Profile and which will help the NQT to meet the requirements for satisfactory completion of the induction period, including the induction standards;
  - to complete the appropriate assessment forms for the LEA ;
  - to provide information to the governing body on the arrangements for induction, and the results of the assessment meetings;
  - to liaise with other schools when necessary.
- *The headteacher should also inform the diocese, if this is diocesan policy.*
  - *The Catholic school recognises both the God-given talents of the individual NQT, and the right of pupils to be offered an education of the highest quality. The headteacher should ensure that the induction programme enables the NQT to explore the implications of the school's mission statement and of the CES Contract.*
  - *The involvement of the governing body at these points is crucial to its role as employer in the Catholic school.*
  - *In the event of a school being unable to facilitate the whole process, the headteacher will wish to ensure, that, wherever possible, liaison is with other Catholic schools, so that the NQT is provided with a coherent programme of induction.*

## **The Appropriate Body (LEA)**

The LEA has the responsibility:

- to provide the NQT with a named contact person;
  - to ensure that appropriate arrangements are in place and offer support if requested;
  - to make the decision about the satisfactory completion of the induction period, having considered the headteacher's recommendations;
  - to inform the Secretary of State of the outcomes of induction.
- *The diocese may also wish to offer similar support.*
  - *The diocese may be able to support the school in areas relating to its Catholic nature.*

## **The induction tutor**

The induction tutor:

- may be either the headteacher or an appropriate colleague designated by the headteacher;
  - must be fully aware of, and comply with, the requirements of the induction programme;
  - have the necessary skills, expertise and knowledge to work effectively in the role;
  - should provide the NQT with advice and documentation appropriate to any new employee.
- *Where the headteacher is not the induction tutor, careful consideration needs to be given to the appointment of tutor(s) to ensure their adequate understanding of the distinctive nature of a Catholic school and of ways in which a newly qualified teacher may contribute to this.*
  - *The induction tutor should ensure that the requirements are seen to be integrated with the Catholic character of the school community.*
  - *Induction tutors will find it helpful to be secure in their understanding of the Catholic school model audit proforma (see Appendix).*
  - *Such advice should include information specific to a Catholic school, e.g. about the mission statement, the implications of Section 60(5)(b) of the 1998 School Standards and Framework Act, and the CES Contract of Employment.*

## **The newly qualified teacher**

The newly qualified teacher:

- should make his/her CEP available to the headteacher and the induction tutor;
  - should participate fully in the programme of monitoring, support and assessment;
  - should take increasing responsibility for his/her own professional development;
  - should raise any concerns about the induction process through the school's internal procedures in the first instance.
- *should draw the induction tutor's attention to any relevant experiences and needs relating to Catholic schools;*
  - *should contribute to positive and open relationships in the school;*
  - *should seek a deeper awareness of the Christian understanding of personal responsibility.*

## **The governing body**

The governing body:

- when appointing new staff, must take into account the school's responsibility for providing the necessary monitoring, support and assessment of NQTs, including the facility for the NQT to raise concerns if appropriate;
  - should be aware of the possibility of seeking guidance from the Appropriate Body if necessary.
- *In accordance with the school's mission statement, the governors will wish to ensure that all parties are treated justly, and that the programme meets the specific needs of NQTs in a Catholic school.*
  - *The governors may also wish to seek the support and advice of the diocese.*

## The induction programme (paras. 26-7, 35-38)

*It is essential that the induction programme takes full account of the Catholic context of the school.*

This programme, usually of one year's duration, must build on the CEP and:

- provide an individualised programme of monitoring and support;
- ensure the active involvement of the NQT;
- enable the headteacher, NQT and induction tutor to be involved in the setting of objectives which recognise the context of the school;
- involve both formative and summative assessment as part of regular reviews of progress;
- develop the NQT's skills of self-evaluation and provide a sound foundation for continuing professional development.

An NQT should normally serve the induction period in a post which:

- does not demand teaching outside the age range and subject(s) for which the NQT has been trained;
  - does not present the teacher with acute or especially demanding discipline problems;
  - involves regular teaching of the same class(es);
  - involves similar planning, teaching and assessment processes to those with which teachers working in substantive posts in the school are engaged;
  - does not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.
- This requirement may present a particular challenge for the teaching of religious education when the NQT has had training related only to the Local Authority Agreed Syllabus.*

If a school is unable to provide the breadth of experience needed to meet the requirements for the satisfactory completion of the induction period, the headteacher must ensure that appropriate support is provided in another school.

*Wherever possible, the additional support should be provided in another Catholic school, to maintain the coherence of the induction programme for the NQT.*

NQTs must be given a timetable of no more than 90% of the normal teaching load (with cover for the balance to be provided from the Standards Fund).

## Monitoring and support (paras. 40 - 55)

Monitoring and support must include:

*The programme of monitoring and support must be offered within the context of the Catholic school. Diocesan support may be available for this.*

- support from a designated induction tutor;      ▪ *The school will wish to monitor the NQT's involvement in the full range of activities reflecting the faith dimension of the Catholic school.*
- observation of the NQT's teaching and follow-up discussion, at least once every six weeks; the first of these observations must take place within the first four weeks;
- professional review of progress, at least once every six weeks;      ▪ *Formative assessment will enable the NQT to reflect on all aspects of their contribution to the school community.*
- observation by the NQT of experienced teachers;      ▪ *Such observation could well include good practice in acts of collective worship and RE.*
- other targeted professional development activities.      ▪ *These might include diocesan provision and opportunities to explore ways in which the NQT could contribute to the Catholic school's mission.*

## Formal assessment arrangements (paras. 56-70)

The procedures outlined in the Circular must be followed precisely.

It should be noted that:

- there will be three formal assessment meetings between the NQT and the induction tutor, one towards the end of each term (para. 56);
- these three meetings are distinct from the six professional reviews which are carried out within the monitoring and support programme.

The dates for all nine meetings should be identified at the beginning of the process.

### **Unsatisfactory progress (paras. 71-81)**

It is expected that the vast majority of NQTs will successfully complete their induction period. However, where there is a possibility of an NQT failing to complete the induction period satisfactorily, the headteacher must follow the required procedures.

*If an NQT's progress is unsatisfactory, headteachers will need to take the appropriate action with sensitivity to the NQT weighed against the entitlement of the pupil. All action taken must be consistent with the Catholic school's mission. The school should inform the diocese, if requested to do so.*

### **Decisions about the completion of the induction period; appeals (paras. 82-90)**

Headteachers will need to follow precisely the timescale and procedures outlined in the Circular. It is anticipated that most NQTs will successfully complete their induction period and that their membership of the General Teaching Council will be confirmed.

*Governing Bodies will need to note that although they appointed the teacher and remain the employer, the responsibility to make the final decision about whether the NQT passes or fails rests with the LEA. In the case of a NQT failing final assessment, the Governing Body, as employer, must respond to the LEA's decision and terminate the NQT's contract. Governors will wish to offer pastoral support to both the headteacher and the NQT.*

In the event of a NQT making an appeal, the procedures must be followed exactly.

*In this event, governors will wish to maintain a pastoral oversight of the process.*

### **Quality assurance (paras. 91-96)**

- Appropriate Bodies have the responsibility to assure themselves that schools and governing bodies are both aware and are capable of meeting their responsibilities for monitoring, support and assessment.
- Appropriate Bodies must ensure that their quality assurance arrangements are consistent both locally and nationally.
- *It is equally important to ensure that there is consistency within each school and between Catholic schools, especially in those aspects of the programme directly concerned with the distinctive nature of Catholic education and the NQT's contribution to it. Dioceses may wish to assist schools with this.*

## **Induction standards**

The following statements are indicators for the level of achievement which may be appropriate for successful teachers at the end of their induction year in a Catholic school.

### **1. The distinctive nature of the Catholic school**

**Teachers should be able to:**

- a. talk about ways in which the Catholic nature of their school makes it different from other types of school, and explain the reasons for these differences;
- b. demonstrate how they contribute to the implementation of the school's mission statement;
- c. explain the responsibilities of home, school and parish in the education of children, and be able to discuss ways in which the school is continuing to develop links between them.

### **2. Provision for spiritual and moral development across the curriculum**

**Teachers should be able to:**

- a. show how their teaching methods encourage their pupils to ask appropriate questions and take responsibility for their own learning as part of the search for ultimate truth;
- b. demonstrate an understanding of their responsibility to enable pupils to have confidence in themselves, others and God.

### **3. Curriculum religious education in the Catholic school**

**All teachers should be able to:**

- a. explain the reasons for the status, time allocation and resourcing for religious education;
- b. identify the importance of the Religious Education Curriculum Directory.

**Teachers of religious education should be able to:**

- c. demonstrate a working knowledge of the Curriculum Directory and of National Project and/or other materials based on it;
- d. meet the national induction standards in relation to their teaching of RE.

### **4. Worship in the Catholic school**

**Teachers should be able to:**

deliver an appropriate act of worship suitable to the age range and needs of their class.

### **5. The teaching of the Catholic Church**

**Teachers should be able to:**

demonstrate progress, over the year of induction, in their knowledge and understanding of the Catholic Church and its teaching.

# Appendix

## Model audit proforma

This model audit proforma is intended to support the identification of an NQT's strengths and development needs in relation to the context of their post in a Catholic school. It should be used in conjunction with the rest of the guidelines.

Areas 1 to 4 of the proforma refer to knowledge, understanding and skills which are essential for successful teaching in a Catholic school, and which may well be the focus of specific objectives for the induction year. Area 5 refers to the knowledge and understanding which are the foundation of the curriculum in the Catholic school. Expertise in this area is required of RE teachers, and familiarity with its basic concepts is needed by all teachers.

Starter questions are provided under each heading which may be helpful in initiating the discussion between the NQT and the induction tutor. These questions are likely to elicit a wide range of responses, especially in relation to Areas 3 and 5. The induction tutor should be able to lead the conversation in a way which allows agreed judgements to be made about the NQT's strengths and areas for development. Induction tutors themselves may need support and inservice training in relation to some aspects identified in the proforma.

In working through the audit proforma, the newly qualified teacher and the induction tutor may find it helpful to refer to publications which address the distinctive character of Catholic schools, such as 'Evaluating the Distinctive Nature of a Catholic School', 'Spiritual and Moral Development across the Curriculum' (both obtainable from the CES), 'Our Faith Story' by A Patrick Purnell, SJ (published by Rejoice Publications, ISBN 1 899481 09 5), and 'Catholic Schools and Other Faiths' (obtainable from the Bishops' Conference Committee for Other Faiths, 39 Eccleston Square, London SW1V 1BX).

The strengths and areas for development identified on the proforma should assist in the setting of objectives to be recorded in Section C of the Career Entry Profile.



## 2. Provision for spiritual and moral development across the curriculum

Aspect	Areas of strength	Areas for further development
<p>a. Teaching methods</p> <p><i>How do your values and attitudes influence your teaching and affect children?</i></p> <p>b. Assessment approaches</p> <p><i>How can the way you assess encourage or discourage children?</i></p> <p>c. Relationships</p> <p><i>How do you help pupils to recognise God in one another?</i></p> <p>d. Learning environment</p> <p><i>Which Christian values help to create a positive learning environment?</i></p> <p>e. Education in personal relationships</p> <p><i>How may personal, social and health education in a Catholic school contribute to the development of pupils?</i></p>		

### 3. Curriculum religious education in the Catholic school

Knowledge and understanding	Areas of strength	Areas for further development
<p style="text-align: center;"><u>All teachers</u></p> <p>a. Status of subject</p> <p><i>Why is RE a core subject in a Catholic school?</i></p> <p>b. Content of RE</p> <p><i>What do you think RE should include?</i></p>		
<p style="text-align: center;"><u>Teachers of curriculum religious education</u></p> <p>c. RE Curriculum Directory</p> <p><i>What do you know about the RE Curriculum Directory?</i></p> <p>d. Schemes of work</p> <p><i>Which schemes of work have you used?</i></p> <p>e. Progression and planning</p> <p><i>How do you plan for progression in RE?</i></p> <p>f. Assessment, recording and reporting</p> <p><i>How do school procedures for these apply to RE?</i></p> <p>g. Resources</p> <p><i>Give examples of good RE resources which you have used.</i></p> <p>h. Monitoring and evaluation</p> <p><i>How do you review your teaching of RE?</i></p>		



## 5. The teaching of the Catholic Church

Knowledge and understanding	Areas of strength	Areas for further development
<p>a. Belief</p> <p><i>What do Catholics believe?</i></p>		
<p>b. Prayer and sacraments</p> <p><i>Why do Catholics pray?</i></p>		
<p>c. Liturgical year</p> <p><i>Which are the main Church celebrations during the year?</i></p>		
<p>d. Moral teaching</p> <p><i>What do you know about the moral teaching of the Church?</i></p>		
<p>e. Social teaching</p> <p><i>What do you understand by the 'option for the poor'?</i></p>		
<p>f. Church structure</p> <p><i>What is the role of the priest/bishop/laity/Pope?</i></p>		



