

Hurworth School

NQT Induction Policy

Accepted by: Governing Body – May 2011

Senior Leadership Team Lead Reviewer: Lindsay Burn

Review Cycle: 1 Year

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Policy for newly qualified teachers

Refer to the DfES Statutory Guidance on Induction for Newly Qualified Teachers in England.(00364/2008)

Aims and Rationale

The aim of this policy is to ensure that newly qualified teachers (NQTs) have the following opportunities during their first year's teaching:

- a) To succeed in their role as a class teacher under acceptable working conditions;
- b) To be able to seek help and guidance from an identified, nominated member of staff who should act as mentor;
- c) To benefit from ongoing, day-to-day support from all their colleagues;
- d) To be able to observe teaching given by experienced colleagues, and/or work alongside colleagues;
- e) To visit other schools as and when appropriate;
- f) To have their teaching observed and assessed by the induction and departmental tutor at least twice per term and, where appropriate, a representative of the Local Authority;
- g) To be given a copy of any written records of teaching observations and assessments made by the induction and departmental tutor and the representative of the LA;
- h) To have opportunities to meet with other NQTs within their area;
- i) To attend professional development activities for NQTs and to be released by the school as and when these occur during school time so far as is practicable.

Guidance

a) Support

i. Role of governors

Recognise there will be a need for additional funding from the general school budget to support the process outlined in the policy.

The governing body(staffing committee) will be updated on NQT progress on a termly basis.

ii. Role of headteacher

Adhere to the statutory guidelines provided by the DfES.
Identify a suitable induction tutor and ensure appropriate time is available.

iii. Role of induction tutor

Support the NQT through their professional development using the NQT's Career Entry and Development Profile.

Be available, approachable and sympathetic with time to work with NQT.
Offer support on how to deal with 'new events' – for example, open nights.
Liaise with the headteacher over release arrangements and identified support needs.

Work with the NQT on their Career Entry and Development Profile developing an individual action plan for each NQT, setting out clear objectives and success measures.

Facilitate opportunities for the NQT to observe experienced colleagues.

Observe some lessons, providing a written record of observations to the NQT.

Arrange for the provision of additional support and advice as required.

Encourage communication with other NQTs.

Encourage and support their professional development.

Offer full support and provide non-contact time for an effective induction programme
Liaise closely with departmental tutor

iv. Role of the departmental tutor

Be available, approachable and sympathetic with time to work with NQT in their classroom.

Assist with all aspects of planning and recording.

Offer support on how to deal with 'new events' – for example, open nights.

Facilitate opportunities for the NQT to observe experienced colleagues.

Observe some lessons, providing written a record of observations to the NQT.

Liaise closely with induction tutor

b) Planned induction programme

i. Prior to commencement of teaching, the NQT is given a copy of the school file containing procedures, curriculum documents, etc.

NQT to visit school to become familiar with the general layout and meet staff, pupils and Induction tutor.

Details of rotas, timetables, term dates and access to building to be given.

Induction Programme

End of ITT training	<ul style="list-style-type: none"> • Completion of CEP Transition Pont 1 	On going meetings with induction tutor/ departmental tutor. On going access to LA training
Half Term 1	<ul style="list-style-type: none"> • Meeting with Induction Tutor to discuss Career Entry Profile/ completion of Transition Point 2/ Setting of individual Action Plan • Meetings with Key Members of staff: • At least one lesson Observation • Lesson observations of other staff members 	
Half Term 2	<ul style="list-style-type: none"> • Review of Action Plan targets • At least one lesson observation • Joint meeting: Professionalism • Completion of Assessment 1 	
Half Term 3	<ul style="list-style-type: none"> • Review of Action Plan targets • Joint session: CPD • At least one lesson observation • Meetings with key members of staff 	
Half Term 4	<ul style="list-style-type: none"> • Review of Action Plan targets • At least one lesson observation • Completion of Assessment 2 	
Half Term 5	<ul style="list-style-type: none"> • Review of Action Plan targets • At least one lesson observation 	
Half Term 6	<ul style="list-style-type: none"> • Review of Action Plan targets: review of CEDP and completion of Transition Point 3 • At least one lesson observation • Completion of Final Assessment 3 	

Assessment

The governors adopt the following guidelines for the assessment of NQTs.

- a) As soon as possible after the NQT takes up the appointment he/she will be advised:
- i. Who specifically will be involved in the observations of lessons. There will normally be at least two per term by the induction tutor and departmental tutor.
 - ii. That the criteria for such formal assessments are based on the TDA standards for QTS induction. The NQT will be made fully aware of these standards at the beginning of the year.
 - iii. That NQTs should contribute to their own evaluation.
 - iv. That lessons will be observed and assessed as detailed in the induction programme.
 - v. That written records of teaching observations will be kept. These will be seen and signed by the NQT.
- b) A formal report on the NQT's progress, based on observation and assessment as detailed above, will be made by the induction tutor at the end of the first and second periods of induction and at the end of the induction year. These will be discussed by the Induction tutor and NQT before being signed by the NQT and head teacher. This will be sent to the LA and copies retained by the school and the NQT.
- c) The governors support the role and involvement of the nominated School Improvement Officer of the LA in respect of the induction of NQTs. For example:
- i. When appointments are made and confirmed, the governors will ensure that the school's personnel advisers are notified. The induction tutor will register the NQT with the LA's induction administrator.
 - ii. The school's LA advisor will be informed, and consulted for advice and support.
 - iii. The LA advisor or a representative from the LA may observe at least one teaching session by the NQT. In addition, the LA advisor will monitor the quality and the range of assistance from the school and the matching of the appointment with the NQT's training. The LA advisor will also ensure that a nominated member of the school staff has oversight of each NQT and that this member of staff is known to them.
 - iv. The LA will consult with the school on the decision of the completion of the induction period and inform the DfES as to whether the NQT has successfully completed the induction year.

d) NQTs experiencing difficulties:

The governors adopt the recommendations of the LA in respect of NQTs experiencing difficulties. For example:

- i. NQTs will be informed by their head teacher at an early stage when any problems emerge which might lead to an adverse

assessment, be warned of the consequences and be given appropriate support to implement advice.

- ii. Reports by the induction tutor and LA advisor on NQTs experiencing difficulties will be discussed with the head teacher. Appropriate action should be taken by the school.
- iii. Where an NQT continues to give such cause for concern that the induction period is likely to conclude without satisfactory performance, the NQT will be informed in writing by the LA, head teacher and governors, that he/she has not successfully completed their induction year and that the DfES will be informed. (See DfES guidance 00364/2008.)