



Mark Rutherford School

NQT Policy 2018-19

S Iddrisu

To be reviewed annually in June

NQT Policy 2018-19

Introduction

Newly Qualified Teachers (NQTs) represent an exciting opportunity to bring new ideas and a fresh outlook to your school. However, they do require a careful induction programme if the initial years are to be successful ones. All staff in school have a role to play in supporting the teacher new to the profession. Subject leaders, year leaders and members of the senior leadership team have a particular part in the process of ensuring that expertise and advice is necessary. This policy aims to clarify some of the roles and requirements necessary following the appointment of an NQT.

Prior to beginning work – new staff induction day

Induction days in July are arranged for new staff, including NQTs. During the day the new member of staff is made aware of:

- Key personnel and their roles and responsibilities
- School layout – emergency exits, toilets, classrooms etc.
- Term dates, school times, meeting dates and times
- Signing in procedures, fire drill arrangements and other safety and security issues
- Emergency procedures
- Arrangements for first aid
- Accident and incident reporting
- Class lists
- Special Needs information
- Pupils' medical information
- Safeguarding and child protection policy and information

There will be an opportunity to:

- Complete any additional paperwork relevant to employment
- Meet with senior staff
- Meet with their Induction tutor
- Familiarise themselves with their new role
- Check they have all necessary contact numbers
- Meet their tutor group
- Meet other members of their department(s)

They will also be given a pack of relevant policies and guidance to read, including:

- The health and safety policy
- Child Protection and safer working practices policies
- Recent newsletters
- Curriculum policy
- Behaviour policy
- Appropriate risk assessments

- School Development Plan and relevant action plans

The NQTs entitlement

Each NQT will:

- Receive support and guidance from an induction tutor
- Be observed at regular intervals and be provided with follow up discussions (at least 4 times in the first 2 terms)
- Have a termly professional review of progress at Assessment Point meetings with their Induction Tutor and the NQT Coordinator
- Be given the opportunity to observe experienced teachers
- Be provided with other professional development activities

The NQT is entitled to a reduced timetable. Arrangements will be made to enable 10% of the timetable (as well as 10% for PPA time) to be kept free. This means that the NQT teaches for no more than 90% of the time that another main scale teacher would be expected to teach. This release time will be protected and allocated at appropriate intervals.

They have a responsibility to:

- Meet with their Induction Tutor at frequent intervals to discuss their progress towards agreed targets
- Provide evidence of their progress against the Teachers' Standards
- Participate fully in the agreed Induction programme
- Raise any concerns with their Induction Tutor as soon as possible

The Headteacher

The Headteacher is jointly responsible (with the appropriate body) for the monitoring, support and assessment of the NQT during induction. At Mark Rutherford this responsibility is delegated to the Deputy Head responsible for personnel and staffing who will:

- Check the NQT has been awarded QTS
- Register the NQT with an appropriate body in advance of the start of their induction period
- Ensure that the school can provide a suitable post for induction, including a reduced timetable
- 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
- Make a recommendation to the appropriate body on whether the NQT's performance against the Teachers' Standards is satisfactory
- Retain all relevant documentation on file for six years

The Governing Body

The Governing Body will:

- Be satisfied that the school/setting has the capacity to support the NQT
- Investigate any concerns raised by an individual NQT
- Ensure the Headteacher/Deputy Headteacher is fulfilling their responsibility to provide a suitable post for induction

The Induction Tutor

The induction tutor is responsible for supporting the NQT through overseeing their induction programme, using modelling, coaching and instruction to enable a smooth induction to the school and enable early difficulties to be addressed successfully.

Following appointment and prior to the NQT starting, the induction programme for all new teachers should be followed. This outlines some of the key documentation which a new teacher should be introduced to in the early days and also incorporates a longer term plan of action and support. In addition to this the induction tutor will need to:

- Have an initial discussion with the NQT to decide priorities for induction following on from the Initial Teacher Training priorities
- Carry out regular progress reviews
- Collate information to inform the review discussions
- Ensure the NQT is observed and feedback provided
- Produce a tailored support programme building on the NQT's Career Entry and Development Profile (or similar ITT/NQT transition document)
- Raise any concerns with the Professional Tutor/Deputy Head in a timely manner to ensure that additional support can be put into place

The NQT coordinator/Deputy Head will:

- Coordinate and organise termly formal assessment meetings
- Create a programme of enrichment session to support the NQT professional development
- Book Borough courses for NQT centrally
- Take prompt, appropriate action if an NQT appears to be having difficulties

Observations

During the induction period each NQT will be observed at least once per half term. In the first term they will have 3 observations and complete 1 peer observation. The first observation will take place during the first four weeks. The observations will be followed by professional dialogues at which the NQT

and induction tutor review progress against the NQT's targets, revising these as necessary.

Observations of experienced teachers

It is likely that the majority of observations will take place in school. However, opportunity will also be taken for NQTs to observe experienced teachers:

- Teaching in a local secondary school as part of the NQT exchange programme
- Teaching in a neighbouring primary school, especially if they are teaching a lot of year 7 & 8 classes- to support students' transition and the NQTs understanding of progression
- Teaching in a school with contrasting catchment

Other professional development activities

The NQT will be supported in following up any issues raised as part of the Career Entry and Development Profile (or initial target setting discussion). The individual Induction programme might include:

- Strength and development priorities
- Visits to other schools to follow up priorities and to observe exemplary practice
- Opportunities to discuss subject leadership with members of school staff
- Opportunities to observe experienced teachers within the school
- CPD opportunities specific to the NQT's needs
- Observations of and feedback on their teaching
- Structured review meetings with their Induction Tutor

Formal assessment meetings

There are three formal Assessment Point meetings, one at the end of each term. They will consist of the NQT Coordinator, the Induction Tutor and the NQT. At these meetings the following will be discussed:

- What successes have they had this term
- Written reports from at least two observations and two review meetings - the NQT's progress - all copies of mentor meetings and observations are sent to the NQT Coordinator who monitors through the year
- Assessment records of students for whom the NQT has been responsible
- Lesson plans, records and evaluations
- The NQT's self assessment and record of professional development
- Areas for focus in the following term and actions to support the achievement of those targets

The LA will be notified as soon as possible if it seems as though an NQT will have difficulty meeting the standards at the end of their induction period. The

Governing body will also be kept informed as to the progress of NQTs through the Headteacher's termly report to the Governing Body.

Induction assessment forms and the final assessment

Following the first two formal Assessment Point meetings an assessment form should be completed to indicate whether or not the NQT is making satisfactory progress.

NQTs will be assessed at the end of the induction period against the Teachers' Standards. These include the requirement for NQTs to continue to meet the standards for the award of QTS consistently and with increased professional competence and to progress further in specific areas.

It is the responsibility of the Deputy Headteacher to formally notify, using the final assessment form, the LA as to whether the NQT has met the Teachers' Standards.

In the case of any complaint about the induction process the NQT should use the usual complaints procedure as outlined in the school policy. If this does not address the issue then the NQT should contact the LA. They may also wish to seek advice from their Professional Association.

Summary of what to expect

Before starting	Every half-term	Termly	At the end of induction period
Staff induction day, arrangements made for reduced timetable, initial meeting with induction tutor	Observations and follow-up discussion with Induction Tutor Half-termly review of progress with the Induction Tutor	Termly Assessment Point meetings with form completed and sent to LA (signed by Head teacher, Induction Tutor and NQT)	Final assessment and recommendation made against the Teachers' Standards (to be completed by the Head teacher)

This induction policy will be reviewed annually and amended as appropriate in consultation with the Governing Body.