



Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 13-14

NEWLY QUALIFIED TEACHERS INDUCTION POLICY

Rationale

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. As a school we feel it important that all staff, both teaching and non-teaching, are inducted into the whole school team. Such induction must begin as soon as possible after staff have been appointed. We encourage the philosophy of a whole school approach to the life and work of the school. It is important that new staff are welcomed into the whole school team, helped to establish their role and position within that team and enabled to grow and develop as individuals as well as team members. It is vital that new staff are given every assistance in settling into school quickly and happily and are helped to gain a knowledge and understanding of the philosophy and ethos of the school, the routines and practices that take place and the way in which the whole school works.

Aims and Objectives

- To help NQTs to build upon the knowledge skills and understanding developed in initial teacher training.
- To make NQTs feel welcome and at ease in their new environment.
- To ensure the effectiveness and efficiency of NQTs and to give meaning to school documentation.
- To enable new staff to understand the philosophy and ethos of the school and to observe good practice so that it can be reflected in their own work.
- To ensure there is a system of support in place.
- To ensure that systematic and fair assessment procedures are in place based on the NQTs professional practice and to ensure that in the case of unsatisfactory progress sufficient support is given to make necessary improvements.
- To recognise that the appointment of an NQT is a serious responsibility and that appropriate funding will be given to support the NQT.

The school's current Induction mentor is Miss Amy Hornett.



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Guidelines

The Headteacher and Governors are responsible for the induction and professional development of new teachers. The induction mentor is responsible for the day-to-day supervision of the NQT and ensuring appropriate support, reporting and assessment takes place.

- The NQT will be registered with an Appropriate Body (AB) prior to the start of induction.
- NQTs will be required to complete an induction period of the equivalent of a year.
- On joining the school, NQTs will be allocated an induction mentor who will be a senior, experienced or competent member of staff.
- The induction mentor will meet the new teacher(s) on the first day of term in order to initiate the induction process for the school year.
- The induction mentor will provide pastoral and professional support by providing frequent advice and support as necessary by meeting regularly, both formally and informally, with the NQT.
- The induction mentor will be responsible for monitoring progress and maintaining records of monitoring, support and formal assessments.
- In consultation with the Headteacher, the induction mentor will make arrangements for additional support, experience and professional development from outside the school if required.
- Formal meetings between the induction mentor and NQT will take place regularly.
- Teaching will be observed regularly by the induction mentor, subject leaders and appropriate senior managers. Constructive written and verbal feedback will be given. Copies of observation and feedback notes will be given to the NQT and a copy retained by the induction mentor.
- Opportunity should be given to the NQT to observe experienced teachers at work within the school and in other schools.
- The NQT will be given early support on major school issues such as SEND, assessment, record keeping, reporting to parents, behaviour management, child protection procedures and PREVENT.
- The NQT will be given the opportunity to attend suitable training organised by the LA and other bodies.



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- The relevant subject leaders will give the necessary information, support and advice to enable the new teacher to be properly prepared.
- Should problems arise with the progress of an NQT which could affect the completion of induction, advice from the AB will be sought as soon as possible and forwarded.
- During the induction period the NQT has 10% non-contact time (in addition to the 10% PPA time) to give him/her time to work on objectives, attend training and visit other schools.

Notes

1. The member of staff selected to be the induction mentor will attend a training course to support them in their role.
2. NQTs are assessed against the Teachers' Standards for the satisfactory completion of the induction period.
3. At the first meeting between induction mentor and the NQT, the NQT's objectives are set and a timetable drawn up to show how, and when, these objectives will be met.
4. The induction mentor and the NQT meet regularly to discuss progress with the objectives and a formal assessment is held at the end of each term when the induction mentor completes an assessment form and sends it to the AB.
5. The AB, in conjunction with the Headteacher's recommendation, decides if the NQT has satisfactorily completed the induction period.

The Induction Mentor's responsibilities

The Induction Mentor should:

- provide or coordinate guidance and effective support, including coaching and mentoring
- carry out reviews of progress during the induction period
- undertake three formal assessment meetings during the total induction period, coordinating input from other colleagues as appropriate
- ensure that at least six observations of the NQT's teaching take place and that the NQT is provided with copies of written feedback records
- ensure the NQT understands the roles of those involved in induction, including their entitlements and responsibility to take an active role in their own development



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- work with the NQT to organise and implement a personalised programme of monitoring, support and assessment that takes into account their identified needs and strengths, the core standards and the specific context of the school
- ensure dated records of monitoring and support are kept, plus formative and summative assessment activities undertaken, and their outcomes.

The induction mentor will provide formative assessment and often be involved with the headteacher in the formal, summative assessment at the end of induction.

The NQT's responsibilities:

The NQT should:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction mentor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction mentor 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 mentor 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 mentor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction mentor 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.

Record Keeping

It is important to keep induction records for each NQT and to maintain the confidentiality of these records.

The induction mentor is advised to keep the following, copied for the NQT:

- a copy of the personalised induction programme/policy
- any notes made at, or following, progress or review meetings
- records of any monitoring activities and copies of the assessment forms. (NQT should have the original copies of the assessment forms)
- details of any professional development offered and/or undertaken, and



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- any feedback comments on the induction process.

Evidence of the progress towards meeting the core standards

Over the course of the induction period, evidence from day-to-day practice as well as from specific development activities will build up to show how the NQT is making progress towards meeting the core standards. NQTs are asked to keep a file of evidence against each standard throughout the year. This will be monitored regularly by the induction mentor. A structure/template for this file will be provided.

Reduced timetables

In maintained schools, the School Teachers' Pay and Conditions Document states that the headteacher/principal must ensure a reduced timetable for all teachers taking part in induction. This means teaching for no more than 90 per cent of the time that another main scale teacher (who does not receive a teaching and learning responsibility [TLR] payment) would be expected to teach at the same school. It is in addition to any planning, preparation and assessment time normally allocated by the school or college and is intended to be used for professional development activities.

Termly Overview

June/July in preceding year

- Newly Qualified Teachers (NQT's) contacted by Induction Mentor.
- NQT Induction Mentors to attend an LA course dealing with mentoring, if possible.

The Autumn Term

- NQT Induction Mentor meets with NQT to discuss the year's programme and the process of regular meetings and lesson observations. This meeting also outlines the use of the Career Entry and Development Profile (CEDP).
- During the first week, all NQT's will meet, with their Induction Mentor to discuss:
 - The year's programme;
 - The process of lesson observations;
 - The use of the Career Entry Profile;
 - **The Staff Induction Booklet;**
 - School Policies & Procedures;
 - How to evidence meeting the teaching standards.
- During the first term, NQT's will have regular meetings with their induction mentor.



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- NQT's will have at least two formal lesson observations this term: one by the Induction Mentor and the other will be a joint observation with both the induction mentor and the Head Teacher.

By the end of the Autumn Term

- Mentors to have met with the Headteacher to discuss the progress/concerns of NQT's.
- First report completed and returned to the LA.
- Review of the first term's progress & targets to be set for the 2nd term.
- Review of the CEDP so far.

The Spring Term

- NQT's are expected to continue to meet regularly with their Induction Mentor and attend professional development sessions.
- NQT's will have at least two formal lesson observations this term: one by the Induction Mentor and the other will be a joint observation with both the induction mentor and the Head Teacher.

By the end of the Spring Term

- The second report completed and sent to the LA.
- Review of the CEDP so far
- Review of the second term & targets set for term 3.

The Summer Term

- NQT's are expected to continue to meet regularly with their Induction Mentor and attend professional development sessions.
- NQT's will have two further formal lesson observations this term: one by the Induction Mentor and the other will be a joint observation with both the induction mentor and the Head Teacher..
- Discussions will begin as to further responsibilities to be taken on during the following academic year, including the possibility of subject leadership.

By the end of the Summer Term

- All NQT's will have met with their Inductor Mentors to discuss progress.



In God's love



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- Review CEDP.
- The third and final report, recommending QTS, will be sent to the LA.