

EARLSMEAD PRIMARY SCHOOL

NQT POLICY



SUCCESS *for* ALL

Written by	
LGB Approved	
BOT Ratified	
Date of Review	

MISSION STATEMENT

At Earlsmead Primary School we encourage all members of our school community to strive to be the best they can be and develop new skills that empower them for life- long learning in order to become confident, valuable, members of society.

We create an inclusive, supportive, safe and challenging environment where all contributions are valued.

Learning is motivating and independence is encouraged hence all become reflective, self-learning team members with a positive sense of wellbeing and a love of learning.

OUR VISION

Working in partnership with children, parents, staff and Governors as a community we will achieve *Success for All* through:

Securing resilience

Understanding values and respecting others

Committing to our learning

Community involvement

Equality for all

Striving to do our very best

Setting high expectations

Extracts have been used throughout this document from the DFE Induction for Newly Qualified Teachers September 2015 Revised document as it states the legal rights of an NQT during their induction period.

The arrangements made for introducing a new employee are vital. Induction arrangements help to ensure that a new member of the school community settles in well. It is a tool to enable the staff member to meet the demands of the role successfully.

The Induction Programme is designed to help NQTs become familiar with the requirements of the role to enable them to have a good understanding of the culture, aims and ethos of the school and its community, with the overall outcome being that those individuals become as knowledgeable and confident as quickly as possible.

Induction involves all members of the school community; it is not the responsibility of just one person, but the whole Team. Earlsmead expects that all staff members will support those who are new, and that all new members of the team will be proactive in asking for information should they need it.

The Induction Programme

The person responsible for induction should ensure that they, or someone else identified within the organisation, provide a personal induction programme.

This will include:

- Child Protection, Safeguarding and Prevent information, including Part One: Keeping Children Safe document
- Health and Safety Procedures
- A checklist of key policies that need to be read and understood
- A diary of key events for the academic year
- Who their mentor, buddy or supervisor will be

Statutory guidance on NQT induction

Although newly qualified teachers (NQTs) undergoing induction in maintained schools are exempt from the appraisal regulations, they are entitled to support and to have their progress reviewed.

The Department for Education (DfE) has published statutory guidance on the induction of NQTs. This guidance is for all schools where NQT induction can be served.

Purpose of induction

1.1 Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the relevant standards (see para 1.5). The programme should support the newly qualified teacher (NQT) in demonstrating that their performance against the relevant standards is

satisfactory by the end of the period and equip them with the tools to be an effective and successful teacher. (DFE Induction for Newly Qualified Teachers England – September 2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/458233/Statutory_induction_guidance_for_newly_qualified_teachers.pdf

Ensuring a reduced timetable

2.1 In a relevant school, the headteacher must ensure an NQT has a reduced timetable of no more than 90% of the timetable of the school's existing teachers on the main pay range to enable them to undertake activities in their induction programme. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. NQTs in independent schools, including academies and free schools, BSOs, independent nursery schools and FE colleges must also have a reduced timetable on a comparable basis. (DFE Induction for Newly Qualified Teachers England – September 2015)

Monitoring, support and assessment during induction

2.2 A suitable monitoring and support programme must be put in place for the NQT, personalised to meet their professional development needs (including the development needs of part-time NQTs). This must include:

- Support and guidance from a designated induction tutor who holds QTS and has the time and experience to carry out the role effectively
- Observation of the NQT's teaching and follow-up discussion
- Regular professional reviews of progress
- NQT's observation of experienced teachers either in the NQT's own institution or in another institution where effective practice has been identified

Appointment of an induction tutor

2.3 The headteacher must identify a person to act as the NQT's induction tutor, to provide day-to-day monitoring and support, and coordination of assessment. The induction tutor must hold QTS and have the necessary skills and knowledge to work successfully in this role and should be able to provide effective coaching and mentoring. This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the NQT. The induction tutor will need to be able to make rigorous and fair judgements about the NQT's progress in relation to the relevant standards. They will need to be able to recognise when early action is needed in the

case of an NQT who is experiencing difficulties. It may, in some circumstances, be appropriate for the headteacher to be the induction tutor.

Observation of the NQT's teaching practice

2.31 An NQT's teaching should be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the NQT's teaching practice, conduct and efficiency against the relevant standards. Observations of the NQT may be undertaken by the induction tutor or another suitable person who holds QTS from inside or outside the institution.

2.32 The NQT and the observer should meet to review any teaching that has been observed. Feedback should be prompt and constructive. Arrangements for review meetings should be made in advance and a brief written record made on each occasion. It should indicate where any development needs have been identified.

Professional progress reviews of the NQT

2.33 The induction tutor should review the NQT's progress at frequent intervals throughout the induction period. Reviews should be informed by evidence of the NQT's teaching. Objectives should be reviewed and revised in relation to the relevant standards and the needs and strengths of the individual NQT. The NQT should record evidence of progress towards objectives and agreed steps to support them in meeting their objectives. Evidence should come from practice.

Formal assessments

2.34 NQTs should have formal assessments carried out by either the headteacher or the induction tutor. These could be undertaken on a termly basis so that they have three per year (see Section 5 for further information about roles and responsibilities). It is for institutions and NQTs to agree exactly when the assessment dates are set, which should occur as near to the end of each term as possible. Evidence used in assessments must be clear and transparent and copies provided to the NQT and appropriate body.

2.35 Formal assessment meetings should be informed by evidence gathered during the preceding assessment period and drawn from the NQT's work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the relevant standards. NQTs should be kept up to date on their progress. **There should be no surprises.**

2.4 Formal assessment reports should be completed for the first and second assessments. These reports should clearly show assessment of the NQT's performance against the relevant standards at the time of the assessment.

2.41 The final assessment meeting is at the end of the induction period, and will form the basis of the headteacher's recommendation to the appropriate body as to whether, having completed their induction period, the NQT's performance against the relevant standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment form.

2.42 Once assessment forms have been completed, the NQT should add their comments. They should then be signed by the induction tutor, headteacher and the NQT. Once signed, the NQT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically.

At Earlsmead, all NQTs will be assigned an Induction Tutor and a Mentor or Phase Leader who will support them through their induction period. NQTs will be set clear, time related targets, and a tailored programme will be put in place to enable them to achieve them.

Prior to induction commencing

Where possible, all NQTs new to the school will have the following as a minimum requirement:

Before taking up a post in September newly qualified teachers will have at least 2 days at Earlsmead.

Day One

- Provision of keys, a laptop, class lists, term dates, email address and other practical information such as access to the school over the holidays.
- A Who's Who of school staff – names and roles
- Each teacher will have time with their new class on this day and will also have time with the current teacher from the class to receive confidential information.
- The school safeguarding lead or a member of the safeguarding team, will provide information on any pupils causing concern.
- The Deputy Headteacher for Inclusion, will provide information on key SEN pupils and policy.
- A member of the site staff will explain fire evacuation procedures.
- Policies provided: Marking, Safeguarding and Induction
- Details of mentoring.
- PPA arrangements for the new school year

Day Two

- Meeting with senior staff – key messages on teaching and learning
- Whole-school priorities
- Working with parents
- Medium-term planning
- Input from the behaviour lead, on school behaviour and bullying policies.
- Class timetable formats and key school times for each week
- Information on curriculum and expectations on planning – including planning formats.
- Input from a member of the Admin Team, on electronic registers
- Career-entry profiles provided to mentors/tutors, outlining key development points for each teacher.
- Most recent assessment data provided on each pupil
- Procedures for reporting technical problems