

# INDUCTION POLICY FOR NEWLY QUALIFIED TEACHERS (NQT)

## 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. Our school's induction process ensures the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.

This programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

## Definition of NQT

This is a teacher who has not yet cumulatively taught for a year in any setting as a teacher.

This does not include teachers who are embarking on the NESWC course for Steiner teacher training who have been previously taught,

Aim: To ensure that the NQT will effectively deliver the curriculum to his/her class, with reference to the particular policies and ethos of the school

## Purposes:

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of NQTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the NQT.
- to provide appropriate counselling and support through the role of an identified mentor.
- to provide NQTs with examples of good practice.
- to help NQTs form good relationships with all members of the school community and stakeholders.
- to help NQTs become aware of the school's role in the local community.
- to encourage reflection on their own and observed practice.
- to provide opportunities to recognise and celebrate good practice.
- to provide opportunities to identify areas for development.
- to help NQTs to develop an overview of teacher's roles and responsibilities.
- to provide a foundation for longer-term professional development.
- to help NQTs meet all the core standards,

## Induction Tutor/Mentor

The principal requirement for the NQT induction tutor is to be responsible for the overall Iona system management of initiating NQTs into the teaching profession and into structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of NQT performance.

A suitably qualified mentor (usually the induction tutor) will be allocated to the NQT. This mentor's role is outlined on the attached sheet in detail. Broadly, the role is to support the professional development of the NQT and to help him/her to achieve the aim above. Mentors will be chosen for their supportive sympathetic

qualities, however, should an NQT experience difficulties with the appointed mentor, they will be offered alternative support.

Once in post, the NQT will meet with the mentor to discuss targets and development areas suggested by their university tutor (entry-profile) or other documents. Using this information an initial development plan, including actions, success criteria, resources and timescales will be agreed. Following this a date for a lesson observation will be set. Review meetings will be held between the NQT and the mentor at least half-terminally to update the action plan. It is probable that by the end of the first term the NQT will be able to set medium as well as short-term targets. By the end of the second term, the mentor will also be encouraging him/her to consider long-term career targets. The mentor will keep a written record of key points raised in meetings with the NQT and oversee all meetings involving the NQT's induction programme.

### **Training**

The NQT will be expected to take up opportunities for training and to attend training courses to meet specific needs. If possible, they will be given opportunities to visit other schools to observe good practice and to meet other NQT's. There will be opportunities for the NQT to observe more experienced teachers within the school. They will be given help to focus these observations so that they support the achievement of agreed targets. Feedback to the class teacher and/or the mentor will be provided as appropriate. Provision will be made for the NQT to observe the effective teaching of pupils with special needs.

Prior to taking up the post, the NQT will be invited to spend as much time in school as possible. They will be invited to staff meetings, inset and to attend planning meetings. They will receive appropriate documentation.

### **Entitlement**

We ensure that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction.

The key aspects of induction provided for NQTs at Iona are as follows.

- Access to induction that will commence upon appointment and be reviewed termly with written feedback
- Help and guidance from a mentor who is adequately prepared for the role
- Regular meetings with mentor
- Observe experienced colleagues teaching
- A reduction of 10% of the average teacher's workload. This time is used for participating in the school's induction programme
- Have teaching observed by experienced colleagues
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary
- Opportunities for further professional development based on agreed targets

### **Assessment & Quality Assurance**

The assessment of NQTs will be rigorous but also objective

- The criteria used for formal assessments will be shared and agreed in advance
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used

- Responsibility for assessment will involve all teachers who have a part in the NQT's development in order to gain a reliable overall view
- Opportunities will be created for NQTs to gain experience and expertise in self-assessment
- The induction mentor will ensure that assessment procedures are consistently applied
- Copies of any records will be passed to the NQT concerned
- Termly reports will give details of:
  - areas of strength
  - areas requiring development
  - evidence used to inform judgement,
  - targets for coming term
  - support to be provided by the school

### At risk procedures

If any NQT encounters difficulties with meeting the NQT standards, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnose of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the NQT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure will be given and the school's concerns communicated to the LA without delay.

### The Role of the Induction Tutor:

A tutor is chosen because of:

- |                        |   |  |
|------------------------|---|--|
| Personal Qualities     | : | able to build good relationships<br>sympathetic / understanding  |
| Professional Qualities | : | sets high standards of work and commitment<br>has high expectations of pupils<br>is able to identify and celebrate strengths and to support weaknesses<br>is positive but self-critical<br>can encourage others<br>rigorous approach to monitoring |

### Duties of the Induction Tutor

The tutor will:

1. hold regular meetings with the NQT, both formal and informal as laid out in the induction policy
2. discuss and advise the NQT on action planning and target setting
3. help him/her to acquire training to meet needs
4. organise for the NQT to observe other teachers in the school
5. help him/her to have a clear focus for these observations and to apply good practise

6. observe him/her teaching having agreed a focus and provide feedback against this in a positive manner
7. review lesson plans and self-evaluations and address any particular concerns regarding day to day practise
8. review action plans and help to establish new targets
9. share information with the head teacher regarding the process and progress of the induction
10. advise NQT on best use of non-contact time and monitor

**Issue date**

This policy takes effect from August 2022.

**Review date**

This policy will be reviewed and revised by the Education manager or equivalent every three years.

**Endorsement**

Full endorsement to this policy is given by:

<b>Name:</b>	Mr Martin Taylor
<b>Position:</b>	Trustee
<b>Signed:</b>	
<b>Date:</b>	August 2022