



NQT INDUCTION POLICY

This Policy includes the Junior School and Senior School

Links to other policies:
Safeguarding Policy

OBJECTIVES:

- To provide a programme appropriate to the individual needs of the NQT.
- To provide appropriate support through the role of an identified Induction Tutor and Mentor.
- To put in place support mechanisms to monitor the NQT's progress against the NQT Induction Standards.
- To provide a foundation for longer-term professional development

KEY POINTS:

- Each NQT will have a named Induction Tutor and a Mentor, usually their Head of Department.
- The induction programme for NQTs will be an integral part of each school's Continued Professional Development (CPD) programme.
- The whole staff will be kept informed of the relevant school's induction policy and encouraged to participate, wherever possible, in its implementation and development.
- A reduction of 10% of the average teacher's teaching time commitment will be applied. This time will be used for participating in the school's induction programme.
- The NQT will be observed by experienced colleagues, given prompt feedback on the teaching observed and receive advice as necessary.
- The school will seek opportunities for NQTs' further professional development beyond the school.
- The NQT will be provided with opportunities for further professional development based on agreed targets.
- Opportunities will be created for NQTs to gain experience and expertise in self-assessment.
- The Induction Tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the NQT.
- Termly reports for the NQT will give details of:
 1. areas of strength
 2. areas requiring development
 3. evidence used to inform judgement
 4. targets for the coming term
 5. support to be provided by the school.

Moorland School will provide a strong professional culture where there is:

- an atmosphere of trust
- good communication
- a feeling that everyone has a say in decision making
- a network of supportive colleagues
- recognition of good work
- an emphasis on enhancing everyone's confidence
- a commitment to CPD.

The Headteacher will:

- Ensure an appropriate induction programme is set up.
- Ensure each NQT has a 10% reduction in the average teaching time commitment.
- Recommend whether an NQT has met the requirements for satisfactory completion of the induction period.
- Observe and give written warnings to an NQT at risk of failing to meet the required standards.

The NQT Induction Tutor (IT) will:

- Manage the initiation of their NQT into the teaching profession.
- Provide support and guidance and the rigorous but fair assessment of NQT performance.
- Review the NQT's developments needed and how they will be assisted in making these, and agree an Action Plan at the start of the induction period.
- Keep records of all formal observations and feedback meetings, signed and dated by all parties.
- Conduct half-termly Professional Review Meetings and review/revise the NQT's Action Plan.
- At the end of the second term, prepare the NQT Assessment for the Headteacher which will give details of:
 - Areas of strength
 - Areas requiring development
 - Evidence used to inform judgement
 - Targets for the coming term
 - Support to be provided by the school.

This will enable the Headteacher to provide any support required to ensure that the NQT meets all the requirements for the final NQT term.

The NQT will, with the support of their Induction Tutor:

- Participate fully in the Induction Programme.
- Address targets identified during their Initial Teacher Training.
- Address targets which emerge during their Induction Year.
- Record evidence of their progress against the Induction Standards.
- Observe experienced colleagues teach.
- Take increasing responsibility for their own CPD.
- Be observed in the first 4 weeks of the start of the new teaching post after which they should be observed at least once in any 6-8 week period.

The Mentor

We will appoint a mentor who can provide on-going support throughout the year to provide additional personal support.

Assessment and Quality Assurance

Assessments will be made in line with the Statutory Requirements and will be subjective, supportive and inform future planning.

Responsibility for contributing to the assessment will involve all teachers that have been part of the NQT's development.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance with the NQT Induction Tutor. Where the school does not resolve them, the NQT should raise concerns with ISTip.

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.
- Diagnose and record 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 outlines 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 ISTip without delay. Where an NQT has continuing difficulties, further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out. Where necessary, the Headteacher/ISTip advisor will support the induction tutor in planning an appropriate programme to ensure satisfactory completion of the NQT induction year and that all steps have been taken to help a failing NQT improve.

Should there be continuing concerns regarding the NQTs professionalism, relationships with staff and with pupil, or safeguarding concerns, then the school reserves the right to review the candidate's future employment. ISTip will be made aware of any such concerns. Where a candidate is not making improvements and acting on advice given, then some of these stages may become redundant.

Reviewed by Deborah Frost, September 2020

Next Review Date: September 2021