

NQT policy

Introduction

Newly Qualified Teachers 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 management team have a particular part in the process of ensuring that expertise and advice is available as necessary. This policy aims to clarify some of the roles and requirements necessary following the appointment of an NQT.

Prior to beginning work – staff induction day

A day should be agreed between the NQT and their induction tutor. During the day the new member of staff should be 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 list
- Special Needs information
- Pupils' medical information

There should be opportunity to:

- Complete any additional paperwork relevant to employment
- Meet with senior staff
- Familiarise themselves with their new role
- Check they have all necessary contact numbers

They should be given to read:

- The health and safety policy
- Recent newsletters
- Curriculum policy
- Appropriate risk assessments
- Single Integrated Development Plan and relevant action plans

The NQT's entitlement

Each NQT should:

- Receive support and guidance from an induction tutor
- Be observed at least half-termly and be provided with follow-up discussions
- Have a termly professional review of progress
- Be given the opportunity to observe experienced teachers
- Be provided with other professional development activities

The NQT is entitled to a reduced timetable. Arrangements must 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 teacher would be expected to teach. This release time should be protected and allocated at appropriate intervals.

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 into 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
- Organise review discussions – every half term
- Collate information to inform the review discussions
- Produce a tailored support programme building on the NQT's Career Entry and Development Profile

Observations

During the induction period each NQT should be observed at least once every half term by the induction tutor and/ or by others as appropriate. The first observation should take place during the first four weeks. The observations should be followed by professional review discussions at which the NQT and induction tutor review progress against the NQT's objectives, revising the objectives and action plan if necessary.

Observations of experienced teachers

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

- teaching in a local secondary school
- teaching in a neighbouring primary school
- teaching in a school with contrasting catchment

Other professional development activities

The NQT should be supported in following up any issues raised as part of the Career Entry and Development Profile. The individual programme might include:

- Strength and development priorities
- Visits to other schools (at least one every term) 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

Formal assessment meetings

There should be three formal assessment meetings, one at the end of each term. They should consist of either the headteacher and the NQT or the induction tutor and the NQT. At these meetings the following should be discussed:

- Written reports from at least two observations and two review meetings
- The NQT's progress
- Assessment records of pupils for whom the NQT has been responsible
- Lesson plans, records and evaluations
- The NQTs self-assessment and record of professional development

The LA should 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 should also be kept informed as to the progress of NQTs.

Induction assessment forms and the final assessment

Following the first two formal assessment meetings a 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 induction 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 headteacher to formally notify, using the final assessment form, the LA as to whether the NQT has met the induction standards.

In the case of any complaint about the induction process the NQT should use the usual complaints procedure as outlined in the school prospectus. If this does not address the issue then the NQT should contact Fiona Burke-Jackson at the LA.

Summary of what to expect before starting	every half-term	termly	at the end of the induction period
staff induction day arrangements made for reduced timetable initial meeting with induction tutor	observations and follow-up discussion with induction tutor (first observation to be within four weeks of starting) half-termly review of progress with the induction tutor	termly assessment meetings with form completed and sent to the LA (headteacher and NQT)	final assessment and recommendation made against the induction standards (to be completed by the headteacher)