



NQT Policy

Rationale:

Watchorn Christian School is continually striving to become a highly effective learning school through developing a culture of continuous school improvement. Our main purpose is learning - for both pupils and staff. Through the continuous learning of our staff and governors our school improves and develops, and brings ever greater benefits for our pupils, whilst nurturing a relationship with God.

Purposes:

Our NQT induction process will:

- contribute to improving and developing the overall effectiveness of our school, raising pupil achievement, and meet the needs of all pupils, parents and the wider school community;
- contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective teamwork at our school;
- ensure all teachers new to the profession have the best start in their careers and are supported in developing highly effective practice;
- ensure all staff new to our school understand what is expected of them and gain the support to achieve those expectations;
- ensure all staff understand the Christian ethos of our school and can gain experience of how to carry this out in the classroom;
- build co-operation between all staff in our school; and
- ensure that all staff are valued and recognised as the school's most important asset.

Management and Organisation of Induction

The Head teacher is responsible for the overall management and organisation of Induction of Newly Qualified Teachers across the whole school. This includes a whole school planning and quality assurance role.

The Head teacher will carry out the relevant employment checks before the NQT is employed. The Head teacher will notify the appropriate body when the NQT has taken up the post to ensure their induction period commences properly. The Head teacher will monitor the induction process and alert the appropriate body as early as possible if they feel the NQT will fail to meet the relevant standards.

Newly Qualified Teachers

We aim to provide all NQTs with the opportunity to:

- Gain experience of working with pupils in classroom and wider school setting
- Gain experience of school organisation and how to make a positive contribution to the wider life of the school
- Observe experienced teachers at work, and pick up behaviour management techniques
- Gain experience in the teaching of individual pupils, groups and classes and how to differentiate learning
- Develop skill and understanding in the area of classroom management
- Demonstrate the ability to work harmoniously with pupils and colleagues
- Gain experience in the planning, execution and evaluation of individual lessons and schemes of work
- Gain experience and knowledge of teaching children with SEND
- Understand the Christian ethos of the school and how to incorporate Heart Concepts into the curriculum and day to day conversations.

For Newly Qualified Teachers the school provides a programme of support, monitoring and assessment.

The Newly Qualified Teacher is provided with an Induction Tutor who will be a named senior, experienced or competent member of staff.

The induction tutor provides the NQT with day-to-day monitoring and support and must:

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the Appropriate Body where necessary);
- carry out six reviews of progress during the induction period ;
- undertake three formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate (normally termly, or pro rata for part-time staff);
- 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 NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and
- take prompt and appropriate action where an NQT appears to be experiencing difficulties.
- Each NQT has 10% professional development time during their statutory induction period plus an extra 10% planning, preparation and assessment time. This is in addition to the teaching and professional development time that other substantive teachers would expect in the school.
- Each NQT has an individualised planned programme to ensure that the 10% professional development is used to the maximum effect.

The Role of the Induction Tutor:

Induction Tutors are responsible for the day to day management of their NQT's induction, and will meet with their NQT regularly. They will work with the Head teacher to give feedback on how the NQT is progressing in meeting the standards. They will keep detailed notes of the observations carried out and termly review meetings.

An initial meeting is held with each NQT and their Induction Tutor at the start of the Induction to establish professional skills, identify areas of development and progression and agree on strategies of support and targets. Consultation then takes place with the Induction Tutor and SMART (specific, measurable, achievable, realistic and time-bonded) targets are agreed. This involves setting short and long term objectives, which are reviewed and amended termly.

Induction Tutors will be supported in their role by:

- being provided with information from the school, relevant to the induction process;
- being offered training provided by the Head teacher or other suitable body on the Role of the Induction Tutor;
- having meetings with the member of staff responsible for the overall induction programme in the school (Head teacher);
- Non-contact time to carry out and write up observations and give feedback, meet with the NQT to provide help and support.

School Induction programme for Newly Qualified Teachers:

The induction programme for staff new to teaching is designed to induct them into the profession and into the school. At the school all new teachers are expected to undertake their professional responsibility in striving to meet high standards.

Within the resources available in the school all new teachers are offered a mentor who will be a named member of staff.

All new teachers are invited to visit the school before they take up post.

All new teachers are met on their first day by their mentor / line manager.

All new teachers are provided with copies of school policies and the school's staff handbook and be expected to develop their understanding of them.

All new teachers will meet with the Head teacher within their first week in post for a formal induction.

Lesson observations, reviews and target setting

Observation of classroom practice is an essential part of induction. NQTs have lesson observations at least every term and the first NQT observation must take place within the first four weeks of teaching. The observations will be given a focus linked to the

relevant standards in order to gather evidence to prove that the NQT is on target to meet the standards.

The Induction Tutor carries out most of the observations, supported by other senior members of the school. The observer agrees with the NQT beforehand whether the observation will be formal or will involve participation in the lesson to gain insight into the pupils' work and progress. Feedback is given as quickly as possible. Although it may not be possible to review immediately, it is important to give a supportive comment on leaving to ensure the NQT does not feel unduly anxious immediately after the lesson. The review meeting is conducted in a supportive, open and professional atmosphere with the following three phases:

- Teaching strengths observed during the lesson
- Possibilities and improvements
- Targets for future action

Support is also based on informal monitoring of lessons and discussions with NQTs as well as formal observation. Induction Tutors meet weekly with the NQTs and hold monthly progress review meetings, referring to the new Induction Standards. Tutors also monitor NQTs' lesson planning. The tutor meets termly with the NQT to review progress against targets, set future targets, to formalise their own perspectives on teaching and learning, and to develop a professional view of educational issues.

NQT Profile

NQTs use the Career Entry and Development profile as a basis of planning the initial stages of their induction. Each NQT develops with their Induction Tutor their own induction and support plan.

Each NQT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio.

The Induction Tutor and school maintains a documented record of the NQTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken.

Newly Qualified Teachers who are not meeting the core standards or making satisfactory progress towards them will develop with the Induction Tutor a detailed action plan. The school will increase the support necessary to implement the action plan within the available resources within the school. The Head teacher is responsible for liaising with the relevant body to ensure that the NQT is given a support plan to help them if they are struggling to meet the standards.

Policy Review This policy will be reviewed every two years at the Governors Meeting.
Reviewed 02/11/2020