



Induction for Newly Qualified Teachers (NQT's)

Summer 2021

Rationale

The first year of teaching is not only very demanding but also of considerable significance in the professional development of a newly qualified teacher. Elloughton Primary School's induction process ensures that the appropriate guidance, support, training including the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.

The programme and support that we offer will enable a Newly Qualified Teacher (NQT) to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Introduction

The governors and staff at Elloughton Primary School recognise that the appointment of an NQT (Newly Qualified Teacher) makes a valuable contribution to the development of the real partnership of the school and the NQT. Through development of a real partnership there should be an opportunity to bring new ideas, approaches and thinking to the school as well as the school influencing the beginning of a new career for the NQT. Governors and staff understand that the experiences of the first year of teaching can have a profound effect on a teacher's later career, helping to shape effective practice, establish appropriate expectations and develop the self-confidence and self-awareness necessary for excellent teaching.

The headteacher, governors and mentor will ensure that the induction period:

- Helps the NQT to build upon knowledge, skills and understanding developed in Initial Teacher Training.
- Help NQTs to become full members of the teaching profession, and provides a foundation for their longer term professional development, within the context of their individual needs.
- Builds on the information provided in the NQT target profile to help the NQT to meet identified targets, particularly those relating to the requirements for the satisfactory completion of the induction year.
- Includes systematic, fair and rigorous assessment procedures, based on evidence of the NQT's professional practice.
- Ensures that any NQT making unsatisfactory progress is given sufficient timely support to make the necessary improvements.

The Schools' responsibility to NQT's

- Provide the NQT with appropriate teaching commitment, which is no more than 90% of the normal teaching timetable or pro rata equivalent. In addition to this there will be a 10% planning, preparation and assessment time as received by all full time teachers.
- Assign an Induction Mentor with the experience to be influential in the development and support of the new teacher. The new teacher will receive regular



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feedback and support on their progress. The NQT has the responsibility to engage and respond positively in the process.

- Provide a well-structured school based induction programme.
- Enable the new teacher to attend appropriate courses for NQTs provided by the Local Authority and the school. The NQT has the right to be treated as a professional and their views on their induction must be respected and considered.
- Enable NQTs to observe effective practice at first hand within the school. They should be proactive in seeking out opportunities during their NQT time.

It is normally expected that a NQT will be appointed on a temporary contract. On satisfactory completion of the NQT induction year, the governors and Senior Leadership Team may decide to award the NQT a permanent contract. This will, however, depend on the staffing requirements at the time and the needs of the school.

The Induction Period

NQTs will be required to complete an induction period of not less than three terms.

If a NQT wishes to begin the induction period more than five years after being awarded Qualified Teacher Status, they may be required to undertake an appropriate “returners” course.

The governors recognise that the induction period may be completed in more than one school, with periods of service aggregated for assessment purposes. However, each separate period of service must be of at least one term’s duration or part time pro rata equivalent. No more than five years will normally have passed between the beginning and completion of a NQTs induction period.

Once the induction is successfully completed, the teacher will be included in the school’s professional development programme.

The Induction Mentor is the contact responsible for ensuring appropriate support, reporting and assessment takes place. This is a two way process.

The Induction, Monitoring and Support Programme

The NQT’s teaching will be observed early in the first half term by a member of the Senior Leadership Team. This will provide the Induction Mentor with evidence to set the NQT’s targets that help their professional development. Formal meetings between the Induction Mentor and the NQT will take place as agreed between both parties. Progress will be discussed against an agreed agenda of professional topics.

The Induction Mentor can observe a minimum of twice a term with a Senior Leadership Team member observing as and when required. Professional dialogue between the Induction Mentor and the NQT will take place throughout the year to determine the areas of development.

During the induction period, the NQT will have the opportunity to observe experienced teachers at work within the school and in other schools during their allocated NQT time.

The NQT will be given early support for those issues which concern most teachers’ e.g.

- SEN
- I.S.P.’s
- Assessment,



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- Reporting to parents
- Working with parents
- Behaviour management
- Safeguarding

Assessment Arrangements

During mentor meetings the NQT will be asked to provide evidence for the areas of the teaching standards that cannot be observed in lesson observations. This evidence will provide the mentor with the correct information to write the termly report to identify areas of progress or support.

The final meeting of mentor and NQT will be used to determine whether the NQT has met all the requirements for the satisfactory completion of the induction period. When satisfactory completion is confirmed, this meeting should be used for target setting and professional development planning for the second year of teaching, when professional development arrangements will begin to apply.

These meetings will be arranged between NQT and mentor. The mentor will be able to ask for the following:

- Evidence of the progress of pupils of whom the NQT has had responsibility.
- Evidence of impact of CPD.
- Evidence of impact from observing other practices.
- Evidence of planning pupils work.

Should there be any significant concerns about the NQT's progress, the LA will be informed as soon as possible. Additional support and observations may be arranged if progress towards becoming a competent teacher is not clearly apparent.

By the end of the first year the Induction Mentor for the NQT will complete the assessment form which evaluates the progress made by the NQT.

The assessment report will be fully discussed with the NQT. The NQT and the LA will receive a copy of the completed form. The LA will decide in the light of the headteachers' recommendation, whether or not the NQT has met the requirements for satisfactory completion of the induction period. The NQT should keep records of their first year to inform appraisal.

The Role of the Induction Mentor

The Induction Mentor will normally be an appropriately experienced and trained mentor. A NQT's Induction Mentor should provide an experienced, trusted and professional support and be able to:

- Provide adequate advice and support as necessary.
- Meet the NQT shortly after he / she joins the school to agree targets and an action plan for the induction period.
- Meet regularly, formally and informally with the NQT.
- Observe the NQT teach and provide appropriate feedback.
- Maintain records of monitoring, support and formal assessment activities undertaken, and their outcomes.

Where applicable, in consultation with the Senior Leadership, make arrangements for additional support, experience and professional development from outside the school if necessary, where the NQT is not provided with sufficient breadth of experience to enable him/ her to meet the Induction Standards.



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NQT Expectations

NQT's are expected to comply with the school's policies, procedures and practices for all staff to:

- Consistently meet all the standards for the award of QTS (Qualified Teacher Status) throughout the induction period.
- Engage in the mentoring process.
- Take responsibility for their own professional development, participate in target setting and associated professional development, maintain NQT records and keep up to date with research and developments in pedagogy and in the subjects they teach.
- Set and maintain good standards of pupil behaviour in the classroom.
- Identify and take advantage of the development opportunities offered by the school within the local community.
- Liaise effectively with parents and carers.
- Teach lessons which are thoroughly prepared in accordance with the school curriculum.
- Provide and mark home learning in accordance with the school's policy.
- Comply with the school's dress code.
- Ensure lessons start promptly.
- Be a good role model to pupils both in and out of school.
- Monitor children's progress.
- Support the learning of all children, liaise with the Inclusion Manager and other staff as required.
- Deploy support staff effectively.

Prior to taking up the Post

The time between the appointment and taking up the post is important to ensure that the NQT is well prepared for his / her teaching appointment. Whenever possible, an NQT will be given the opportunity to visit the school, be introduced to the class to be taken and have access to policies before taking up the appointment.

Adoption, Approval, Sign Off

Signed	Rebecca Brammall
On behalf of	Headteacher
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