



BURGESS HILL
— GIRLS —

NQT Induction Policy – Whole School inc EYFS	7c(i)
---	--------------

Responsible for Initiating Review of Policy	SLT
Committee to Review	SLT
Last Review Date	February 2018
Review Period	Annually
Approved by (Committee and Date)	SLT February 2018
Approved by Board of Governors	
Effective Date of Policy	February 2018
Next Review Date	February 2019
Related Policies	

Aim

The aim of the policy is to support and guide NQTs in their first year of teaching and promote the school aims as an integral feature of their approach to teaching. The NQTs have all achieved Qualified Teacher Status (QTS) and must now successfully complete an initial period of induction.

The programme aims to respond to the individual developmental needs of the NQTs. It links closely with the whole school policy for Professional Development, including general INSET provision.

The School follows the Department for Education Guidance given in S.135A, 135B and 141C(1)(b) of the Education Act 2002 and associated Ed (induction arrangements for School Teachers) (England) Regs 2012.

Programme Objectives

- To ensure initial settling in period to the school
- To ensure NQTs fully realise their status and responsibilities as qualified teachers and as part of the professional community
- To offer guidance and support to facilitate full integration into the school as a whole
- To ensure the professional development of each NQT as appropriate to their individual needs

The Induction Programme includes:

- NQT registration
- 10% reduction in teaching timetable
- An induction meeting
- Appointment of a Subject Mentor and Induction Tutor to support the NQTs through the induction standards and support programme
- Regular, minuted meetings with the Subject Mentor and the Induction Tutor
- Two review meetings per assessment period
- An assessment meeting before the assessment form is completed and sent to ISCTip
- The opportunity to observe experienced colleagues teaching
- At least one observation per half term by Subject Mentor and/or Induction tutor with feedback
- Target setting
- Opportunities for INSET to enhance development

The Induction Tutor and Subject Mentor support and guide the NQT to meet the Induction Standards. The Head meets with the NQT three times a year, after each formal assessment. The Governors are kept fully informed of the NQT's progress by the Head.

The Standards Framework

In order to gain qualified Teacher Status, trainees must meet the Standards set out in *Qualifying to Teach. Professional Standards for Qualified Teacher Status and Requirements for Initial Training*. These are a detailed set of requirements that are mostly demonstrated in school.

The Standards are organised in three inter-related sections, which describe the criteria for the award

- Introduction
- Teaching
- Personal and Professional Conduct

Review and Assessment

The monitoring and support of NQTs is a combination of formative reviews and summative assessments. NQTs throughout the course of their induction will collect evidence for their Career Entry Development Profile (CEDP) which shows they meet the Induction Standards.

Assessment will take place by:

- Looking at the evidence collected in the CEDP
- Classroom observations
- Assessment meetings with the Induction Tutor.

Assessment Process

The Subject Mentor and the Induction Tutor will meet with the NQT within the first three weeks to agree the time and focus of the first lesson observation

Feedback time will be arranged as soon as possible after this observation.

The Subject Mentor, Induction tutor and NQT will identify areas for development and agree targets with the NQT.

It is the NQT's responsibility to keep a record of the standards met.

The Induction Tutor will write up a report, following the formal assessment, indicating which standards have been met and the NQT will have the opportunity to comment on the report.

NQTs at risk of failure

If the NQT has not satisfactorily met the standards or is at risk of not meeting them in the future, a structured package of support and development will be provided for the NQT. An Action Plan will be written by the Induction Tutor which will be reviewed after six weeks when a further plan will be drawn up.

Specific guidance on this particular issue is given in Section 2.46-2.61 of the DfE Statutory Guidance on Induction for newly qualified teachers (England) and Section 4 – Unsatisfactory progress and appeals - Revised June 2013, Ref: DfE-00066-2011.

Teaching

NQTs will continue to develop their skills and demonstrate increasing responsibility and professional competence in their teaching and when working with adults, including parents.

Specifically, they need to:

- Plan effectively to meet the needs of pupils in their classes, especially those with special educational needs.
- Liaise effectively with parents or carers on pupils' progress and achievements.
- Work effectively as part of a team.
- Secure a standard of behaviour that enables pupils to learn and act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school.
- Apply school policies.

The school expects NQTs to behave as professionals and, when appropriate, to treat information, discussions and negotiations in strict confidence. Lessons, assessments, evaluations and reports should be prepared thoroughly and in accordance with the programme's guidance and school policies.

This policy is reviewed annually by the Assistant Head Academic / Head of Junior School.