

JENNETT'S PARK C of E PRIMARY SCHOOL



Policy on Newly Qualified Teachers NQT's.

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JENNETT'S PARK CE PRIMARY SCHOOL**Policy for Newly Qualified Teachers (NQTs)**

We aim here at Jennett's Park are to ensure we live out our vision:

Empowering our children to flourish and achieve under God's love. This comes from the passage in the bible where Jesus says: I have come to let you live life in all its fullness (John 10:10)

Our Rainbow Promise underpins everything we do at school. Just as the Rainbow was a sign of God's promise to Noah that from that moment God would enable Noah and the people of the earth to flourish and experience life in all its fullness. So as a school community we promise to do our best to enable all the pupils and adults of our school to flourish academically and professionally so that they might reach their potential.

The Rainbow is also a symbol of the diversity of our school community, but as a church school we recognise that we are all created and valued by God, and so as a school community we commit to care for and value each other.

The dove symbolises our need to persevere in some aspects of life as it is not always the first time we find success. It was not the first time that Noah had tried to find dry land and so we much seek strength within ourselves and from God to achieve.

All children and young people have a right to a primary education, which should be free. Our aim is that learning at Jennett's Park CE Primary School should empower children. It should celebrate success and progress for all, and be part of our role as heart of the local community.

Rationale

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Our school's induction process ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.

This programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

Purposes

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of NQTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the NQTs;
- to provide appropriate counselling and support through the role of an identified mentor;
- to provide NQTs with examples of good practice;
- to help NQTs form good relationships with all members of the school community and stakeholders;
- to help NQTs become aware of the school's role in the local community;
- to encourage reflection on their own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help NQTs to develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to help NQTs perform satisfactorily against the Teachers' Standards.

The whole staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Roles and Responsibilities

The Local Governing Board

The LGB will be fully aware of the contents of the DfE's Statutory guidance on induction for newly qualified teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The school's Induction Tutor are our Phase Leaders, Assistant Heads and Deputy Heads.

The Headteacher

The Headteacher at Jennett's Park CE Primary School plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an induction tutor, the head teacher will also observe each NQT at least once each term. Statutory responsibilities are:

- ensuring an appropriate induction programme is set up;
- recommending to the Appropriate Body whether or not an NQT has performed satisfactorily against the Teachers' Standards for the completion of induction.

While the head may not delegate these responsibilities, many of the associated tasks will be carried out by an induction tutor or other suitably experienced colleagues. In addition to the statutory requirements the head teacher will:

- observe and give written warnings to an NQT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately;
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

Induction Tutor

The principal requirement for the NQT induction tutor is to be responsible for the overall management of initiating NQTs into the teaching profession and into our school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, opportunities to participate in additional support, e.g. Professional Study Groups, providing support and guidance and the rigorous but fair assessment of NQT performance.

Mentor

In addition to the induction tutor, who has the responsibility for the formal assessment of the NQT, a mentor is appointed to provide on-going support on a daily basis. The mentor will contribute to the judgements about the performance against the Teachers' Standards.

Entitlement

The Newly Qualified Teacher should be proactive in his/her own career development. However, our induction programme ensures that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS). The key aspects of the induction programme for NQTs at Jennett's Park CE Primary are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis.
- Structured visits will be made to the school, prior to taking up appointment, with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these.
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with mentor, senior managers, subject coordinators and other key staff where appropriate.
- Time and regular opportunities to meet with other NQTs and teachers who have recently completed their induction programme.
- Observe experienced colleagues teaching.

- A reduction of 10% of the average teacher's workload. This time is used for participating in the school's induction programme and is in addition to the statutory 10% non-contact time already allocated to teachers.
- Have teaching observed by experience colleagues on a regular basis.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate.
- Opportunities for further professional development based on agreed targets.

Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE's guidelines on NQT induction.

Assessment & Quality Assurance

The assessment of NQTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance.
- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the NQT's development in order to gain a reliable overall view.
- Opportunities will be created for NQTs to gain experience and expertise in self-evaluation.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the NQT concerned.
- Termly assessment reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement,
 - targets for coming term (i.e. 'smart' targets)
 - support to be provided by the school

(All of the above will be clearly referenced to the Teachers' Standards)

At risk procedures

If any NQT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of 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 outlined 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 the Appropriate Body 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 Head/Appropriate Body's adviser will support the induction tutor and NQT in observations and planning an appropriate programme to ensure satisfactory completion of the NQT year and that all steps have been taken to improve the situation. The NQT must be made aware of any concerns, at all stages, throughout the induction process.

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. Where the school does not resolve them the NQT should raise concerns with the named Appropriate Body contact. Details are included in Induction Package from Bracknell.

This policy is based on and follows the guidance and statutory requirements set out in <http://www.education.gov.uk/b0066959/nqt-induction> - 'Statutory guidance on induction for newly qualified teachers (England)'.

**Appendix 1 NEWLY QUALIFIED TEACHERS: INFORMATION FOR INDUCTION TUTORS AND MENTORS
MAIN AREAS IN THE TIMELINE**

Term 1

MEETING & FOCUS	PAPERWORK NEEDED	COMMENTS
<p>1</p> <p>Visit on 'Moving Up Day' in July</p> <p>All NQTs with a Senior Leader or Induction Tutor</p> <p>10 minutes meeting</p>	<ul style="list-style-type: none"> 'Welcome' information sheet Year Group details 	
<p>2</p> <p>Induction on the first week</p> <p>All NQTs with Induction Tutor</p> <p>30 minutes meeting</p>	<ul style="list-style-type: none"> Year Group long plan & Scope and Sequence 'Other' induction information eg- Literacy texts; Term 1 focus etc Health and Safety Induction NQT Induction sheet: ref: areas to read in Staff Handbook before the children in e.g. Fire Drill; Behaviour; What to find where. Role defined: Induction tutor NQT timeline so they know what to expect Read Essential Checklists YG & Teacher daily plan samples (system) – weekly plans to be annotated. Bracknell Handbook for NQT – electronic Bracknell Handbook for mentor – electronic 	<ul style="list-style-type: none"> NQT meeting with the Induction Tutor in the main agenda for the day. Have paperwork ready Have spare Staff Handbook Set date /venue for the first meeting with Induction Tutor. NQT to bring Career Entry Profile. Mentor explain to NQT, LEA courses and in-house training; display, reading, RE, + observation of other teachers 'as and when' REMEMBER TO SET DATES re : display, reading, planning, assessments, Child Protection Induction
<p>3</p> <p>Second NQT meeting with Induction Tutor</p> <p>30 minutes meeting</p> <p>Each NQT with Induction Tutor and the Mentor. The Mentor supervises the Action Plan with the NQT, sets time frame and follow up meeting date agreed and put into the diary.</p>	<ul style="list-style-type: none"> NQT to bring Career Entry Profile (CEP) <p>INDUCTION TUTOR NEEDS:</p> <ul style="list-style-type: none"> Spare Handbook Meeting notes with areas for agenda: <ol style="list-style-type: none"> Following initial induction, any questions? Health and Safety paper handed in completed/signed Timeline(to 'unpick') <ul style="list-style-type: none"> Spare copy of timeline Copy of the Teachers' Standards for the NQT Year <p>Trainee- Set up file as per suggestions; discuss evidence against the Teachers' Standards, record of activities, calendar planner Mentor set up file for meeting notes, dates, action plans, mentor handbook</p>	<ul style="list-style-type: none"> Ask re Fire Drill Set dates and observers for two observations for Term 1 (firm up on dates for in-house training) Refer to pass/fail NQT year. We want it to be a 'pass'; think now how you might take criticism; it will be constructive; we will use action plans 'as and when'. Take notes as NQT presents strengths and weaknesses from CEP NQT and Mentor devise an Action Plan for addressing areas to develop from CEP. (S.M.A.R.T.)
<p>4</p> <ul style="list-style-type: none"> Ongoing Weekly meetings 	<ul style="list-style-type: none"> Meeting notes with areas for agenda. Copies filed each week Mentor to review NQT handbook Organise time for observations of other staff and meetings with key staff e.g. SENDCO, EMA Lead, Assessment lead, DSL, English and Maths Leads 	<ul style="list-style-type: none"> Regular meeting slot identified and put into diary Book time in diary for NQT to have opportunity to complete SIMS training and follow up meeting with Assistant Heads
<p>5.</p> <ul style="list-style-type: none"> Term 1: Two formal full 1 hour observations plus feedback from observer. Action Plan made for any areas to be developed. Possible 'other' related meetings with NQT, Induction Tutor re Action Plan 	<ul style="list-style-type: none"> Observation forms – see handbook Action Plan 	<p>Identified needs following an observation may mean that the NQT could be co-mentored by another SMT member e.g. managing SEND/more able pupils may need input from the SEND Leader</p>
<p>6.</p> <p>Second half Term 1: second formal meeting with Induction tutor or Mentor</p> <p>20 minutes meeting each</p>	<ul style="list-style-type: none"> Each NQT with the Induction Tutor to follow up/review Action Plan from Career Entry Profile Additional .Action Plan (if applicable) 	<ul style="list-style-type: none"> Devise agenda for what is needed Include an overview of the 'Four Week Focus' so NQT can come up with a proposal written in Action Plan format for early in Term2. Mentor/Induction Tutor prepare the Term 1 Assessment for the Head teacher. (see dates)
<p>7.</p> <p>Term 1 assessment meeting with the Headteacher <u>a week before due date</u> – see handbook</p>	<ul style="list-style-type: none"> Completed Term 1 assessment sheet (online) 	<ul style="list-style-type: none"> Remind NQT to take a holiday

Terms 2& 3 include two formal observations each term and two formal meetings (these can be linked to observations) as well as the head's assessments.

January meeting include review of the NQTs Action Plan for 4 week focus (refine to limit focus). Plan a realistic date for feedback (hopefully to include other NQTs from other schools!)