

Paradise Street School

NQT Policy

Introduction

Paradise Street High School recognises that Induction for Newly Qualified Teachers (NQTs) is a Statutory requirement. The Education (Induction Arrangements for School Teachers) (England) Regulations came into force from September 2008 and govern the arrangements for all NQTs appointed to the school.

Newly Qualified Teachers present schools with challenges and rewards. They bring with them new skills, knowledge and enthusiasm and can be a catalyst for positive change. However, they do require and deserve a carefully planned programme, if the initial years are to be successful and rewarding ones. All staff in school have a role to play in supporting the teacher new to the profession. Governors, Subject leaders/phase 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.

The Governors and Headteacher of Paradise Road School will ensure that the induction period:

- Helps the NQT to build upon the knowledge, skills and understanding developed in initial teacher training
- Helps the NQT to become a full member 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's Career Entry Profile and helps 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 necessary improvements

Paradise Street School's responsibility to NQTs

Governors recognise that the appointment of an NQT is a serious and costly responsibility. Appropriate funding will be given to support the NQT. When appointing an NQT the Governors and Headteacher are making a commitment to:

- Provide the NQT with appropriate teaching commitment, which is no more than 90% of the normal teaching timetable or pro rata equivalent
- Assign an Induction Tutor with the interest, time and experience to be influential in the development and support of the new teacher
- Provide a well structured school-based induction programme;
- Enable the new teacher to attend appropriate courses for NQTs
- Enable NQTs to visit good schools in the local area to see effective practice at first hand

It is normally expected that an NQT will be appointed on a permanent contract.

Under usual circumstances the post to which an NQT is appointed will be well matched to their training experience.

They will be deployed to:

- The age groups for which they are trained; Thus enabling a fair assessment of their progress to be made and their further training needs to be identified and met;

As a rule NQTs will not be employed for the following posts:

- Posts which present unusual problems of discipline;
- Supply teacher posts;
- Posts which carry additional responsibility e.g. subject co-ordinator;
- Long term absences or maternity leave;

What the school expects of NQTs

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

- Consistently meet all the Professional standards at Core level throughout the induction period
- Set and maintain good standards of pupil behaviour in the classroom
- Identify and take advantage of the opportunities offered by the school as part of the local community
- Liaise effectively with pupils' parents and carers
- Take responsibility for implementing school policies and practices
- Take responsibility for their own professional development, participate in target setting and associated professional development, maintain their CEDP and keep up-to-date with research and developments in pedagogy and in the subjects they teach.
- Teach lessons which are thoroughly prepared and which relate to the school's/department's Schemes of Work
- Provide and mark homework in accordance with the school's homework/home-school contract
- Comply with the school's dress code
- Ensure registrations and lessons are started promptly
- Be a good role-model to students both in and out of school
- Monitor children's progress
- Support the learning of all the children, liaise with the SENCO and make use of support staff

Prior to beginning work check –

- that they have passed any skills tests prior to starting the induction period
- check with the GTCE that they have been awarded QTS before starting an induction period; and
- to provide evidence that they have QTS and are eligible to start induction

Staff induction day

A day should be agreed between the NQT and their induction tutor. During the day the new teacher 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
- Details of Wakefield's training programme for NQTs/CPD programme
- Signing in procedures, fire drill arrangements and other safety and security issues
- Emergency procedures, eg arrangements for first aid, accident and incident reporting
- Class list including, SEN information, Gifted and Talented register, pupils' medical information
- Policies including, health and safety, curriculum policy, appropriate risk assessments etc
- School Development Plan and relevant action plans

The NQT's entitlement

- 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, eg Wakefield NQT training package

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.

Each NQT should:

- discuss with their induction tutor and agree priorities for their induction programme
- using the TDA Career Entry and Development Profile (CEDP) to begin to organize a plan of action; and keep this under review
- decide how best to use the reduced timetable allowance
- monitor their progress against the core standards
- participate fully in the agreed monitoring and development programme
- raise any concerns with their induction tutor as soon as practicable
- keep track of and participate effectively in the scheduled classroom observations, 6 progress reviews and 3 formal assessment meetings
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences
- retain copies of all assessment forms especially in cases where the NQT has a break/change of employer during the induction period

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.

The induction tutor will need to:

- ensure NQT is registered with Wakefield LA
- ensure both they and the NQT know the time span for the NQT's induction period. Guidance can be found at <http://www.tda.gov.uk/partners/induction/faqs.aspx>
- produce a tailored support programme building on the NQT's CEDP
- 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 three termly, or pro rated for part-time staff);
- undertake most of the NQT's observations;
- 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.

The governing body

- will ensure compliance with statutory guidance, and in particular ensure that the headteacher/ principal is fulfilling his or her responsibility to provide any NQTs serving induction in the institution with a suitable post and the necessary support, monitoring and assessment;
- can request general reports on the progress of an NQT but are not automatically entitled to have access to an individual's assessment forms;
- investigate concerns raised by an individual NQT as part of the institution's agreed grievance procedures; and
- can seek guidance from Wakefield on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process.

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 a 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
- Time to spend with the SENCO to focus on specific/general matters
- Time to access the TDA SEN resource: http://tda.gov.uk/teachers/sen/training_resources/induction.aspx
- Visits to other schools to follow up priorities and to observe exemplary practice
- Opportunities to discuss subject leadership with members of school staff (primary)
- Opportunities to observe experienced teachers/other departments (secondary) 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 in meeting the Core Standards
- 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. All assessment forms to record this can be found on www.gowild.org.uk/nqt

NQTs will be assessed at the end of the induction period against the Core standards. It is the responsibility of the headteacher to formally notify Wakefield LA, using the final assessment form, as to whether the NQT has met the Core standards and in particular their:

- strengths;
- areas requiring further development, even where the NQT is deemed to be making satisfactory progress (for example the core standards, or aspects of the standards, which the NQT has yet to meet);

- evidence used to inform the judgement;
- targets for the coming term and the support which is planned.

In completing this information the induction tutor can use as headings either the three main areas of the Professional Standards Framework (http://www.tda.gov.uk/upload/resources/pdf/s/standards_core.pdf), or the five themes as outlined in *Supporting the induction process: TDA guidance for newly qualified teachers* (http://www.tda.gov.uk/upload/resources/pdf/c/core_standards_guidance.pdf).

Comments must be in the context of and make reference to specific standards.

Interim assessments

Interim assessments should also be sent to Wakefield LA within ten working days of the relevant assessment meeting, where an NQT leaves following the first assessment period and before the end of the second assessment period or after the second assessment period and before the end of the third/final period.

When NQTs are in difficulty

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 nqt@wakefield.gov.uk 01226 392439 at Wakefield LA.

A very small number of NQTs will encounter difficulties. The vast majority will overcome these with support. Structures should be in place to support NQTs who may experience difficulties.

If an NQT is struggling to meet any of the QTS or core standards the judgement must be clearly identified, evidenced, and linked to the specific Standards.

- Areas of weakness, targets and support should be identified and recorded and an action plan completed. This will show the specific standard concerned, the support which will be put in place to assist and when the actions will be reviewed. The NQT must be involved at all stages. There should be no surprises in assessment reports.
- Colleagues to support the NQT and mentor/tutor e.g. advance skills teachers (ASTs), LA consultants and advisers, professional and subject associations will be called upon.
- Once a problem has been overcome the success will be acknowledged in the assessment meeting and in the report.

The NQT coordinator will be given copies of the interim reports and the action plan provided, and the Headteacher will carry out additional observations of the NQT.

If the concerns persist or it is felt that a teacher may fail to develop full competence after all reasonable support and other measures have been provided, the Headteacher will consult with the NQT coordinator and the NQT will be informed in writing that he/she is at risk of failing to meet the Core standards and the consequences of this.

The NQT has the right to appeal against the decision to the General Teaching Council for England.

Implementation and review

This policy will be

- made known to all Staff and Governors.
- reviewed regularly.
- taken into consideration when updating the School Development Plans by consultation with appropriate staff.

Reference to the policy will assist in the identification of in-service requirements.