

Holy Family
Catholic Primary School



NQT Policy

Approved July 2018

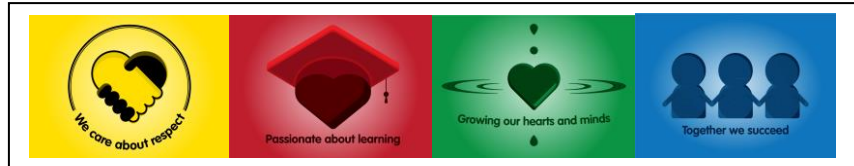
Review date July 2021



NQT POLICY

Mission Statement and School Values

At Holy Family we grow, learn and succeed in the footsteps of Jesus.



1. 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 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.

2. 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 NQT.
- to provide appropriate mentoring and coaching through the role of an identified mentor.
- to provide NQTs with examples of excellent 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 teacher's roles and responsibilities.
- to provide a foundation for longer-term professional development.
- to help NQTs meet all the core standards,

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

3. Roles and Responsibilities

a) The Governing Body

The governing body will be fully aware of the contents of Guidance to the Law DfES/0458/2003 which sets out the school's responsibility to provide the necessary monitoring, support and assessment 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.

b) The Head teacher

The head teacher plays a significant and leading role in the process of inducing 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 LA whether an NQT has met the requirements for satisfactory completion of the induction period.
- While the head may not delegate these responsibilities, an induction tutor will carry many of the associated tasks out.

In addition to the statutory requirements the head teacher will

- observe and give written warnings to an NQT at risk of failing to meet the required standards.
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

c) 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 the schools 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, providing support and guidance and the rigorous but fair assessment of NQT performance.

d) Mentor

In addition to the induction tutor, who has the responsibility for the formal assessment of the NQT, a mentor, who will be a colleague, will be identified to provide on going support on a daily basis (in practise this may be the same person as the Induction Tutor).

4. Entitlement

Our induction programme ensures that new teachers are provided with the 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 are as follow:

- Access to an induction programme that will commence upon appointment and be reviewed after one year in post.
- An induction meeting with the Head teacher, with time to discuss key policies (e.g. safeguarding, behaviour, health and safety), to ensure that they are adequately prepared for the responsibilities as class teacher.
- 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.
- Observe experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload. This time is used for participating in the schools induction programme and as such can be directed.
- Have teaching observed by experience colleagues.

- Attendance at courses and training days will be classed as professional development and therefore can result in no additional time being given that week. Participate in Trafford's NQT Induction programme.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.
- Opportunities for further professional development based on agreed targets.

5. Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DFES guidelines on NQT induction.

6. Confidentiality

No information will be kept confidential if it is felt by the induction tutor or the mentor, that in doing so the school or the children will be compromised or affected.

7. At risk procedures

If any NQT encounters difficulties with meeting the NQT 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 LA 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/LA 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.

8. 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 LA contact.

The named LA contact is Jayne Bryan.

This policy is based on and follows the guidance and statutory requirements set out in DfES/0458/2003 The Induction Period For Newly Qualified Teachers.