



Christchurch Infant School

NQT Policy

Agreed by the Governing Body	March 2022
Next review:	March 2023

Rationale

The first year of teaching is not only very demanding, but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Christchurch Infant School's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our NQT Induction programme will enable NQTs to establish a secure foundation upon which a successful teaching career can be built.

Purpose

Christchurch Infant School's Induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of NQTs, providing support which will enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school. Specifically, we aim to:

- provide support to meet the generic needs of all NQTs, including specific needs of individuals.
- provide individualised support through high quality mentoring
- provide NQTs with examples of good classroom practice
- help NQTs form productive professional relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success
- act quickly to help NQTs address any areas of concern
- provide a foundation for longer-term professional development
- ensure a smooth transition to prepare 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. This policy reflects a structured wholeschool 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 Governing Body

The governing body will be fully aware of the law 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 progress of NQTs through the Headteacher's report and/or direct contact with the NQTcoordinator in school.

The school's Induction Coordinator is the Headteacher.

The Headteacher.

The Headteacher at Christchurch Infant 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 a mentor, the Headteacher will also observe each NQT through 'drop-ins' at least once each term. Statutory responsibilities are:

- ☞ ensuring an appropriate induction programme and support are in place
- ☞ recommending to the appropriate body (BCP) whether an NQT has met the requirements for satisfactory completion of the Induction period.

In reality, many of the tasks associated with the above will be carried out by a coordinator, but the Headteacher will make the final recommendation to (BCP). In addition to the statutory requirements the head teacher will:

- ☞ observe and give written warnings to any NQT at risk of failing to meet the Standards
- ☞ keep the governing body aware and up to date about induction arrangements and NQT progress

Induction Tutor

The principal requirement for the NQT coordinator is to be responsible for the overall management of initiating NQTs into the teaching profession and into Christchurch Infant School's systems and structures. It entails not only a coordination role, but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of NQT performance.

Mentor

In addition to the coordinator, who has the responsibility for the formal assessment of NQTs, a mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. The mentor will contribute to the judgements about the progress against the Teachers' Standards.

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 the Teachers' Standards as achieved during training.

The key aspects of the Induction programme for NQTs at Christchurch Infant School are as follows.

- Access to an Induction programme that will commence upon appointment and be reviewed after one year in post.
- Structured visits to the school prior to taking up appointment with time to discuss 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 Co-ordinate the induction programme.
- Regular meetings with a mentor and, as needed, meetings with subject coordinators, SENCo etc.
- A programme of observations of experienced colleagues teaching.
- A reduction of 10% of the timetable, in addition to PPA time. This time is used for participating in the schools Induction programme and/or meetings with mentor, as well as observations of good teaching practice.
- Regular observation of NQT's teaching by experienced colleagues (at least once every half term).
- Prompt written, as well as oral, feedback on teaching observed with targets and advice as necessary.
- Confronting of any areas of practice or behaviour that may prevent the NQT meeting the Teachers' Standards in a timely, honest and professional manner
- Opportunities for further professional development based on agreed targets and identified needs.
- Detailed success criteria for any areas identified as making an NQT at risk of not meeting the Standards.

This list is provided as a guide and personalised programmes of support will be agreed with individual NQTs.

Assessment & Quality Assurance.

The assessment of NQTs will be rigorous and objective.

- ☞ The criteria used for formal assessments will be shared and agreed in advance.

- ☞ Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly Induction reports) will be used.
- ☞ Assessment will draw on views from all teachers who have a part in the NQT's development in order to gain a reliable overall view.
- ☞ Assessment will draw on evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents as well as formal observations of teaching.
- ☞ The coordinator will ensure that assessment procedures are consistently applied.
- ☞ Copies of any records will be passed to the NQT concerned.
- ☞ Termly reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement
 - targets for coming term
 - support to be provided by the school
 -

At risk procedures

If any NQT encounters difficulties with meeting 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 BCP 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. BCP Local Authority and the provider of the Induction Programme will be informed as soon as it becomes clear that an NQT is at risk of not meeting one or more of the Standards.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school (mentor, coordinator, Headteacher) in the first instance.

Where the school does not resolve them the NQT should raise concerns with the named contact from the Induction Programme Provider, as well as the local authority.