

## School Handbook: Policies and Procedures

<b>Title</b>	<b>Newly Qualified Teacher (NQT) Policy</b>
<b>Associated Policies</b>	<ul style="list-style-type: none"> <li>• <b>Health and Safety</b></li> <li>• <b>Curriculum</b></li> </ul>

**Reviewed:** March 2020

**Next Review:** September 2023

### I.0 Policy Statement

Newly Qualified Teacher's represent an exciting opportunity to bring new ideas and fresh outlook to Newton Road School. However, they do require a careful introduction programme if the initial years are to be successful ones. All staff in school have a role to play in supporting the teacher that is new to the profession. Subject Leaders, Year Leaders and members of the Senior Leadership 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 a Newly Qualified Teacher.

### 2.0 Aims

#### Prior to beginning work – Staff Induction Day

A day should be agreed between the Newly Qualified Teacher and their Induction Tutor. During the day the new member of staff 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.
- Signing in procedures, Fire Drill arrangements and other Safety and Security Issues.
- Emergency procedures.
- Arrangements for First Aid.
- Accident and Incident Reporting.
- Class List.
- Special Educational Needs Information.
- Pupils' Medical Information.

There should be opportunity to:

- Complete any additional paperwork relevant to employment.
- Meet with senior staff.
- Familiarise themselves with their new role.
- Check they have all necessary contact numbers.

They should be given to read:

- The Health and Safety Policy.
- Recent newsletters.
- Curriculum Policy.
- Appropriate Risk Assessments.
- The School Development Plan and relevant action plans

### 3.0 Entitlement

Each Newly Qualified Teacher should:

- 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.

The Newly Qualified Teacher 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 Newly Qualified Teacher 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.

### 4.0 Induction Tutor

The Induction Tutor is responsible for supporting the Newly Qualified Teacher 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.

Following appointment and prior to the Newly Qualified Teacher starting, the induction programme for all new teachers should be followed. This outlines some of the key documentation which a new teacher should be introduced to in the early days and also incorporates a longer term plan of action and support.

In addition to this the Induction Tutor will need to:

- Have an initial discussion with the Newly Qualified Teacher to decide priorities for induction following on from the initial Teacher Training priorities.
- Organise review discussions – every half term.
- Collate information to inform the review discussions.
- Produce a tailored support programme building on the Newly Qualified Teacher's Career Entry and Development Profile.

### 5.0 Observations

During the induction period each Newly Qualified Teacher 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 Newly Qualified Teacher and Induction Tutor review progress against the Newly Qualified Teacher'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 Newly Qualified Teacher's to observe:

- Teaching in a local secondary school.
- Teaching in a neighbouring primary school.
- Teaching in a school with contrasting catchment.

## 6.0 Professional Development

The Newly Qualified Teachers 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.
- Visits to other schools (at least one every term) to follow up priorities and to observe exemplary practice.
- Opportunities to discuss Subject Leadership with members of school staff.
- Opportunities to observe experienced teachers within the school.

## 7.0 Formal Assessment Meetings

There should be three formal assessment meetings, one at the end of each term. They should consist of either the Principal and the Newly Qualified Teacher or the Induction Tutor and the Newly Qualified Teacher. At these meetings the following should be discussed.

- Written reports from at least two observations and two review meetings.
- The Newly Qualified Teacher's progress assessment records of pupils for whom the Newly Qualified Teacher has been responsible.
- Lesson plans, records and evaluations.
- The Newly Qualified Teacher's self-assessment and record of professional development.

The Local Authority should be notified as soon as possible if it seems as though a Newly Qualified Teacher 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 Newly Qualified Teacher's.

## 8.0 Induction Assessment forms and Final Assessment

Following the first two formal assessment meetings a form should be completed to indicate whether or not the Newly Qualified Teacher is making satisfactory progress.

Newly Qualified Teacher's will be assessed at the end of the induction period against the induction standards. These include the requirement for Newly Qualified Teacher's to continue to meet the standards for the award of Qualified Teaching Standards consistently and with increased professional competence and to progress further in specific areas.

It is the responsibility of the Principal to formally notify, using the final assessment form, the Local Authority as to whether the Newly Qualified Teacher has met the induction standards.

In the case of any complaint about the induction process the Newly Qualified Teacher should use the usual complaints procedure as outlined at the school. If this does not address the issue then the Newly Qualified Teacher should contact the appropriate person at the Local Authority.