



Glendower Preparatory School

Policy on NQT Induction

The aim of our induction policy is to give any NQT the best possible start in the profession by helping him/her to settle in quickly, to tackle new experiences and responsibilities with confidence and to refine his/her teaching skills. It is fully accepted that the school has a major role in introducing any new colleague to the profession. The overall responsibility for the welfare of the NQT lies with the Head Teacher. However, she nominates a member of staff, the Induction Tutor, who is responsible for the guidance and assistance offered to the NQT and for the organization of a relevant induction programme.

The NQT's Entitlement:

- A job description which does not make unreasonable demands
- Weekly meetings with the Induction Tutor
- The CEPD discussed by the NQT and the Induction Tutor
- Targets, informed by the strengths and areas for development identified in the CEPD, to help the NQTs improve so that they meet the standards for the induction period
- A 10% reduction in the timetable for induction purposes
- An opportunity to observe other teachers
- At least two observations each half term by the Induction Tutor with oral and written feedback
- A formal assessment meeting towards the end of each term
- A copy of the assessment report (as a result of this meeting) at the end of each term
- Procedures for NQTs to air grievances about their induction provisions at school and a 'named person' to contact at IAPS and ISCTip
- An induction course providing information and guidance on school procedures delivered by members of the senior management team
- Participation in inset opportunities
- Opportunities to shadow other teachers within school
- Opportunities to observe teaching in other schools
- Less frequent cover of other teachers

The Induction Tutor will support the NQT during his/her first year of teaching by:

- encouraging
- guiding
- advising
- demonstrating
- providing information and instruction

helping to reflect good practice
and will manage the NQT programme by:

- overseeing the implementation of school policy
- organizing the Induction Programme
- organizing weekly, minuted meetings with the NQTs
- providing ongoing support and guidance to the NQTs
- advising on INSET opportunities
- ensuring that the professional needs of the NQTs are met
- conducting formal lesson observations
- advising on effective classroom organisation and pupil management
- arranging for other teachers to observe and give feedback to the NQT
- identifying areas of strength and areas for development with regard to target setting for the NQT
- compiling evidence and discussing findings and completing the end of term assessments of the NQT
- monitoring the extra-curricular commitments of the NQT

Lesson Observation

Focussed classroom observation is important in the development of teaching skills because it provides opportunities for reflection and learning from evidence. The focus of the lesson can be general e.g. quality of learning, classroom management or specific e.g. differentiation, transition from whole class teaching to group works. By agreeing a focus beforehand, the observer can record what was successful and look at any areas which still need developing.

The Career Entry Development Profile (CEDP)

The NQT should make the CEDP available to the Induction Tutor so that it can be used as a basis for setting short, medium and longer term objectives for professional development. The NQT should participate fully in the programme of monitoring, support and assessment that is agreed with the Induction Tutor. The NQT should be familiar with the Induction Standards and should monitor his/her own work in relation to them. He/she should take increasing responsibility for his/her professional development as the induction period progresses.

Documentation

The formal assessment meeting should be informed by written reports from both the observation and the progress review meetings that have taken place during the term. Judgments will be based upon evidence that has been gathered systematically during the induction period and will relate directly to the Standards for the Award of QTS (term 1) and the Induction Standards (terms 2 and 3).

Further sources of evidence may include:

- Formal and informal assessment records from pupils whom the NQT has been teaching, including test and/or examination results
- Information about liaison with others e.g. colleagues, SENCO and parents
- The NQT's lesson plans, records and evaluations
- The NQT's self-assessment and record of professional development

All documentation and discussion concerning the professional development of staff is confidential. Confidentiality concerning the observation of lessons must also be respected at all times.

The Report

The Head Teacher is required to submit termly reports on the NQT to ISCTip.

In the event of satisfactory progress, the first report will be submitted at the end of the first term, the second at the end of the second term.

If any NQT were granted an extension of probation, the further report would be sufficient at the end of the first term of extension.

On completion, the reports are to be discussed with the NQT concerned who should be given the opportunity to make any comments in the space provided.

The discussion process of the report provides the starting point for further development.

In the summer term, the Head Teacher will return the final form recommending that the NQT should pass/fail.

Concerns regarding a teacher's professional development

The Induction Tutor should discuss any concerns regarding the performance of an NQT with the Head Teacher at a very early stage. The NQT should be given every opportunity, through the setting of specific targets and implementation of a wide range of support strategies, to remedy the situation. The Head Teacher should be kept fully informed of both concerns and progress. Records of all meetings with the NQT and recommendations made should be kept.

Assessment Arrangements

Formal assessment meetings will take place between the NQT and the Induction Tutor during the year, usually taking place as near to the end of term as possible. These meetings are important milestones in the progress towards completion of induction. The NQT must feel free to express any concerns.

The first meeting will focus on the extent to which the NQT is consistently meeting the Q Standards and making progress towards the Core standards. The second meeting will focus on the NQT's demonstrating competency in significant numbers of the Core standards.

The Final Assessment Meeting will be used to determine whether or not the NQT has met all of the requirements for the satisfactory completion of the induction period.

An Assessment Form should be completed and sent to the Director of Induction at ISCTip following each Assessment Meeting. These will indicate whether or not the NQT is judged to be making satisfactory progress. The Head Teacher on receiving the final report from the Induction Tutor should at the end of the Induction Period recommend to the ISC whether the NQT has met the requirements for the satisfactory completion of the Induction Period.

Informal assessment meetings take place continuously throughout the NQT's training.

Finally, any member of staff, whether an NQT or not who has completed the QTS year either at Glendower Prep School or at another school, would continue to be offered all the advice, encouragement and support needed during the following year to ensure that he/she is continuing to extend his/her professional skills and become more confident.