
SAINT NICHOLAS SCHOOL

NQT INDUCTION POLICY

Note: This policy applies to all sections of the school including EYFS

Reviewed Oct 2019

Review Date Oct 2021

1. INTRODUCTION

All staff are entitled to support and training to ensure rapid assimilation into the School community. NQTs have specific needs which the School are committed to meeting. The transfer from living in a community where the individual is the target of the learning process to one where the individual is the organiser of the learning experience requires support.

2. AIMS

The system of induction for NQTs aims to make the transfer as smooth and stress free as possible. The School aims to

- set aside time for support meetings, both within the Department and at the whole School level
- work closely with the advisory team, who will provide additional training and support.
- provide NQTs with regular feedback on their performance and have an opportunity to raise issues or needs.

3. RESPONSIBILITIES

The Deputy Head has responsibility for the overall progress and supervision of NQTs and will be supported by the relevant Head of Section. They will write reports on a regular basis. These reports will be discussed with the NQT.

4. PROCEDURES

The Deputy Head will organise the first contact between the school and the individual which will involve a short tour of the School and a meeting with the relevant department co-ordinators. The Staff Induction Policy for new staff will be used. The NQT should receive a 10% reduced timetable, which is protected and should be given no extra responsibilities. Discussions should take place between the NQT and the Deputy Head/Head of Section regarding the NQT's Career Entry and Development Profile (CEDP) An individualised and structured plan of support should be agreed with the NQT.

The NQT should be familiar with the professional teaching standards. There should be formal observations of the NQT's teaching and written provision of feedback during this period. The NQT should also observe lessons.

An informal half termly review should take place. A formal end of period review/assessment meeting should take place.

Regular minuted meetings between the NQT and the Deputy Head/Head of Section should take place.

5. REPORTS

Reports on NQTs will be completed by the Deputy Head/Head of Section. This usually requires a detailed analysis of the strengths and weaknesses of the individual. The aim is to encourage self-reflection and development. The draft report will be discussed with the individual before final typing. Copies will be sent to the NQT, Deputy Head and relevant awarding body.

6. MEETINGS

Time for meetings will be provided within non-contact time or part of the after School meeting schedule. Cover will be provided for lesson observation if necessary. A detailed record of discussions held should be maintained.

6.1 Review and Assessment

The monitoring and support of NQTs is a combination of informal formative reviews, and formal summative assessments.

6.2 The Review Meeting

The Review meeting involves the Deputy Head/Head of Section and the NQT at the half term (or equivalent) point. Strengths and areas for further improvement are discussed, referring to the Standards. Targets are discussed and linked in to the CEDP, again referring to the Standards. Minutes are taken and signed.

6.3 The Assessment Meeting

It is the responsibility of the Head to ensure that the process of induction has been carried out correctly, and that the assessment verdict is fair, rigorous, and secure.

In planning the end of period assessment, it is important to clarify roles and responsibilities. Whilst the Head holds overall responsibility for the process of induction, the day-to-day management of the process will lie with the Deputy Head. The NQT should also be fully involved, with a firm grasp of the standards, and an up to date record of their progress throughout the period.

If several colleagues have had an input into the induction of an NQT then they should be fully briefed as to the expectations and entitlements of an NQT, and on the standards which are used to assess them before they form a judgement about them. Their feedback, backed by evidence (and with reference to the standards) should be used both to inform the agenda of the assessment meeting, and the assessment itself.

Ample time should be allowed for the meeting which should be between the NQT and the Deputy Head/Head of Section (and possibly at the end of induction, with the Head as well). Evidence from lesson observations, regular weekly meetings, the NQT's CEDP, assessment records of the NQT etc should be used. This evidence should have already been seen and discussed by the NQT, and the assessment meeting should contain no surprises.

The meeting should be minuted and the minutes signed by those present. Following on from this, the assessment form should be completed, with full reference made to the NQT's progress, and targets for continuing development. Evidence of the NQT meeting, or not meeting the standards should be specific (but there can be implicit as well as explicit reference to the standards). The form should be given to the NQT to sign, and make comments, and presented to the Head for signature (the form is not valid without the signature of the Head). It should be sent to ISCTip within 10 days of the meeting, and a copy of it should be held on file and must also be given to the NQT.

<p>Timing</p> <ul style="list-style-type: none"> Each of the 3 assessment meetings should take place towards the end of an induction period 	<p>Preparation</p> <ul style="list-style-type: none"> Consider venue Agree agenda (see next page) Ensure no interruption Agree evidence to be considered: NB this should have already been seen/discussed with the NQT
<p>Focus</p> <ul style="list-style-type: none"> In general, the first meeting should focus on the NQT continuing to meet the QTS standards. The second meeting focused mainly on progress towards meeting the standards for induction The third meeting focuses on whether the NQT has met all the standards 	<p>Conduct</p> <ul style="list-style-type: none"> Discussions should be open and honest, identifying strengths, and not avoiding weaknesses. The standards should be used to inform all discussion. It is important for the NQT to have an input and for their views to be heard, and taken into account. Common agreement on the main points should be reached. If this is impossible, the assessment can be written up, and the NQT given the right of reply. In this case, it would be usual to contact ISCTip.
<p>Reporting</p> <p>Assessment forms 1 and 2 record progress towards the standards. It would be good practice for areas of weakness/'likely not to meet the required standards' judgements to be detailed and evidenced.</p>	