

Date Approved:

Date of Review:

Signed:



Induction of Newly Qualified Teachers Policy

Introduction

All staff in our schools have a role to play in supporting teachers new to the profession. This policy aims to clarify some of the roles and requirements necessary following the appointment of an NQT. The Norfolk Support Materials for NQT induction will be used throughout the induction period to provide a framework for all concerned in the process.

Aims and objectives

To ensure access to the NQT entitlement:

- *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, eg Norfolk's NQT training courses and visits to other schools.*

The NQT is entitled to a reduced timetable. Arrangements must be made to make sure that 10% of the timetable (as well as 10% for PPA time) to be kept free. This means that the NQT 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.

To ensure fulfillment of duties the Induction Tutor should:

- *have an initial discussion with the NQT to decide priorities for induction following on from the Initial Teacher Training priorities,*
- *organise regular support meetings,*
- *organise review discussions – every half term,*
- *collate information to inform the review discussions,*
- *produce a tailored support programme building on the NQT's Career Entry and Development Profile.*

Formal assessment meetings

There should be three formal assessment meetings, one at the end of each term. They should consist of either the Head Teacher and the NQT or the induction tutor and the NQT. At these meetings the following should be discussed:

- *written reports from at least two observations and two review meetings,*
- *the NQT's progress in meeting the Core Standards,*
- *assessment records of pupils for whom the NQT has been responsible,*
- *lesson plans, records and evaluations,*
- *the NQTs self-assessment and record of professional development.*

The Local Authority should be notified as soon as possible if it seems as though an NQT 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 NQTs.

Induction assessment forms and the final assessment

Following the first two formal assessment meetings a form should be completed to indicate whether or not the NQT is making satisfactory progress. NQTs will be assessed at the end of the induction period against the Core standards. It is the responsibility of the Head Teacher to formally notify, using the final assessment form, Norfolk Local Authority as to whether the NQT has met the core standards and in particular his/her:

- *strengths,*
- *areas requiring further development, even where the NQT is deemed to be,*
- *making satisfactory progress (for example the core standards, or aspects of the standards, which the NQT has yet to meet),*
- *evidence used to inform the judgement.*

Trust Support Programme

The WNAT Primaries provide additional support to NQT's via a tailored programme of support drawing on expertise from specialists within the trust. This programme is set out at the beginning of the academic year however is subject to change depending on the areas of need identified.

Use of Norfolk NQT Induction Support Materials

Schools will use pro-formas and templates from the range supplied in the NQT Induction Support Materials from Norfolk Local Authority. Assessment report forms (C17) will be used at the end of each term.

Review

The review will be undertaken by an NQT mentor, the recently qualified teacher and a member of the senior leadership team or the Head Teacher.