



Longwood Primary School

Induction of Newly Qualified Teachers

Aim of the Policy

This policy outlines the programme that will be used at Longwood Primary School to induct any Newly Qualified Teachers (NQTs) who are appointed to the staff from September, 2011 onwards.

All teachers are entitled to structured support, especially in their first year of full-time teaching. NQTs arrive with a Career Entry Profile (CEP). The CEP helps the school provide the support and monitoring that a new teacher needs. Longwood Primary School follows the guidelines recommended by the Teacher Development Agency and implements the formal assessment procedures necessary for a decision whether or not the NQT has met the Induction Standards satisfactorily.

Philosophy of the Policy

Longwood Primary School feels that it is important that *all* staff, teaching and non-teaching, are inducted into the Whole-School Team. Such induction should begin as soon as possible after staff have been appointed. This policy should be read with that of the Policy for the Induction of Newly Appointed Staff, which covers the aims of induction for any new member of staff, including NQTs.

At Longwood Primary School we encourage the philosophy of a 'whole-school approach' to the life and work of the school. All members of the school community are valued and respected as individuals, as well as members of the Whole-School Team. It is vital that new staff are given every assistance in gaining knowledge and understanding of the philosophy and ethos of the school, the routines and practices and the way in which the whole school 'works'.

This is particularly important for NQTs. The NQT Induction Programme is structured to assist NQTs in becoming part of the Whole-School Team as quickly as possible, whilst, at the same time, increasing each individual's personal skills and expertise in teaching and aiding their continued development as professionals.

Who Supports the NQT?

At Longwood Primary School, the NQT Induction Programme operates under the direction of the NQT Mentor who consults regularly with the Head Teacher. The NQT Mentor Induction Tutor acts as Mentor to NQTs and is the Senior Manager responsible for all NQTs. The nominated member of staff for NQTs, the NQT Mentor, is there to help, guide, reassure, counsel, inform and listen. He or she is responsible for monitoring the progress and development of NQTs, making sure they know and understand their role and responsibilities within the school. The NQT Mentor organises and carries out lesson observations and reviews the NQTs' progress towards their objectives and induction standards.

The year group partners of an NQT have an important role in the Induction Programme. These colleagues act as a 'friend', guide, supporter and adviser on a day-to-day basis as well as sharing planning on a weekly and termly basis. Year Group Partners, who are to work with an NQT, should discuss their role in the Induction Programme with the NQT Mentor before the NQT starts teaching.



Longwood Primary School

The other staff in school, teaching and non-teaching, have a role in induction. They all assist in integrating the NQT into the Whole-School Team. They share experiences and ideas, help in practical ways and offer support and encouragement. NQTs are encouraged to approach any member of staff with any questions they might have.

The Appropriate Body

The Appropriate Body, Staffordshire LA, together with the Head Teacher, is responsible for an NQTs training and supervision during induction.

The Staffordshire LA monitors the support and guidance provided by the Head Teacher and the Governors at Longwood Primary School for the NQT, and assesses whether a rigorous and equitable assessment of the NQT has taken place.

The Staffordshire LA also decides whether an NQT has met the induction standards according to the Head Teacher's recommendation. If an NQT does not make satisfactory progress after a full programme of support has been provided, the LA decides that an NQT has failed to complete the induction period satisfactorily. If this should be the case, an NQT will not be allowed to teach in a maintained or non-maintained special school. The NQT has the right of appeal.

External Support

The LA for the Staffordshire Area might organise meetings (usually three during the year) when NQTs are able to make contact with other newly qualified teachers in the area. Such meetings usually include a speaker on a topic of particular interest to NQTs and an opportunity to meet Advisers, Advisory Teachers and other NQTs on an informal basis.

There might be an opportunity for all NQTs from schools in the local area to meet to share experiences in a self-help-style group during their first year in teaching.

The School Union or Association representatives could establish contact with an NQT in order to create links with a professional body.

Financing the Induction Programme

The Head Teacher and Governors recognise that the appointment of an NQT necessitates the allocation of money from the school budget to finance the Induction Programme. This is used to pay for the ten per cent non-contact time, over and above that normally taken by the other teaching staff in the school, to which the NQT is entitled for professional development. The school needs to budget for supply cover when an NQT visits other colleagues in school and for the Induction Tutor to spend some time with an NQT in the classroom and in discussion or seminar sessions. Money from the Budget should be reserved to finance relevant courses for NQTs. Money is required for possible extra class or Curriculum resources and for photocopying documents in the Induction Pack.

The Induction Programme

At the Time of Interview:

The NQT Mentor is part of the Selection Panel for the appointment of NQTs and is involved in short-listing and interviewing. Soon after a successful interview, the NQT Mentor is



Longwood Primary School

available for an informal meeting, to welcome an NQT to the school, answer any questions and offer reassurance. At this stage, certain documents are given to the NQT:

- School Prospectus
- Staff Handbook and Induction Handbook
- Holiday List (including INSET Days)
- Staff Telephone Numbers
- Induction Diary

NQTs are shown around the school and their classroom is identified. They meet the Head Teacher, their Year Group Partners and other members of the year group team, such as TAs, if this can be arranged. The NQT Mentor proposes suitable dates for an NQT to visit the school before the start of the new school term and begin the Induction Programme.

Pre-commencement Visits

If practicable, an NQT should visit the school more than once before the new term starts. This could be in term time or during the holidays. NQTs will meet the Year Group Team, if they have not already done so. If an NQT is appointed at the start of the new school year, there might be an opportunity to use part of an INSET day to continue the Induction Programme.

At this stage the NQT Mentor gives out and explains further documentation including:

- Induction Action Plan
- National Curriculum Documents
- School Policy and Statements File (this includes all policy documents and statements agreed by the staff)
- School Record-Keeping System
- Timetables and Rotas
- Year Planner (this includes the dates of all major events in the school year)
- Class Lists and Class Records
- Resource Lists and Resources for the teacher and for the classroom

NQTs meet the Head Teacher

The NQT Mentor explains the school's staffing structure and introduces NQTs to as many staff as possible. A second guided tour of the building helps identify other classrooms, Curriculum Resource Centres and other facilities.

There are opportunities for an NQT to spend some time discussing any points or queries with the NQT Mentor and other staff.

NQTs new to the area might appreciate help or advice in respect of accommodation or organising transport.

Initial Meetings

The NQT Mentor meets an NQT early in the term to plan details of the Induction Programme for the school year.

Regular NQT Support Meetings, taking the form of discussions/seminars, are held between an NQT and the NQT Mentor. These could be 'twilight' meetings or held during the school day, if cover can be organised. In the first term, these meetings take place once a week, in the second term once a fortnight (unless an NQT would prefer to continue weekly meetings). In the third term, meetings can be reduced to monthly meetings, with the option of meeting more regularly if the NQT prefers.



Longwood Primary School

The relevant LA material for NQTs is distributed and explained. The Induction Tutor can be approached informally at any time.

Visits to Other Schools

During the induction year, an NQT visits another school in the area to observe other teachers and how other schools work. Before the visit, an NQT identifies, with the Induction Tutor, certain aspects on which to focus. These might include the same age group, a different age group, a particular strategy, such as discipline, classroom management or organisation, etc. The Induction Tutor arranges a half-day visit to a school.

Informal and Formal Observations

The NQT Induction Tutor observes an NQT informally in the classroom during their first half term and make their observations orally to an NQT. In the second half of term, the Head Teacher observes an NQT in a lesson formally. An NQT is asked to identify specific concerns on which they would welcome comment. These areas should include those in which they feel they are working well and one or two others with which they would like guidance. An NQT is asked to write a lesson plan for the lesson to be observed. The Head Teacher bases the observation on the objectives set for the NQT and the Induction Standards for Qualified Teacher Status produced by the TDA, and provides a written assessment, based on these competencies and the points identified by an NQT. The Head Teacher also observes and monitors the work of NQTs informally throughout their first year.

Termly Review Meetings

The NQT and the NQT Mentor, as Senior Manager responsible for NQTs, have a review meeting once a term at the end of the first and second terms in school. Classroom Issues, Working as a Team, Professional Development and Looking Forward to the Next Term are among the matters discussed and minuted. A copy of the minutes of the meeting is given to the NQT and a copy kept by the Head Teacher.

Monitoring and Evaluating an NQTs Work in School

The work of an NQT is monitored and evaluated in a number of ways: informal discussions outside the classroom, informal and formal observations by the NQT Mentor and Head Teacher (see Informal and Formal Observations), and monitoring an NQTs planning. Initial and Long-term Plans for the term are reviewed and monitored by the Head Teacher. The Head Teacher or the Induction tutor looks at the Weekly Short-Term Plans and Daily Classroom Plans.

Formal Reviews

The Head Teacher meets an NQT on a formal basis towards the end of the first term to assess progress towards the objectives and induction standards. If these have been met satisfactorily, new objectives are set for the following term and an NQT Induction Assessment Form is completed (Induct 1). After a satisfactory formal review in the third and final term, an NQT Induction Summary Statement (Induct 2) is completed and sent to the Staffordshire LA.

If an NQT fails to meet the induction standards, a 'Failure to complete the induction period satisfactorily' pro forma is completed and sent to the Staffordshire LA, which decides if the induction period can be extended.



Longwood Primary School

NQT Support Meetings

An NQT and NQT Mentor decide the day and time of the confidential Support Meetings. An agenda is distributed in advance and the Induction Tutor takes minutes during the meeting. The agenda for the next meeting is agreed at the end of a meeting.

The agenda usually includes any Matters Arising from the minutes of the previous meeting, Current Issues and Any Other Business. The main purpose of each meeting is decided in advance. This could be to look at a particular document or school policy, to consider a section of the Staff Handbook or the objectives set for the teacher and the progress being made.

Some meetings are used to consider the paperwork, which all teachers are obliged to complete at certain times of the school year. Other Support Meetings might be a joint meeting with any newly appointed staff.

Written Report

The formal written reports, as laid down by the DfEE in Circular 5/99, are completed by the Head Teacher following the criteria set down in the induction standards. The final report is usually written at the end of an NQTs first year. The written report is discussed with an NQT, who has the option to add comments. Copies of the report are sent to the Staffordshire LA, a copy is given to the NQT and the school keeps one.

NQT Diary

An NQT is advised to keep a diary or file of relevant information during their first year of teaching. The diary should include a list of important events, the dates they took place, a forward planner of commitments, and a record of their personal INSET programme. A record of observations from other teachers, a record of visits to other teachers' classrooms, involvement in extra-curricular activities, and details of formal observation in the classroom should also be noted.

Policy Review

The Policy for Induction of NQTs is reviewed regularly and updated as necessary. Amendments usually occur as a result of an NQT and their Mentor experiencing the Induction Programme.



Longwood Primary School

Appendix One

Induction Resources for Newly Qualified Staff

Action Plans for Curriculum Areas
Behaviour and Anti-Bullying Policies
Blank Timetable Sheet
Care and Control Policy
Childcare Policy
Class List
Class Records
Class Teacher Resource List
Code of Practice for Special Educational Needs
Contingency Plan for an Emergency
Co-ordinator Diary Sheets
Curriculum Documents Format
Curriculum Guidance for the Foundation Stage (Early Year teachers only)
Curriculum Release Times
Curriculum Teams
Directed Time
Door Label
Health & Safety Policy
Holiday List
Induction Diary
INSET Notes
INSET Survey Sheet
Library Information
Literacy Framework
Medical Register
National Curriculum Handbook
Numeracy Framework
Open Evening: Notes
Parent Helpers' Booklet
PE Kit: Master Letter
Plan of the School
Planning Master Sheets
Policies File (including list of all policies and statements)
Primary Record/Planning File
PSHE Scheme
Pupil Records
Reading Scheme
Registration Procedures
School Brochure
School Clubs Sheet
School Development/Improvement Plan
School Diary of INSET and activities
School Rules/Code of Conduct Sheet
School Times Sheet
School Uniform Sheet
SEN Register
Staff Absence Information



Longwood Primary School

Staff Handbook

Staff List

Staff Meeting Dates

Staff Telephone Numbers

Stock Room/Resource Sheets

Teachers' Reading Record Notes

Timetables

TDA induction documents: Supporting Induction

Using the Telephone

Visits Policy

Year Planner



Longwood Primary School

Appendix Two

The Induction Programme

The Induction Programme should cover the following where appropriate.

The School

- Map or plan
- Environment
- Catchment area
- Organisation
- Basic routines, procedures and documentation (Registration; Marking Policy; assessment, recording and reporting; duties; emergency procedures; Health and Safety, etc.)

The Staff

- Staffing structures
- Responsibilities (teaching and non-teaching staff)
- Lines of communication (i.e. to whom does the newly qualified teacher turn for help?)

Pastoral Organisation

- Discipline
- Rewards
- Sanctions
- General principles of pupil care and guidance
- Pupil profiling
- Counselling
- Records of Achievement
- Tutorials
- Assemblies

Resources

- Within school and locally
- Location/supplier
- Procedures for obtaining
- Ordering
- Stock control
- Strategies for use

Classroom Management

- Organisation
- Display
- Strategies for creating differing teaching and reading environments (individual/small group/large group/whole-class work)

Extra-Curricular Activities

- Range
- Organisation
- Staff involvement