



Sponsored by Academy Transformation Trust

Newly Qualified Teacher (NQT) Policy

Adopted	March 2015
Date of Review	May 2016

*Inspire,
Aspire,
Achieve!*

"The growth and development of people is the highest calling of leadership".

Harvey S Firestone

Principles, Values and Entitlements

The Induction process for Newly Qualified Teachers (NQTs) ensures that the future professional and career development of NQTs builds on the work undertaken during the training year. This will be achieved through nurturing the professional skills of NQTs by providing a supportive yet challenging structure where NQTs can flourish and capitalise on the highest standards of learning and teaching. Therefore, this policy will:

- ensure that all NQTs are able to develop a capacity for learning and teaching and to excel in meeting the requirements of the Teachers' Standards;
- provide strategies that will give NQTs the opportunity to develop their knowledge, skills and true potential to make an impact on their own development and build on their career entry development profile;
- provide realistic and achievable targets that will raise learning and teaching within the NQTs classroom through a carefully constructed mentoring scheme
- ensure appropriate training and support is given to NQTs
- provide an induction programme that welcomes and boosts self confidence in the first weeks of teaching
- ensure that an individualised action plan is in place to focus the NQTs specific needs regarding teaching and learning and incorporates their Career Entry Development Profile as a framework for planning their first year
- provide a framework upon which to guide and structure NQT development to ensure Teachers' Standards and that assessment procedures are clear and in line with the national requirements.

Alongside this are a set of key features that will make up our NQT Induction Programme:

- The programme will be designed so that NQTs will work in close partnership with the teachers in their subject area and their professional mentor to ensure that there is consistency regards NQT mentoring and that all NQTs benefit from a structure of support and challenge.
- The induction programme will include customised professional learning sessions that will further develop NQTs understanding and practical awareness of a variety of national and local initiatives but will be focused on aspects of teaching and learning.
- NQTs will be given the opportunity to observe and be observed by experienced teachers. We recognise that the best professional practice for NQTs is the process of regular observation and feedback and this is built into our induction processes.
- The NQT induction programme is drawn up in line with national advice and guidance from the DfE and the LA.

Induction Training Programme

The NQT programme will be set to commence the first week of the academic year. This programme will include a range of CPD opportunities including specific sessions aimed at NQTs as well as participation in whole Academy CPD sessions. The Programme will cover a range of topics that will be delivered in an interactive and enterprising style. There will be real and tangible opportunities for NQTs to

network with other colleagues, both in training and more experienced, and to share their experiences, resources and ideas.

Lesson Observation

NQTS will be observed formally once each half term by their subject mentor and once per term by the Induction Tutor. There will also be other observations which will be informal and solely developmental. NQTS will be informed by the observer 48 hours in advance of when they will be observed. The focus of the observation will be agreed in advance of the lesson. There will be a NQT observation form mapped to the Teachers' Standards that must be used for this purpose. All NQTS will be observed within the first two weeks of starting their post.

Subject Mentors

All NQTS will be allocated a Subject Mentor from within their departmental subject area. There will be a timetabled weekly meeting where NQTS will meet with their subject mentors, discuss their progress and set targets. The initial meeting with the Subject Mentor must be centred on their Career Entry Development Profile (CEDP) and must take place during the first week to ensure that the areas that need further development are addressed. NQTs should then aim to complete their action plan which will be used to inform their second mentor meeting in terms of developing a profile of their specific training needs. Meetings should have a clear agenda, for example, feedback on planning, analysis of student work or differentiation. This is important as both parties need to ensure that they are clear about planning and preparation so the mentor meeting is focused and useful. Both the NQT and the Subject Mentor need to sign and date the meeting record sheet and this should be stored in the NQTS Portfolio. The standard meeting form must be used to record the meeting outcomes and it is the duty of the NQT to ensure these forms are completed and form part of their evidence.

There must be one formal review meeting every half term focussing on outcomes of observations, strengths, and areas of development and how these areas are being fed into the action plan which will be updated each half term. It is likely that outcomes of these meeting will inform the judgements made in the formal Induction Assessment Forms.

Assessment

The Assessment process will consist of scheduled lesson observations, feedback, work scrutiny, analysis of student progress and achievement data. The assessments will be recorded on lesson observation forms, meeting records and the action plan. Formal assessment will be submitted via the Induction Assessment Form that will be submitted to the LA at the end of each term. This is completed by the Induction Tutor. The form will contain reflections and judgements made against the Teachers' Standards using the following evidence:

- half-termly review meetings
- lesson observations
- formal and informal assessment outcomes
- feedback from colleagues
- lesson plans and evaluations
- action plan

NQTS must be reflective and add their comments to the assessment form. The form is signed and dated by the Principal, Induction Tutor and the NQT. This form is then submitted to the LA for approval.