



REIGATE GRAMMAR SCHOOL

NQT Induction Policy*

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**Updated to ECT Induction Policy but retaining NQT for 2021-2022 whilst colleagues finish that training scheme*

I. Aims

This Induction Programme aims to give Newly Qualified Teachers (NQTs) the best possible start in the profession by helping them to settle quickly and happily into the School, to enable them to tackle new experiences and responsibilities with confidence, and to develop their teaching skills. To achieve these aims, and to ensure the NQTs entitlements are met, new teachers are offered:

- An induction training day before the beginning of the September term, together with all new staff and the induction tutor;
- A reduced teaching load of 10%;
- A job description that does not make unreasonable demands;
- Freedom from being a full Form Tutor in (having a tutor group) in the first year;
- Less frequent cover of other teachers;
- An Action and Development Plan discussed by the NQT and the induction tutor;
- Targets, informed by the strengths and areas for development identified in the ADP (Action and Development Plan), to help NQTs improve so that they meet the standards for the induction period;
- Regular, frequent meetings with the subject mentor (usually once per week);
- Regular meetings with the induction tutor (usually once per fortnight);
- Provision of a tailored training programme delivered principally in the first term of the academic year;
- Opportunities to reflect critically on weekly practice with the subject mentor;
- Opportunities to observe, teach and plan lessons with other colleagues;
- At least one observation each half term with oral and written feedback, making a total of six a year, including observations by a Deputy Head;
- Participation in INSET opportunities both within the school and outside;
- Opportunity for CPD training
- Opportunity to shadow and co-tutor alongside an experienced form tutor within the school;
- Opportunities to shadow other teachers within school;
- Opportunities to observe teaching in other schools;
- A formal Progress Review meeting each half term;
- An assessment meeting towards the end of each term;
- An assessment report at the end of each term;
- Procedures for NQTs to air grievances about their induction provision at school and a 'named person' to contact should they wish to complain.

Please note that NQTs also receive the full Staff Induction which includes Safeguarding training and induction. Please see Staff Induction Policy for further details of this.

2. Roles and Responsibilities

The school has a key role in introducing new colleagues to the profession. The overall responsibility for the welfare of NQTs lies with the Headmaster, although in practice this responsibility is delegated to the Induction Tutor, currently the Head of Initial Teacher Training. The Induction Tutor is directly responsible for the guidance and assistance offered to the NQT and for the organisation of a relevant induction programme, including registration with the Independent Schools Teacher Induction Panel (ISTIP).

Each NQT works with the induction tutor, together with a subject mentor, who support her/him in their first year of teaching by:

- Encouraging
- Guiding
- Advising
- Demonstrating good practice
- Providing information and instruction
- Helping to reflect on good practice

3. The Induction Tutor

The induction tutor oversees and supports the professional development of all newly qualified teachers and manages the Induction Programme. This includes:

- Overseeing the implementation of School Policy;
- Explaining school rules and procedure;
- Assigning subject mentors;
- Assigning co-tutors;
- Providing ongoing support and guidance to NQTs and subject mentors;
- Advising on INSET opportunities;
- Ensuring that the Induction needs of the NQTs are met;
- Identifying the training needs of subject mentors;
- Conducting a formal lesson observation in the first and either second or third terms of the Induction Year;
- Advising on effective classroom organisation and student management;
- Identifying areas of strength and areas for development with regards to target setting for the NQT;
- Liaising with Heads of Department and subject mentors regarding the NQT's progress;
- Compiling evidence/discussing findings and supervising the completion of the end of term assessments and the termly report for the NQT;
- Monitoring the extra-curricular commitments of the NQT;
- Co-ordinating evaluation of the Induction Programme;
- Development of the NQT programme and the training and monitoring of new mentors, including attendance at selected training courses prior to and during the induction period.

4. Subject Mentor

Subject mentors play a key role in increasing the confidence and effectiveness of the NQT, thereby improving the quality of teaching and learning in the school. Mentoring is also seen as contributing to the mentor's own professional and career development. Subject mentors oversee and support the professional development of NQTs. This includes:

- In consultation with the induction tutor, organising at least one day's briefing in the term prior to the NQT taking up the post;
- Providing the teacher with appropriate subject-based information (Schemes of Work) and guidance;
- Inducting the teacher into the planning, preparation and teaching of the subject;
- Overseeing effective record-keeping and reporting, in line with school policy;
- Advising on effective classroom organisation and student management;
- Meeting weekly with the NQT, giving quality time for discussion, and encouraging reflective practice;
- Conducting at least one informal lesson observation each half term;
- Conducting at least one formal lesson observation each term of Induction;
- Arranging for the teacher to observe others in the school;
- Arranging for subject teachers in the same department to observe and give feedback to an NQT;
- Organising opportunities for team-teaching;
- Providing constructive feedback resulting in the setting of agreed Induction targets;
- Keeping the induction tutor updated on progress being made;
- Supporting any other issues pertinent to the development of the NQT;
- Being involved in on-going Induction development and attending relevant mentor courses;
- Assisting in the training of new mentors.

5. Lesson Observation

The Role of Observation

Focused classroom observation is important in the development of teaching skills because it provides opportunities for reflection on practice.

NQTs must specify, on the lesson observation, sheet the standards on which they are focussing. By agreeing a focus, the observer can record what was successful and areas which need to be developed. However, they may well meet many other standards too for which they should be given credit in the lesson observation feedback.

Frequency of Observation

The subject mentor, Induction Tutor and other Senior Leadership Staff should aim to observe the new teacher informally on a regular basis, and certainly no less than twice a term. They should also carry out two specific formal observations each term. Department members should also be encouraged to observe the NQT and be observed by him or her. The Induction Tutor will carry out two formal observations during the first and third terms of induction.

6. The Action and Development Plan

The NQT should make the ADP, completed at the end of initial teacher training, available to the induction tutor, and use this as a basis for setting short, medium and longer term objectives for Induction 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 or her own work in relation to them. He/she should take increasing responsibility for his/her induction development as the induction period progresses.

7. Professional Code of Practice

All documentation and discussion concerning the induction development of staff is confidential. Confidentiality concerning the observation of lessons must also be respected.

8. Concerns Regarding a Teacher's Professional Performance

Line managers should discuss any concerns regarding the performance of an NQT with the teacher at an early stage. The NQT should be given every opportunity, through the setting of specific targets and the implementation of a range of support strategies, to remedy the situation. The induction tutor should be kept closely informed of both concerns and progress. Records of meetings with the NQT and recommendations made should be kept.

9. Assessment Arrangements and Reports

Formal Assessment Meetings take place between the NQT and the subject/IT mentor during the year, and will usually occur at the end of each term. These meetings are important milestones in progress towards completion of induction and NQTs must feel free to express any concerns.

The First Meeting will focus on the extent to which the NQT is consistently meeting the Standards for the Award of QTS in an employment context, and is beginning to meet the Induction Standards.

The Second Meeting will focus on the NQT's progress towards meeting the Induction 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 ISTIP following each of the Assessment Meetings, which is signed by the NQT, Headmaster and the Induction Tutor. These will indicate whether or not the

NQT is judged to be making satisfactory progress. The Headmaster on receiving the final report from the induction tutor should, at the end of the Induction Period, recommend to the Independent Schools Teacher Induction Panel whether the NQT has met the requirements for the satisfactory completion of the Induction Period.

For teachers granted an extension of probation, a further report would be sufficient at the end of the first term of extension.

10. Documentation and Records

The Formal Assessment Meeting should be informed by written reports from at least two observations and two progress review meetings that have taken place during the term with the subject mentor and induction tutor. Judgements will be based on evidence that has been gathered systematically during the induction period and should relate directly to the Standards for the Award of QTS and the Induction Standards. Further sources of evidence will include:

- Formal and informal assessment records from pupils for whom the NQT has had particular responsibility, including test and or examination results;
- Information about liaison with others, such as colleagues and parents;
- The NQT's lesson plans, records and evaluations;
- The NQT's self-assessment and records of professional development.
- The NQT's extra-curricular involvement