



NQT POLICY

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*To be read in conjunction with the Staff Development Policy

1. Introduction

This policy was updated in October 2009 to take account of the:

- Guidance Circular WAGC 15/2008 – Induction and Early Professional Development for Newly Qualified Teachers in Wales (revised June 2008).
- Information Document – Induction and Early Professional Handbook.
- The Education (Induction Arrangements for School Teachers) (Wales) Regulations 2005 SI 2005 No. 1818 (W.146).

2. Rationale

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Bassaleg School's induction process ensures the appropriate guidance, support and training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.

This programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

3. Purposes

Bassaleg School's induction process has been designed to make a significant contribution to both the professional and personal development of NQTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the NQT.
- to provide appropriate counselling and support through the role of an identified mentor.
- to provide NQTs with examples of good practice.
- to help NQTs form good relationships with all members of the school community and stakeholders.
- to encourage reflection on their own and observed practice.
- to provide opportunities to recognise and celebrate good practice.
- to provide opportunities to identify areas for development.
- to help NQTs to develop an overview of teachers' roles and responsibilities.
- to provide a foundation for continuous professional development.
- to help NQTs meet all the induction standards.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

4. Roles and Responsibilities

4.1 The Governing Body

The governing body is fully involved in the appointment process and pays particular regard to the monitoring, support and assessment of NQTs. Careful consideration is given, prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil all its obligations.

4.2 The Headteacher

The Headteacher has the responsibility:

- to ensure that each NQT in Bassaleg School is provided with an appropriate Induction Programme, in line with national arrangements.
- to make a recommendation to the LEA, based on rigorous and fair assessment procedures, as to whether the NQT has met the Induction Standards.

- to ensure that the NQT is provided with a timetable representing no more than 90 per cent of the average contact time normally allocated to more experienced teachers in the school, and ensure that the time released is protected, is distributed appropriately throughout the Induction Period and is used to support the NQT's professional development. This will be done by providing a programme of professional development activities agreed between the Induction Tutor and the NQT
- to designate an Induction Tutor for each NQT and ensure that this person is adequately trained and is able to work effectively in the role.

4.2.1 The Headteacher will delegate many of the tasks associated with these functions to the Induction Tutor but ultimate responsibility will remain with the Head teacher.

4.3 Induction Tutor

4.3.1 The principal requirement for the NQT induction tutor is to be responsible for the overall management of initiating NQTs into the teaching profession and into Bassaleg's procedures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of NQT performance.

4.3.2 The induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS). Details of this programme can be found in the NQT Programme booklet.

4.3.3 The school's Induction Tutor is Mr A W Maxwell, Assistant Headteacher.

4.4 Subject Mentor

4.4.1 In addition to the induction tutor, who has the responsibility for the formal assessment of the NQT, a subject mentor is appointed to provide on going support on a daily basis. The subject mentor will contribute to the judgements about the progress against the core standards.

4.4.2 The subject mentor will be fully aware of the requirements of the Induction Period and have the skills, expertise and knowledge to work effectively in the role. In particular, he/she will be able to provide or co-ordinate effective guidance and support and will be able to make rigorous and fair judgements about the new teacher's performance in relation to the Induction Period Standards.

4.5 Newly Qualified Teacher

The NQT has a vital part to play in their induction.

4.5.1 Before the period starts:

- checking that they have passed any skills tests (requirement of English PGCE courses) prior to starting the induction period.
- registering and with the GTCW that they have been awarded QTS before starting an induction period.
- providing evidence that they have QTS and are eligible to start induction.

4.5.2 Once the period has started:

- participating fully in the agreed monitoring and development programme.
- raising any concerns with their induction tutor as soon as practicable.

- keeping track of and participate effectively in the scheduled classroom observations.
- retaining copies of all assessment forms and other documentation. This, along with tracking start and end dates for the induction period, is especially important in cases where the NQT has a break/change of employer during the induction period.

5. At Risk Procedures

5.1 If any NQT encounters difficulties with meeting the NQT standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the NQT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure will be given and the school's concerns communicated to the LEA without delay.

5.2 Where an NQT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

5.3 Where necessary, the Head/LEA advisor will support the induction tutor and NQT in observations and planning an appropriate programme to ensure satisfactory completion of the NQT year and that all steps have been taken to help a failing NQT improve.

6. The General Teaching Council Wales (GTCW) and the Local Education Authority (Newport County Council)(NCC)

The GTCW and NCC, along with the Headteacher, have joint responsibility for the supervision and training of the NQT during induction and have the main quality assurance role. The school works closely with the GTCW and NCC to ensure that the statutory requirements are fully met.