



NQT INDUCTION POLICY

COVERING BOTH SCHOOLS INCLUDING EYFS AND BOARDNG

Committee normally reviewing:	Leadership Teams
Date last formally approved:	Autumn Term 2016
Date policy became effective :	November 2008

Period of Review:	Three Yearly
Next Review Date :	Autumn Term 2019

Person responsible for implementation and monitoring :	Assistant Head-Academic (Senior) and Deputy Head (Preparatory)
Other relevant policies :	<ul style="list-style-type: none">• Curriculum Policy• Teaching and Learning Policy• Equal Opportunities Policy• Safeguarding and Promoting Pupil Welfare (Child Protection) Policy• Anti Bullying Policy• Discipline and Exclusions Policy• Data Protection Policy• Safer Recruitment Policy and Process• Lack of Capability and Disciplinary Policy• Staff Appointments Procedure• Disability Discrimination Policy

The following Policy covers both schools and encompasses the Aims and Ethos of the

Preparatory School

**Mr Simon James
Head, Preparatory School**

and the

Senior School

**Mr Chris Townsend
Head, Senior School**

[Aims and Ethos](#)

SAFEGUARDING STATEMENT

Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of differences in ethnic background, culture, language, religion, sexual orientation, gender and disabilities, so long as in the last matter the student is able to involve himself or herself in the activity concerned; equally these differences will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect

FELSTED NQT INDUCTION POLICY

1. THE AIMS OF OUR INDUCTION POLICY

The Induction Programme for Newly Qualified Teachers at Felsted School aims to give the NQTs the best possible start in the profession by helping them to settle in quickly; to tackle new experiences and responsibilities with confidence and to refine their teaching skills. To achieve these aims, new teachers are offered an induction meeting before the beginning of the September term with all new staff, members of the SLT, their HoD and the HM of the House to which they are attached. They will also have meetings during the first term with other new staff covering relevant whole school topics such as report writing and the management structure of the school.

2. ROLES AND RESPONSIBILITIES

It is fully accepted that the School has a key role in introducing new colleagues to the profession. The overall responsibility for the welfare of NQTs lies with the Assistant Head (Academic) in the Senior School and the Deputy Head in the Preparatory School, however the Induction Tutor may be another member of the Academic Staff and is directly responsible for the guidance and assistance offered to the NQTs and for the organisation of a relevant induction programme. The Subject Mentor provides subject-specific support and will oversee the day-to-day guidance to the NQT.

There are three main areas of responsibility within the NQT programme: the NQT; the Subject Mentor; and the Induction Tutor.

NQT must:

- Provide evidence of QTS;
- Self-evaluate all observed lessons using the appropriate form and file this (either hard copy or electronically and stored in your shared area);
- Record their professional development objectives (on the Action/Development Plan – ADP) and their progress against this. This should be done electronically and stored in their shared area or in a shared google folder. This will be regularly reviewed in meetings with the subject mentor and will be monitored termly by the induction tutor;
- Record their progress against the national Teaching Standards, This should be done electronically using the Evidence Tracker form and stored in your shared area or in a shared google folder;
- Be able to explain how they are using their additional non-contact time has been used. This can be discussed and logged in their meetings with the subject mentor;
- Write the minutes from the meeting with the subject mentor and save them in their shared area.

Subject mentor will:

- Meet with the NQT once a fortnight. In this meeting, they might:
 - Discuss a recent lesson observation (give feedback and discuss the NQT's self-evaluation);
 - Review their progress against their objective and check the Action/Development Plan - ADP;
 - Discuss who they might go and observe/talk to;
 - Suggest how else they might use their additional non-contact time to help them to progress against their professional development objectives.
- Complete a formal observation once every half term (using the ISTip observation form) and save it in the NQT's shared area;
- Complete formal progress reviews each half term (using the ISTip form) and save it in the NQT's shared area.

Induction tutor will:

- Meet with NQTs as a group at least once every term
- Complete a formal observation for each NQT once a term (using the ISTip observation form) and save it in the NQT's shared area;
- Complete the termly assessment report for each NQT (using the ISTip form) and upload onto ISTip website

In addition to this, the Headmaster and the Governing Body have their own responsibilities:

The Headmaster should:

- check that the NQT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the NQT starting the induction programme, which body will act as the appropriate body;
- notify the appropriate body when an NQT is taking up a post in which they will be undertaking induction;
- meet the requirements of a suitable post for induction;
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure an appropriate and personalised induction programme is in place;
- ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching;
- ensure that termly assessments are carried out and reports completed and sent to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period;
- make the governing body aware of the arrangements that have been put in place to support NQTs serving induction;
- make a recommendation to the appropriate body on whether the NQT's

performance against the relevant standards is satisfactory or requires an extension;

- participate appropriately in the appropriate body's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years.

The Governing Body:

- should ensure compliance with this guidance;
- should be satisfied that the institution has the capacity to support the NQT;
- should ensure the headteacher/principal is fulfilling their responsibility to meet
- the requirements of a suitable post for induction;
- must investigate concerns raised by an individual NQT as part of the institution's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the institution's
- induction arrangements and the roles and responsibilities of staff involved in
- the process; and
- can request general reports on the progress of an NQT.

3. MENTORING

Each NQT works with a Subject Mentor (usually their HoD), who supports them in their first year of teaching by:

- encouraging
- guiding
- advising
- demonstrating good practice
- providing information and instruction
- helping to reflect good practice

4. THE NQT'S ENTITLEMENT:

- A job description that does not make unreasonable demands
- Weekly meetings with their Mentor/Induction Tutor
- An Action and Development Programme discussed by the NQT Subject Mentor/Induction Tutor
- Targets, informed by the strengths and areas for development identified at the end of their PGCE, to help NQTs improve so that they meet the standards for the induction period
- a 10 per cent reduction in timetable, for induction purposes
- an opportunity to observe other teachers
- at least one observation each half term by Mentor/Induction Tutor with oral and written feedback, meaning a total of six a year
- an formal assessment meeting towards the end of each term

- a copy of the assessment report (as a result of this meeting) at the end of each term
- procedures for NQTs to air grievances about their induction provision at school and a “named person” to contact at the IStip
- an induction course providing information and guidance on school procedures, delivered by members of the Management Team and their Subject mentor
- participation in INSET opportunities within the school
- opportunities to shadow other teachers within school
- less frequent cover of other teachers

(A teacher who formally qualifies after some experience should agree their entitlement with the Head before embarking on the qualifying programme)

5. THE INDUCTION PROCESS SHOULD:

- provide induction and training in key professional responsibilities, linked to school policies and actions required, for Safeguarding and Promoting the Welfare of Pupils (Child Protection), Anti Bullying, Promoting Positive Behaviour for Learning and the Code of Conduct, Discipline and Exclusions, E-Safety, Restraining, First Aid, Sex and Relationship Education, Health and Safety, Teaching and Learning and the Curriculum Policy, as well as any other core policies in the exercise of professional duties
- explain school rules and procedures
- provide the teacher with appropriate subject-based information (Schemes of Work) and guidance
- induct the teacher into the planning, preparation and teaching of their subject
- oversee effective record-keeping and reporting, in line with the school’s systems
- advise on effective classroom organisation and student management
- meet regularly with the NQT, giving quality time for discussion, and encourage reflective practice
- conduct at least one informal lesson observation each half term
- conduct a formal lesson observation each term of induction
- arrange for the teacher to observe both themselves and others in the school
- organise opportunities for team-teaching
- provide constructive feedback resulting in the setting of agreed professional development targets
- keep the Coach Mentor (Staff Development) updated on progress being made
- support on any other issues pertinent to the development of the NQT
- be involved in on-going professional development and attend relevant mentor courses
- assist in the training of new mentors.

6. SAFEGUARDING AND PROMOTING THE WELFARE OF PUPILS (CHILD PROTECTION)

The Induction process will contain focussed training and developmental workshops on:

- the core issues addressed in the Safeguarding and Promoting the Welfare of Pupils (Child Protection) Policy, the Anti Bullying Policy, the Promoting Positive Behaviour for Learning and the Code of Conduct Policy, E-Safety Policy and the Discipline and Exclusions Policy
- What to do in the event of an emergency – referring to key sections of the First Aid Policy, Medical Policy, Bereavement Policy, Fire Safety Emergency Evacuation Policy, the Crisis Management Plan and other related Policies
- Responsibilities and duties of all members of teaching staff including understanding of, and adherence to, the Health and Safety Policy and the Site Security Policy
- Understanding the wider curriculum, including the Spiritual, Moral, Social and Cultural Development policy, the PSHE Policy and Scheme of Work, the International and Global Citizenship Policy and other related documentation
- Understanding the processes for managing parental or student complaints or concerns in the light of the Complaints Policy and other related policies

7. LESSON OBSERVATION

7.1 *The Role of Observation*

Focused classroom observation is important in the development of teaching skills because it provides opportunities for reflection and learning from evidence.

The focus of the lesson can be general, (e.g. quality of learning, classroom management), or specific (e.g. differentiation, transition from whole class teaching to group work). By agreeing a focus, the observer can record what was successful and look at any areas, which are in need of development.

7.2 *Frequency of Observations*

The Mentor and the Induction Tutor should each aim to observe the new teacher informally on a regular basis, and certainly no less than once each half of term. Other departmental members should also be encouraged to observe the NQT and be observed by him or her.

8 DOCUMENTATION

The formal assessment meeting should be informed by written reports from at least two observations and two progress meetings that have

taken place during the term with the Subject Mentor. Judgments will be based on evidence that has been gathered systematically during the induction period and should relate directly to the Teaching 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 record of professional development

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

10. THE REPORT

- The Head is required to submit termly reports on an NQT to the appropriate body. This may be delegated to the Induction Tutor.
- In the event of satisfactory progress, the first report will be submitted at the end of the first term, the second to be submitted at the end of the second term.
- For teachers granted an extension of probation, a further report would be sufficient at the end of the first term of extension.
- On completion, the reports are to be discussed with the NQT concerned, who should be given the opportunity to make any comments in the space provided.
- The discussion process of the report provides the starting point for further development.
- In the Summer Term, the Induction Tutor, in liaison with the Subject Mentor, will return the final form recommending that the student should pass/fail.

11. CONCERNS REGARDING A TEACHER'S PROFESSIONAL PERFORMANCE

The Induction Tutor 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 Subject Mentor should be kept closely informed of both concerns and progress. Records of meetings with the NQT and recommendations made should be kept.

12. ASSESSMENT ARRANGEMENTS

12.1 *Formal Assessment Meetings*

These meetings will take place between the NQT, and the Induction Tutor/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 NQT's must feel free to express any concerns.

All meetings will focus on the extent to which the NQT is consistently meeting the Teaching Standards for the Award of QTS.

An Assessment Form should be completed and sent to the Teacher Induction Officer (IStip) following each of the Assessment Meetings. 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 Association whether the NQT has met the requirements for the satisfactory completion of the Induction Period.

12.2 *Informal Assessment Meetings*

These meetings take place continuously through the NQT's training.

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