

# POLICY RE NEWLY QUALIFIED TEACHERS

## Context

All teachers who obtain Qualified Teacher Status have to complete an induction period of six school terms if they are to work in maintained schools. To help Newly Qualified Teachers through their first year they are entitled to a programme of well organised support.

Over recent years, schools have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities. Much of this work is in response to new legislation that places an increased duty on schools and other settings. Legislation requires schools both to eliminate direct or indirect discrimination, victimisation or harassment and to promote equality for pupils, staff and others who use school facilities. These developments reflect the growing awareness of the need to view different equality strands beneath one umbrella, rather than seeing them as separate factions competing with each other for time and resources.

Status	Statutory
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## Purpose

To ensure that Ratton School's induction programme for Newly Qualified Teachers meets statutory requirements.

To build on the TTA Standards for Qualified Teacher Status by using the DfES professional standards for induction.

To support and guide induction and continuing professional development.

To promote and encourage opportunities for self reflection and critical analysis that lead, through dialogue with colleagues, to the agreement and setting of smart targets.

To encourage the production of realistic and relevant action plans building on career entry guidance, to meet the required standards for the induction period.

Consultation	<ul style="list-style-type: none"> <li>Newly qualified teachers</li> <li>East Sussex School Improvement Service</li> <li>Assistant Headteacher CPD</li> <li>School-based induction mentors</li> </ul>
Relationship to other policies	<ul style="list-style-type: none"> <li>Policy for New Staff</li> </ul>
Relationship to standard operating procedures	<ul style="list-style-type: none"> <li>Induction</li> <li>CPD SOPs</li> </ul>

Role	Responsibility
Headteacher	<ul style="list-style-type: none"> <li>• Ensuring that each NQT in their school is provided with an appropriate induction programme, in line with national arrangements.</li> <li>• Making a recommendation to the LEA, based on rigorous and fair assessment procedures, as to whether the NQT has met the induction standards at the end of the induction period.</li> </ul>
Governors	<ul style="list-style-type: none"> <li>• Establish this policy</li> <li>• Monitor and review the effectiveness of this policy</li> </ul>
Assistant Headteacher CPD	<ul style="list-style-type: none"> <li>• Identifying an Induction Tutor for each NQT</li> <li>• Ensuring that an appropriate programme of monitoring and support for the NQT is established, which builds on the Career Entry Development Profile.</li> <li>• Making sure that the NQT is provided with a teaching contact load representing no more than 90% of the average contact time normally allocated in the school. This time is to be protected for the professional development of the NQT.</li> <li>• Ensuring that the assessment of the NQT has been both rigorous and fair.</li> <li>• At the end of the induction period, making a recommendation to the Headteacher about whether the NQT has met the requirements for the satisfactory completion of the induction period.</li> </ul>
Induction Tutor (Mentor)	<ul style="list-style-type: none"> <li>• Ensuring that appropriate support, monitoring and assessment takes place at appropriate times during the induction year.</li> <li>• Negotiating an individual programme of professional development, with clear objectives, based on the NQT's Career Entry Development Profile.</li> <li>• Providing regular, well-founded feedback to the NQT on their progress.</li> <li>• Arranging and conducting half-termly Review Meetings with the NQT as part of their formative assessment.</li> <li>• Making formal observations of teaching at least once every half-term and providing fair, accurate and constructive feedback.</li> </ul>
Newly qualified teacher	<ul style="list-style-type: none"> <li>• Being pro-active in the induction process. Engage fully and actively in the process of evaluating progress and identifying strengths and areas for improvement.</li> <li>• Work closely with the Induction Tutor to use the Career Entry Development Profile as the basis for professional development, review and objective-setting.</li> <li>• Being familiar with the Induction Standards against which capability will be assessed and ensuring that teaching meets these standards.</li> <li>• Keeping a record of all professional development, monitoring and assessment events during the induction period</li> <li>• Expressing any concerns about induction to the Induction Tutor, Early Professional Development Coordinator, Headteacher, or to contact the designated LEA officer regarding any concerns.</li> </ul>

## Arrangements for Monitoring and Evaluation

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Monitoring and review of the induction policy for new staff will be carried out in accordance with procedures for quality assurance, following audits of current practice by existing and past NQT's

Date established by Governing body:	December 2009
Date for full implementation:	January 2010
Date of review:	January 2012

## ANNEXES

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Ratton School policy for new staff.  
Ratton School NQT handbook.  
CfBT NQT Induction Handbook.