

 <b>Dartmoor</b> MULTI ACADEMY TRUST	<b>NQT INDUCTION POLICY</b> <b>MAY 2018</b>	 The Schools Co-operative Society	 <b>Tavistock</b> COLLEGE
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## **Rationale**

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of a new teacher. Our school's induction process ensures the appropriate guidance, support, and training is provided through a structured but flexible individual programme that supports NQTs in meeting the Teachers' Standards.

Tavistock College wishes to recruit new teachers of the highest calibre to work with our students and aims to move those teachers forward onto highly successful careers. This programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

## **Overall Strategy**

Our 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 coaching 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 other stakeholders.
- to help NQTs become aware of the school's role in the local community.
- 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
- to help NQTs meet all the induction standards and responsibilities.
- to provide a foundation for longer-term professional development.
- to create a pedagogical training programme of professional development.

The whole staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.

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.

## **Success Criteria**

- All NQTs will meet the Teacher's Standards.
- All NQTs will achieve their negotiated, individual targets.
- All NQTs will feel well supported and show satisfaction with their induction year programme.

## **Roles and Responsibilities**

### ***The Governor responsible for NQTs***

The nominated Governor is John Bright. He may be contacted at [j.bright@tavistockcollege.org](mailto:j.bright@tavistockcollege.org) or through the Clerk to Governors, Jay Hooper.

### ***The Principal***

The Principal's statutory responsibilities are:

- ensuring an appropriate induction programme is set up
- ensuring a 90% timetable is worked
- recommending to the LA whether an NQT has met the requirements for satisfactory completion of the induction period

In addition to the statutory requirements the principal will:

- observe and give written warnings to an NQT at risk of failing to meet the required standards.
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings

### ***Induction Tutor***

- Strategic management of the induction process.
- Monitor, evaluate and review the induction process.
- Carry out termly assessments on all NQTs and ensure these are completed and sent off to the Recommending Body.
- Observe the NQT termly, including once during the first 4 weeks of their time in College.
- Design and co-ordinate the professional studies programme.
- Train and support the NQT mentor team.
- Keep the Principal informed of NQT progress.

### ***NQT Mentor***

- Act as a critical friend, mentor and coach.
- Meet the specific training needs of NQTs in their care.
- Negotiate action plans and target setting when appropriate.
- Carry out half termly lesson observations of the NQT with appropriate feedback being given.
- Make their own teaching available for observation where appropriate.
- Conduct professional review meetings lasting one hour every fortnight.

- Offer advice on the collection of evidence and keeping of NQT evidence folders and portfolios.
- Share any concerns about the NQTs progress with the NQT and the Induction Tutor and address these through a supportive programme.

### **NQT Rights**

As an NQT you have the right to:

- Access an induction programme that will commence upon appointment and be reviewed after one year in post.
- Be employed in a post that enables you to teach classes within the age range and subjects for which you have been trained.
- A 10% reduction of the normal teaching timetable allocated to teachers in the school.
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Meet termly with your induction tutor to review your three NQT assessments.
- Meet fortnightly with your NQT mentor through professional review meetings.
- Be observed within the first four weeks of your teaching post.
- Be given action plans and negotiated targets where appropriate during the induction year.
- Time and regular opportunities to meet with other NQTs and teachers who have recently completed their induction programme.
- Observe experienced colleagues teaching.
- Have your teaching observed by experience colleagues, at least once every half term with at least three of these observations being carried out by the induction tutor or members of the SLT.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice as necessary.
- Access external training and CPD as appropriate.
- Opportunities for further professional development based on agreed targets.

### **NQT Responsibilities**

As an NQT you have the responsibility to:

- Engage fully with the programme of mentoring, support and assessment.
- Evaluate, with support, your own performance and progress against the Teachers' Standards.
- Be available to participate in the Professional Studies programme throughout the year.
- Negotiate targets and professional development activities with your mentor.
- Compile a professional development portfolio and make this available as part of the evidence for assessment for your induction tutor at the end of each term.
- Take increasing responsibility for your own professional development as the induction year progresses.

## **Pre-Induction Year**

Before NQTs start, and usually in the term before they take up their position, they should have:

- A timetable amounting to not more than 90% of that given to a main scale teacher.
- A copy of this NQT induction policy.
- A copy of the Teachers' Standards.
- A staff handbook, containing reference to basic procedures on attendance, conduct, health and safety, safeguarding and the pastoral system.
- A chance to meet their Induction tutor, Mentor and Head of Faculty.
- A chance to ask any questions about the induction process.
- The names of the school representatives for professional associations and teachers' unions.

## **Professional Review Meetings**

These are meetings between the NQT and mentor. They should take place once every two weeks for an hour. Over the course of the year this allocated time may be broken up into two or three shorter meetings.

The purpose of the professional review meetings is to:

- Negotiate and assist the NQT in the achievement of their targets through the use of action plans where appropriate.
- Provide training where appropriate to help meet those targets.
- Mutually review any lessons observed.
- Provide advice on professional issues.
- Provide feedback on progress towards the Standards.
- Discuss evidence being collected in the NQTs professional portfolio.

## **Classroom Observation**

All NQTs must be observed six times during the NQT year, with the first of those being inside the first 4 weeks. These observations may be carried out by the Induction tutor, mentor and/ or members of SLT.

All NQTs should observe lesson by other practitioners at least once a half term.

Effective classroom observation should have the following characteristics:

- Be explicitly focused on a maximum of two aspects of teaching and learning.
- Be explicitly related to the Teachers' Standards.
- A full lesson plan should be provided but the format used for this is at the discretion of the NQT.
- All comments should be recorded on a lesson evaluation form.
- Proper feedback should be given to the NQT within 48 hours of the lesson.
- The NQT should be encouraged to evaluate the lesson for themselves.
- A record of all observations should be kept by both the mentor and the NQT.

## **Professional Studies Programme**

The professional studies programme is designed to meet the training needs of all NQTs. It has two core objectives:

1. To provide pedagogical training in all areas relevant to the Teachers' Standards.
2. To provide specific training in the processes and procedures of the College.

The professional studies programme will display the following characteristics:

- Clear objectives for each session.
- They will occur weekly and last the duration of one hour.
- A mix of instruction and activity which will involve students and other staff where appropriate.
- Materials on the latest research in education.
- The programme of professional studies sessions are released on a termly basis.

## **Assessment & Quality Assurance**

The assessment of NQTs will be rigorous but also objective and developmental.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the NQTs development in order to gain a reliable overall view.
- Opportunities will be created for NQTs to gain experience and expertise in self-assessment.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the NQT concerned.

## **Teachers at Risk of Failing**

All mentors should keep a proper record of all professional reviews of progress, action plans and classroom observations.

Mentors should notify the induction tutor within the first four weeks if they believe their NQT is likely to be at risk of failing, and certainly within the first term. This is to give the induction tutor a chance to help the NQT address their difficulties before the formal assessment takes place.

There should be no surprises during the induction year; NQTs, mentors and the induction tutor should be constantly aware of progress and the need for any additional support.

If an NQT is experiencing difficulties, they should be set short-term goals and provided with targeted support and development through a clear action plan. They will be given plenty of opportunities to observe effective teachers and discuss and implement the techniques seen.

The College will work with the Recommending Body to support the NQT, but the decision regarding pass or fail ultimately rests with the College.

## **Whistleblowing**

In the event that an NQT is dissatisfied with any aspect of their induction and cannot resolve this in collaboration with their mentor, the induction tutor or the Principal they have the right to contact either the Governor with responsibility for NQTs or the appropriate body which in this case is Babcock LDP; Babcock LDP. Second Floor. Milford House. Pynes Hill .Exeter .Devon .EX2 5GF.Tel: 01392 287399

## **Monitoring, Evaluation and Review**

The process of induction should be monitored throughout the course of the year, partly by means of the evidence generated by the induction and quality assurance and partly through the following:

- All NQTs will complete a full evaluation and written exit survey at the end of their induction year.
- The Induction tutor will evaluate the success of the programme each year and write a report on their recommendations for any amendments for the following academic year.