



NQT/RQT Policy

Rationale

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of teachers. Our school's induction process ensures the appropriate guidance, support and training to support teachers at the start of their career. We understand that all schools have a unique and distinctive way of running and therefore provide newly appointed RQT's with a modified support programme. The flexible, personalised programme will enable the teacher to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built whilst ensuring they are able to make a real impact on the school's and pupils' development

Aims and Objectives

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

- to provide programmes appropriate to the individual needs of the NQT/RQT.
- to provide appropriate counselling and support through the role of an identified mentor.
- to provide NQTs/RQTs with examples of good practice.
- to help NQTs/RQTs form good relationships with all members of the school community and stakeholders.
- to help NQTs/RQTs 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/RQTs to develop an overview of teacher's roles and responsibilities.
- to provide a foundation for longer-term professional development.
- to help NQTs meet all the induction standards.

Management of NQT Induction

The principal will;

- be responsible for (but not necessarily undertake) the administration, monitoring, support and assessment of each NQT/RQT
- ensure that the school circumstances and the post are suitable for NQT Induction
- in accordance with the Statutory Guidance and check with the Appropriate Body where there are any doubts.
- review and sign each end of term assessment and the final recommendation to the Appropriate Body to indicate whether or not a Newly Qualified Teacher has satisfactorily completed the induction period
- keep the governing body informed about arrangements for the induction of Newly Qualified Teachers/ Recently Qualified Teachers and the results of formal assessment meetings
- appoint a member of the teaching staff, with the required knowledge, to be the Induction coordinator along with appropriate mentors.

NQT/RQT Coordinator

Although the principal retains the overall responsibility for the following accountabilities, the appropriate Key Stage Leader and NQT/RQT co-coordinator will manage the following activities:

- the supervision and training of Newly Qualified and Recently Qualified Teachers
- ensuring that each Newly Qualified Teacher has a timetable of no more than 90% of the timetable of other main scale teachers in the school, and, in addition, benefits from statutory PPA time
- ensuring that each NQT/RQT, including a Newly Qualified Teacher has a suitably individualised induction programme which reflects the Statutory Regulations
- identifying an appropriate member(s) of staff as an induction tutor to provide day-to-day support and monitoring
- ensuring that all Newly Qualified Teachers have appropriate workloads, in support of a reasonable work-life balance, having regard to their health and welfare
- informing the Appropriate Body if a Newly Qualified Teacher, including supply teachers, who has not yet completed an induction period either joins or leaves the school

Induction Tutor

The NQT/RQT Coordinator will appoint a suitably experienced teacher who has considerable contact with the NQT, for example the Key Stage Leader, as an Induction Tutor.

The responsibilities of the Induction Tutor include:

- providing or co-ordinating effective support and monitoring of performance
- ensuring that dated records are kept of all assessment activities, including professional review meetings, lesson observations and their outcomes
- making judgements about progress towards meeting the revised induction

Personal Ownership of professional development

All teachers accept responsibility for their own development in order to fully benefit from the support provided from the school. An NQT/RQT also have a vital part to play in their own induction.

Newly Qualified Teachers

Before the period starts:

- checking that they have passed any skills tests prior to starting the induction period;
- checking with the GTCE that they have been awarded QTS before starting an induction period; and
- providing evidence that they have QTS and are eligible to start induction.

Once the period has started:

- at the earliest opportunity following appointment meet with their induction tutor to discuss and agree priorities for their induction programme and development, and keep these under review;
- agreeing with their tutor how best to use their reduced timetable allowance;
- using the TDA Career Entry and Development Profile (CEDP) to support planning the induction programme;
- monitoring their progress against the Teacher Standards
- agreeing with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and

- 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 (see para 2.111).

In addition NQTs and Newly Appointed RQTs should;

- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- attend any meetings schedule by their mentor
- work closely alongside their year group teacher to plan and assess
- keep track of and participating effectively in the scheduled classroom observations of their own teaching and others

Through following the above procedures, we endeavour to maximise the quality teaching whilst ensuring a high level of professional development for NQTs and RQTs.

Reviewed: September 2019

Next Review Date: September 2020