**Bridgemere CE Primary School**

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**NQT Policy**

**The NQT Policy was approved on the**

Signed by:

Chair of Directors:

To be reviewed

**Alison Latham**

**Introduction**

The aim of this policy is to outline the key principles of commitment that the school holds towards securing the full entitlement of NQTs to professional induction. This policy document relates to the induction of all NQTs within Bridgemere CE. The implementation of the policy is the responsibility of the Executive Head, Heads of School, NQT Mentor and all staff.

**Aims**

* To ensure NQTs at Bridgemere receive their legal entitlement to a full professional induction, following the statutory guidelines and best practice.
* To ensure that induction meets the needs of the NQTs and the school.

**Rationale**

As a school we feel that it is important that all staff both teaching and non-teaching are inducted into the school appropriately. Such induction must begin as soon as is possible after staff have been appointed so that they become a full part of the school team. In Bridgemere we encourage a ‘whole school approach’ to the life and work of the school. All members of the school community are valued and respected as individuals, as well as members of the whole school team. It is vital that new staff are given every assistance in gaining a knowledge and understanding of the philosophy and ethos of the Trust, the schools, the routines and practices which take place and the way in which the whole system works.

This is particularly important for NQTs who are also new to the teaching profession. The NQT Induction Programme is planned so as to assist NQTs in becoming part of the whole school team as quickly as possible whilst at the same time increasing each individual's personal skills and expertise in teaching and aiding their continued development as professionals.

**Who Supports the NQT?**

The NQT Induction Programme operates under the direction of the Executive Head and Head of School. Together the SLT will appoint an appropriate teacher to monitor the programme. The person selected will be the most relevant senior colleague for the NQT in question: a teacher with the most appropriate curriculum experience and necessary managerial skills. This teacher is the mentor to the NQT.

The mentor is there to help, guide, reassure, counsel, inform and listen amongst many other things. The mentor is also responsible for monitoring the progress and development of the NQTs.

The other staff in school both teaching and non-teaching also have a role in the induction process. They all assist in integrating the NQT into the whole school staff team. They are willing to share experiences and ideas, help in practical ways and offer support and encouragement. NQTs are encouraged to approach any member of staff with any questions or queries they may have.

This includes the Executive Head teacher.

**The Induction Programme**

Immediately following a successful interview, The NQT will be welcomed into the school to meet the team and provide reassurance. At this or another appropriate time, relevant documents will be shared which may include:

• Staff Handbook

• Holiday List (including INSET Days)

• Appropriate Staff telephone numbers (Absence Policy)

The NQT will be invited to look around the school if they have not already done so and their classroom will be identified. The mentor (Head of School if mentor not yet assigned) will arrange some suitable dates when the NQT is able to visit the school and begin the Induction Programme before the start of the new school term/year.

**Pre-term Visits**

The NQT will be encouraged to visit the school on a number of occasions before the new term starts. This may be in term time or in holiday time depending on what is practical. If the NQT is appointed at the start of the new school year there may be an opportunity to use part of an INSET day to continue the Induction Programme.

At this stage the mentor will explain and give out further documentation including:

* Existing School planning and Curriculum documents
* Relevant school policies
* Timetables and Rotas
* Year Planner (this includes the dates of all major events in the school year)
* Class lists, Class Records and previous assessments
* Other documents as required.
* SEN records (via meeting with SENCO)

The mentor will explain the staffing structure in the school and introduce the NQT to as many staff as possible.

There will be opportunities for the NQT to spend some time discussing any points or queries with the mentor and other staff.

**NQT Mentor responsibilities:**

* Provide informal and formal observations

The NQT Mentor will observe the NQT in the classroom in a minimum of 6 sessions over three terms. Of these the Head of School will formally observe termly. These observations are to be seen as developmental, and will identify areas of strength as well as areas for development. NQTs should provide the planning for the observer and a full opportunity for discussion and debrief will be arranged.

* Arrange half termly Review Meetings

The NQT and the mentor will have a half termly review meeting. Various areas will be discussed and minuted, with the focus being upon how the NQT is progressing towards meeting the statutory induction standards. Copies of all paperwork will be kept by the NQT Mentor and NQT, copies may be given to Heads of School as appropriate.

* Monitor and evaluate the NQT’s work in school

The work of the NQT will be monitored and evaluated in a number of ways. These include informal discussions outside the classroom, informal and formal observations by the mentor and Head of School (see Appendix 1) and the monitoring of the NQT's planning. Initial and Long Term Plans for the term are reviewed and monitored by the Head of School or subject leaders and mentor. Other planning will be monitored in line with the Trust’s monitoring schedule – activities such as: book scrutinies; discussions with children; learning walks may also be used as evaluation tools.

* Ensure NQTs meet the Teacher Standards (see Appendix 2)

It is the duty of the mentor to ensure that an NQT knows their strengths and weaknesses and if the Teacher Standards are likely to be met. Where there are difficulties, every effort will be made to support the NQT to meet the standards. Monitoring of the Standards will take place half termly against the NQT folder (see NQT responsibilities)and be recorded onto a Teacher Standards tracker (see Appendix 3). Action plans will be produced to ensure Standards are met throughout the year (see Appendix 4), these may be broken down into more detailed weekly plans to guide NQTs in their non-contact time if appropriate to do so (see Appendix 5). Termly assessment reports will be written and sent to the appropriate bodies. These will be shared and signed by the mentor, NQT and Executive Head.

* Provide fortnightly NQT meetings

The NQT and mentor decide the day and time of the support meetings. Issues discussed will follow the guidelines laid out in the statutory induction programme and will include reference to points identified for development at previous discussions.

* Organise visits to other colleagues in school

The NQT will be able to visit colleagues to observe their work or work alongside them to broaden their experience. The NQT may wish to visit another key stage, another year group or to work with a member of a curriculum team. These sessions can be timetabled into non-contact time.

* Arrange visits to other schools and training

During the induction year, the NQT may visit another school in the area to observe other teachers and see how other schools work. The NQT will identify with the mentor certain areas of focus which they wish to look at. Alongside monitoring the Teacher Standards, training courses should be sort out and organised appropriate to the needs of the NQT.

**NQTs:**

NQTs employed in Bridgemere, will endeavour to immerse themselves into the Trust’s “real life learning” curriculum and ethos. NQTs should thoroughly read and understand all policies and implement them in their daily practice. As an NQT, evidence towards the Teacher Standards should be provided as well as evidence from lesson observations and classroom practice.

* NQT file

It is suggested to each NQT that they keep a file of relevant information during their first year of teaching. It will include a list of important events and the dates they took place, a forward planner of commitments, a record of their action plan/weekly targets, a record of observations of other teachers, a record of visits to the classrooms of other teachers, their involvement in extra-curricular activities, reflections of weekly practice and details of when they have been formally observed in the classroom. These should all be dated and cross referenced onto a Teacher Standards tracker (Appendix 3)

NQTs will be provided with 20% non-contact time. 10% as standard PPA time and 10% NQT time.

NQTs will be assessed no lower than satisfactory. In Bridgemere we strive to complete induction periods to a good standard.

**At risk procedures**

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 LA without delay.

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.

Where necessary, the Head of School will support the mentor 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.

**Addressing NQT Concerns**

An NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the NQT should raise concerns with the named LA contact which is Fiona Burke Jackson.

**Review**

This policy was written in June 2019 and will be reviewed annually or prior to this date should there be any changes to statutory requirements be made.

(APPENDIX 1) Real Life Learning Academy Trust – Observation sheet

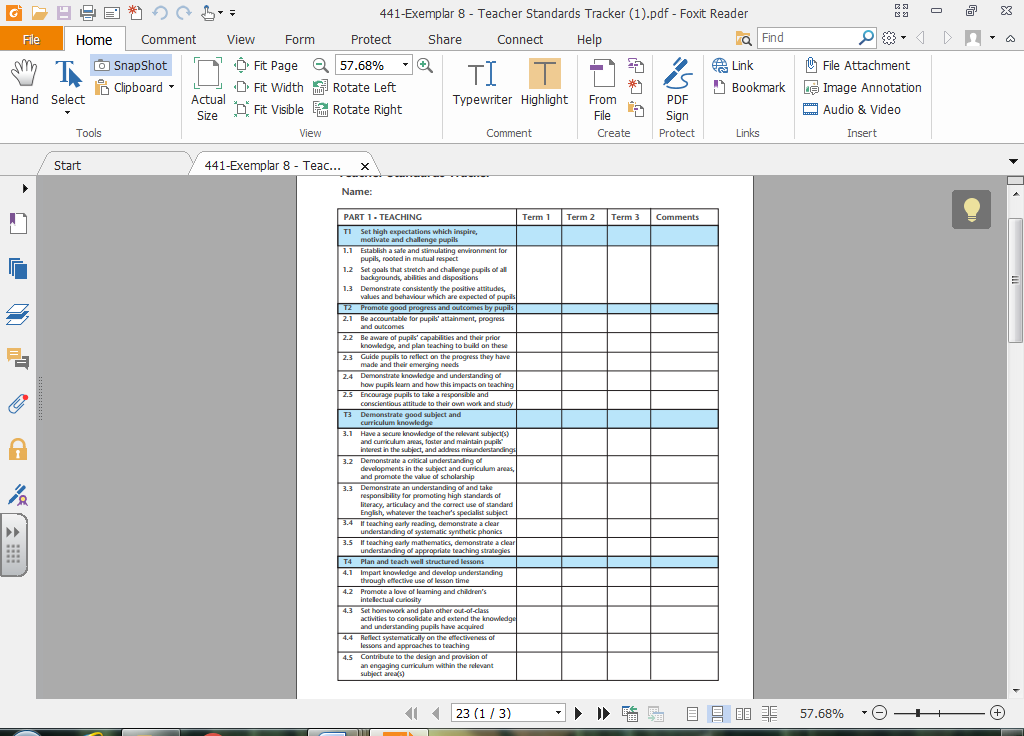
Lesson Observation Record Sheet

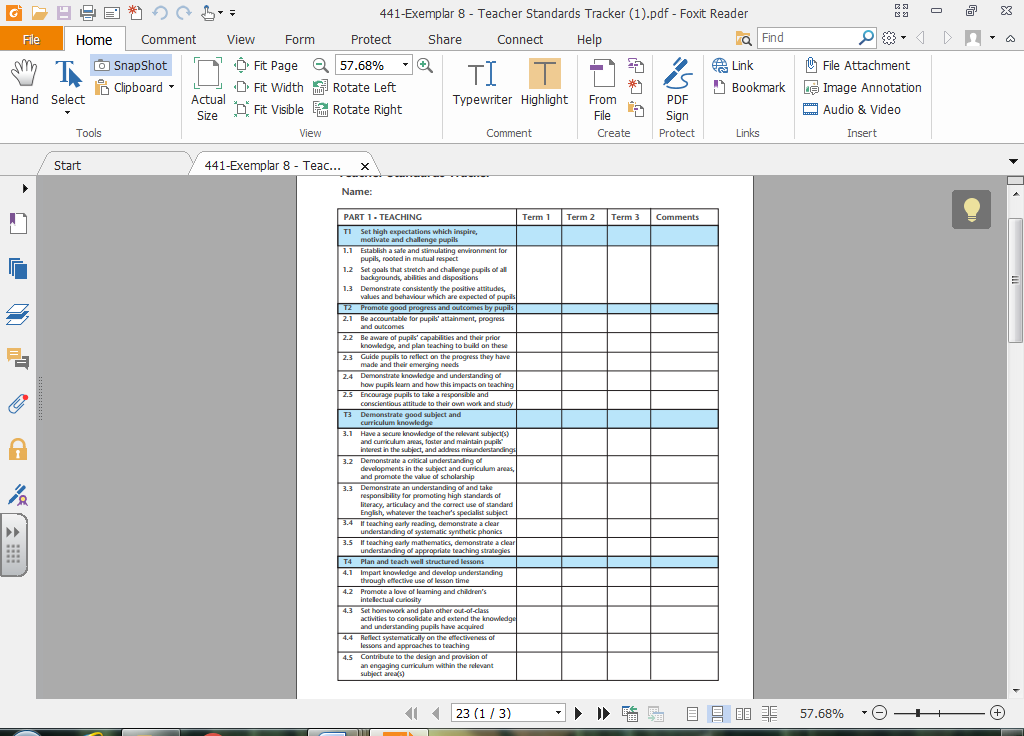
|  |  |
| --- | --- |
|  | |
| Name: | |
| Class: | Number of children: |
| Date: | |
| Lesson: | |
|  | |
| Lesson Context: | |
| Evaluation of the lesson: | |
| Strengths: | |
| Areas for development: | |
| Lesson judgement: | |
| Signed Observer : | |
| Signed Classteacher: | |

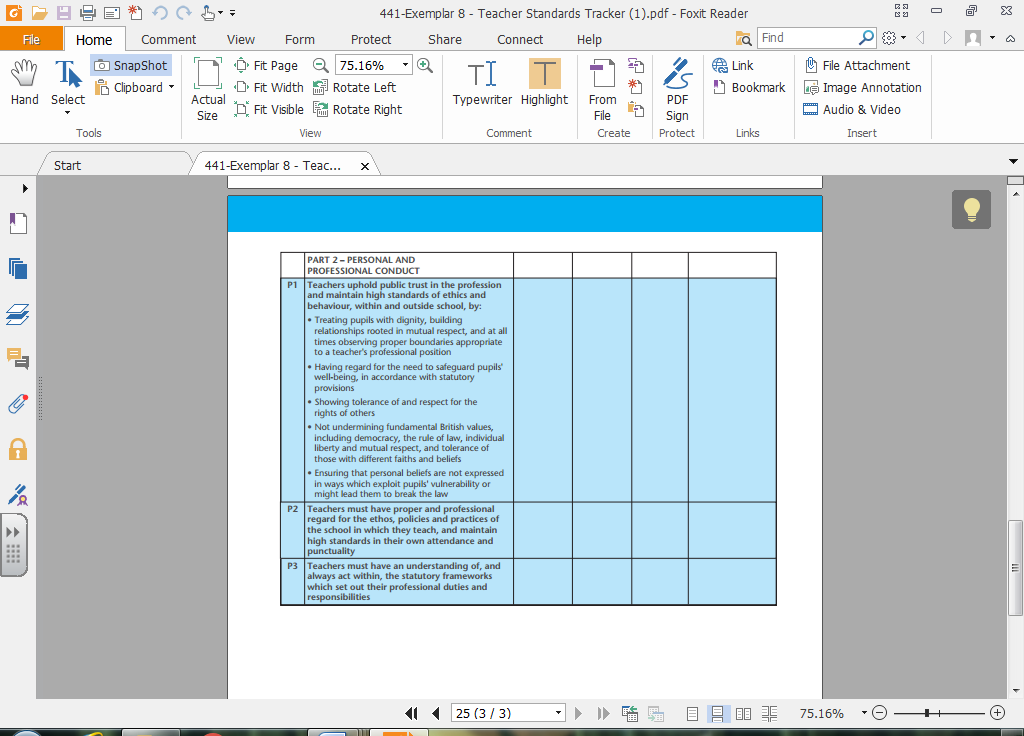
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| (APPENDIX 2)  TEACHER STANDARDS | PART 1 – TEACHING |
| T1 | **Set high expectations which inspire, motivate and challenge pupils** |
| 1.1 | Establish a safe and stimulating environment for pupils, rooted in mutual respect |
| 1.2 | Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions |
| 1.3 | Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils |
| T2 | **Promote good progress and outcomes by pupils** |
| 2.1 | Be accountable for pupils' attainment, progress and outcomes |
| 2.2 | Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these |
| 2.3 | Guide pupils to reflect on the progress they have made and their emerging needs |
| 2.4 | Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching |
| 2.5 | Encourage pupils to take a responsible and conscientious attitude to their own work and study |
| T3 | **Demonstrate good subject and curriculum knowledge** |
| 3.1 | Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings |
| 3.2 | Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship |
| 3.3 | Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject |
| 3.4 | If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics |
| 3.5 | If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies |
| T4 | **Plan and teach well structured lessons** |
| 4.1 | Impart knowledge and develop understanding through effective use of lesson time |
| 4.2 | Promote a love of learning and children’s intellectual curiosity |
| 4.3 | Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired |
| 4.4 | Reflect systematically on the effectiveness of lessons and approaches to teaching |
| 4.5 | Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) |
| T5 | **Adapt teaching to respond to the strengths and needs of all pupils** |
| 5.1 | Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively |
| 5.2 | Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these |
| 5.3 | Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development |
| 5.4 | Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them |
| T6 | **Make accurate and productive use of assessment** |
| 6.1 | Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements |
| 6.2 | Make use of formative and summative assessment to secure pupils' progress |
| 6.3 | Use relevant data to monitor progress, set targets, and plan subsequent lessons |
| 6.4 | Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback |
| T7 | **Manage behaviour effectively to ensure a good and safe learning environment** |
| 7.1 | Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy |
| 7.2 | Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly |
| 7.3 | Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them |
| 7.4 | Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary |
| T8 | **Fulfil wider professional responsibilities** |
| 8.1 | Make a positive contribution to the wider life and ethos of the school |
| 8.2 | Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support |
| 8.3 | Deploy support staff effectively |
| 8.4 | Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues |
| 8.5 | Communicate effectively with parents with regard to pupils' achievements and well-being |
|  | **PART 2 – PERSONAL AND PROFESSIONAL CONDUCT** |
| P1 | **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**  • Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position  • Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions  • Showing tolerance of and respect for the rights of others  • Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs  • Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law |
| P2 | **Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality** |
| P3 | **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities** |

APPENDIX 3

Teacher Standards Tracker







APPENDIX 4

Example of Action Plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Bridgemere CE Primary School**  **NQT Action Plan**  **Name of NQT:**  **Name of Induction Mentor:**  **Start Date:**  **End Date:** | | | | |
| **NQT’s current position:** | | | | |
| **Success criteria based on the new Teacher Standards:** | **Agreed Objectives** | **Actions & Interim Milestones including dates** | **Sources of Evidence of Activities and Outcomes** |
| **T1:**  **Set high expectations which inspire, motivate and challenge**  **Consistently set goals that stretch, challenge and motivate pupils** | * Planning – differentiate appropriately * Set challenges appropriate to ability * Be flexible within lessons to challenge or secure learning | * Complete planning and upload to portal * Modify planning if needed * Continue to assess and re plan to ongoing cycle | * Planning * Children’s books * Pupil voice |
| **T2:**  **Promote good progress and outcomes by pupils**  **To consistently accountable for pupils attainment, progress and outcomes** | * Access and study data from spring term, also where they are expected to be by end of summer term * Highlight target groups * Be familiar with objectives for reading, writing and maths | * Keep evidence of targets achieved for objectives * End of summer 1 term assessment relating to where children will be | * Planning * Assessment * Evidence including children’s work * Data |
| **T4:**  **Plan and teach well structured lessons**  **Consistently and effectively imparts knowledge and develops understanding through using lesson time to great effect** | * Structure lessons to make use of time effectively * Having effective resources to hand | * Adapt to lesson flow | * Children’s work * Lesson observation * Planning |

APPENDIX 5 – example of weekly tasks to aid guided non-contact time 10%

**Induction programme**

|  |  |
| --- | --- |
| **NQT** |  |
| **Induction Tutor** |  |

|  |  |  |
| --- | --- | --- |
| **Term 1** | **Term 2** | **Term 3** |
| Autumn term 2018 |  |  |

|  |  |  |
| --- | --- | --- |
| **Week** | **Activity for NQT time** | **Notes – Teacher Standards** |
| 1 – w/c 3.9.18  Two x inset days  Initial 3 days teaching  Topic webs and newsletter  Update website | Write up notes and comment on learning and actions from the inset days. Print  Reflect on first days of teaching new year group. | 1..1 Establish a safe and stimulating environment for pupils, rooted in mutual respect  4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired  4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) |
| 2 – w/c 10.9.18  MAT staff meeting  Planning on portal | Write up notes from staff meeting. - Begin to apply marking policy where relevant  Upload termly planning for all topic onto portal | 1.2Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions  3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies  8.2Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support  8.4 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues |
| 3 – w/c 16.9.18  Observe at Bridgemere of lesson management | Write up notes from observation – positives and negatives and what you will use in your own teaching. | 8.4Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues  3.1Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings  3.2Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship  8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support |
| 4 – w/c 23.9.18  Staff meeting – safe guarding updates  Epipen training | Reflect on use of Learning Book | 6.2Make use of formative and summative assessment to secure pupils' progress  Part 2 |
| 5 – w/c 30.9.18  Baseline assessment moderation  Team teach training? | Reflect on assessment moderation | 6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements  6.2 Make use of formative and summative assessment to secure pupils' progress |
| 6 – w/c 7.10.18  MAT staff meeting – Singapore maths | Write up any relevant information related to EYFS | 3.5If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies  3.1Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings |
| 7 – w/c 14.10.18  Parents evening | Reflect on first half term.  Catch up on write ups, printing evidence and folder. | 8.5 Communicate effectively with parents with regard to pupils' achievements and well-being  Part 2 |
| 8 – w/c 21.10.18  Observation by AL  Meet with AL at the end of the week.  One x inset day - tracker | Reflect on teaching and feedback given  Discuss with AL first term and next half term. | 3.3Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject  3.4If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics  4.1 Impart knowledge and develop understanding through effective use of lesson time  8.4 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues  All Standard 7  All part 4  All part 3  All part 2 |
| PART 2 – should be seen throughout – comment on this in your write up and reflections –  P1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:  • Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position  • Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions  • Showing tolerance of and respect for the rights of others  • Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs  • Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law  P2 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality  P3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities | | |
| Half term | | |
| Notes and discussion for Autumn 2: | | |

Induction checklist

|  |  |
| --- | --- |
| Activity | Date |
| Pre-term |  |
| Confirmation of Appointment |  |
| Checked eligibility to start induction |  |
| Register with LA via NQTManager |  |
| Book on LA NQT training |  |
| Read any previous NQT assessment forms |  |
| Shared information pack containing |  |
| School website details |  |
| Timetables |  |
| Staff handbook including staff list |  |
| Names of key personnel (induction tutor, HoD) |  |
|  |  |
| Plan of school |  |
| Times of school day and routines |  |
| Term dates |  |
| Duty rotas |  |
| Emergency contact numbers |  |
| First week |  |
| Welcomed NQT and helped with any queries |  |
| Shared school policies |  |
| Arranged and completed initial safeguarding training |  |
| Arranged an initial meeting between NQT and SENCO |  |
| Arranged an initial meeting between NQT and EAL leader |  |
| Confirmed the Appropriate Body contact and dates of LA training |  |
| Arranged the first mentoring meeting |  |
| Planned the use of NQT 10% release time for the first four weeks |  |
| By the end of the fourth week |  |
| Observed the NQT teaching |  |
| Provided verbal and written feedback on teaching |  |
| Drawn up an action plan relating to teacher standards and with set objectives for the remaining term |  |
| Devised an induction programme including:   * use of NQT release time * observation of experienced teachers (in a range of schools) * relevant CPD * meetings with staff regarding particular aspects of school life |  |
| By the end of half-term |  |
| Have met regularly with NQT to review progress |  |
| Held and recorded a formal Professional Review Meeting to consider progress against the standards and induction programme |  |
| Informed the Headteacher and LA if concerned about progress of the NQT |  |
| By the end of term |  |
| Observed the NQT teaching |  |
| Provided verbal and written feedback on teaching |  |
| Drawn up an action plan relating to teacher standards and with set objectives for the next term |  |
| Devised an induction programme for the following term |  |
| Held a formal assessment meeting to discuss and complete the end of term assessment form |  |
| Return the assessment form to the LA via NQTManager |  |