

De La Salle College



Induction Procedures and Support for NQT's Policy

Compiled by: The Head Master	Date: July 2014
Policy Holder: Mrs T Townsend	Revision date: July 2019

At De La Salle we are happy to participate in a scheme that enhances the skills and qualities of people entering the teaching profession. As competent professionals they will make a full contribution to raising standards in our school. Adequate time must be spent with the newly qualified entrant in order that they can, in the words of Estelle Morris 'get the best possible head start for their career in teaching'.

Catherine Turner will co-ordinate, monitor and support NQT induction at DLS Secondary (please see accompanying document in Appendix 1). At DLS primary an induction tutor will be assigned dependent on the Key Stage of the NQT.

The statutory induction period will take place over the first academic year. The school will seek to provide a reasonable experience of the normal demands of teaching.

We welcome the government initiative that all students completing teacher-training courses will complete a Career Entry and Development Profile that summarises the strengths and priorities for their further professional development.

PURPOSE OF SCHEME

1. To establish a planned and varied programme of induction and support for all newly qualified entrants to the school.
2. To encourage and support newly qualified teachers to recognise their professional competencies and to identify areas for development.
3. To allow the teacher to observe and discuss in their subject area along with colleagues from other schools on the Island and have access to observation sessions in the College in a wide variety of disciplines.
4. To provide opportunities to attend training courses organised by the Jersey Education Department as well as those relevant to any specific development needs identified by the teacher or the school.
5. To see the work of the ENCO in the school in order that they can begin to learn from effective practice in identifying the needs of pupils with special educational needs.
6. To provide a supportive system by which the professional work of the newly qualified entrant may be monitored, assessed and reviewed.

GUIDELINES

1. The NQT will be given the opportunity to visit the school before an interview. Meetings will be arranged with the Headmaster, the induction tutor and the head of department (mentor) and future colleagues.
2. The NQT will be given adequate notice of the timetable to be taught.
3. C Turner (Secondary) will act as induction tutor to the newly qualified teacher and he/she will assist in the establishment of a programme of induction for the newly qualified teacher in collaboration with the Headmaster. The programme will include observation coupled with feedback and, where necessary, appropriate advice.
4. The Head of Department in which the NQT is placed will act as subject mentor, and play a fully supportive role in the induction period, contributing to both observation of lessons as well as

appropriate written reports. In Primary, the Deputy Head or Head Teacher will provide additional support.

5. The secondary NQT will, where possible, be given support from an external subject specialist.
6. The programme will give the opportunity for the NQT to involve themselves in both curricular and pastoral issues in the school.
7. During the first academic year the NQT will be freed for an additional two periods above that of a fully qualified main scale teacher, during which time he/she could meet with his/her induction tutor/mentor/HOD/SMT. This additional time is also for evaluation and preparation as well as CPD activities such as observing other lessons.
8. The programme will also include central training from ESC (on Tuesday afternoons).
9. A written record of the progress of the NQT will be completed termly in line with the statutory requirements.
10. The Induction Tutor will complete the formal written assessment of the new teacher against the Teachers' Standards. The written statement will be based on –
 - Written comments by the head of department (Secondary) or Deputy Head / Head Teacher (Primary).
 - Any report from other external agencies that have had the opportunity to contribute to the programme during the course of the year.
 - Interviews between the induction tutor and the new teacher (Professional Progress Review Meetings and Formal Assessment Meetings).
 - Evidence of achievement of pupils for whom the teacher has had particular responsibility.

The written assessment will follow the nationally agreed format.

Appendix 1

Key points

Programme of support

INSET is arranged centrally by ESC (Education, Sport and Culture) for all NQTs and a timetable is made available for the start of each term. These sessions are usually held on Tuesday afternoons.

Further INSET will be arranged by the induction tutor and possibly by the Head of Department, if subject specific. This might be external INSET or done within school e.g. time with the ENCO or pastoral staff.

Observations

During the course of the year the NQTs will be observed by:

- the induction tutor (CTR) – at least once per term
- the relevant Head of Department – at least once per term
- other subject staff
- members of the senior management team

A requirement of the NQT programme is that they are observed within the first four weeks of the year. This can be by either the induction mentor or the Head of Department.

All lesson observations should be followed by feedback. This should be as soon as possible after the lesson.

The NQTs will be given the opportunity to observe:

- staff teaching the subject of the NQT
- staff teaching other subjects
- possibly staff at other schools teaching the subject of the NQT

The observation records, together with lesson plans and resources and an evaluation by the NQT form an important part of the evidence used in the formal assessment meetings (see below).

Meetings

The NQTs will have the opportunity to meet with the induction tutor both individually and as a group. These meetings can include training e.g. on questioning techniques or behaviour management or differentiation, or more specific advice and support for an individual NQT.

The NQTs will also have meetings with their Head of Department, preferably arranged at least once every two weeks in addition to the informal daily contact.

Teachers' standards

These are the standards that teachers should meet at the end of the induction period and continue to meet throughout their teaching career.

Professional Development Portfolio

This is built up throughout the year:

- to provide the evidence that the NQT meets the Teachers' standards;
- as a record of the CPD that the NQT is carrying out and the progress that is being made.

Statutory requirements

CEDP – Career entry and development profile

Transition point 1 – completed at the end of the QTS training year

Transition point 2 – to be completed at the start of the NQT year

Transition point 3 – to be completed at the end of the NQT year

Individual induction programme

Objectives will be set.

Action plans are written to aid the meeting of these objectives.

These objectives can include those suggested by the NQT, the tutor and HoD.

Professional review meetings

These are held every 6-8 weeks (one per half term) with the induction tutor or HoD. Their purpose is to review the objectives and induction action plans.

Formal assessment meetings

These are held towards the end of each term with the induction tutor. They provide the basis for a report on the progress of the NQT, measured against the Teachers' standards.

They will also include discussion of comments given by the HoD and other staff with whom the NQT has been working.

The meeting at the end of the year summarises the progress of the NQT and the final assessment report recommends the NQT to pass the induction process.

Catherine Turner (June 2016)