



Wetherby Kensington  
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# NQT Induction Policy

**Policy reviewed by:** Charlotte Tarrant

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**Reviewer's Signature:** *Ctarrant*

**Head Teacher's Signature:** *Helen Jones*

**Circulation:** This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby Kensington; 'parents' refers to parents, guardians and carers.



## **Wetherby Kensington**

### **NQT Induction Policy**

#### **The Aims of our Induction Policy**

The Induction Programme for Newly Qualified Teachers (NQTs) at Wetherby Kensington aims to give the NQTs the best possible start in the profession by helping them to settle in quickly; to tackle new experiences and responsibilities with confidence and to refine their teaching skills. To achieve these aims, Newly Qualified Teachers who are new to the school are offered an induction meeting at the beginning of the September term with all new staff and the Headmistress as well as the Senior Leadership Team (SLT). They will also have meetings and or INSETs during each half of term covering relevant whole school topics such as report writing and the management structure of the school.

#### **Roles and Responsibilities**

It is fully accepted that the school has a key role in introducing new colleagues to the profession. The overall responsibility for the welfare of NQTs lies with the Headmistress, although in practice this responsibility is delegated to the NQT Mentor. The NQT will also liaise closely with the other class teacher in their year group.

The NQT Mentor is directly responsible for the guidance and assistance offered to the NQT and for the organisation of a relevant induction programme, following the guidelines set by ISTip. The NQT Mentor will be a qualified and experienced teacher.

#### **The NQT's Entitlement:**

- a job description that does not make unreasonable demands
- weekly meetings with the NQT Mentor as appropriate.
- the Career Entry Development Profile (CEDP) discussed by the NQT Mentor
- targets, informed by the strengths and areas for development identified in the CEDP, to help NQTs improve so that they meet the standards for the induction period
- a 10 per cent reduction in timetable, for induction purposes
- an opportunity to observe other teachers
- at least one observation each half term by the NQT Mentor or a member of the SLT with oral and written feedback. Overall a total of six in their first year
- a formal assessment meeting towards the end of each term with the NQT Mentor
- a copy of the assessment report (as a result of this meeting) at the end of each term
- procedures for NQTs to air grievances about their induction provision at school and a "named person" to contact at the ISTip
- an induction course providing information and guidance on school procedures
- participation in INSET opportunities within the school
- opportunities to shadow other teachers within school
- opportunities to observe teaching in other phases and schools

## **Mentoring**

We have an informal and formal mentoring system. Each NQT works with the NQT Mentor who supports them in their first year of teaching by:

- encouraging
- guiding
- advising
- demonstrating good practice
- providing information and instruction
- helping to reflect good practice
- monitoring and observing

Should the NQT be unable to talk with the NQT Mentor, for whatever reason, we have an informal mentor system which provides support for the NQT within their year group. Mentoring is also seen as contributing to the mentor's own professional and career development.

## **Role of the NQT Mentor**

The NQT Mentor oversees and supports the professional development of all NQTs and monitors the Induction Programme along with the SLT and Headmistress where appropriate.

This includes:

- overseeing the implementation of school policy
- monitors the individual Induction Programme
- ensuring that the professional needs of NQTs are met
- identifying the training needs of mentors
- conducting formal / informal lesson observations as required
- liaising with the Headmistress regarding the NQTs progress
- coordinating evaluation of the Induction Programme
- organising the individual Induction Programme
- weekly meetings with the NQT
- providing ongoing support and guidance to NQTs and mentors
- advising on INSET opportunities
- ensuring that the professional needs of the NQT are met
- identifying personal training needs and keeping up to date with current legislation
- conducting formal / informal lesson observations
- advising on effective classroom organisation and pupil management
- arranging for subject leaders to observe and give feedback to the NQT
- identifying areas of strength and areas for development with regards to target setting for the NQT
- liaising with the Headmistress regarding the NQTs progress
- compiling evidence / discussing findings and completing the end of term assessments for the NQT
- monitoring the extra-curricular commitments of the NQT

## **Lesson Observations**

### **(i) The Role of Observation**

Focused classroom observation is important in the development of teaching skills because it provides opportunities for reflection and learning from evidence.

The focus of the lesson can be general, (e.g. quality of learning, classroom management), or specific (e.g. differentiation, transition from whole class teaching to group work). By agreeing a focus, the observer can record what was successful and look at any areas, which are in need of development.

#### (ii) Frequency of Observations

The NQT Mentor or a member of the SLT will observe the new teacher no less than once each half of term. Year group members and subject leaders should also be encouraged to observe the NQT and be observed by him or her.

### **Documentation**

The formal assessment meeting should be informed by written reports from at least two observations and two progress review meetings that have taken place during the term with the NQT Mentor. Judgments will be based on evidence that has been gathered systematically during the induction period and should relate directly to the Standards for the Award of QTS (autumn term) and the Induction Standards (spring and summer terms). Further sources of evidence will include:

- Formal and informal assessment records from pupils for whom the NQT has had particular responsibility, including test and or examination results
- Information about liaison with others, such as colleagues and parents
- The NQT's lesson plans, records and evaluations
- The NQT's self-assessment and record of professional development

All documentation and discussion concerning the professional development of staff is confidential. Confidentiality concerning the observation of lessons must also be respected.

All documentation is kept on the staff shared area of the server under 'mentoring'. Hard copies of written documentation may also be kept by the NQT Mentor however these documents should be scanned in and stored in the staff shared area.

Due to the pandemic all teachers who qualified during the academic year 2020/2021 will have a NQT period lasting two years.

### **The Report**

- The Headmistress is required to submit termly reports on an NQT to the appropriate body (ISTip, online through NQT Manager). This will be delegated to the NQT Mentor, but will be countersigned by the Headmistress
- In the event of satisfactory progress, the first report will be submitted at the end of the first term, the second to be submitted at the end of the second term
- For teachers granted an extension of probation, a further report would be sufficient at the end of the first term of extension
- On completion, the reports are to be discussed with the NQT concerned who will then make reflections and comments about their progress through the NQT Manager
- The discussion process of the report provides the starting point for further development
- In the summer term, the NQT Mentor in liaison with the Headmistress will return the final form recommending that the student should pass or fail, the NQT will also add their reflections and comments about their own progress

### **Concerns Regarding a Teacher's Professional Performance**

The NQT Mentor should discuss any concerns regarding the performance of an NQT with the teacher at an early stage (NQTs 'at risk'). The NQT should be given every opportunity, through the

setting of specific targets and the implementation of a range of support strategies, to remedy the situation. The NQT Mentor should be kept closely informed of both concerns and progress. Records of meetings with the NQT and recommendations made should be kept.

For serious concerns, the school will inform ISTip immediately, section 4 of the statutory guidance will be implemented.

### **Assessment Arrangements**

#### **(i) Formal Assessment Meetings**

These meetings will take place between the NQT, and the NQT Mentor during the year, and will usually occur at the end of each term. These meetings are important milestones in progress towards completion of induction and NQTs must feel free to express any concerns.

The first meeting will focus on the extent to which the NQT is consistently meeting the Standards for the Award of QTS, and is beginning to meet the Induction Standards.

The second meeting will focus on the NQTs progress towards meeting the Induction Standards.

The Final Assessment Meeting will be used to determine whether or not the NQT has met all of the requirements for the satisfactory completion of the induction period.

An assessment form will be completed online for the Teacher Induction Officer (ISTip) following each of the assessment meetings. These will indicate whether or not the NQT is judged to be making satisfactory progress. ISTip will review all the forms and forward any comments to the school about progress made. The Headmistress on receiving the final report from the NQT Mentor will, at the end of the induction period, recommend to the Independent Schools Association whether the NQT has met the requirements for the satisfactory completion of the induction period.

#### **(ii) Informal Assessment Meetings**

These meetings take place continuously through the NQT's training, and could be both formal and informal but will always be minuted. The agenda is set by the NQT and minutes of each meeting are to be kept by the NQT, and will be signed by the NQT and the NQT Mentor at the end of each meeting. Signed copies of these minutes are to be kept by the NQT and the NQT Mentor.

At the end of the NQT period, the Induction tutor submits a final assessment to ISTip. This report is passed by ISTip and referred to panel. Upon satisfactory completion of this stage, ISTip will send written confirmation to the Headmistress.

**This policy will be reviewed annually**