

St Finbar's

Catholic Primary School and
Early Years Centre



Summary of Policy and Guidelines for NQTs

Reviewed Spring 2012

Summative Assessment Meetings

Three formal meetings between the NQT and Headteacher / Induction tutor:

- **First Meeting** – extent to which the NQT is consistently meeting the “standards”
- **Second Meeting** – progress made towards “standards”
- **Final Assessment** – to determine if all the requirements for satisfactory completion are met

These formal Assessment Meetings will be informed by written reports from at least two observations and two Progress Review Meetings as well as evidence from:

- Pupil progress evidence
- Information regarding liaison with colleagues and parents
- Lesson plans and records
- NQTs self-assessment and Record of Professional Development (see NQT Induction Assessment forms – for three assessment periods – Annexe B)

N.B.

The above is a summary of guidance for our NQTs and does not provide coverage of the full DfES document

It is essential that all those directly involved in our induction process refer to the actual guidance notes.

See latest NQT Induction Pack CD rom.

Support for NQTs in School

Notes and Guidance

Support in School:

Lisa Haresnape	Mentor for KS2 NQTs
Linda Stevenson	Mentor for KS1 NQTs
Jude Lennon	Mentor for Foundation Teacher

Curriculum Leaders as appropriate to subject

Documents for Reference:

- LA NQT information pack (latest available on line)
- Liverpool LA Induction Standards Programme
- School Induction Pack and other policies

Notes from DfES 2004 Guidance Document

- This document gives information on the Induction Standards for all NQTs and how school support should be arranged
- The period of induction is three school terms, combining an individual programme of monitoring and support and assessment of performance
- Timetable – 90% of normal teaching time
- The Headteacher and the appropriate body (LA) must ensure satisfactory completion of the induction period. The Headteacher cannot delegate this responsibility but and Induction Tutor or other experienced colleagues will carry out many of the assorted tasks. The Headteacher will keep the Governing Body informed of NQT arrangements and the results of formal assessment meetings
- The LA decides whether the NQT has met Induction Standards on the basis of Headteacher recommendations

SUPPORT FOR NQTs IN SCHOOL

- ◆ **The Induction Tutor** is the Line Manager for the NQT

We have appointed two Mentors:

KS1 L Stevenson

KS2 L Haresnape

Each NQT has a Line Manager with whom they have considerable contact on a daily basis

THE ROLE OF THE INDUCTION TUTOR IS SEEN AS CENTRAL TO THE DEVELOPMENT OF OUR NQTs

- ◆ The tutor will make rigorous and fair judgements regarding the NQTs performance and provide, or co-ordinate, guidance and effective support
- ◆ Each NQT also has responsibility for his / her own career development
- ◆ Each NQT must make their career entry profile available to the Headteacher and Induction Tutor. This profile is owned by the NQT and is intended for use in planning and monitoring their professional development
- ◆ A termly induction programme is to be planned in advance with the NQT

Problems / Complaints regarding the Induction Process

If any NQT is not satisfied with the support received it is **essential** that they should raise their concerns as appropriate with the:

- Induction Tutor
- Headteacher
- Governing Body
- LA

Monitoring and Support Programme

This will include:

- Support from the Induction Tutor** – the tutor will ensure that records are kept of monitoring, support and formal assessment
- Observation and follow-up discussions** – these will take place at least once each half term including the first four weeks in post.

Each observation will have a relevant focus and a brief written record will be provided.

Observations are likely to be from the Induction Tutor

At St Finbar's we will also utilise LA support as relevant, e.g. Literacy consultant to assist with planning or observe a Literacy lesson

- Professional Review of Progress** – There must be one scheduled professional review meeting each half term. This meeting will be informed by evidence of the NQTs work. Objectives will be set and received in relation to the requirements set out in "Standards for determining whether an NQT has satisfactorily completed an induction period" - See Annexe A

A written record of progress toward objectives will be kept as well as steps taken to support the NQT.

Part C of the Career Entry Profile gives a useful format for these records. MENTORS ARE REFERRED TO SUPPORTING INDUCTION PACK – SUPPORT AND MONITORING BOOKLET – page 17

- Observation of experienced teachers** - we will arrange both in school and in other schools to provide a wider view
- Other, Targeted, professional development activities** – these may be arranged to complement strengths and areas for development as identified in each Career Entry Profile – as well as in relation to any objectives agreed at Review meetings during the year. (They will be focused on assisting to meet the standards in Annexe A).

Induction Tutors are referred to para 54 of DfES 582 (latest version)