



St Gregory's Catholic Primary School

Newly Qualified Teachers Induction and Mentoring Policy

This policy is underpinned by our mission statement 'Loving and Learning'.

Rationale:

Under the Teaching and Higher Education Act 1998, all newly qualified teachers (NQTs) who are awarded qualified teacher status (QTS) after May 1999 will complete an induction period of three terms or equivalent, beginning when they first take up a post that lasts for a term or more. The details of the arrangements are contained in The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 NO 1115.

Therefore this Policy seeks to provide a framework of well targeted support for newly qualified teachers so that they develop the skills and qualities required for them to give of their best to the pupils they teach, and to contribute to raising classroom standards in teaching and learning at St. Gregory's.

Overall Aim:

To ensure a focussed induction and mentoring structure is in place for all newly qualified teachers.

NQT Entitlements:

At St Gregory's we ensure all NQTs receive their full entitlement of support following Sandwell LA guidance, which includes:

- A reduced timetable of 90% - protected release time.
- An induction tutor – who ensures they are provided with an appropriate induction programme.
- Observations of teaching with follow up review meetings – at least on per half term.
- A programme of professional development opportunities – to meet their individual needs.
- Additional support in case of difficulties.
- A named contact at the Appropriate Body (Sandwell Council).

It is important that written records are consistently maintained to evidence NQT performance and progress against the Induction Standards. Evidence is also submitted to Sandwell LA as part of the induction process.

The Role of the Induction Tutor:

An NQT will be assigned an induction tutor who has a day to day responsibility for making sure that the NQT is provided with an appropriate induction programme. We ensure our tutors provide a significant and positive role model for the NQTs throughout the induction period.

It is the responsibility of the induction tutor to ensure:

- The NQT knows and understands their role and responsibilities and ensures they take an active role in their own professional development.
- Organising and implementing with the NQT, a tailored programme of monitoring, support and assessment which takes into account the needs and strengths identified, teacher standards and the context of our school.
- Co-ordinate and carry out observations of the NQT and organise follow up discussions.
- Making sure the NQT is fully informed about the nature and purpose of assessment in the induction period.
- Ensure that dated records are kept of monitoring, support and formative and summative assessment activities undertaken, and their outcomes.

Additional support in case of difficulties:

If an NQT at any point during induction is in danger of not meeting standards required further support should be planned and arranged. The LA should be informed and should check that this support is in place and relevant to the NQTs needs. We always aim to work positively with an NQT and overcome any difficulties in a positive and constructive way.

Completion of induction period:

Successful completion will be based on the NQT achieving:

- Targets set against the teachers standards as stated on each terms action plans.
- Successful progress in the area of teaching and learning – this will be monitored throughout the induction.
- Commitment and a professional attitude at all times therefore supporting the mission statement and values of our school.

To complete the process the induction tutor will work with the NQT and set targets for continuous professional development linked to appraisal.

For further information please refer to Sandwell LA guidance on induction and mentoring, The Teaching and Education Act 1998, schools policies and procedures on teaching and learning, assessment, monitoring, behaviour and marking.