



NQT Policy at Chelsea Independent College

Aim

The aim of the policy is to support and guide NQTs in their first year of teaching and promote the school aims as an integral feature of their approach to teaching. In a minority of cases NQTs are experienced teachers who have recently acquired QTS, usually through an Employment Based Route, such as the SCITT/School Direct.

Introduction

The programme strives to respond to the individual developmental needs of the NQTs. It follows the overall policy of the school and links closely with the whole CPD school policy. The NQTs have all achieved Qualified Teacher Status (QTS) but must complete successfully an initial induction period.

Programme Objectives

- To ensure initial settling in period to the school
- To ensure NQTs fully realise their status and responsibilities as qualified teachers and as part of the professional community
- To offer guidance and support to facilitate full integration into the school as a whole
- To ensure the professional development of each NQT as appropriate to their individual needs

Induction at Chelsea Independent College will include

- NQT registration with IStip
- 10% reduction in teaching timetable
- An induction meeting
- Appointment of a mentor/induction tutor to support the NQTs through the induction standards and support programme
- Regular, minuted, timetabled meetings with the mentor/induction tutor
- Two review meetings per assessment period
- An assessment meeting before the assessment form is completed and sent to IStip
- The opportunity to observe experienced colleagues teaching
- Regular timetabled meetings with the induction tutor/mentor to discuss information, policies and systems
- At least one observation per half term by mentor/induction tutor with feedback
- Target setting (linked to the Teachers' Standards)
- Opportunities for CPD to enhance development

Responsibility

The Induction tutor and subject mentor are responsible for the NQT's Induction year. They attend training run by IStip.

The Standards Framework

In order to gain Qualified Teacher Status, trainees must meet the Standards set out in *Qualifying to Teach, Professional Standards for Qualified Teacher Status and Requirements for Initial Training*. These are a detailed set of requirements that are mostly demonstrated in school.

The Standards are organised in two inter-related sections, which describe the criteria for the award

- **Part One – Teaching (8 Standards)**
- **Part Two - Personal and Professional Conduct**

During the Induction year, NQTs will build on these standards and work towards Induction standards.

Review and Assessment

The monitoring and support of NQTs is a combination of formative reviews and summative assessments. NQTs throughout the course of their induction will collect evidence which shows they meet the Induction Standards.

Assessment will take place by:

- Looking at the evidence collected
- Classroom observations
- Assessment meetings with mentor/induction tutor.

Assessment process

The mentor/induction tutor will meet with the NQT within the first three weeks to agree the time and focus of the first lesson observation

Feedback time will be arranged as soon as possible after this observation.

The mentor/induction tutor and NQT will identify areas for development and agree targets with the NQT.

It is the NQT's responsibility to keep a record of the Standards met.

The mentor/induction tutor will write up a report indicating which standards have been met and the NQT will have the opportunity to comment on the report.

NQTs at risk of failure

If the NQT has not satisfactorily met the standards or is at risk of not meeting them in the future, a structured package of support and development will be provided for the NQT. An Action Plan will be written by the Induction Tutor which will be reviewed after six weeks when a further plan will be drawn up.

Unsatisfactory progress of NQTs is covered in paragraphs 4.1 to 4.7 of the Statutory Guidance on 'Induction for Newly Qualified Teachers (England)'. ([DFE - 00090/2013, September 2015](#))

Teaching

NQTs will continue to develop their skills and demonstrate increasing responsibility and professional competence in their teaching and when working with adults, including parents.

Specifically, they need to:

- Plan effectively to meet the needs of pupils in their classes with special educational needs and in consultation with the SENCO contribute to the preparation, implementation, monitoring and review of IEPs
- Liaise effectively with parents or carers on pupils' progress and achievements
- Work effectively as part of a team
- Secure a standard of behaviour that enables pupils to learn and act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school
- Apply school policies

Expectations

The school will expect NQTs to behave as professionals and to treat information, discussions and negotiations in strict confidence when appropriate. Lessons, assessments, evaluations and reports should be prepared thoroughly and in accordance with course guidance and school policies.

NQTs are invited to become involved in the school community whilst recognising and respecting that each school is different.

We value the opportunity to work with NQTs as an essential feature of our own professionalism and the school's commitment to best practice and continuous improvement.

Unqualified Teachers

We currently work with the University of Buckingham to provide the opportunity for unqualified colleagues to gain a PGCE with QTS. A detailed programme of training and reviews is followed in line with the requirements as outlined in the University of Buckingham handbook.