

# Westhead Lathom St James' CE Primary School



## NQT Policy

**Last reviewed: Summer 2020**

**Next review: Summer 2021**

Issue	Date	Author/Editor	Revision Notes
1	Summer 2020	Helen Clark	Policy reviewed to match latest guidance. New vision and values added.

### **Mission Statement: Our School Now**

Our school provides a secure, caring, stimulating and challenging indoor and outdoor environment that promotes a love of learning. Our children, parents, families, staff, governors and community work together to enable each child to become a happy, healthy, well-balanced individual in preparation for the opportunities, responsibilities and experiences of life.

The ethos of the school is based on the Christian ideals of commitment, responsibility and respect and love for Jesus Christ, self and others. We are committed to working in partnership with all of those involved in our children's development to lead our children towards tolerance, understanding, justice, and sensitivity to the needs of others and appreciation of the world around them.

**Our motto**                      "Enjoy, Respect, Learn, Achieve"

### **Vision Statement: Our Vision for the Future**

***'A curriculum that is challenging, inspiring and engaging; in which all pupils flourish spiritually, creatively and academically to become confident young people.'***

***'With God's power working in us, God can do much, much more than anything we can ask or imagine.'*** Ephesians 3:20 New Century Version (NCV)

### **Aims:**

Westhead Lathom St. James Church of England Primary School aims to:

- Provide a broad and challenging curriculum and a stimulating learning environment that extends outside the classroom,
- Develop enquiring minds and spirituality through curiosity, awe and wonder of the world,
- Teach, demonstrate and praise Christian Values,
- Value the power of prayer,
- Teach with innovative and investigative approaches to learning,
- Provide an enriching programme of extra-curricular activities and visits,
- Plan a rich, varied and up-to-date range of learning resources,

- Encourage children to achieve their highest standards in all areas of the curriculum and to seek excellence within an ethos of support, challenge and encouragement to succeed,
- Teach children to work independently, collaboratively and become highly motivated lifelong learners,
- Include opportunities for creative thinking in problem solving settings, developing divergent thinking, adaptability and flexibility in preparation for the many changes ahead in life, including the rapid progress in technology,
- Build partnerships between the school, home and community,
- Strive for continuous improvement in all that we do,
- Continually self-evaluate and continue to improve upon current practice,
- Work collaboratively towards common goals,
- Place self-esteem and a positive and inclusive approach to behaviour as high priorities thus ensuring that individuals respect and value themselves, others and the environment and is motivated to do their best in school and beyond in order to become a fulfilled adult who gives to the community.

**We want a rich curriculum and it is important that our pupils expand their cultural capital by experiencing:**

- Visits to churches, art galleries, libraries, museums, woods, beaches, music festivals, farms, theatres and other faiths' places of worship,
- Taking part in residential trips to develop social skills and independence,
- Taking part in a wide range of physical activities including taking part in sporting competitions, in order to develop healthy lifestyles,
- Eating in a café or restaurant,
- Other cultures' traditions,
- Forest school,
- Play in which they have to assess risk and make decisions,
- Independence and have responsibilities,
- Enterprise,
- Cooking and learning about nutrition,
- Using practical tools safely,
- Adult role models of reading and enjoyment of being read to, to enthuse them as lifelong readers,
- Quality texts throughout the curriculum,
- The fun of learning a new language,
- The local area and develop an appreciation for what we have in our locality,
- Local history and understand what life was like in our community in the past,
- Playing musical instruments, sing, dance and take part in school productions,
- Using a range of technology to enhance their learning,
- Learning outdoors including building an awareness of environmental and conservation issues,
- Being part of a community with strong values which help develop them into well prepared, confident young people,
- Helping those most in need through charity work and fundraising,
- Links with other schools,
- Wisdom, dignity, hope and community.

## **NQT Policy Aims:**

Our NQT induction process will:

- contribute to improving and developing the overall effectiveness of our school, raising pupil achievement, and meet the needs of all pupils, parents and the wider school community;
- contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective teamwork at our school;
- ensure all teachers new to the profession have the best start in their careers and are supported in developing highly effective practice;
- ensure all staff new to our school understand what is expected of them and gain the support to achieve those expectations;
- build co-operation between all staff in our school;
- ensure that all staff are valued and recognised as the school's most important asset.

## **Guidelines:**

All of our induction activities are planned in the context of the school's vision, goals, values and guiding principles, and the core standards for teacher induction and for other specific roles and responsibilities. Resources are prioritised to support induction. Financial and other resources for induction are allocated annually and apportioned in accordance with the induction needs of staff and governors. Resources will be available for the whole school programme of induction and to meet the needs of specific staff in helping them to meet the standards required by the school which are in line with the DfE Teachers' Standards.

## **Management and Organisation of Induction**

The Headteacher, is responsible for the overall management and organisation of Induction of Newly Qualified Teachers across the whole school. This includes a whole school planning and quality assurance role. For Newly Qualified Teachers the school provides a programme of support, monitoring and assessment. The timetable for this programme is provided at an individual NQT level. Each Newly Qualified Teacher is provided with an Induction Tutor who will be a named senior, experienced or competent member of staff.

## **What you can expect from school:**

- Access to an Induction Tutor who is able to offer professional support, to monitor progress and provide well founded feedback
- Observation of your work and provision of feedback; this should be co-ordinated by your Induction Tutor and be well targeted. The choice of focus of the observations should be informed by the objectives in your Career Entry and Development Profile
- Opportunities for the observation of experienced teachers in order to gather evidence to support the development of good practice in specific areas of teaching; this could be in your own school or in another school

- A professional review of progress in discussion between you and the Induction Tutor, at least each half term
- Review discussions should result in the recording of progress towards your objectives and, where necessary, the setting of new ones, as well as identification of the steps to be taken to support you in meeting these. Copies of records made should be passed onto you
- Professional development during the induction period. This should be based on the strengths and areas for professional development identified at the close of your Teacher Training Programme, as well as the Teachers' Standards and any new or revised objectives that are agreed at review meetings

**Opportunities will be provided for NQTs to:**

- Participate in the school's general induction arrangements for new staff
- Have access to any additional training provided for the staff at the school and contribute with other teachers to specific school improvement activities within the school
- Spend time with the school SENCO in order to address specific and general SEN issues
- Receive, where appropriate, training and advice from professionals from outside the school, attend external training events which are relevant to identified needs and, where appropriate, join any networks for NQTs established by groups of schools or by the Local Authority

**The induction tutor provides the NQT with day-to-day monitoring and support and must:**

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the Appropriate Body where necessary);
- carry out six reviews of progress during the induction period ;
- undertake three formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate (normally three termly, or pro rata for part-time staff);
- ensure that at least six observations of the NQT's teaching take place and that the NQT is provided with copies of written feedback records;
- ensure NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt and appropriate action where an NQT appears to be experiencing difficulties.

**Induction tutors will be supported in their role by:**

- being provided with information from the Council, and school, relevant to the induction process;
- being offered training provided by the Council or other suitable body on the Role of the Induction Tutor;
- having meetings with the member of staff responsible for the overall induction programme in the school;
- the monitoring and feedback of the induction provision in the school undertaken by the member of staff responsible for the overall induction programme;
- asking for feedback from the school and from the Council on the quality of their work.

## **Expectations of NQTs**

### **As an NQT you are expected to:**

- Register your presence with the Local Authority via the on-line NQT registration form
- Make your strengths and areas for professional development available to the school at a very early stage and work with your Induction Tutor to use this and the Teachers' Standards as a basis for setting objectives for professional development and for devising an action plan; transition Point 2 will be completed early in your induction period
- Take part in planning your induction programme, including the identification and reviewing of objectives
- Engage fully in the programme of monitoring, support and assessment that is agreed with your Induction Tutor, taking increasing responsibility for your professional development as the induction period progresses
- Be familiar with the Teacher' Standards, monitor your own work in relation to them and contribute to the collection of evidence towards their final assessment
- Read and sign the termly assessment forms to go to the Local Authority; we encourage you to comment in the space provided
- Raise any concerns you have about the content and/or delivery of your induction programme. In doing so, you should make use of the school's internal procedures for raising professional concerns in the first instance (see the section, "What to do if difficulties arise")
- Show commitment to:
  - The aims/ mission of the school
  - The effective teaching and learning of your pupils
  - Planning and marking pupils' work
  - The general welfare of the pupils in your care
  - Supporting and implementing the school's policies and practices
  - Maintaining positive standards of behaviour
  - Contribute to the community life of the school
  - High standards of conduct, attendance and punctuality
- Display loyalty, integrity and confidentiality
  - Towards the school and its reputation
  - Towards your colleagues
  - In your dealings with your pupils, and their parents

## **School Induction programme for Newly Qualified Teachers**

The induction programme for staff new to teaching is designed to induct them into the profession and into the school. At the school all new teachers are expected to undertake their professional responsibility in striving to meet high standards. Within the resources available in the school all new teachers are offered a mentor who will be a named member of staff. All new teachers are invited to visit the school before they take up post.

All new teachers are met on their first day by their mentor and headteacher. All new teachers are provided with copies of school policies and the school's staff handbook and be expected to develop their understanding of them.

NQTs will receive feedback on their strengths and areas for development. Induction Tutors are responsible for the day-to-day management of their NQT's induction, and will meet with their NQT regularly. The Induction Tutor reviews progress, sets targets, and identifies support strategies with

the NQT. All newly qualified teachers are observed teaching during their statutory induction period and this is undertaken by the Induction Tutor, a senior member of staff or an experienced teacher as appropriate.

Three statutory assessment forms will be completed during the NQT induction period. These will be documented on the NQT Manager Website and submitted to the Local Authority and must be virtually signed by the NQT, Induction Tutor and Headteacher.

Each NQT has 10% professional development time during their statutory induction period plus an extra 10% planning, preparation and assessment time. This is in addition to the teaching and professional development time that other substantive teachers would expect in the school. Each NQT has an individualised planned programme to ensure that the 10% professional development is used to the maximum effect. Each NQT develops with their Induction Tutor their own induction and support plan. Each NQT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio.

The Induction Tutor and school maintains a documented record of the NQTs induction, including plans, notes of meetings, records of monitoring and assessment activities including classroom observations, feedback comments, and professional development activities undertaken. Newly Qualified Teachers who are not meeting the core standards or making satisfactory progress towards them will develop with the Induction Tutor a detailed action plan. The school will increase the support necessary to implement the action plan within the available resources within the school. As appropriate, the Council will be involved to ensure the action plan is successfully implemented.