

# **E-ACT POLICY**

## **PARKWOOD ACADEMY**

# **INDUCTION OF NQT'S**

<b>Date agreed by Governors</b>	
<b>Date of review</b>	
<b>Responsible officer</b>	<b>Principal / Business Director</b>

We believe practicing teaching can be a rewarding and fulfilling experience. It can also have great merit in developing reflective practitioners. It can provide the opportunity to put theory into practice.

Teaching requires a great sense of dedication, patience and responsibility, and we promote that being able to teach children is a privilege. All new teachers are invited to visit before taking up post and will meet with the Principal within their first week in post to discuss this. In nurturing new teachers we try to give opportunity to observe, plan and consolidate, as well as practice teaching. To do this NQT timetables are reduced to 90% of a standard classroom teacher's timetable. We prioritise in providing a suitable spectrum for key stage and ability as appropriate to facilitate development of new practitioners. The academy expects that an NQT:

- Takes the responsibility for their own CPD and induction targets.
- Is organised, committed, calm and confident.
- Has excellent communication and interpersonal skills.
- Is creative and innovative, and have own thoughts and ideas.
- Is aware of induction standards and any assessment requirements.
- Uses own initiative but have the judgement to seek advice.
- Has sound subject knowledge and takes the initiative to improve this.
- Is conscious of their early limitations but open to accept advice.
- Is professional, punctual and has a good attendance record.

Each NQT is provided with an Induction Tutor (IT) who will be a named senior, experienced and competent member of staff. The IT is responsible for the strategic management of NQT induction. The IT 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. All new teachers also have a subject mentor usually the LL to support with less formal day to day issues. Subject mentors are offered relevant information, training and encouraged to be actively involved in monitoring, assessment and target setting of NQTs with the induction tutor. Subject mentors are encouraged to meet NQTs weekly and to provide feedback to both internal and external agencies on the quality of their support to the NQT and from the induction tutor.

Induction involves three termly induction periods. It begins action planning using the Career Entry and Development profile as a basis of the initial stages of their induction. Following this, one formal assessment meeting occurs during each termly induction period. This is where evaluation of practice against the standards is reported using LA forms to the appropriate body usually the LA on behalf of the government. These are signed by the NQT, the IT and the Principal. Each assessment meeting is informed by two half termly reviews using TDA review forms to evaluate progress. A formal observation takes place every half term (the first in the first 4 weeks) to support this. Formal assessments and reviews provide ideal opportunities to reflect and suggest strategies for development. NQTs are encouraged to take some initiative in tailoring own induction programme and direction using

blue sky audit and tracking resources. Each NQT is expected to maintain a professional record of their induction and professional development and start to construct a professional development portfolio. All NQTs will receive feedback at least half termly and are expected to be aware of their strengths and weaknesses.

An enrichment programme of support, monitoring and assessment is provided from the start. The timetable for this programme is provided at a whole Academy level and at an individual NQT level. At the Academy all new teachers are expected to undertake their professional responsibility in striving to meet high standards and active roles in self development.

NQTs at risk of failure and/or who show serious weakness generally or in a particular area may require extra support. The Academy will increase the support necessary to implement further action/ intervention within the available resources. Following this any initial concerns may be addressed to the LA prior to final assessment or before the end of a termly induction period. Where failure to complete an induction period satisfactorily is likely the LA is informed within ten working days before the end of the final term by the IT. Ideally half termly reviews will be used to discuss any concerns or intervention early.