



Rush Common School Professional Practice Documents (“PPD”) for Newly Qualified Teacher Induction

1) Aim

The aim of this policy is to ensure that newly qualified teacher (NQT) induction:

- to enable all new entrants to the profession to build their competence and confidence quickly,
- to provide the assistance necessary to foster professional self-esteem and effectiveness
- to provide a secure foundation for future professional development
- to encourage new teachers to become acquainted with, and participate in, all areas of school life,
- to fulfil statutory requirements for the NQT induction year

2) Role of Headteacher and governors

- Agree the appointment of an NQT
- Recognise the need for additional funding from the general school budget to support the induction process
- Welcome NQTs early in the academic year.
- Adhere to the statutory guidelines fulfilling key responsibilities.
- Identify a suitable induction mentor and ensure appropriate time is available.
- Provide non-contact time for an effective induction programme.

3) Role of induction mentor

- Register NQT with an Appropriate Body.
- Facilitate opportunities for the NQT to observe experienced colleagues.
- Observe lessons and provide written record of observations to NQT.
- Arrange for the provision of additional support and advice as required.
- Encourage communication with other NQTs.
- Support NQT professional development.
- Liaise with the headteacher over release arrangements and identified support needs.
- Compile evidence trail of NQT induction/performance for Quality Assurance.
- Write official assessment reports at 3 points during the induction period.

4) Role of partner teacher/key stage leader

- Guide and assist NQT with all aspects of planning and assessment.
- Offer support on how to deal with ‘new events’ – for example, open nights.
- ICT coordinator to provide training for all ICT related issues.

5) Role of NQT

- Seek help and guidance from mentor and other colleagues
- Observe the teaching of experienced colleagues
- Attend professional development activities identified with mentor, key stage leader.
- Collate portfolio containing observations, action plans etc.
- Demonstrate that Teacher Standards are met by the end of the induction period

6) Planned induction programme

- NQT to visit school - familiarisation with general layout, meet staff, pupils and induction tutor, 'housekeeping' induction with the Headteacher.
- NQT consult staff handbook, school profile and school website.
- Regular mentor/NQT meetings - devise action/training plan.
 - identify and book relevant courses/training events.
- Observation of identified NQT lessons by mentor - at least once per short term.
- Observation of colleagues at work with their classes
- Termly assessment of the NQT performance based upon the Teacher standards.
- Formal DCSF interim report completed and sent to the LA in Terms 2, 4 and 6.

7) NQTs experiencing difficulties

If problems emerge which might lead to an adverse assessment NQTs will be informed by their headteacher/mentor at an early stage, be warned of the consequences and be given appropriate support to implement advice.

8) Review of this PPD

The senior Leadership Team reviews the PPD every 3 years. It may review the PPD earlier, if required.

Approved by the Senior Leadership Team meeting on 20th June 2014

Signed:

Headteacher

Review Date: June 2017