

Hellesdon High School Newly Qualified Teachers (NQTs)

Policy Reference: SJ3
Inception Date: September 2009
Review Frequency: 3 yearly
Last Review Date: 2 October 2006
New Review Date: September 2012

The NQT policy at Hellesdon High School is fully supported by the Governors, Management Team and Staff of the School. Hellesdon High School is committed to a strong Induction Programme for all new staff, but in particular for those who are newly qualified. The School welcomes NQTs to the teaching profession, and sees itself as accountable for an Induction Programme in the continuum between Initial Teaching Training and long-term Professional Development.

The Governors approve of attracting NQTs and will avoid, where possible, short-term contracts.

The teaching commitment the School expects of NQTs will be an almost full timetable in line with national guidelines of ninety percent. In-class support and team teaching offer opportunities of working with experienced teachers, thereby giving an opportunity to observe, reflect upon and review examples of good practice. Visits to other schools, cross-phase included, can be arranged.

The School Induction Programme runs throughout the year, starting with appointment to the School. Individual support sessions operate both with a Head of Department and an Advanced Skills Teacher, who also runs regular sessions for guidance, information and reflection. The programme is known to the staff, who will also offer support at any time. The NQT Co-ordinator has a formal assessment meeting for all NQTs each term, and observation and monitoring is carried out on a half-termly basis..

Observation of lessons takes place after an initial settling-in period. The NQT Mentor, Head of Department and NQT Co-ordinator participate in observations, thereby giving the NQT opportunities to reflect upon and appraise their own work, to identify goals for further progress and to make appropriate choices. Guidance and counselling in a supportive atmosphere enable the NQT to recognise and assess their particular strengths and potential.

Debriefing, after observations, will be through lesson notes and discussion. Observation notes are the property of the NQT, to file as a record of their achievement. The NQT Mentor and NQT Co-ordinator would be expected to keep a copy.

The formal assessment of an NQT, undertaken three times a year, is normally carried out by the NQT Co-ordinator, who will collect all written reports, and through the NQT's collation of a Portfolio, have access to evidence of fulfilment of all NQT professional standards. Evidence of a variety of learning experiences, of teaching styles, and of appropriate assessment methods, should indicate that those take place in a well-ordered environment and a clear curricular framework. Assessment outcomes are forwarded to the Children's Services and DfES.

Working contexts in the School, but outside the classroom, offer a range of opportunities for participation individually and co-operatively in groups of various sizes. There is an active social life within the School.

Initial Teacher Training is only the first stage of Professional Development: identified student competences are used as a basis for an individual programme through induction, and continued through INSET. The School has developed an effective relationship through all three stages, and wishes to attract highly motivated, enthusiastic professionals to foster as they begin their climb up the career ladder.

Professional Development of NQTs

Aims:

1. To ensure that all new appointees to Hellesdon High School have access to, and participate in, a programme of Continuing Professional Development using the Teacher Training Agency (TTA) Career Entry profile as a bridge into teaching for NQTs, and a programme which will aid staff career development in preparation for, and anticipation of, future roles or jobs.
2. To improve and maintain the quality of practice as expected at Hellesdon High School. This could include becoming more fluent, more productive, more responsible, more collaborative or more expert – *i.e.*, taking on more complex and more challenging problems.
3. To expand the professional domain of competence of all staff by either:
 - i) development of one or more specialisms;
 - ii) broadening rather than deepening one's technical expertise – *i.e.*, multi-skilling or developing a generalised role;
 - iii) development of an organisational role, either in Management or in Training.
4. To facilitate changes in practice - *i.e.*, the adoption of new practices at either individual or organisational level – in response to either legislation or policy changes, or initiatives in response to newly perceived needs.
5. Quality assurance for both professionals and employers. The implicit assumption is that qualified professionals are competent in the tasks and functions they perform and will remain competent – rather more than just keeping up-to-date. Competence-based qualifications lead to expectation of quality of assurance.

First principles

1. Professional development must be led by needs – those of the school and of its NQTs.
2. The process must be supported by those participating.
3. Professional development has to be focused on practical action and change.
4. Priorities have to be rooted in an existing situation and be clearly pointed in a specific direction.
5. Objectives must be achievable and measurable.

Ratified by the Governors' Teaching and Learning Committee on 23 November 2009.

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