

Policy for Initial Teacher Training (ITT) and Newly Qualified Teacher (NQT) Induction

Principles

We believe at Wildern that ITT and NQT induction:

- Develops teachers as learners and reflective practitioners.
- Encourages a 'learning' organisation.
- Supports and contributes to the training, development and selection of new recruits to the profession.
- Extends and supports resources to innovate teaching and learning.
- Promotes partnership with Higher Education institutions as well as the Wildern Partnership SCITT (School Centred Initial Teacher Training).
- Encourages staff to improve their own professional training skills, including observation.

Practice

ITT trainees' entitlement

- A designated mentor will be assigned to them and an hour a week will be timetabled for mentor meetings.
- Lesson plans and joint planning of lessons are looked at in advance with an agreed focus linked to targets.
- Trainees observe a class before teaching them. In the first placement, and, if necessary, in the second, they assist and team teach. When the teacher in charge feels that they are ready they can whole class teach. Trainees will teach the timetable allocation as outlined by the ITT provider.
- Pastoral experience – they are attached to a tutor group.
- Trainees may whole class teach Years 7, 8 and 9. If the mentor deems them capable, they may whole class teach Year 10. Trainees may only assist or team teach Year 11.
- With the exception of Technology, certain Physical Education activities and practical Science classes, the teacher in charge may leave the teaching area, as long as they are within easy reach, preferably 'hearing' distance. The timing of this independence must be managed appropriately with the Mentor, Trainee and Professional Mentor. The trainee must know the location of the teacher in charge in the second term whilst they are teaching.
- The trainee is entitled to frequent informal feedback on lessons / part of lessons that they teach. Mentors will inform curriculum area staff on the number of formal observations required by their Partnership Institution.
- The trainee will be provided with a programme of Professional development during their placement and on an individual basis as required e.g. Professional Themes/Wildern Way Training.
- Mentors will attend meetings and training hosted by the ITT Provider.

NQTs entitlement

- NQTs will have a designated mentor. An hour a week will be allocated for mentor meetings.
- NQTs will be observed during the first four weeks of teaching, and thereafter half-termly. Feedback will be given on their teaching and students' learning. Moderation observations with Induction Tutor every term.
- NQTs will teach a timetable of 90% of a normal teacher timetable.

- There will be regular opportunities to discuss progress with the Induction Tutor / Professional Tutor.
 - Strengths and areas for development identified in their Career Entry and Development Profile will be built on with guidance from Induction Tutor / Professional Tutor from Transition Point 2. Targets and an action plan will be produced to consolidate and develop teaching skills.
 - All NQTs will have a handbook for Induction.
 - NQTs' performance will be fairly and rigorously assessed against the Teaching Standards. The HIAS (Hampshire Inspectors and Advisory Service) paper work will be used for this purpose.
- A Programme of after school Professional development (Wildern Way Training) will run throughout the year which will be regularly evaluated and updated to ensure effectiveness. Potential links to SLEs and SLLs (Senior Leaders of Education/Learning) will be provided dependent on need and/or interest.
- A termly report will also be provided for all NQTs, using the Hampshire NQT Manager system.

Roles and Responsibilities

Personal Specification for a mentor:

The role of the mentor is a critical one. As such we would suggest the following criteria need to be taken into account when selecting a mentor (although exceptions to this may be necessary):

- Mentors need to have a clear understanding of what makes good learning happen. As such they need to be experienced teachers with preferably at least two years teaching prior to mentor role.
- Mentors need to be able to explain the policies and practices of the school with their student teacher / NQT. As such they need to have been at Wildern for at least a year prior to the mentor role.
- Mentors are role models of good practice both in terms of teaching and also professional conduct. As such they should have a proven track record in that department.
- Attend training/shadow more experienced mentors.

ITT/ NQT mentors will:

- Provide trainees with information about the subject area, including policies and handbook.
- Introduce members of staff within the subject area and outline their roles.
- Guide trainees around the subject area, focusing on resources, routines and procedures.
- Outline expectations about professional involvement e.g. curriculum area meetings, parents' evenings, staff meetings and Year meetings.
- Liaise with Professional Tutor / link tutor / subject staff about trainees' progress and alert them to any concerns as they emerge.
- Put ITT regularly on subject area meeting agendas.
- In collaboration with Professional Tutor and other mentors, arrange a suitable timetable (based upon ITT provider guidance or NQT regulations).
- Complete paperwork required by relevant Partnership Institution to meet the appropriate ITT deadlines or complete all relevant paperwork for the Hampshire NQT Manager system.
- Oversee/ supervise the progress of the ITT / NQT teacher through timetabled weekly meetings.
- Provide regular feedback on lessons observed.
- Encourage reflective practice through evaluation.
- Facilitate the ITT / NQT learning by helping to develop the ideas of the student and suggest new ones.
- Set appropriate weekly and termly targets for development.
- Offer examples of good practice within teaching and learning.
- Adapt the level of support to match developmental needs of the student.
- Liaise regularly with the ITT/ NQT co ordinator ensuring they are aware of progress.
- Attend half termly calendared meetings ITT / NQT co ordinator.

Professional Mentor / ITT / NQT co ordinators will:

- Induct trainees and NQTs to school.
- In collaboration with ITT / NQT mentors, arrange timetables for trainees, to comply with Partnership Institutions' requirements and protect students' interests.
- Organise and facilitate the Professional Themes Programme.
- Observe each trainee at least once a term, and each NQT at least twice a year for moderation.
- Complete paperwork required by each Partnership Institution and LA.
- Encourage support for trainees and NQTs in the school.
- Liaise with mentors / link tutors / induction tutors / course directors / Headteacher / Governing Body on NQTs' / trainees' progress.
- Write references for ITT trainees.
- Collate evaluation responses for the programme and training.
- Communicate ITT/NQT information to Governing Body.
- Monitor work of mentors / induction tutors for quality assurance through joint observations and mentoring meetings where appropriate.
- Complete exit interviews with all ITTs at the end of each placement and evaluations completed.

In order to facilitate the role of the mentor the school will:

- Ensure that a weekly timetabled mentor meeting is allocated on the mentor's timetable – which will be over and above PPA time.
- Ensure that the mentor is specifically trained in order to meet the requirements of the University / County by facilitating external and internal training as appropriate.
- Quality assure the processes through discussions with key staff in link and the analysis of progress of key trainees / NQTs.
- Deploy other members of staff (e.g. Senior Leaders of Learning (SLLs)) as appropriate to support trainees and NQTs.