

VICTORIA PRIMARY SCHOOL EARLY PROFESSIONAL DEVELOPMENT AND INDUCTION

The policy document is a statement of the aims, principles and strategies for those teachers undergoing induction and early professional development.

We recognise that the induction and early professional development of new staff is vital to the ethos of the school. We operate as a team offering support and encouragement to each other and this should start from a new member of staff's first introduction to us. It is during the induction period therefore, that the support of others is crucial if teachers are to develop the competencies and confidence that will serve as the basis for continuous professional development.

Aims

- To provide a programme appropriate to the needs of the individual;
- To provide appropriate counselling and support through the role of an identified mentor;
- To introduce new staff to the school and the school's working practices;
- To familiarise the new staff with the physical layout and resources within the school;
- To provide the new staff with information pertinent to their role within the school;
- To provide a supportive and welcoming ethos for new staff members.

Entitlements of NQT's

- Access to an induction programme, which commences as soon as possible after the appointment and last for at least the first year in school. The NQT is entitled to 10% 'induction time';
- Help and guidance from a mentor(the deputy headteacher) who will co-ordinate/oversee the induction programme;
- Opportunities to observe experienced colleagues teach;
- Attend LEA training for NQT's;
- Receive opportunities for further professional development.

The Role of the Mentor

The mentor aims to ease the transition from college/university by:

- Familiarising the NQT and teacher undertaking EPD with the school in general, its policies, resources, organisation and daily routines;
- Helping the NQT and teacher undertaking EPD develop necessary organisational, management and teaching techniques;
- Creating opportunities for the NQT and teacher undertaking EPD to observe experienced practitioners;
- Promoting professional values and helping the NQT and teacher undertaking EPD to develop sound professional relationships with his/her pupils, colleagues, parents and governors;

- Organising termly lesson observations of the NQT and teacher undertaking EPD and giving feedback based on the criteria for assessment are as specified in the End of Induction standards(for NQT's);
- Advising upon any personal problems that may arise during the first year of teaching that could affect their performance;
- Arranging visits to observe practice in other schools if possible;
- Liaising with the LEA induction and early professional development advisor and the GTCW to ensure the period of induction and early professional development is carried out correctly.

The Role of the NQT and teacher undertaking EPD

The NQT and teacher undertaking EPD has a responsibility to take an active role in reflecting on and improving their teaching ability.

They are expected to:

- Be open, enthusiastic about and receptive to CPD;
- Seek advice and guidance from their mentor and other appropriate colleagues;
- Become familiar with the school's policies and the school improvement plan;
- Use regular meetings with the mentor and the agreed action plans to support their learning and development;
- Self-evaluate, record and monitor their professional learning and development with their mentor and other staff as appropriate
- Maintain records of meetings with mentor;
- Maintain a record of professional development targets and future actions;
- Identify and record appropriate critical incidents and evidence to use as a focus of discussion with their supporter.

This policy will be reviewed annually by the staff and the governing body curriculum committee.

Signature of headteacher: Date:

Signature of chairman of governors: Date:

**OUR LEARNING GOAL IS TO IGNITE OUR CURIOSITY,
MOTIVATE, CHALLENGE AND INSPIRE US SO THAT
TOGETHER WE AIM FOR THE STARS.**