



**POLICY  
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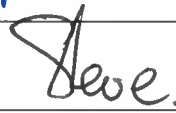
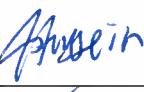


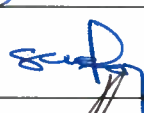

# Newly Qualified Teachers (NQT's) Policy

*For Ta'allum Schools*

*Reviewed 2015 - 2016*

### Approvals

The signatures below certify that this policy has been reviewed and accepted, and demonstrates that the signatories are aware of all the requirements contained herein and are committed to ensuring their provision.

	Name	Signature	Position	Date
Reviewed by	Peter Hodge		Principal- AJA	7/12/15
Reviewed by	Maha Teema		Principal- AMAG	23/11/15
Reviewed by	Steven Middleton		Principal-AMAB	23/11/15.
Reviewed by	Asbat Hussein		Consultant	18/11/2015
Reviewed by	Najoud Ensaff		Consultant	18/11/2015
Reviewed by	Sameem Khan			19/11/15
Reviewed by	Dr. Mohammad Saefan		Education Director	10.12.15
Approved by	Ahmed Al Mannai		CEO	13-12-2015

### Amendment Record

This Policy is reviewed to ensure its continuing relevance to the systems and processes that it describes. A record of contextual additions or omissions is given below.

Page no.	Context	Revision	Date

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## Taállum Vision, Mission and Motto

### Taállum Group's Vision

We aspire towards being a progressive institution of learning experiences by offering a quality education based on an Islamic ethos that aims to serve humanity.

### Taállum Group's Mission

To establish premier educational institutions which are committed to a unique brand of holistic education.

Our goal is to help every child to learn and acquire Islamic knowledge alongside building a solid foundation in all academic subjects. This will help them develop and gain true Islamic values and thereby make a valuable, correct moral and social contribution to the community in which they live.

### Taállum Group's Motto

"Creative learners today, our future leaders tomorrow"

## Introduction

All staff are entitled to appropriate professional development at different stages of their career. New teachers however require more support and guidance so that their grounding in theory can be put in to practice. They require help and support in analyzing their teaching in order to enhance their effectiveness. This is best achieved through a mentor with wide experience of teaching. The basis of this policy is '*best practice*'. This policy should be read in conjunction with Performance Management policy document.

- To build on the initial training of the newly qualified teacher.
- To provide structured support during their induction/probationary period.
- To ensure that the member of staff is fully integrated in to the life of the school.
- To provide a quality template for future professional development.

## Inclusion

- At Taállum Academies we are committed to providing an inclusive school where all students have the opportunity to maximize their potential.
- Staff should respond appropriately to students diverse needs and be aware of the needs of children with differing: genders, Special Educational Needs, disabilities and cultural ethnic and social backgrounds.
- Teachers are aware of the need to overcome potential barriers to learning and the importance of behavior management as an aspect of this.
- We are committed to the principle of equality of opportunity and this will be reflected in the conduct of staff and pupils and how medication is managed within the school.



## The Induction Period

This lasts for one academic term from when the NQT begins employment. After the official induction period professional support and development will continue alongside that of other staff in school.

### Planning for the Induction Period

The NQT will have identified targets for their first term of teaching. The NQT mentor will agree targets with the teacher and together they will set an action plan for the achievement of these during the induction period.

There will be clear links between the new teacher's needs, the Academy's own improvement plan and whole Academy targets.

### Responsibilities for the NQT

The Principal has overall responsibility for the induction program and assessment of the NQT.

The mentor will take responsibility for overseeing and coordinating the induction program and the day-to-day assessments of the NQT throughout the induction period. The mentor will keep the Principal fully informed of the progress of the NQT.

Other members of staff will also be asked to give advice or support concerning specific issue.

The NQT should participate fully in the program of monitoring, support and assessment that is agreed with the mentor.

The NQT should be familiar with the induction standards and should monitor his/her own work in relation to them.

The NQT should take increasing responsibility for his or her own professional development as the induction period progresses.

### **Key Features of the Induction Term**

- Opportunities to observe experienced members of staff.
- Regular monitoring, feedback and support from mentor.
- Regular discussions to review professional practice, assess progress towards targets and set new ones, identify further professional activities and update their action plan.
- Opportunities to attend training courses.
- Opportunities to work with the Knowledge Centre.
- Opportunities to be observed and receive feedback from the Principal and from other members of the Senior Leadership Team.
- Opportunities to explore the possibilities of resources within the school.
- Opportunities to join and contribute to working groups: planning groups, and Year Group meetings

### **Assessment**

The NQT will be observed on at least two occasions during the first term. These will be followed up with discussion and written evidence.

One professional review meeting will take place every half term. The NQT's Support Program and objectives will be discussed and revisions (if any) recorded.

There will be a formal assessment before the end of the term focusing on the NQT's progress towards meeting the Academy Standards.