

St Joseph's Catholic Primary School

Inspiring everyone to **REACH** through Faith, Hope, Love

At St Joseph's, we strive for academic excellence through encouraging resilience, empathy, aspiration and challenge. We have high expectations for ALL so that we can be 'The best we can be.' With Faith, Hope and Love at the heart of our school family, our children feel safe, secure and supported.



NQT Induction checklist

Our ethos is one that nurtures education through recognition and celebration of all children's experiences and achievements, whatever the context. Each child is unique and made in the likeness of God. Every child should succeed at their own level and be praised for this success.

Written by:
Approved by FGB:
Review due:

Natalie Jones
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Welcome

Welcome to Saint Joseph's Catholic Primary School.

I am incredibly proud to be the Acting Head Teacher of this wonderful school, and I hope, as you settle in over the next few weeks, that you too will come to realise what a special place this is.

Our key aim is of course to ensure every child **REACHes** their full potential, leaving our school fully equipped for secondary education and beyond, but on the way, we must also ensure we keep our children safe, secure and happy.

This induction pack is the first step in ensuring that as a member of the Saint Joseph's team, you know exactly what I expect of you. If there is anything you need to know, it is your responsibility to ask. We will endeavour to give you as much information as possible, but it is always the case that the obvious questions are often left unanswered...

I like the team to work hard and take their roles in school incredibly seriously. Whether you are a support assistant, a new member of the admin team, a class teacher or a senior leader you have an equally important part to play in the success of our school. Along with hard work comes a huge amount of fun and massive rewards.

Enjoy your time at Saint Joseph's and I look forward to working with you in the future.



Clare Howells
Acting Head Teacher

Staff Data Collection Sheet

Please complete and return to Laura Gardiner as soon as possible. Thank you.

BASIC DETAILS	
Title	
Forename	
Legal Forename	
Previous Surname(s)	
Middle Name(s)	
Gender	
Date of Birth	
Ethnicity	
National Insurance Number	
Degree Qualifications	
Teacher Number	

ADDRESS AND CONTACT INFORMATION	
Address	
Home Telephone No	
Mobile No	
Home Email	

VEHICLE DETAILS	
Make	
Model	
Colour	
Registration No	

NEXT OF KIN INFORMATION	
Name	
Relationship	
Home Telephone No	
Mobile No	
Address	
Home Email	
Work Email	

Signed: Date: [][]/[][]/[][]

NQT Induction Checklist

Name	
Role	
Start Date of Employment	

When?	Task	Completed?
Pre-induction	Check that the NQT has been awarded QTS	
	Identify and agree an organisation to act as the 'appropriate body' for the NQT's induction	
	Register the NQT with the appropriate body before they take up the post	
	<p>Make sure the post is suitable for induction</p> <p>A suitable post must:</p> <ul style="list-style-type: none"> • Include assessment by the headteacher about whether the NQT's performance against the Teachers' Standards is satisfactory • Provide the NQT with the necessary tasks and experience to allow them to demonstrate satisfactory performance against the Teachers' Standards • Have prior agreement with an appropriate body to quality assure the induction process • Not make unsuitable demands • Not normally demand teaching outside the age range and/or subjects for which the NQT has been employed • Not present discipline problems that are unreasonably demanding for your setting • Involve similar planning, teaching and assessment processes to those other teachers in similar posts engage in • Not involve additional non-teaching responsibilities without the provision of appropriate preparation and support 	
	<p>Appoint a suitably qualified and experienced induction tutor</p> <p>The induction tutor must:</p> <ul style="list-style-type: none"> • Have QTS • Provide day-to-day support and monitoring • Be capable of providing rigorous assessment and appropriate support • Have sufficient time to carry out their role 	
	<p>Make sure you're providing a reduced timetable</p> <ul style="list-style-type: none"> • NQTs have a timetable that is no more than 90% of the timetable of your school's existing teachers on the main pay range 	

	This includes PPA time, to which NQTs are also entitled.	
	Put an appropriate monitoring and support programme in place that meets the NQT's professional development needs. This should include: <ul style="list-style-type: none"> • Personalised support and guidance from the induction tutor • Observations and follow-up discussions • Regular professional reviews of progress • Observation by the NQT of experienced teachers, either at your school or another school 	
	Inform your governing board of the support that has been put in place for NQTs serving induction in your school	

First day	Complete Staff Data Collection Sheet (<i>refer to Staff Induction pack</i>)	
	Be introduced to colleagues, pupils, mentor and/or 'buddy'	
	Be part of a tour of the school	
	Become familiar with health and safety procedures, e.g. fire drill procedures and meeting points	
	Become familiar with recording incidents (<i>refer to Health and Safety policy</i>)	
	Become familiar with the process for signing in and out of school	
	Be reminded of and become familiar with: <ul style="list-style-type: none"> • The school timetable, including timings of staff meetings, assemblies and registration (<i>refer to Staff Handbook</i>) • Expectations around staff conduct, e.g. use of mobiles, social media and dress code (<i>refer to Staff Handbook and Acceptable Usage policy</i>) • Conditions of employment, and absence and disciplinary procedures (<i>refer to school website</i>) 	
	Become familiarised with Saint Joseph's ICT accounts, CPOMs, phone systems and reprographics, e.g. photocopier	
	Ensure policy declaration has been signed against all of the school policies, <i>which are referred to within the Staff Handbook (see below)</i> . <ul style="list-style-type: none"> • Child Protection and Safeguarding Policies • Confidentiality Policy • Teaching and Learning Policy • Health and Safety Policy • Whistle blowing Policy • Behaviour Policy 	

	<ul style="list-style-type: none"> • Early Help • SEND • Code of Conduct • Complaints 	
	Become familiar with the school's behaviour and rewards system (<i>refer to Managing Behaviour policy</i>)	
	Discuss school expectations in regard to marking and feedback (<i>refer to Marking and Feedback policy</i>)	

First week	Ensure employee meets DSL and has safeguarding training (<i>if still applicable, check date of last official training</i>)	
	Ensure employee attends induction training/support sessions with relevant members of staff, e.g. <ul style="list-style-type: none"> • the previous class teacher (<i>to discuss current cohort</i>) • the SENCO (<i>to discuss SEN folders, intervention process, etc.</i>) • the Key Stage Lead (<i>to discuss general expectations and additional queries</i>) 	
	Ensure employee meets with mentor at the end of the first week to: <ul style="list-style-type: none"> • Review progress • Identify training and development needs 	

First month to 6 months	Arrange additional support for the employee based on the review of the first week	
	Arrange follow-up session between employee and DSL	
	Ensure regular 1-2-1 meetings are held between employee and: <ul style="list-style-type: none"> • Mentor • Key Stage leader 	
	Ensure employee's line manager outlines the school's performance management system and begins to determine objectives (<i>conducted within performance management meeting</i>)	
	Evaluate the success of the employee's induction programme, and use findings to inform future practice	
	Schedule observations at regular intervals	
	Review feedback from observations with the NQT, and keep records that indicate where development needs have been identified	
	Review and revise objectives throughout the induction period These should relate to the Teachers' Standards and the NQT's personal development needs	
	Conduct termly formal assessments as close to the end of each term as possible (this can be done by the headteacher or induction tutor)	

	Complete reports after each formal assessment Provide copies of these reports, and the evidence used to inform them, to the NQT and the appropriate body	
	Inform the appropriate body, and put support in place, if the NQT is not making satisfactory progress	
	Participate in the appropriate body's quality assurance procedures	
	Notify the appropriate body if the NQT's absences total 30 days or more (except in the case of maternity or parental leave)	
	Make sure the NQT knows how to raise concerns about their induction programme or their progress, both within your school and elsewhere	
	At the end of the induction period, make a formal recommendation to the appropriate body about whether the NQT's progress towards the Teachers' Standards is satisfactory or requires an extension	

After the induction	Retain records relating to NQT induction for at least 6 years	
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Date Induction Completed	
NQT Signature	
Induction Completed By	

Evaluation and Feedback

This information has been written to help new members of staff settle into school as quickly and comfortably as possible. We hope you have found it useful, accessible and informative.

It would be useful to have your input and response to this information. Therefore, as you use it, please note below any comments or omissions which would enable us to improve the quality of this important information.

What seems to be working well?

What could be improved?

Do you have any specific recommendations for improvement?