

KELSO HIGH SCHOOL

DRAFT NEWLY QUALIFIED TEACHER / PROBATIONER POLICY

TARGET AUDIENCE: ALL TEACHING STAFF

AIMS

To develop and promote the following areas for all newly qualified teachers:

- professional knowledge and understanding
- professional skills and abilities
- professional values and personal commitment

RATIONALE

The period of induction for NQTs (1 year) should take place in a climate of support. NQTs should be encouraged to seek advice and help, both from their peers - other class teachers - and the school managers. The responsibility for reviewing the work of NQTs is that of A-T Lawrie and the Principal Teachers of the NQTs.

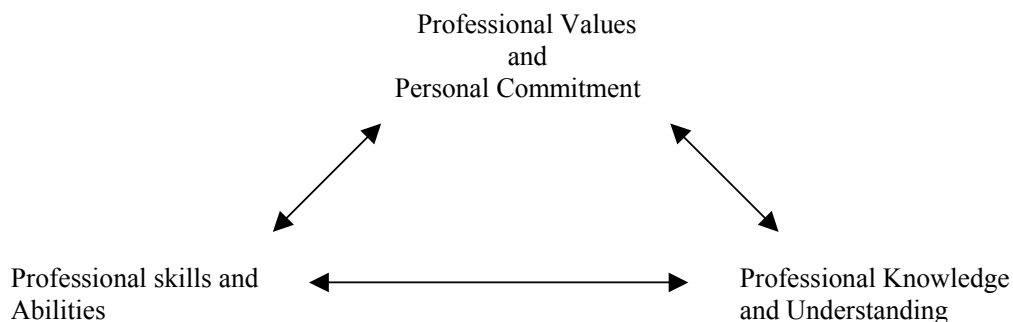
PRINCIPLES

The school manager responsible for NQTs will use quality indicators pertaining to the following areas:

- professional knowledge and understanding
- professional skills and abilities
- professional values and personal commitment

In order to evaluate the NQTs for full registration. (The quality indicators for the three areas listed above are taken from 'The Standard for Full Registration' see appendix one).

The diagram below illustrates the inter-relationship among the three aspects which develops the professionalism of the teacher.



The NQTs induction experience and subsequent continuing Professional Development (CPD) activities should foster professional development in all three aspects.

PRACTICE

The school manager responsible for NQTs will organise monthly meetings for NQTs - this will involve agreeing an agenda for each meeting with NQTs.

The school manager will organise the necessary cover to release NQTs from classes. The school manager will allow NQTs the opportunity to watch others teachings and to shadow classes. NQTs will consult with the school manager in order to arrange opportunities, for the school manager to observe NQTs classes. All of the above will be agreed at the monthly NQT meetings.

ROLES AND RESPONSIBILITIES

a) ROLE OF NQTS

- to ensure that all pupils make progress in their learning
- to promote positive behaviour in classes and whole school activities
- to maintain a purposeful, safe learning environment
- to be a reflective practitioner, capable of effective self-evaluation which improves their practice
- to work as a member of a team of teachers
- to be responsible for operating in line with SBC, National and KHS policies

b) ROLE OF THE SCHOOL MANAGER

- to provide the necessary support for NQTs which will enable them to fulfil the aims listed in the first section of this policy.
- to provide regular (monthly) meetings for NQTs
- to ensure that NQTs are aware of SBC, National and KHS policies
- to observe NQTs teaching on a regular basis and record observations (see appendix 2)
- to provide feedback on observed lessons to NQTs
- to provide the opportunity for NQTs to observe other teachers and to shadow classes
- to liaise with PTs in the development of NQTs and the compilation of the final report for registration
- to provide a mentor for NQTs
- to provide CPD opportunities for NQTs
- to compile the final NQTs report for full registration. (format of final report - appendix 3)

e) ROLE OF PRINCIPAL TEACHER

- to give advice on good teaching practice, class control, homework, administrative procedures etc
- to provide course outlines and departmental policies
- to meet with NQTs on a regular basis (weekly if possible)
- to observe NQTs teaching at times nominated by NQTs
- to provide the opportunity for feedback to NQTs after the observed lesson
- to provide NQTs with the opportunity to observe others in the department
- to liaise with school manager in the development of NQTs

d) ROLE OF THE MENTOR

- to provide support for NQTs by helping, encouraging listening to and advising on an informal and confidential basis.

RESOURCES

'Support Materials for Probationers' GTC 1996

'The Standard for Full Registration' GTC 2001

REVIEW OF POLICY

This will take place in 2002 - 2002, A-T Lawrie will be responsible for carrying out the review of this policy.

DATE

6 November 2001

LESSON OBSERVATION

DATE

CLASS

1	_____	_____
2	_____	_____
3	_____	_____

PROBATIONER'S COMMENTS ON THE REPORT

MISS A-T LAWRIE'S COMMENT

Signed _____ **Depute**

Signed _____ **Principal Teacher** **Date** _____

Signed _____ **Probationer** **Date** _____

The contents of this report will be used by the School Manager and PTs to assist in the preparation of the report to the General Teaching Council.

CONFIDENTIAL**Appendix 3****PROBATIONER REPORT: FINAL**

NAME _____

DEPARTMENT _____

Under the appropriate headings, please comment regarding the work of the above teacher. You should discuss this report with the teacher concerned prior to submitting it to Miss A-T Lawrie no later than the beginning of June.

1 Subject and Content of Teaching	Particular Strength
demonstrates a wide knowledge of curricular content	<input type="checkbox"/>
plans coherent teaching programmes and lessons within them	<input type="checkbox"/>
presents subject content appropriately	<input type="checkbox"/>
2 The Classroom	
Communication	
presents what is taught clearly and in a stimulating manner	<input type="checkbox"/>
questions effectively and supports discussion	<input type="checkbox"/>
Methodology	
employs a range of teaching strategies (whole class, group, pair and individual)	<input type="checkbox"/>
makes appropriate demands on pupils	<input type="checkbox"/>
identifies and responds to the special educational needs of all pupils	<input type="checkbox"/>
takes cultural differences into account	<input type="checkbox"/>
selects and uses a wide variety of resources	<input type="checkbox"/>
Management	
creates and maintains a purposeful, orderly and safe environment	<input type="checkbox"/>
manages pupil behaviour	<input type="checkbox"/>
sustains pupil interest	<input type="checkbox"/>
Assessment	
assesses the quality of pupils' learning against relevant national standards	<input type="checkbox"/>
assesses and records progress	<input type="checkbox"/>
provides regular feedback to pupils	<input type="checkbox"/>
3 The School	
adheres to school policies in respect of administration and disciplinary procedures	<input type="checkbox"/>
can discuss pupil progress with parents	<input type="checkbox"/>
communicates effectively and collaborates where necessary with colleagues and others	<input type="checkbox"/>
is aware of and contributes to cross-curricular aspects of school work	<input type="checkbox"/>
4 Professionalism	
is aware of his/her pastoral and contractual responsibilities	<input type="checkbox"/>
is punctual and prepared at all times	<input type="checkbox"/>
maintains appropriate relationships with pupils, colleagues and other members of staff	<input type="checkbox"/>
is committed to the values of the profession	<input type="checkbox"/>
is committed to professional development	<input type="checkbox"/>
can evaluate his/her own professional progress	<input type="checkbox"/>