



Newly Qualified Teacher (NQT) Policy

December 2020

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| Governors' Committee Responsible: | Curriculum & Progress Committee |
| Governor Lead: | Mrs Chris Borgars |
| Nominated Lead Member of Staff: | Mrs Lorna Stewart |
| Status & Review Cycle: | Annually |
| Next Review Date: | September 2021 |

Rationale

The first year of teaching is not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their early teaching careers through appropriate transitional support. The school's induction process is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. The school's NQT Induction programme will enable our NQTs to establish a secure foundation upon which a successful teaching career can be built.

Purposes

The school's induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of NQTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to the school. Specifically, the school will:

- provide support to meet the generic needs of all NQTs and specific needs of individual NQTs
- provide individualised support through high quality mentoring
- provide NQTs with examples of good classroom practice
- help NQTs form productive relationships with all members of the school community and stakeholders
- encourage reflection on their own and observed practice
- provide opportunities to recognise and celebrate success
- act quickly to help NQTs address any areas of concern
- provide a foundation for longer-term professional development
- ensure a smooth transition to prepare to help NQTs meet all the teacher standards at an appropriate level.

A teacher must have Qualified Teacher Status (QTS) before their statutory induction programme.

Effective induction builds on the knowledge, skills and achievements that Newly Qualified Teachers (NQTs) gain during their initial training. It is also a foundation for career-long professional development and provides the opportunity for experienced teachers to share their expertise.

Statutory induction arrangements for newly qualified teachers were introduced in 1999. All NQTs complete an induction period of three terms, beginning when they first take up a post that last for a term or more. Details of the arrangements can be found in DfE Guidance (Induction for newly qualified teachers (England) Revised April 2018 which sets out the Secretary of State's guidance on induction, to which those involved in the arrangements "must have regard".

<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

The arrangements combine two elements:

- An individualised programme of mentoring and support
- An assessment of the NQT's performance

Induction will build on:

- The standards for the award of QTS
- The strengths and areas for development set out in the Career Entry and Development Profile (CEDP)

NQTs will be assessed at the end of the induction period against Teacher Standards. NQTs must show that they have met the required Standard in order to be able to continue teaching in a maintained school or non-maintained special school.

The process of induction requires the school to appoint an appropriate Mentor NQT.

Key steps in the induction process are:

- Ensure that all the DfE requirements for Induction are adhered to
- Select an Appropriate Body and meet all the requirements of that Appropriate Body
- Register all NQTs with the Appropriate Body within 2 weeks of the date of their first employment
- Keep the Appropriate Body informed of issues relating to the progress of individual trainees and in particular in the circumstances where an NQT is at risk of not making progress or failing the induction process
- Review induction outcomes and arrangements on an annual basis and report these to the Governing Body
- Set short, medium and long term objectives based on the Teacher Standards and individual needs
- Half-termly observations and follow up discussions
- Review meetings each half term, following observation and formative assessment
- Summative termly assessment meetings against Teacher Standards
- Record progress and sending reports to the appropriate awarding body.

The NQT should receive an induction package comprising:

- A job description that makes no unreasonable demands
- A reduced timetable of 90% of normal average teaching duties (10% non-contact time)
- Regularly teach the same classes.
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- An individual programme of monitoring, support and assessment
- Have an appointed NQT Mentor, who will have qualified teacher status (QTS).
- Have an appointed NQT Tutor (Assessor), who will be a member of the school Senior Leadership Team
- Regular meetings with Mentor and half termly reviews of progress
- At least one observation of teaching each half term with oral and written feedback
- An assessment meeting and report at the end of each term
- Objectives and areas for development to help the NQT to meet Teacher Standards
- Opportunity to observe experienced teachers
- Attend relevant CPD training specific for NQTs, provided by George Abbot Teaching School and/or the GEP MAT.

Roles and Responsibilities

Role of the NQT

The NQT will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their NQT Mentor at the start of the programme to discuss and agree priorities, and keep these under review.
- Agree with their NQT Mentor how best to use their reduced timetable allowance.

- Provide evidence of their progress against the relevant standards.
- Participate fully in the monitoring and development programme.
- Participate effectively in scheduled classroom observations, progress reviews and formal assessment meetings.
- Agree with their NQT Mentor the start and end dates of the induction period, which are set by the George Abbot Teaching School.
- Keep copies of all assessment forms, lesson observations and relevant CPD notes.
- Raise any concerns with their NQT Mentor as soon as practicable.
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their tutor or within the school.

Role of the Induction Coordinator

The Induction Coordinator will:

- Check that the NQT has been awarded QTS and whether they need to serve an induction period.
- Agree, in advance of the NQT starting, who will act as the appropriate body.
- Notify the appropriate body when an NQT is taking up a post and undertaking induction and complete any registration requirements.
- Make sure the NQT's post is suitable according to statutory guidance.
- Select the NQT Mentor and ensure the NQT Mentor is appropriately trained and has sufficient time to carry out their role effectively.
- Ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching. Ensure that formal assessments are carried out and reports completed and sent to the appropriate body.
- Maintain and keep accurate records of employment that will count towards the induction period.
- Make a recommendation to the appropriate body on whether the NQT's performance against the relevant standards is satisfactory.
- Participate in the appropriate body's quality assurance procedures of the induction programme.

Role of the NQT Mentor

The NQT Mentor will:

- Provide guidance and effective support to the NQT, including coaching and mentoring.
- Carry out regular progress reviews throughout the induction period, the NQT and their mentor will meet weekly to provide support and monitor progress. The mentor will attend the half termly progress review meetings alongside the NQT and the tutor.
- Undertake regular observations of the NQT's teaching and provide the NQT with copies of written summaries.
- Ensure the NQT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school.
- Take prompt, appropriate action if the NQT appears to be having difficulties.

Role of the NQT Tutor (Assessor)

The NQT Tutor will:

- Undertake termly formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate. These assessment meetings are recorded online and submitted to the appropriate body.
- Undertake half termly progress review meetings, which are recorded in the NQT's online profile.
- Inform the NQT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the NQT to add their own comments.
- Observe the NQT at least once a term

At Risk Procedures

If any NQT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- An expectation is established that the support provided will enable any weaknesses to be addressed
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice
- Experienced colleagues will model aspects of good practice so that the NQT can focus attention on particular areas of teaching through observation
- Early warning of the risk of not meeting the teacher standards in induction periods one and/or two, or at risk of failing induction in the third and final period of induction will be given and the school's concerns communicated to the Awarding Body. Where an NQT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

The Awarding body will be informed as soon as it becomes clear an NQT is at risk of not meeting one or more of the standards.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school (mentor / Induction Coordinator) in the first instance. Where the school does not resolve them the NQT should raise concerns with the Awarding Body.