



The Heys School

NQT Policy

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Statement of policy on the Induction of Newly Qualified Teachers (NQTs)

Rationale

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Statutory induction is the bridge between initial teacher training and a career in teaching. All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily. Our school's induction process combines a personalised programme of development, support and professional dialogue and an assessment of performance against the relevant standards to support newly qualified teachers in the acquisition of the necessary skills, knowledge and experience to help them to become outstanding in their field. This programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built. The length of the induction period for NQTs is the full time equivalent of one school year regardless of whether they are appointed on a part time basis. The minimum period of employment that can be counted towards induction is one term. This applies to both permanent and long term supply teaching posts.

Aims

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of NQTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the NQTs;
- to provide a varied timetable consisting of no more than 90% teaching time.
- to provide appropriate counselling and support through the role of an identified mentor;
- to provide NQTs with examples of good practice;
- to help NQTs form good relationships with all members of the school community and stakeholders;
- to help NQTs become aware of the school's role in the local community;
- to encourage reflection on their own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help NQTs to develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to help NQTs meet and exceed the Teachers' Standards.

The whole staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Practices

Newly Qualified Teachers should be proactive in their own career development. However, our induction programme ensures that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS). The key aspects of the induction programme for NQTs at *The Heys* are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis. Most CPD sessions are part of our own bespoke programme based on recognised areas for development for NQTs. Additional CPD sessions will be available via our work with the Rowan Learning Trust and Bury Teaching School Alliance.
- Structured visits will be made to the school, prior to taking up appointment, with time to meet relevant staff and gather schemes of learning and other key information to assist them in a smooth induction to the school.
- Help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with mentor, senior leaders, subject coordinators and other key staff where appropriate.
- Time and regular opportunities to meet with other NQTs and teachers who have recently completed their induction programme.
- Observe experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload. This time is used for participating in the school's induction programme and is in addition to the statutory 10% non-contact time already allocated to teachers.
- Have teaching observed by experienced colleagues on a regular basis.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate.
- Opportunities for further professional development based on agreed targets.
- Opportunity to take part in the early roll out of the Early Career Framework.

Observations

NQT's teaching is observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the NQT's teaching practice, conduct and efficiency against the relevant standards. Observations of the NQT may be undertaken by the induction tutor or another suitable person who holds QTS from inside or outside the institution. The schedule for observations is detailed below. Term 1 is determined by start date.

Term 1: 1 x observation in the first four weeks / 1 x observation in the first six weeks / 1 x observation in the second six weeks

Term 2: 1 x observation in the first six weeks / 1 x observation in the second six weeks

Term 3: 1 x observation in the first six weeks / 1 x observation in the second six weeks

The NQT and the observer should meet to review any teaching that has been observed. Feedback should be prompt and constructive. Arrangements for review meetings should be made in advance

and a brief written record made on each occasion. It should indicate where any development needs have been identified.

NQTs appointed on supply

A qualified teacher who gained QTS on or after 1 September 2007 and who has not completed an induction period, can undertake short-term supply work of less than one term in a relevant school for a maximum period of 5 years from the point of award of QTS. This is a fixed time limit with no discretion to extend. Short-term supply placements of less than one term, or equivalent, cannot count towards induction, as such posts will not provide an NQT with the breadth of experience, support and assessment necessary to enable them to demonstrate that their performance against the relevant standards is satisfactory.

The headteacher or supply agency is responsible for ensuring that a teacher who has not satisfactorily completed an induction period is eligible to carry out short-term supply work.

It is not possible to backdate the start of an induction period if a short-term supply contract is extended beyond one term. However, an induction programme must be put in place immediately it becomes clear that the extended contract will continue for a further term or more.

Lesson observation, reviewing and target setting

These will be followed and completed in accordance with the DfE's guidelines on NQT induction. Please see Appendix 1 for more detail.

Assessment & Quality Assurance

The assessment of NQTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance.
- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the NQT's development in order to gain a reliable overall view.
- Opportunities will be created for NQTs to gain experience and expertise in self-evaluation.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the NQT concerned.
- Termly assessment reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement,
 - targets for coming term (i.e. 'smart' targets)
 - support to be provided by the school

(All of the above will be clearly referenced against the Teachers' Standards)

At risk procedures

If any NQT encounters difficulties in their performance against 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 failure will be given and the school's concerns communicated to the appropriate body without delay.

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. Where necessary, the Head/Appropriate Body's adviser will support the induction tutor and NQT in observations and planning an appropriate programme to ensure satisfactory completion of the NQT year and that all steps have been taken to improve the situation. The NQT must be made aware of any concerns, at all stages, throughout the induction process.

An NQT who has completed induction and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision). While an NQT who has failed to meet the relevant standards does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school. Their name is included on the list of persons, held by the National College for Teaching and Leadership, who have failed to satisfactorily complete an induction period.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance.

Roles and Responsibilities

The Governing Body

The governing body will be fully aware of the contents of the DfE's Statutory guidance on induction for newly qualified teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The school's Induction Tutor is Rebekah Farrington-Evans.

The Headteacher

An NQT cannot undertake statutory induction unless they have been awarded QTS. It is the role of the Headteacher and appropriate bodies to check with the National College for Teaching and Leadership that any NQT appointed holds QTS.

Once an NQT has been appointed, the Headteacher must notify the appropriate body (LA) in advance of the NQT taking up their post. Failure to do so may result in the delay of the induction period.

The Senior Leadership Team

The Senior Leadership Team at *The Heys* play a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an induction tutor, a member of the SLT (if the induction tutor is not a member of SLT) will also observe each NQT at least once each term. Statutory responsibilities are:

- Ensuring an appropriate induction programme is set up;
- Recommending to the appropriate body whether or not an NQT has performed satisfactorily against the Teachers' Standards for the completion of induction.

Many of the associated tasks will be carried out by an induction tutor or other suitably experienced colleagues. In addition to the statutory requirements the head teacher in collaboration with SLT colleagues and the induction tutor will:

- observe and give written warnings to an NQT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the appropriate body immediately;
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

Induction Tutor

The principal requirement for the NQT induction tutor is to be responsible for the overall management of initiating NQTs into the teaching profession and into our school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, opportunities to participate in additional support, e.g. Professional Study Groups, providing support and guidance and the rigorous but fair assessment of NQT performance. The headteacher is responsible for appointing an Induction Tutor who must hold QTS and have the necessary skills and knowledge to provide effective coaching and mentoring.

This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the NQT. The induction tutor will need to be able to make rigorous and fair judgements about the NQT's progress in relation to the relevant standards. They will need to be able to recognise when early action is needed in the case of an NQT who is experiencing difficulties.

Mentor

In addition to the induction tutor, who has the responsibility for the formal assessment of the NQT, a mentor may be appointed to provide on-going support on a daily basis. The mentor will contribute to the judgements about the performance against the Teachers' Standards. The mentor is likely to be an experienced teacher or the Head / Assistant Head of the Faculty in which the NQT is principally based.

The NQT

The NQT should:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance;
- provide evidence of their progress against the relevant standards
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their induction tutor / mentor at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and retain copies of all assessment forms.

This policy is based on and follows the guidance and statutory requirements set out in https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696428/Statutory_Induction_Guidance_2018.pdf

Induction for newly qualified teachers (England) 'Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies (revised April 2018)

Please refer to the above document for more detailed information on the statutory guidance for NQT induction relating to the following areas:

- Professional Progress Reviews
- Formal Assessments
- Completion of the induction period
- Record keeping / retention
- Confidentiality and data protection
- Extending the induction period
- Data loss and error
- Unsatisfactory progress and appeals
- Putting in place additional monitoring and support
- Action if performance is unsatisfactory
- Action in the event of serious capability issues
- Making an appeal against a decision by the appropriate body