

Newly Qualified Teacher (NQT) Policy

Policy Code:	TL16
Policy Start Date:	May 2020
Policy Review Date:	May 2023

Please read this policy in conjunction with the policies listed below:

- HR1 Teachers' Capability Policy
- HR6 Data Protection Policy
- HR11 Teachers' Pay Policy

1 Policy Statement

- 1.1 The policy outlines the Trust's approach to, and delivery of, the Newly Qualified Teacher (NQT) induction programme.
- 1.2 References to the Trust or Academy within this policy specifically include all primary, secondary and special academies within the Trust, as well as the Early Years setting at the Priory Witham Academy, Priory Training, Priory Apprenticeships, Lincolnshire Teaching School Alliance and Lincolnshire Teaching School Alliance SCITT.
- 1.3 This policy does not form part of any member of staff's contract of employment and it may be amended at any time.
- 1.4 The Trust is committed to leading a mentally healthy organisation, which includes a commitment to and promotion of emotional wellbeing and mental health. Therefore, all Trust policies and procedures ensure this commitment is incorporated in order to support all staff and students. Members of staff are encouraged to speak to their line managers, and students are encouraged to speak to any member of staff, if they feel any part of this policy would affect their emotional wellbeing and mental health. Any such comments should be passed to the Trust's HR department (via FederationHR@prioryacademies.co.uk) for appropriate consideration at the next available point in the policy review cycle.

2 Roles, Responsibilities and Implementation

- 2.1 The Education & Standards Committee has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Director of Teaching and Learning.
- 2.2 Leaders and Managers have a specific responsibility to ensure the fair application of this policy and all staff are responsible for supporting colleagues and ensuring its success.

3 Aims

- 3.1 To run an NQT induction programme that meets all the statutory requirements.
- 3.2 To provide NQTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- 3.3 To ensure all staff understand their role in the induction programme.

4 Legislation and statutory guidance

- 4.1 This policy is based on the DfE's statutory guidance *Induction for newly qualified teachers (England)* and *The Education (Induction Arrangements for School Teachers) (England) Regulations 2012*.
- 4.2 The 'relevant standards' referred to throughout this policy are the *Teachers' Standards*.

5 The Induction Programme

- 5.1 For a full-time NQT, the induction programme will typically last for a single academic year. Part-time NQTs will serve a full-time equivalent.
- 5.2 The programme is quality assured by Kyra Teaching School Alliance or LEADEquate Teaching School Alliance, our 'appropriate bodies'.
- 5.3 Each NQT will:
- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period
 - Have an appointed Induction Tutor, who will have qualified teacher status (QTS)
 - Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range
 - Regularly teach the same class or classes
 - Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
 - Not be given additional non-teaching responsibilities without appropriate preparation and support
 - Not have unreasonable demands made upon them
 - Not normally teach outside the age range and/or subjects they have been employed to teach
 - Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis
- 5.4 The Academy will support NQTs with:
- Their designated Induction Tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
 - Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback

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- Regular professional reviews of their progress, at which their objectives will be reviewed and revised in relation to the relevant standards and their current needs and strengths
 - Chances to observe experienced teachers, either within the academy or at another school with effective practice

6 Assessments of NQT performance

- 6.1 Formal assessment meetings will take place 3 times per year through Kyra Teaching School Alliance and 3 times per year through LEADEquate Teaching School Alliance. These will be carried out by the Induction Tutor, and quality-assured by the Appropriate Body.
- 6.2 These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period, and drawn from the NQT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the NQT and the appropriate body.
- 6.3 After these meetings, formal assessment reports will be completed that clearly show how the NQT is performing against the relevant standards.
- 6.4 At the end of the programme, NQTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the Induction Tutor to decide whether the NQT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form. The NQT can add their own comments to this final form.
- 6.5 The form will then be sent to the appropriate body, who will make the final decision on whether the NQT has passed their induction period.

7 At-risk procedures

- 7.1 If it becomes clear the NQT is not making sufficient progress, additional monitoring and support measures must be put in place immediately, meaning:
- Areas in which improvement is needed are identified
 - Appropriate objectives are set to guide the NQT towards satisfactory performance
 - An effective support programme is put in place to help the NQT improve their performance
- 7.2 If there are still concerns about the NQT's progress at their next formal assessment, so long as it is not the final assessment, the Induction Tutor will discuss this with the NQT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

8 Responsibilities

8.1 The NQT will:

- Provide evidence that they have QTS and are eligible to start induction
 - Meet with their Induction Tutor at the start of the programme to discuss and agree priorities, 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 monitoring and development programme
 - Participate in scheduled classroom observations, progress reviews and formal assessment meetings
 - Agree with their Induction Tutor the start and end dates of the induction period, and the dates of any absences from work during the period
 - Keep copies of all assessment forms
- When the NQT has any concerns**, they will:
- Raise these with their Induction Tutor as soon as they can
 - 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 academy

8.2 The Headteacher will:

- Check that the NQT has been awarded QTS and whether they need to serve an induction period
- Check with the Primary Executive or the Director of Teaching which appropriate bodies the Trust is working with.
- 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
- Make sure the NQT's post is suitable according to statutory guidance (see section 3.1 above)
- Ensure the Induction Tutor 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 the governing board aware of the support arrangements in place for the NQT

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- 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 programmes
 - Keep all relevant documentation, evidence and forms on file for 6 years

8.3 The Induction Tutor will:

- Provide guidance and effective support to the NQT, including coaching and mentoring
- Provide the NQT with a subject mentor
- Carry out regular progress reviews throughout the induction period
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- 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
- Ensure that the NQT's teaching is observed and feedback is provided
- 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 academy
- Take prompt, appropriate action if the NQT appears to be having difficulties

8.4 The role of the Trust:

- Decide which appropriate bodies to work with
- Ensure the academy complies with statutory guidance
- Be satisfied that the academy has the capacity to support the NQT
- Ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the NQT as part of the academy's grievance procedure
- If it wishes, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the NQT

9 Policy Change

- 9.1 This policy may only be amended or withdrawn by the Priory Federation of Academies Trust.

The Priory Federation of Academies Trust

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This Policy has been approved by the Education and Standards Committee:

Signed..... Name..... Date:

Trustee

Signed..... Name..... Date:

Chief Executive Officer

Signed..... Name..... Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.