



WALSH

M E M O R I A L

C.E. (Controlled)

I n f a n t S c h o o l

NQT POLICY

DATE FOR REVIEW: NOVEMBER 2021

Rationale

At Walsh Memorial CE Infant School, we recognise that the successful appointment and induction of an NQT strongly contributes to both the development of the school and the NQT. We aim to develop and nurture NQT's and provide a structured programme to support, train and guide and to ensure that development of skills, knowledge, expectations and observations are provided through a structured and well planned programme. We enrol our NQT's with George Abbot Teaching School who provide a comprehensive support package across the three terms and provide an external body to externally assess NQT's. CPD and networking sessions are included in this support. This programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

At Walsh Memorial CE Infant School Our induction process has been designed to make a significant contribution to both the professional and personal development of NQTs. we aim to:

- Run a NQT induction program that meets all the statutory requirements
- Enrol NQT's on a suitable support and induction program, currently George Abbot
- to provide programs appropriate to the individual needs of the NQTs
- to provide appropriate counselling and support through the role of an NQT Mentor
- Provide NQTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Help NQTs form good relationships with all members of the school community and stakeholders;
- Help NQTs become aware of the school's role in the local community;
- to provide NQTs with varied examples of good practice
- Ensure NQTs become reflective practitioners who reflect on their own and observed practice and take action to improve their teaching practice as a result of this process;
- Provide opportunities to identify areas for development and to form action plans to meet identified targets
- to provide a foundation for longer-term professional development;
- to help NQTs perform satisfactorily against the current Teachers' Standards.

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. It has been established to ensure the requirements listed above are met, all parties benefit from arrangements and that all staff members know their roles, responsibilities and expected practice.

During this induction period the NQT will:

- Enable an NQT to build upon existing knowledge, skills and understanding.
- Assist an NQT in becoming a full member of the teaching profession and provide a foundation for CPD.
- Enable an NQT to meet identified goals and complete their induction year to the required standard.
 - Be systematic, fair and rigorous in the assessment of an NQT's professional practice.
- Provide support to NQTs failing to make satisfactory progress.

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Induction for Newly Qualified Teachers \(England\)](#) and [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#).

The 'relevant standards' referred to are the [Teachers' Standards](#).

The induction programme

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.

The programme is quality assured by The George Abbot Teaching School. Their service includes

- Registration of your NQTs with the National College of Teaching & Leadership (NCTL)
- Online assessment system with a named contact for support
- Handbook and supplementary guidance for NQTs, Mentors and Assessors
- Termly review and feedback from our experienced assessors
- Termly NQT CPD twilights
- Annual training opportunity for potential mentors and NQTs

Quality assurance and additional support can be provided on a bespoke and personalised basis when required and at an additional cost. Support can be offered by members of our Teaching School and SCITT teams as well as through our experienced pool of Specialist Leaders of Education (SLEs).

Posts for induction

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.

The programme is quality assured by The George Abbot Teaching School, our 'appropriate body'.

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

We support NQTs with:

- Their designated NQT Mentor who will provide monitoring and support, and co-ordinate their assessments - referring to the NQT Induction Tutor Checklist to ensure all elements of the Induction Programme are covered.
- NQT Mentors will meet with their NQTs weekly and minute the meetings on the NQT Mentor Weekly Meeting proforma

NQTs may wish to reflect on their own personal development, recording this on the weekly meeting record

- Regular observations of their teaching and follow-up discussions with prompt and constructive feedback outlined on the NQT Lesson Observation Proforma
- Regular professional reviews of their progress, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice
- The NQT will have a timetable which will be devised in discussion with their NQT mentor to outline the effective use of 10% professional development time, referring to the supporting document

Assessments of NQT performance

Formal assessment meetings will take place every term and carried out either by the Headteacher and the NQT's induction tutor.

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.

After these meetings, formal assessment reports will be completed that clearly show how the NQT is performing against the relevant standards.

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 Headteacher 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.

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.

At-risk procedures

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

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 Headteacher will discuss this with the NQT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

Roles and Responsibilities - The Headteacher

The Headteacher plays an important part in the process of inducting new colleagues to the profession. While responsibility for the implementation of the induction programme has been delegated to an NQT Mentor, the Headteacher will also observe each NQT as required, but at least once a term. Statutory responsibilities are:

- Selecting an NQT Mentor and ensuring they are registered with
- Notify the appropriate body when an NQT who is taking up a post in which they will be undertaking induction joins the school before the appointment begins
- Ensuring that the NQT has been awarded QTS
- Ensure the NQT's post is a suitable post in which to serve induction
- Ensure the appropriate induction program is in place
- Ensure the NQT has both a reduced timetable (10% NQT time) and PPA time as necessary

- Ensuring that the NQT is provided with the Safeguarding and Child Protection Policy, Behaviour Policy, Code of Conduct, and Keeping Children Safe in Education: Part one.
- Ensuring the NQT knows the identity and role of the DSL and any deputies.
- Clarifying whether the NQT needs to serve an induction period or is exempt from it.
- Meeting the requirements of a suitable post for induction.
- Making sure that the induction tutor has received suitable training and has the time to carry out the role effectively
- Ensuring that a personalised induction programme is in place.
- Ensuring that the progress of the NQT is reviewed regularly via termly assessments, observations and feedback of their teaching.
- Ensure that termly assessment reports are completed (on pro rated time scale for part time staff) and sent to the appropriate body.
- Making sure that completed reports are sent to the appropriate body for review.
- Retaining accurate records of employment that will count towards the induction period.
- Monitor absences and notify the Appropriate body as soon as absences over the whole period total 30 days or more.
- Informing the governing board about the arrangements which have been put in place to support NQTs who are undergoing induction.
- Act early, alerting the appropriate body when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily
- Making a recommendation to the appropriate body on whether the NQT's performance is satisfactory or requires an extension.
- Ensure a third part observation of an NQT, particularly if progress towards meeting the standards may be at risk
- Participating in the appropriate body's quality assurance process.
- Keep all relevant documentation, evidence and forms on file for 6 years

The Governing board will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school 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 school'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

NQTs are responsible for:

- Providing evidence that they have QTS and are eligible to start their inductions.
- Meeting with their induction tutor to agree on priorities for their programme and review these at regular intervals
- Discussing and agreeing on their reduced timetable allowance with their induction tutor
 - Participating in the agreed monitoring and development programmes
- Providing evidence of their progress against the required standards
- Raising any concerns that they have with their induction tutor
- Consulting the appropriate body if there are difficulties with resolving issues with the tutor/school
- Participating in the scheduled classroom observations, progress reviews and formal assessment meetings
 - Agreeing on the start and end dates of the induction period, including any absences, with their induction tutor
- Retaining 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 school

The induction tutor or Mentor will:

- Provide guidance and effective support to the NQT, including coaching and mentoring
- 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 school
- Take prompt, appropriate action if the NQT appears to be having difficulties

Appeal body

The DfE Teaching body is the Appeal Body in England. If an NQT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of extension, the Appeal Body can;

- Allow the appeal
- Dismiss the appeal
- Extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by the appropriate body)

Links with other policies

This policy links to the following policies and procedures:

- Safeguarding and Child protection
- Appraisal
- Grievance
- Pay