



Newly Qualified Teachers (NQTs)

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Approved By:	Governing Board

1. Rationale

The NQT induction process at Moss Lane School ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme. This programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

2. Aims The school aims to:

- Run a NQT induction programme that meets all the statutory requirements
- Provide NQTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.
- Ensure all staff understand their role in the induction programme.

3. Legislation and statutory guidance

3.1 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.

3.2 The 'relevant standards' referred to below are the Teachers' Standards (2011 updated 2013).

4. The induction programme

4.1 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.

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

4.3 Our induction programme follows the George Abbott Teaching School NQT Induction Programme. It ensures that new teachers are provided with the support, monitoring and assessment 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). Our 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 appropriate counselling and support through the role of an NQT Mentor;
- to provide NQTs with varied examples of good practice;
- to help NQTs form good relationships with all members of the school community;
- 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; and
- to help NQTs perform satisfactorily against the current Teachers' Standards.

4.4 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.

4.5 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 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
- 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.
- Attend relevant CPD training specific for NQTs, this will be provided by George Abbott and/or GLP, Strictly Babcock or other relevant providers.

4.6 We support NQTs with:

- Their designated NQT Mentor, 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. These observations are front weighted so that NQTs get the support they need at the start of their year, and any issues are not left unresolved. Therefore, in the first term observations are fortnightly, carried out by the mentor, SLT members (including the tutor) and subject leaders.
- 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.

4.7 Formal assessment meetings will take place half termly, carried out by the NQT Tutor (Assessor). 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 half term, mid-term targets will be set and progress against the previous targets assessed, this will be recorded in the NQT's handbook. At the end of each term, new targets are set, previous ones reviewed, this is again recorded in the NQT's handbook, but the targets and an overview of the term are also put on the George Abbott online programme. The NQT then has a chance to comment and sign the report, before it goes to the Head Teacher to sign.

4.8 At the end of the programme, NQTs will take part in a final formal assessment meeting. The outcomes of this meeting, along with previous progress outcomes 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 online assessment form, by the NQT tutor. The NQT can also add their own comments to this final form. The form will be sent to the appropriate body, who will make the final decision on whether the NQT has passed their induction period.

4.9 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. The appropriate body may also be contacted for support.

5. Roles and responsibilities

5.1 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 George Abbott.
- 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.

5.2 Role of the Headteacher

The Headteacher 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. The SBM will ensure the NQT is registered with the appropriate body.
- 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 the Local Advisory Committee aware of the support arrangements in place for the NQT.
- 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.

5.3 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. In the first term observations are fortnightly and will be undertaken by the mentor, SLT members (including the tutor) and subject leaders. In the subsequent terms the mentor will observe the NQT half termly
- 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.

5.4 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 handbook.
- • 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.

5.5 Role of the Local Authority

The Local Authority 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.

6. Monitoring arrangements

- This policy will be reviewed annually by the governing body.