

St Joseph and St Bede RC Primary School



Newly qualified teacher (NQT) policy

With **Christ** at the centre, our *Dream* is for **greatness** in our learning, to *Believe* in our unique talents, to be Guardians of **life & creation** and to *Achieve* a better world, by living life to the full.

Approved by: Mrs J. Myerscough

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Written by: Mrs H. Daly

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1. Aims

St Joseph and St Bede RCPS aims to:

- Run a NQT induction programme that meets all the statutory requirements
- Provide NQTs with a supportive, positive and inspiring 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

2. 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 below are the [Teachers' Standards](#) which are used for all performance management of teaching staff in school.

3. 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 Bury Local Education Authority our governing body.

3.1 Posts for induction

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) and have the relevant skills and experience to support and assess the NQT's progress against the standards
- 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. Planning, preparation and assessment time will accompany NQT time each week to ensure that the NQT has the appropriate professional development and planning time.
- Regularly teach the same class or classes (if streaming for phonics groups or covering PPA)

- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts. NQTs will have planning time alongside other staff member in their team for additional planning support
- 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 without the appropriate support from mentor, line managers or members of the leadership team

3.2 Support for NQTs

At St Joseph and ST Bede, we support NQTs with:

- Their designated induction mentor, who will provide day-to-day monitoring and support, and co-ordinate their assessment – interim and final assessments.
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, at least each half term, 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
- Chance to participate in regular CPD, either that provided by the Bury NQT programme, relevant CPD to their field of specialism, or opportunities for CPD within school
- Receive Dyslexia Friendly training.

3.3 Assessments of NQT performance

Formal assessment meetings will take place at interim and final assessment, with participation from the NQT, induction mentor and the Head Teacher. This is subject to review and the number of meetings can be increased based on NQT performance and professional needs

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 evidence can be uploaded by the NQT and induction mentor onto CPD tracker as a record of evidence.

After these meetings, formal assessment reports will be completed that clearly show how the NQT is performing against the relevant standards and submitted by induction mentor to Bury LEA.

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 and submitted to Bury LEA by the induction mentor.

The NQT can add their own comments to this final form, and is encouraged to do so, reflecting on their progress and next steps for development.

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.

3.4 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.

4. Roles and responsibilities

4.1 Role of the NQT

The NQT will:

- Provide evidence that they have QTS and are eligible to start induction period
- Meet with their induction mentor 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 – have a plan for CPD, e.g. observing the teaching of maths etc.
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme, attending courses provided by Salford Diocese and Bury LEA to support NQT development
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction mentor 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 and lesson feedback forms as evidence of their CPD and progress towards the standards

When the NQT has any concerns, they will:

- Raise these with their induction mentor as soon as they can
- Raise concerns with line manager, or a member of SLT when appropriate
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their mentor or within the school

4.2 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 induction tutor
- Notify the appropriate local authority and governing 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 by induction mentors, in collaboration with Head Teacher
- 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
- 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

4.3 Role of the induction tutor

The induction tutor will:

- Provide guidance and effective support to the NQT, including coaching and mentoring
- Carry out regular progress reviews throughout the induction period, and give accurate and honest feedback against teacher standards
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate, and submit review paperwork at interim and final assessment to Bury LEA
- 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 professionally and honestly
- 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
- Complete records of lesson observation that link to the teaching standards and accurately reflect both progress and targets for development
- Seek the support and input from the Head teacher at formal assessment meetings, at interim and final, to ensure next steps are appropriate and fully supported by the Head Teacher

4.4 Role of the governing body

The governing body 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

5. Monitoring arrangements

This policy will be reviewed **annually** by Heather Daly, Assistant HeadTeacher. At every review, it will be approved by the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- Appraisal policy
- Grievance policy
- Pay policy
- Teaching and Learning policy