



Newly qualified teacher (NQT) policy

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1. 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

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](#).

This policy complies with our funding agreement and articles of association.

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 Wiltshire NQT Manager, our 'appropriate 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)
- › 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

3.2 Support for NQTs

We support NQTs with:

- › Their designated Mentor, who will provide day-to-day monitoring and support, as well as completing assessments in line with the expectations of the awarding body
- › Their Induction Tutor who will oversee their ongoing CPD and co-ordinate their assessments
- › Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback

- › Regular professional reviews of their progress, to take place fortnightly with their mentor and in Terms 2, 4 and 6 with their Induction Tutor, 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 and so strengthen their practice, either within the school or at another school within the Trust

3.3 Assessments of NQT performance

Formal assessment meetings will be carried out by the Induction Tutor and will take place in Terms 2,4 and 6.

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. The NQT can add their own comments to each of the three assessment forms.

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 Principal 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 form will then be sent to the appropriate body, who will make the final decision as to 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, in line with the awarding body's specifications 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 Principal 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
- › Meet with their Mentor/Induction Tutor at the start of the programme to discuss and agree priorities, and keep these under review
- › Agree with their Mentor/Induction Tutor how best to use their reduced timetable allowance
- › Provide evidence of their progress against the relevant standards via a portfolio of evidence (hard copy or electronic)
- › Participate fully in the monitoring and CPD programme, both within school and as part of Trust/County training programmes
- › 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 Mentor and/or 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 Mentor or within the school

4.2 Role of the Principal

The Principal will:

- › Check that the NQT has been awarded QTS and that 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
- › Make sure the NQT's post is suitable according to statutory guidance (see section 3.1 above)
- › Ensure the Mentor and Induction Tutor are appropriately trained and have sufficient time to carry out their role effectively
- › 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, when requested
- › Make a recommendation to the appropriate body on whether the NQT's performance against the relevant standards is satisfactory
- › Keep all relevant documentation, evidence and forms on file for 6 years

4.3 Role of the Induction Tutor

The Induction Tutor will:

- › Allocate an appropriately experienced and trained Mentor to coach, mentor and support the NQT
- › Ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching
- › Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate, in order to discuss progress and to ensure adequate support is in place
- › Ensure that formal assessments are carried out and reports completed and sent to the appropriate body
- › Participate in the appropriate body's quality assurance procedures of the induction programmes

4.3 Role of the mentor

The mentor will:

- › Provide guidance and effective support to the NQT, including coaching and mentoring, via a formal meeting once a fortnight and via interim discussions, as necessary throughout the induction period
- › Inform the NQT during the assessment meetings 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

4.4 Role of the governing board

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 Principal is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate any 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 Deputy Headteacher (Teaching and Learning). 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
- Grievance
- Pay