



# NQT POLICY

Issue No 53

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## Purpose

Newly Qualified Teachers represent an exciting opportunity to bring new ideas and a fresh outlook to our school. However, they do require a careful induction programme if the initial years are to be successful ones. All staff in school have a role to play in supporting the teacher new to the profession. Subject leaders and members of the senior management team have a particular part in the process of ensuring that expertise and advice is necessary. This policy aims to clarify some of the roles and requirements necessary following the appointment of an NQT.

## Roles and Responsibilities:

### The Governing Body

The governing body will be aware of the contents of the DfE's Statutory guidance on induction for newly qualified teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil all its obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

### The Headteacher

The headteacher at Scott Lower School plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an induction tutor, the headteacher will also observe each NQT at least once each term. Statutory responsibilities are:

- ensuring an appropriate induction programme is set up;
- recommending to the Appropriate Body whether or not an NQT has performed satisfactorily against the Teachers' Standards for the completion of induction.

Many of the associated tasks will be carried out by an induction tutor or other suitably experienced colleagues. In addition to the statutory requirements the head teacher will:

- observe and give written warnings to an NQT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately;
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

### Induction Tutor / Mentor

In our school these two roles are undertaken by the same person.

The principal requirement for the NQT induction tutor is to be responsible for the overall management of initiating NQTs into the teaching profession and into our school's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, opportunities to participate in additional support, e.g. Professional Study Groups, providing support and guidance and the rigorous but fair assessment of NQT performance.

## The NQT's entitlement

Each NQT should:

- Receive support and guidance from an induction tutor / mentor
- Be observed at least half-termly and be provided with follow up discussions
- Have a termly professional review of progress
- Be given the opportunity to observe experienced teachers
- Be provided with other professional development activities

The NQT is entitled to a reduced timetable. Arrangements must be made to enable 10% of the timetable (as well as 10% for PPA time) to be kept free. This means that the NQT teaches for no more than 90% of the time that another teacher would be expected to teach. This release time should be protected and allocated at appropriate intervals

## **Induction**

A day should be agreed between the NQT and their induction tutor. During the day the new member of staff should be made aware of :

- Key personnel and their roles and responsibilities
- School layout – emergency exits, toilets, classrooms etc.
- Term dates, school times, meeting dates and times
- Signing in procedures, fire drill arrangements and other safety and security issues
- Emergency procedures
- Arrangements for first aid
- Accident and incident reporting
- Class list
- Special Needs information
- Pupils' medical information

There should be an opportunity to:

- Complete any additional paperwork relevant to employment
- Meet with senior staff
- Familiarise themselves with their new role
- Check they have all necessary contact numbers

They should be given to read:

- The health and safety policy
- Recent newsletters
- Curriculum policy
- Appropriate risk assessments
- School Development Plan and relevant action plans

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## **Observations and Assessments**

During the induction period each NQT should be observed at least once every half term by the induction tutor and/ or by others as appropriate. The first observation should take place during the first four weeks. The observations should be followed by professional review discussions at which the NQT and induction tutor review progress against the NQT's objectives, revising the objectives and action plan if necessary.

### **Observations of experienced teachers**

It is likely that the majority of observations will take place in school. However, opportunity should also be taken for NQTs to observe teaching in other schools.

### **Other professional development activities**

The NQT should be supported in following up any issues raised as part of the Career Entry and Development Profile. The individual programme might include:

- Strength and development priorities
- Visits to other schools (at least one every term) to follow up priorities and to observe exemplary practice
- Opportunities to discuss subject leadership with members of school staff
- Opportunities to observe experienced teachers within the school

### **Formal assessment meetings**

There should be three formal assessment meetings, one at the end of each term. They should consist of either the headteacher and the NQT or the induction tutor and the NQT. At these meetings the following should be discussed:

- Written reports from at least two observations and two review meetings – the NQT's progress
- Assessment records of pupils for whom the NQT has been responsible
- Lesson plans, records and evaluations
- The NQT's self assessment and record of professional development

The LA should be notified as soon as possible if it seems as though an NQT will have difficulty meeting the standards at the end of their induction period. The Governing body should also be kept informed as to the progress of NQTs.

## **Induction assessment forms and the final assessment**

Following the first two formal assessment meetings a form should be completed to indicate whether or not the NQT is making satisfactory progress.

NQTs will be assessed at the end of the induction period against the induction standards. These include the requirement for NQTs to continue to meet the standards for the award of QTS consistently and with increased professional competence and to progress further in specific areas.

It is the responsibility of the headteacher to formally notify, using the final assessment form, the LA as to whether the NQT has met the induction standards.

In the case of any complaint about the induction process the NQT should use the complaints procedure as detailed in the school's policy. If this does not address the issue then the NQT should contact the LA.

### **At risk procedures**

If any NQT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the NQT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body without delay.

Where an NQT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Head/Appropriate Body's adviser will support the induction tutor and NQT in observations and planning an appropriate programme to ensure satisfactory completion of the NQT year and that all steps have been taken to improve the situation. The NQT must be made aware of any concerns, at all stages, throughout the induction process.

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## **Equal Opportunities**

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

### **Disability Discrimination**

Scott Lower School is committed to having due regard to the following

The Equality act 2010 places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.