

ST AIDAN'S
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PRIMARY SCHOOL

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Newly qualified teacher (NQT) policy – DRAFT

Introduction

At St Aidan's we run an NQT induction programme which meets all statutory requirements and is quality assured by our Appropriate Body, Haringey Education Partnership (HEP). This policy sets out the way in which we provide NQTs with a supportive environment that develops them and equips them with the skills they need to be effective and successful teachers, ensuring that all staff understand their role in this programme.

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. It should be read together with associated school policies, *Teacher appraisal, Grievance, Pay*.

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1 Roles and responsibilities

- 1.1 The Governing Body (GB) is responsible for:
- ensuring that the school complies with statutory guidance;
 - ensuring that the school has the capacity to support the NQT;
 - ensuring that the Headteacher provides a suitable induction post;
 - investigating concerns raised by an NQT as part of the school's grievance procedure;
 - scrutinising reports from the HT (shared at Standards committee) on NQT progress.
- 1.2 The Headteacher is responsible for:
- checking that the NQT has been awarded Qualified Teacher Status (QTS) and whether they need to serve an induction period;
 - notifying HEP when an NQT is taking up a post and undertaking induction;
 - making sure the NQT post is suitable;
 - ensuring that each NQT has an Induction Tutor with appropriate training and sufficient time to carry out the role effectively;
 - ensuring regular review of the NQT's progress through observation and feedback of their teaching;
 - ensuring that formal assessments are carried out and reports sent to HEP;
 - maintaining accurate records of employment that will count towards the induction period;
 - briefing the GB on the support arrangements in place for the NQT;
 - making recommendations to HEP about the NQT's performance;
 - participating in HEP's quality assurance procedures of the induction programmes;
 - keeping all relevant documentation, evidence and forms on file for 6 years.
- 1.3 The Induction Tutor is responsible for:
- providing guidance, coaching and mentoring to the NQT;
 - carrying out regular progress reviews throughout the induction period;
 - ensuring that the NQT's teaching is observed and feedback is provided;
 - undertaking formal assessment meetings during the induction period and coordinating input from other colleagues as appropriate;
 - informing the NQT during the assessment meeting of the judgements to be recorded on the formal assessment record, inviting him/her to add his/her own comments;
 - ensuring that the NQT knows how concerns about the programme or personal progress can be raised, both within and outside the school;
 - taking prompt, appropriate action if the NQT appears to be having difficulties.
- 1.4 NQTs are responsible for:
- providing evidence that they have QTS and are eligible to start induction;
 - discussing and agreeing priorities in a meeting organised by the Induction Tutor at the start of the programme and keeping these under review;
 - agreeing with the Induction Tutor the start and end dates of the induction period, and the dates of any absences from work during this time;
 - agreeing with the Induction Tutor how best to use the reduced timetable allowance;
 - providing evidence of progress against the relevant standards;
 - participating fully in the monitoring and development programme;
 - participating in scheduled classroom observations, progress reviews and formal assessment meetings;
 - keeping copies of all assessment forms;
 - raising any concerns with the Induction Tutor as soon as possible;



- contacting HEP at an early stage if there are difficulties in resolving issues with the tutor or within the school.

2 The induction programme

For a full-time NQT, the induction programme will normally last for a single academic year. Part-time NQTs will serve a full-time equivalent.

- 2.1 An Induction Tutor, with QTS, will support the NQT throughout the induction programme.
- 2.2 NQTs 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. They will regularly teach the same class or classes and take part in similar planning, teaching and assessment processes as other teachers working in similar posts.
- 2.3 NQTs will be given a reduced timetable (no more than 90% of the timetable of existing teachers) to allow for other activities in the induction programme.
- 2.4 NQTs will not be given additional non-teaching responsibilities without appropriate preparation and support, nor be put under undue pressure, for example having to deal with unreasonably demanding pupil discipline problems on a day-to-day basis.

3 Support for NQTs

The Induction Tutor will provide day-to-day monitoring and support, and co-ordinate assessments. NQTs will have:

- 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 on at least a monthly basis, at which their objectives will be reviewed and revised 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.

4 Assessments

Formal assessment meetings will take place termly carried out by the 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 HEP.

- Formal assessment reports will be completed that clearly show how the NQT is performing against the relevant standards.
- 4.1 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 their performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.
 - NQTs can add their own comments to this final form.
 - The form will then be sent to hep, who will make the final decision as to whether the NQT has passed.



5 At-risk procedures

If it becomes clear that the NQT is not making sufficient progress, additional monitoring and support measures will be put in place immediately.

- a. Areas in which improvement is needed are identified.
- b. Appropriate objectives are set to guide the NQT towards satisfactory performance.
- c. An effective support programme will be put in place to help the NQT improve performance.

5.2 If concerns remain about the NQT's progress at the next formal assessment, provided it is not the final one the Headteacher will discuss the problem with the NQT, updating objectives and detailing the improvement plan for the next assessment period.

6 Monitoring and review

This policy will be monitored regularly and reviewed annually by the Standards committee and ratified by the full Governing Body.

Date of policy: MARCH 2020

Policy ratified: (Signature) (Date)

Review due: MARCH 2021