

# Newly qualified teacher (NQT) policy

Felixstowe International College



<b>Approved by:</b>	Rebecca Mainprice	<b>Date:</b> 30/1/2020
<b>Last reviewed on:</b>	New policy	
<b>Next review due by:</b>	Summer term 2021	

## Contents

1. Aims .....	2
2. Legislation and statutory guidance .....	2
3. The induction programme .....	3
4. Roles and responsibilities .....	4
5. Monitoring arrangements .....	5
6. Teachers' standards .....	8
7. Links with other policies .....	8
8. Induction checklist for new staff .....	8

---

### 1. Aims

The school aims to:

- › Run a NQT induction programme that meets all the statutory requirements

Staff will sign a checklist to confirm the induction process covers, as a minimum...

- A brief overview of your school and your management structure
- Conditions of employment, for example hours of work and holidays
- Procedures relating to sickness notification
- Health and safety arrangements
- Safeguarding

- › 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](#).

### 3. The induction programme

The following sets out the statutory minimum for NQT induction programmes.

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.

#### 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)
- › Our teachers are hourly paid and these hours are pre-agreed with the member of staff. The hours they work must allow them enough time to undertake activities in their induction programme.
- › 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 induction tutor, 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
- › Regular professional reviews of their progress, via lesson observations, book scrutinies, curriculum monitoring and lesson walk-throughs, at which we will review their current needs and strengths. A personal action plan will be used to track this support.
- › Chances to observe experienced teachers, either within the school or at another school with effective practice

#### 3.3 Assessments of NQT performance

- › Formal assessment meetings will be carried out by the induction tutor on a termly basis, via an appraisal process. All new members of staff will have an appraisal after one term as this aligns with their contractual probationary period of one term.

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 end of the programme, NQTs will take part in a final formal assessment meeting (appraisal). 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 an end of year appraisal form.

The NQT can add their own comments to this final form.

The form will then be sent to the SLT, 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
- › Meet with their induction tutor at the start of the programme to discuss and agree priorities (via a subject action plan), and keep these under review
- › Agree with their induction tutor how best to use their time
- › Provide evidence of their progress against the relevant standards
- › Participate fully in the monitoring and development programme
- › 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 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 tutor 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 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 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
- › Maintain and keep accurate records of employment that will count towards the induction period
- › Make the advisory 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
- › Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- › 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
- › 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 advisory board

The advisory board 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 the SLT. At every review, it will be approved by a member of the advisory board with relevant experience.

## 6. Teachers' standards

The Teachers' Standards can be found on the GOV.UK website:

<https://www.gov.uk/government/publications/teachers-standards>

### PART ONE: TEACHING

A teacher must:

#### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

#### 4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

#### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

#### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

#### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

#### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

### PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

## 7. Links with other policies

This policy links to the following policies and procedures:

- Staff development
- Grievance

## 8. Induction checklist for new staff



### CHECKLIST

# Induction checklist for new staff

Use this to help you arrange induction for new staff. Adapt it for your context and the employee's role.

When?	Task	Completed?
<b>Prior to the employee's first day</b>	Identify who will be responsible for induction, including assigning mentors and/or 'buddies'	<input type="checkbox"/>
	Set up employee's ICT account, phone and internet access	<input type="checkbox"/>
	Ensure first week of induction is scheduled and planned, and relevant members of staff are notified, e.g. notify your designated safeguarding lead (DSL) about carrying out safeguarding training	<input type="checkbox"/>
	Send out induction pack	<input type="checkbox"/>
<b>First day</b>	Introduce colleagues, pupils, mentor and/or 'buddy'	<input type="checkbox"/>
	Take employee on a tour of the school	<input type="checkbox"/>
	Outline health and safety procedures, e.g. fire drill procedures and meeting points, the process for signing in and out of school, and recording incidents	<input type="checkbox"/>
	Remind employee of: <ul style="list-style-type: none"> <li>• The school timetable, including timings of staff meetings, assemblies and registration</li> <li>• Expectations around staff conduct, e.g. use of mobiles, social media and dress code</li> <li>• Conditions of employment, and absence and disciplinary</li> </ul>	<input type="checkbox"/>

	<p>procedures</p> <p>All of the above should be outlined in the induction pack.</p>	
	<p>Help employee to become familiarised with ICT account, phone system and reprographics, e.g. photocopier</p>	<input type="checkbox"/>
	<p>Explain the school' s behaviour and rewards system</p>	<input type="checkbox"/>
<b>First week</b>	<p>Ensure employee meets DSL and has safeguarding training</p>	<input type="checkbox"/>
	<p>Ensure employee attends induction training sessions with relevant members of staff, e.g. the SENCO and the school business manager</p>	<input type="checkbox"/>
	<p>Ensure employee meets with mentor at the end of the first week to:</p> <ul style="list-style-type: none"> <li>• Review progress</li> <li>• Identify training and development needs</li> </ul>	<input type="checkbox"/>
	<p>Ensure employee' s line manager outlines the school' s performance management system and begins to determine objectives</p>	<input type="checkbox"/>
<b>First month to 6 months</b>	<p>Arrange additional training for the employee based on the review of the first week</p>	<input type="checkbox"/>
	<p>Arrange follow-up session between employee and DSL</p>	<input type="checkbox"/>
	<p>Ensure regular 1-2-1 meetings are held between employee and:</p> <ul style="list-style-type: none"> <li>• Mentor</li> <li>• Line manager</li> </ul>	<input type="checkbox"/>
	<p>Evaluate the success of the employee' s induction programme, and use findings to inform future practice</p>	<input type="checkbox"/>