



**EXCALIBUR ACADEMIES TRUST**

**NEWLY QUALIFIED TEACHER (NQT) INDUCTION POLICY**

Person(s) responsible for updating the procedure:	Kim Jones, Head of HR
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## **I. Aims**

The first year of teaching is of considerable significance and can be very demanding. The Trust's induction process aims to ensure that appropriate guidance, support and training for Newly Qualified Teachers involving the development of knowledge and skills through the sharing of clear expectations and a robust, flexible programme of support adapted to the needs of the individual is delivered.

The Trust aims to:

- Run an NQT induction programme that meets all the statutory requirements.
- Make a significant contribution to both the professional and personal development of its NQT's.
- Ensure all staff across the Trust and within individuals schools understand their role in the induction process.
- Ensure that NQTs settle into their school quickly and are helped to gain a knowledge and understanding of the philosophy and ethos of the Trust and the school they work within.
- Provide NQT's with good models of professional practice, teaching and learning.
- Encourage NQT's to reflect on their own and observed practice.
- Provide opportunities to recognise and celebrate good practice.
- In secondary schools, provide subject specific mentoring through the role of an identified subject mentor.
- Run a programme that operates throughout its schools that will enable an NQT to form a secure foundation for longer term professional development.

## **2. Legislation and Statutory Guidance**

This policy has been developed in accordance with the Department for Education's statutory guidance on 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**

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 Brighter Futures for Children, Reading, our 'appropriate body'.

### 3.1 Posts for Induction

Each NQT will:

- Be registered with the National Teaching Agency before their Induction period begins.
- 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 the schools existing teachers on the main pay range.
- Regularly teach the same class or classes noting that there should be opportunities to teach across key stages and ability ranges.
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- Be provided with a suitable range of CPD opportunities, professional support, guidance and advice.
- Be provided with feedback on their assessments and advised in a timely manner on areas that are raising concerns and could result in the failure of the induction period.

### 3.2 Support for NQTs

The Trust will 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, to take place at least 6 times during the academic year, at which objectives will be reviewed and revised where necessary to ensure they are in line with relevant standards and their current needs and strengths are addressed.
- Chances to observe experienced teachers, either within the school, or in other Trust Schools.

### **3.3 Assessments of NQT Performance**

Formal assessment meetings will take place on a termly basis (3 times a year), carried out by either the NQT induction tutor or the Principal.

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

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 will be put in place immediately, meaning:

- Areas in which improvement is needed are clearly 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 in the areas required.
- NQTs should be continually informed. (There should be no surprises so that the NQT is aware of they are 'on track' or 'not on track'. It is essential that conversations of concern are not only held at the formal assessment points).

All in accordance with the Appropriate Body's procedures

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 these 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 obtained QTS and are eligible to start induction.
- Meet with their induction tutor at the start of the programme to discuss and agree priorities and keep these under review.
- Agree with their induction tutor and subject mentor how best to use their reduced timetable allowance.
- Provide evidence of their progress against the relevant standards.
- Act appropriately on advice and feedback.
- 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. If the concerns are not resolved the NQT should consult with the Trusts Induction Co-ordinator at an early stage.

### 4.2 Role of the Principal

*While the Principal may not delegate these responsibilities, many of the associated tasks will be carried out by an induction tutor or other suitably experienced colleague.*

The Principal will:

- Check that the NQT has been awarded QTS.
- Check whether they need to serve an induction period and the length of the period they are required to serve.
- Where relevant, obtain documentation from the NQT's previous post including any interim assessment and details of absences, and take this into account in determining the length and nature of the NQT's induction programme and period;
- 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.
- Ensure the induction tutor is appropriately trained (with QTS) and is given 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 the NQT has both a reduced timetable (90%) and PPA time.
- Ensure an appropriate and personalised induction is in place for all NQT's.
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body.
- Ensure third party observation of an NQT are undertaken, particularly if progress towards meeting the standards may be at risk.
- Maintain accurate records of periods of employment that will count towards the induction period and when NQTs leave the school part way through a period.
- Monitor absences and notify the Appropriate Body as soon as absences over the whole period total 30 days or more.
- Consult and agree with the Appropriate Body the exceptional cases where it may be appropriate to extend the induction period.
- Within 10 days of the NQT completing the induction period, make a recommendation to the Appropriate Body on whether the NQT has met the core standards, using agreed forms.
- Provide interim assessment reports for staff moving employers in-between formal assessment periods and notify the Appropriate Body when an NQT serving induction leaves the school/Trust.
- Retain all relevant documentation/evidence on file for six years.

In addition to the statutory requirements the Principal will:

- Observe and give written warnings to an NQT at risk of failing to meet the required standards.
- Periodically inform the Trust's Head of HR of the schools' induction arrangements. The Head of HR will include relevant information in the HR Report.

### **4.3 Role of the Induction Tutor**

The induction tutor will:

- Be responsible for the overall management of initiating NQTs into the teaching profession and into the school's systems and structures.
- Provide guidance and effective support to the NQT, including coaching and mentoring.
- Provide support to ensure whole school expectations are met with regards to marking, planning and assessing student progress.
- Carry out regular progress reviews throughout the induction period.
- Undertake formal assessment meetings (3) 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 in a professional manner.
- 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.
- Ensure completed assessment reports/forms are sent to the Appropriate Body by the appropriate deadlines.

#### **4.4 Role of the Staffing Committee (Head of Human Resources)**

The Staffing Committee will delegate responsibility to the Head of HR (for reporting purposes):

- 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 concerns raised by the NQT as part of the school's grievance procedure

#### **5. Monitoring Arrangements**

This policy will be reviewed **every three years** by the Trust and at every review, it will be approved by the Staffing Committee.