



## **MURRAY PARK SCHOOL**

### **Newly Qualified Teacher (NQT) Induction Policy**

Title of Policy	Newly Qualified Teacher (NQT) Induction Policy
Date of adoption	March 2021
Originator	Suzanne Whiston
Date of review	July 2021
Additional information	<p>This policy should be reviewed on an annual cycle by the Governors' Teaching and Learning Committee. However, the first review will be in July 2021 due to the Early Career Framework reforms.</p> <p>Please also refer to UK GDPR DPA Policy.</p> <p>Updated March 2021 following leaving the European Union; policy updated to refer to UK GDPR</p>

## **1. Aims**

The school aims to:

- Run an 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 (DfE's) statutory guidance [Induction for Newly Qualified Teachers \(England\)](#), and [Induction for newly qualified teachers during the coronavirus outbreak](#)
- [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 Derby City Council, 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 induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Observation of their teaching at regular intervals and follow-up discussions with prompt, developmental and constructive feedback
- Regular professional reviews of their progress, at which we review their objectives and revise them in relation to the relevant standards and their current needs and strengths
- A programme of induction related/professional development activities scheduled in the 10% release time
- A robust system for monitoring and evaluating the induction process to ensure consistency of provision and judgements for all NQTs
- A timetable of scheduled meetings, observations, progress review meetings for the NQTs with their induction tutor/mentor over the term/year
- Opportunities to observe experienced teachers, within the school or at other schools with effective practice
- A written action plan with clear objectives and review dates (taking into account previous training and identified support needs)
- Scheduled, regular (at least half termly) formal progress review meetings between the Induction tutor/mentor and the NQT
- A programme of CPD scheduled across the term/year
- Observing their teaching and assessing their progress against the Teachers' Standards at least twice in every assessment period
- A formal assessment meeting for every assessment period with the Induction tutor/mentor and the NQT
- Submitting termly reports to the Awarding Body online through NQT manager in line with the Awarding Body guidance regarding the deadlines and format required
- A schedule of meetings, observations, formal reviews and formal assessments
- A personalised action plan in place with clear objectives, review dates and targets

### **3.3 Assessments of NQT performance**

Formal assessment meetings will take place for every assessment period, carried out by the headteacher or the NQT's 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 the appropriate body. Termly reports will be submitted to the Awarding Body online through NQT manager in line with the Awarding Body guidance regarding the deadlines and format required.

After these meetings, formal assessment reports will be completed that clearly show how the NQT is performing against the relevant standards. The NQT will add their comments to these reports.

At the end of the programme, NQTs will take part in a final formal assessment meeting. The outcome 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 a final assessment form. The NQT will add their own comments to this final form.

The form will then be sent to the appropriate body (completed online), 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 and keep these under review
- Agree with their induction tutor how best to use their reduced timetable allowance
- 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 (noting that up until 1 September 2021, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their NQT induction)
- Keep copies of all assessment forms (these are uploaded online)

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
- Inform the NQT, in advance of starting who will act as the appropriate body (Derby City Council)
- 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 that 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 (these are uploaded online)
- Maintain and keep accurate records of employment that will count towards the induction period (noting that up until 1 September 2021, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend the NQT's induction)
- Make the governing 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 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 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 in 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 in July 2021 by Suzanne Whiston, Deputy Headteacher. 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