

Lunesdale Learning Trust

Newly qualified teacher (NQT) Policy

Approved by:	The Trust Board	Date: December 2020
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Last reviewed on:	December 2020	By : Hayley Gray
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Next review due by:	December 2021
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Principle

QES and QESstudio welcome newly qualified staff as professional colleagues and the unique contribution they can make to our community. We are fully committed to providing them with the induction, support and statutory requirements to enable them to develop and thrive as teachers within the Trust.

Aims

- To ensure that newly qualified staff appointed to the trust feel welcomed and valued.
- To implement an NQT induction programme that meets all the statutory requirements and equips NQTs with the tools to be effective and successful
- To support newly qualified staff so that they are able to settle into both schools as quickly and as happily as possible and are provided with the opportunities to develop their craft
- To provide opportunities to allow NQTs to develop professionally in accordance with their personal ambitions.
- To ensure all staff understand their role in the induction programme

Legislation and 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](#).

This policy complies with our funding agreement and articles of association.

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 the South Lakes Federation Appropriate Body Alliance

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 and subject mentor
- 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

Support for NQTs

We support NQTs by providing:

- a designated subject mentor, who will provide day-to-day monitoring and support, and compile their assessments
- A designated Induction tutor, who will implement the induction programme, oversee their support and development 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 half termly at which the subject mentor will review their objectives and revise them 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 with effective practice
- The opportunity to tutor a form with pastoral support from the Head of Year / Deputy Head of Year

Assessments of NQT performance

Formal assessments against the standards will take place termly and be compiled by the subject mentor in discussion with the NQT

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 the appropriate body.

After these meetings, formal assessment reports will be submitted 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 with the AB. The outcomes of this meeting will be used 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 form will then be sent to the appropriate body, who will make the final decision on whether the NQT has passed their induction period.

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.

Roles and responsibilities

Role of the NQT

The NQT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their subject mentor 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
- Keep copies of all assessment forms
- Follow the same expectations as all staff re their personal and professional conduct:

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

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
- Maintain and keep accurate records of employment that will count towards the induction period
- Make the trust board aware of the support arrangements in place for the NQT
- Keep all relevant documentation, evidence and forms on file for 6 years

Role of the induction tutor

The induction tutor will:

- Put together and implement an induction programme
- Provide guidance and effective support to the NQT, including coaching and mentoring
- Carry out termly progress reviews throughout the induction period
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure that formal AB assessment reports are completed and sent to the appropriate body each term
- 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
- 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

Role of the subject mentor

The subject mentor will:

- Ensure the NQT is allocated 90% of a normal teaching timetable
- Monitor day-to-day progress and teaching in their subject(s)
- Provide guidance and effective subject support to the NQT
- Carry out Mid and End of Term Review meetings and compile formal termly AB reports
- Arrange appropriate peer lesson observations for the NQT
- Ensure the NQT can locate and access school resources: SoWs, stationery, textbooks, IT, equipment
- Ensure the NQT is aware of and adheres to school and subject policies
- Review the NQT's progress regularly, including through observations and feedback of their teaching

Role of the Trust Board

The Trust 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

Personal and Professional Conduct

We expect NQTs to follow the same expectations as all staff re their personal and professional conduct:

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

This policy will be reviewed **annually** by Hayley Gray, induction tutor / Assistant Headteacher. At every review, it will be approved by the trust board.