

Shireland Collegiate Academy Trust Policy

# Newly Qualified Teachers (NQT)

## Secondary and Post 16

<b>Committee and Date Approved</b>	Board December 2020
<b>Category</b>	Recommended
<b>Next Review Date</b>	Annually unless change in legislation – <b>Autumn 2021</b>
<b>Policy Availability</b>	Trust Website
<b>Officer Responsible</b>	Curriculum Lead

**The Trust, all Academies within the Trust and Shireland Learning Limited must  
comply with this policy.**

## Contents

Introduction .....	3
Roles.....	3
Aims and Objectives .....	3
Guidelines.....	4
NQT Entitlements .....	4
Assessment and Quality Assurance .....	4
At Risk Procedures .....	5
Addressing NQT Concerns .....	5

## Introduction

This policy refers to the Induction of Newly Qualified Teacher's (NQT's) of which are employed by the Trust for a role within one of the Trust's Academies.

As a Trust we feel it important that all staff are inducted into the organisation. Such induction must begin as soon as possible after staff have been appointed. We encourage the philosophy of a whole academy approach to the life and work of the Trust.

It is vital that new staff are given every assistance in settling into Academy life quickly and happily and are helped to gain a knowledge and understanding of the ethos of the Trust and the Academy, the routines and practices that take place and the way in which the whole Trust works.

## Roles

### NQT Co-Ordinator

This is a senior teacher, who, along with the Appropriate Body, is jointly responsible for the supervision and training (professional development) of the NQT during induction. They are responsible for ensuring the appointed Induction Tutors are appropriately trained and have time to carry out their role in an effective manner. The NQT Co-ordinator should undertake 6 formal observations of the NQT's during the induction period and should read and sign the assessment reports written by the subject induction tutors at the end of each assessment period. The NQT Co-Ordinator is responsible for the professional development and training opportunities for the NQT.

### Subject Induction Tutor

- Carry out 6 reviews of progress during the induction period and report back to the NQT Co-Ordinator.
- Undertake 3 formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate. These are checked by the NQT Co-Ordinator before being sent to the AB.
- Undertake 6 observations of the NQT's teaching and provide the NQT with copies of written summaries.
- Take prompt and appropriate action where an NQT appears to be experiencing difficulties.
- Ensure completed assessment reports are sent to the AB by the appropriate deadlines.

## Aims and Objectives

- To help NQT's to build upon the knowledge, skills and understanding developed throughout their initial teacher training year.
- To ensure there is a system of support in place.

- To ensure that systematic and fair assessment procedures are in place based on the NQT's professional practice and to ensure that in the case of unsatisfactory progress sufficient support is given to make necessary improvements.

## Guidelines

The Subject Induction Tutor is responsible for the day-to-day supervision of the NQT, ensuring appropriate support, reporting and assessment takes place.

The NQT Co-Ordinator ensures that the Induction Tutor is appropriately trained and has time to carry out the role.

## NQT Entitlements

Our Induction Programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award of Qualified Teacher Status (QTS).

All NQT's are entitled to:

90% timetable – protected release time

- An NQT Coordinator – who ensures that they are provided with an appropriate Induction Programme
- Observation of the NQT's teaching with follow-up review meetings by Subject Induction Tutor and NQT Co-ordinator.
- Observation of experienced colleagues teaching.
- A programme of professional development opportunities – to meet individual needs.
- Regular meetings with induction tutor, senior managers, subject co-ordinators and other key staff where appropriate.
- Termly assessment meetings and reports on progress.
- Additional support in cases of difficulties

## Assessment and Quality Assurance

The assessment of NQT's will be rigorous but also objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. Lesson Observation and target setting) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the NQT's development in order to gain a reliable overall view.
- Opportunities will be created for NQT's to gain experience and expertise in self-assessment.
- The Induction Tutor will ensure that assessment procedures are consistently applied.

- Copies of any records will be passed to the NQT concerned.
- Termly reports will give details of:
  - Area of strength
  - Areas requiring development
  - Evidence used to inform judgement
  - Targets for coming term
- Support to be provided by the Academy.

## At Risk Procedures

If any NQT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed:
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem;
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice;
- Experienced colleagues will model aspects of good practice so that the NQT can focus attention on particular areas of teaching through observation;
- Early warning of the risk of failure will be given and the Academies' concerns communicated to the Awarding Body without delay.

Where an NQT has continuing difficulties, further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, an Assistant Principal may support the Induction Tutor and NQT in observations and planning an appropriate programme to ensure satisfactory completion of the NQT year and that all steps have been taken to help a failing NQT improve.

The National College for Teaching and Leadership is the Appeal Body. If an NQT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:

- Allow the appeal;
- Dismiss the appeal; or
- Extend the period for as long as the Appeal Body see fit (which may mean substituting a different extension for one originally put in place by the AB).

## Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the Academy in the first instance. Where the Academy does not resolve them the NQT should raise concerns with the Appropriate Body.