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## Old Fletton Primary School Newly Qualified Teachers (NQT) Policy

Version 1 - February 2021

### OUR ASPIRATION FOR OLD FLETTON PRIMARY SCHOOL

<b>Purpose</b>	To ensure that the appropriate guidance, support and professional development are provided for all NQTs.
<b>Linked policies</b>	Staff Induction Policy Code of Conduct Safeguarding & Child Protection Policy Behaviour & Expectations Policy Data Protection Policy

<b>What is the policy for?</b>	This policy reflects a structured whole school approach to teacher induction at Old Fletton Primary School and recognises that the quality and commitment of those supervising the induction process is a crucial factor in its continued success.
<b>Who has devised and contributed to this policy?</b>	This policy was prepared by Peterborough City Council, reviewed by the Old Fletton Primary School NQT Induction Leader and adopted by the school. It was ratified by Governors.
<b>How will this policy be communicated?</b>	This policy is available on the school website and in the Headteacher's office.
<b>How will this policy be monitored?</b>	This policy will be referred to when recruiting a newly qualified teacher and will be reviewed every years inline with the policy monitoring schedule.

## **Rationale**

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of a newly qualified teacher (NQT). Our school's induction process ensures that the appropriate guidance, support and professional development to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individualised programme.

This programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

## **Purposes**

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of NQTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the NQTs;
- to provide appropriate counselling and support through the role of an identified mentor;
- to provide NQTs with examples of good practice;
- to help NQTs form good relationships with all members of the school community and stakeholders;
- to help NQTs become aware of the school's role in the local community;
- to encourage and enable reflection on an NQTs own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help NQTs to develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to help NQTs perform satisfactorily against the Teachers' Standards.

The whole staff will be kept informed of the school induction policy and encouraged to participate, wherever possible, in its implementation and development.

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

## **Roles and Responsibilities**

### **The Governing Body**

The governing body will be fully aware of the contents of the DfE's Statutory Guidance on Induction for Newly Qualified Teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, as to whether the school currently has the capacity to fulfil all of its statutory and non-statutory obligations. The governing body will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The school's NQT Induction Leader is Heather Downie.

The Governor with responsibility for NQTs is the FReSH Committee.

### **The Headteacher**

The Headteacher at Old Fletton Primary School plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an Induction Leader, the Headteacher will also observe each NQT at least once each term. Statutory responsibilities are:

- ensuring an appropriate induction programme is set up (including a 90% teaching timetable);
- recommending to the Appropriate Body (AB) whether or not an NQT has performed satisfactorily against the Teachers' Standards for the completion of induction (ensuring assessment reports at the end of the equivalent of three full terms are committed and submitting these to the AB).

While the Headteacher may or may not delegate these responsibilities, many of the associated tasks will be carried out by an Induction Leader or other suitably experienced colleagues. In addition to the statutory requirements the Headteacher will:

- observe and give written warnings to an NQT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately;
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

### **Induction Leader**

The principal requirement for the NQT Induction Leader is to be responsible for the overall management of initiating NQTs into the teaching profession and into our school's systems and structures. It entails not only a co-ordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme provided by the Volunteer and Placement Co-ordinator, opportunities to participate in additional support, e.g. Professional Study Groups, providing support and guidance and the rigorous but fair assessment of NQT performance. It is the role of the Induction Leader to ensure all Mentors are adequately trained in order to fulfil their role to a high standard, to quality assure the work of Mentors and to line manage the Mentors.

### **Mentor**

In addition to the Induction Leader, who has the responsibility for the formal assessment of the NQTs, a Mentor is appointed to provide on-going support on a daily basis. The Mentor holds a weekly review meeting with the NQT and contributes to the judgements about the NQTs performance against the Teachers' Standards.

### **Entitlement**

The Newly Qualified Teacher should be proactive in their own career development. However, our induction programme ensures that new teachers are provided with 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 for qualified teacher status (QTS). The key aspects of the induction programme for NQTs at Old Fletton Primary School are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis.
- Structured visits made to the school, prior to taking up appointment, with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in meeting their targets.
- Help and guidance from an Induction Leader who is adequately prepared for the role and will co-ordinate the induction programme.
- Regular meetings with Mentors, Senior Managers, Subject Leaders and other key staff where appropriate.
- Time and regular opportunities to meet with other NQTs and teachers who have recently completed their induction programme.
- Time to observe experienced colleagues teaching both within this school and visiting other settings.
- A reduction of 10% of the average teacher's workload. This time is used for participating in the school's induction programme and is in addition to the statutory 10% non-contact time (PPA) already allocated to teachers.
- Have teaching observed by experience colleagues on a regular basis.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate.
- Opportunities for further professional development based on agreed targets.

## **Lesson Observation, and Target Setting**

These will be followed and completed in accordance with the DfE's guidelines on NQT induction as also outlined in the NQT Induction Handbook provided by the LA acting as the Appropriate Body. In summary each NQT is observed formally once each half term. Targets are reviewed during each half term at the weekly meetings. In addition targets and progress towards meeting the Teacher Standards is reviewed formally at the end of each term at a review meeting. The review meeting is where the end of term report is shared with the NQT and the NQT is invited to add their comments to the report before it is submitted to the Appropriate Body (AB). Those in attendance at the end of term review meetings include the NQT, Mentor and Induction Leader. The Headteacher may also attend these meetings.

## **Assessment & Quality Assurance**

The assessment of NQTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance.
- Formative assessment (e.g. lesson observation, target setting, pupil progress) 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 NQTs to gain experience and expertise in self-evaluation.
- The Induction Leader will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the NQT concerned including a copy of each of the end of term assessment reports
- Termly assessment reports will give details of:
  - areas of strength
  - areas requiring development
  - evidence used to inform judgement,
  - targets for coming term (i.e. 'smart' targets)
  - support to be provided by the school

(All of the above will be clearly referenced to the Teachers' Standards)

## **At Risk Procedures**

If any NQT encounters difficulties in their performance against 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 school's concerns communicated to the Appropriate Body without delay (the school will not wait until the end of term when the assessment report is submitted to the LA)

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, the Headteacher/Appropriate Body NQT Induction Manager will support the Induction Leader 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 improve the situation. The NQT must be made aware of any concerns, at all stages, throughout the induction process.

### **Addressing NQT Concerns**

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the NQT should raise concerns with the named Appropriate Body contact. Details are included in The NQT Induction Handbook given to all schools by the AB.

This policy is based on and follows the guidance and statutory requirements set out in the DFE 'Statutory guidance on induction for newly qualified teachers (England)'.