



Newly Qualified Teacher Policy

Approved by:	Steve Hobbs Chair of Governors	Date: April 2021
Signed:	Due to the pandemic this policy was agreed virtually at the Full Governors meeting on 7 th July 2021	
Next review due: by:	April 2022 Mrs Fiona Webster-Lee	

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1. AIMS

The school aims to:

- Run an NQT induction programme that meets all the statutory requirements
- Provide NQT's with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Ensure all staff follow the new EFC programme for NQT's and allocate an ECT mentor/coach

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](#) and [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to below are the [Teachers' Standards](#).

Early Career Teacher Framework

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 Norfolk County Council, our 'appropriate body'. Alongside the NQT induction year, NQT's will also follow the Early Career Framework for NQT's which runs for 2 years (NQT year and NQT +1).

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 NQT mentor/ ECF coach, who will have qualified teacher status (QTS)
- Have a reduced timetable to allow them to undertake activities in their induction mentoring /coaching programme, with 20% reduction in the

timetable of our existing teachers on the main pay range in the first year and 15% reduction in 2nd year (NQT +1)

- 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 NQT/mentor + ECT coach (this can be the same person) who will provide day-to-day monitoring and support, and co-ordinate their assessments
- ECT mentor/ coach will meet and observe weekly with the NQT. The observation will last 15 minutes and the weekly instructional coaching session will last maximum of 45 minutes. Both NQT and coach will use the ECF online platform steplab to learn and record on.
- Regular professional reviews of their progress, to take place half termly, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths and each term a report is written on their progress and sent the NQT provider.
- Chances to observe experienced teachers, either within the school or at another school with effective practice

3.3 Assessments of NQT performance

Formal assessment meetings will take place termly carried out by the NQT's mentor

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 the ECF 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 Head Teacher 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 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 Head Teacher 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/ ECF coach 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

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 Head Teacher

The Head Teacher 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

- 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
- 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/ ECF coach

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 Head Teacher 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

5. MONITORING ARRANGEMENTS

This policy will be reviewed **annually** by Fiona Webster-Lee, Assistant Head Teacher. 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