

Creating Tomorrow Trust
Newly Qualified Teacher Policy



ABOUT THIS DOCUMENT:

Purpose

This policy sets out the process of induction for Newly Qualified Teachers (NQT) and guidance for staff supporting the individual. This policy sets out the expectations for all individuals involved and for governors and trustees so that the process is transparent and equitable for all individuals

COMPILED BY - Kevin Latham (CEO)

Agreed by Trustees – July 2021

SIGNED

DATE

Review Date – July 2024

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Wellbeing in our Trust

Teaching can be a challenging role and especially in the early stage of your teaching career, this document aims to set out procedures to be followed to help support what can be a difficult stage.

We are all affected by poor mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
 - Health Assured (confidential counselling support available through Perkbox account).
 - The Teacher Support Line telephone number 08000 562561 or website www.teachersupport.info

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1. Aims

Creating Tomorrow Trust 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. Early career teacher (ECT) induction transitional arrangements

From 1 September 2021, NQT induction will be replaced by **ECT induction**. Those starting their induction **on or after** 1 September 2021 are instead covered by our ECT induction policy.

NQTs who have started but not completed their induction **before 1 September 2021**, will have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. They'll be known as the 'pre-September 2021 cohort', and should continue to refer to previous NQT induction guidance and this NQT policy.

Where possible, at the discretion of the Headteacher and appropriate body, we will also provide them with:

- An early career framework (ECF) based induction for the remainder of their 1-year induction
- An induction mentor for the remainder of their 1-year induction

If they don't complete their induction by 1 September 2023, they will be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year ECT induction period.

3. Legislation and statutory guidance

This NQT 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](#).

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

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4. The NQT 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 local authority that the school is within (for example Luton Borough Council, North Northamptonshire Council or West Northamptonshire Council) - our 'appropriate body'. This will provide a local context to the NQTs support and development.

4.1 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 mentor, 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 Scale for teachers
- 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

4.2 Support for NQTs

We support NQTs with:

- A designated Induction Mentor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive written feedback from their induction mentor, induction coordinator (if a separate post) and subject leader
- Regular professional reviews of their progress, to take place monthly, at which we 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

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4.3 Assessments of NQT performance

The assessment of NQTs will be rigorous but also objective. The school will adopt the framework provided by the appropriate body and will observe the following:

- The criteria used for formal assessments will be shared with the NQT and the Induction Mentor will involve the NQT in making assessment judgments
- Evidence for these assessments will be drawn from lesson observations and recorded feedback, lesson plans, assessment records of pupils and the NQT's self-assessment and record of professional development
- 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
- In schools with more than one mentor, the Headteacher will ensure that assessment procedures are consistently applied and that the NQT is observed with their Induction Mentor to ensure judgments are fair and representative of the NQT's current practice. This may be delegated to a named Induction Coordinator
- Copies of any records will be passed to the NQT concerned and should be stored in the NQT's file
- Termly assessment will give details of:
 - The kinds of support and monitoring arrangements that have been in place this assessment period
 - Judgments against the teaching standards (RAG assessment)
 - Judgments against Part 2 personal and professional conduct (Met/Not Met)
 - A judgment about the strength of the NQT/areas of concern
 - A recommendation that the NQT will or may not be able to meet the requirements for satisfactory completion of the induction period
 - A written reflection by the NQT of their practice to date
 - A written account of NQT's development by the induction mentor or induction coordinator
- Following each assessment an action plan will be completed and will give details of:
 - The NQT's current strengths
 - The NQT's action steps for development
 - Agreed responsibilities and any additional support
 - Specific (SMART) targets to support the development of the NQT over the course of the next term
- Following the first two formal end of term meetings an assessment form should be completed to indicate whether or not the NQT is making satisfactory progress.

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- NQTs will be assessed at the end of the induction period against the Teachers' Standards. These include the requirement for NQTs to continue to meet the standards for the award of QTS consistently and with increased professional competence and to progress further in specific areas.
- It is the responsibility of the Headteacher to formally notify, using the final assessment form, the Appropriate Body as to whether the NQT has met the Teachers' Standards.

4.4 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.

5. Roles and responsibilities

5.1 Role of the NQT

The NQT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their Induction Mentor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their Induction Mentor 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 Coordinator 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 Mentor as soon as they can

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- Escalate their concerns to their Induction Coordinator or the Headteacher if there are difficulties resolving these issues with their mentor
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues within the school

5.2 Role of the Headteacher

The Headteacher will:

- Check that the NQT has been awarded QTS and whether they need to serve an induction period
- 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 4.1 above)
- Ensure the mentor and/or Induction Coordinator 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 local governing body, and in turn the Trusts 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

5.3 Role of the Induction Coordinator and/or mentor

The Induction Coordinator will:

- Ensure the NQT is registered with the appropriate body
- Ensure the NQT has a designated induction mentor
- Ensure the NQT undergoes the usual school induction processes including provision of the following:

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- Names of key personnel and their roles and responsibilities, including safeguarding lead and SENCO
 - School layout – emergency exits, toilets, classrooms etc.
 - Term dates, school times, meeting dates and times
 - Signing in procedures, fire drill arrangements and other safety and security issues
 - Emergency procedures and Health and Safety requirements (including first aid and accidents)
 - Timetable and class lists
 - Special Needs information (Provision Map)
 - Pupils’ medical information
 - Behaviour policy
 - Staff handbook (including guidance on the code of conduct, staff absence etc)
 - NQT Policy
- Provide guidance and effective support to the NQT, including the provision or arrangement of 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

5.4 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

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- If it wishes, request general reports on the progress of the NQT

6. Monitoring arrangements

This policy will be reviewed every three years by the Chief Executive Officer Following every review, it will be approved by the Trust Board.

7. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay
- Early career teacher (ECT) induction