



## NEWLY QUALIFIED TEACHER (NQT) INDUCTION POLICY

### CENTRAL POLICY

Version and Date		Action/Notes
1.0	April 2020	Policy issued

  

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Review Frequency:	Annually
Next Review:	April 2021
<b>Signature of Chief Executive Officer:</b>	<b>Signature of Chair of Trustees:</b>
	

### 1. STATEMENT OF INTENT

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions.

At The Dean Trust, we recognise that the appointment and successful induction of an NQT strongly contributes to the development of both the school and the NQT. Teachers are the foundation of the education system, and NQTs bring innovation, enthusiasm and the most contemporary evidenced-based teaching to the classroom. In turn, our schools are committed to supporting those new to the profession to have a rewarding and successful career.

The Early Career Framework (ECF) underpins an entitlement to a fully funded, two-year package of structured training and support for early career teachers. It includes sections on:

- behaviour management
- pedagogy
- curriculum
- assessment
- professional behaviours

Our schools' first year induction period for an NQT sits within this entitlement, building on the Initial Teacher Education (ITT) programme to:

- Enable the NQT to build upon existing knowledge, skills and behaviours.
- Support the NQT to become an actively engaged and influential member of the teaching profession, providing them with the foundation for ongoing professional development.
- Support the NQT to evidence that their performance against the relevant standards is satisfactory by the end of the assessment period
- Be systematic, fair and rigorous in the assessment of an NQT's professional practice.
- Provide support to an NQT failing to make satisfactory progress.

This policy has been established to ensure the requirements listed above are met, all parties benefit from arrangements and that all staff members know their roles, responsibilities and expected practice.

### 2. LEGAL FRAMEWORK

2.1 This policy has due regard to legislation and DfE guidance, including, but not limited to, the following:



- DfE (2018) 'Induction for newly qualified teachers (England)'
- DfE (2011) Teachers' standards
- DfE (2019) Early Career Framework
- DfE ITT (2019) Core Content Framework
- Education Act 2002
- Education (Induction Arrangements for School Teachers) (England) Regulations 2012

2.2 This policy makes reference to the following school policies:

- Complaints Procedures Policy
- GDPR Compliant Records Management Policy

### 3. STATUTORY INDUCTION

3.1 Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the relevant standards. The programme should support the NQT in evidencing that their performance against the relevant standards is satisfactory by the end of the period and equip them with the tools to be an effective and successful teacher

3.2 The Teachers' Standards will be used to assess an NQT's performance at the end of their induction period. The decision about whether an NQT's performance against the relevant standards is satisfactory upon completion of induction should take into account the NQT's work context and must be made on the basis of what can be reasonably expected of an NQT by the end of their induction period within the framework set out by the standards. Judgements should reflect the expectation that NQTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the relevant standards consistently over a sustained period in their practice.

3.3 The statutory NQT Induction period is one full-time academic year, or equivalent. This may be reduced or extended in special circumstances (see paras 3.2-3.8 of the Statutory Induction Guidance).

3.4 NQTs who are employed on a part-time basis are required to serve the full-time equivalent induction period of one full academic year.

3.5 Absences totalling 30 days or more will require the induction period to be automatically extended (with the exception of statutory maternity leave) by the aggregate total of days absent. If the NQT is unable to serve the extension in the same school, the minimum period of employment of one term or equivalent must be served in a new school/institution.

3.6 Short-term supply teaching of less than one term will not count towards an NQT's induction as the time frame is too short to enable them to demonstrate performance against relevant standards. If a supply term is extended, the school will not backdate the induction but an induction programme must be put in place immediately it becomes clear that the extended contract will continue for a further term or more.

3.7 The DfE permits some teachers to be employed in schools without having completed the statutory NQT induction period (annex B of the Statutory Induction Guidance).

3.8 If an NQT leaves the school before completing their induction period, the Headteacher will complete an interim assessment form and the Appropriate Body notified. Each full term completed will qualify to the potential completion of statutory induction at a new institution.

3.9 It is important to state that an NQT has only one chance to complete statutory induction. An NQT who has completed induction, and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision: see para 4.6-4.7 of the Statutory Induction Guidance). While such an NQT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to complete a satisfactory induction period.



#### 4. ROLES AND RESPONSIBILITIES

##### 4.1 NQTs are responsible for:

- Providing evidence that they have QTS and are eligible to start the statutory induction.
- Agreeing on the start and end dates of the induction period, including any absences.
- Meeting with Professional and Subject Mentors to agree on priorities for their programme and review these at regular intervals.
- Participating in the agreed monitoring and development programmes, including the required classroom observations, progress reviews and formal assessment meetings.
- Providing evidence of progress against the Teacher Standards.
- Raising any concerns that they have with their mentor.
- Speaking to senior leaders if there are concerns regarding their support from mentors.
- Consulting with the Appropriate Body if there are difficulties with resolving issues with the school.

##### 4.2 The Headteacher is responsible for:

###### Before:

- Establishing that the school and the post meets the requirements for NQT induction.
- Ensuring that the NQT has been awarded QTS.
- Clarifying whether the NQT needs to serve an induction period or is exempt from it.
- Registering the NQT with the Appropriate Body, informing them of the period of induction. The Appropriate Body has the main quality assurance role within the induction process. It will work with the NQT and school to provide support and assistance with the NQT's induction programme
- Informing the Governing Body about the arrangements which have been put in place to support NQTs who are undergoing induction.
- Ensuring that arrangements are in place to facilitate the effective protection and secure transfer of data.

###### At the Outset:

- Informing the NQT as to who will act as the Appropriate Body.
- Ensuring that the NQT has been provided with and read the Safeguarding and Child Protection Policy, Behaviour Policy, Code of Conduct, and Keeping Children Safe in Education: Part one.
- Ensuring the NQT knows the identity and role of the Designated Safeguarding Lead and any deputies.
- Ensuring that the NQT knows the school's response to children who go missing from education.
- Ensuring that the NQT's timetable is no more than 90% of the timetable of the school's existing teachers on the main pay range.
- Allocating the NQT an induction mentor/s who has QTS, making sure that they have received suitable training and have the time to carry out the role effectively.
- Ensuring that a personalised induction programme is in place.
- Providing the NQT with a named contact to which they may raise any concerns about the induction programme

###### During Induction:

- Ensuring that the progress of the NQT is reviewed regularly via termly assessments, observations and feedback of their teaching.
- Retaining accurate records of employment that will count towards the induction period.
- Submitting completed reports to the Appropriate Body for review.
- Making a recommendation to the Appropriate Body on whether the NQT's performance is satisfactory or requires an extension.
- Participating in the Appropriate Body's quality assurance process.
- In addition, there may be circumstances when the following should be undertaken:
  - Obtaining interim assessments from the NQT's previous post
  - Alerting the Appropriate Body when an NQT may not be completing induction satisfactorily
  - Ensuring that an NQT who may not be performing against relevant standards is observed by a third-party
  - Notifying the appropriate body if an NQT is absent for a total of 30 days or more
  - Regularly informing the Governing Body about the school's induction procedures



- Discussing with the Appropriate Body in exceptional cases where it may be appropriate to reduce the length of the NQT's induction period, e.g. where it is deemed the induction period has been satisfactorily completed
- Providing interim assessment reports for staff moving in between formal assessment periods
- Informing the Appropriate Body when an NQT serving induction leaves the school

#### 4.3 Mentors are responsible for:

- Providing day-to-day monitoring and guidance to coordinate and support the NQT's professional development and assessment
- Reviewing NQTs' progress regularly during the induction period.
- Undertaking three formal assessment meetings over the induction period.
- Coordinating input from other staff if required.
- Informing the NQT of the judgements to be recorded in the formal assessment record and inviting the NQT to give their comments.
- Observing, or delegating the observation of, the teaching of the NQT and providing feedback.
- Letting NQTs know that they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking appropriate action if an NQT is facing difficulties.
- Carrying out any reasonable relevant duties requested by the Headteacher.

#### 4.4 The Trust Board is responsible for:

- Ensuring that schools are compliant with this policy.
- Ensuring that this policy is updated within the statutory timescales.
- Ensuring that the school has the capacity to support the NQT in the role and that the Headteacher is fulfilling their responsibilities.

## **5. MONITORING, SUPPORT AND ASSESSMENT**

### The process of assessment

5.1 Opportunities will be created for NQTs to gain experience and expertise in self-evaluation.

5.2 The criteria used for formal assessments will be shared between the NQT and the Headteacher and agreed in advance.

5.3 Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used when assessing NQTs.

5.4 Termly observations of NQTs' lessons will be conducted with feedback provided promptly, constructively and fairly. A brief written record will be made on each occasion. It should indicate strengths and where any development needs have been identified. Where appropriate and agreed, these will form the basis of subsequent observations, including those that the school conducts as part of their regular IQTL process, to support the NQT to consolidate and/or improve their practice.

5.5 All NQTs will be provided with the opportunity to undertake regular observations of experienced teachers and indeed of each other.

5.6 All teachers who have a part in the NQT's development will be responsible for assessing the NQT, so to gain a reliable overall view.

5.7 Termly assessment reports will be coordinated by the NQTs mentor, signed by the Headteacher, giving details of:

- Areas of strength
- Areas requiring development.
- Evidence used to inform judgement
- Targets for coming term



- Support to be provided by the school.

These will be set out against the Teacher Standards and must be shared with the NQT before submission to the Appropriate Body. The NQT has the opportunity to comment independently on the quality of the support provided in their programme.

5.8 Should an NQT not be making satisfactory progress, the Headteacher will explain to the NQT the consequences of failure to complete the induction period satisfactorily. The Appropriate Body will be informed, and the Headteacher must ensure that additional monitoring and support measures are put in place immediately. An agreed improvement plan will be created by the NQT's mentor with appropriate objectives, and an effective support program in place to help the NQT improve performance. There should be no surprises to the NQT.

5.9 The first two term reports form an interim assessment only, with the final term report providing the summative and final judgement against which the awarding of successful NQT status is made. This is the Headteacher's recommendation to the Appropriate Body as to whether, having completed their induction period, the NQT's performance against the relevant standards is satisfactory, unsatisfactory, or whether or not an extension should be considered.

## **6. COMPLETING THE INDUCTION PERIOD**

6.1 NQTs will have successfully completed their induction period when they have served the full-time equivalent of the standard school year (reduced or extended if relevant as stated earlier), and the Appropriate Body making a recommendation to the TRA (Teaching Regulation Agency), taking into account the recommendations of the Headteacher following submission of completed assessment forms.

6.2 If, at the final assessment, the Appropriate Body decides that the NQT has failed to complete their induction period satisfactorily, they must inform the NQT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for appeals. Any appeal must be notified within 20 working days, after which the right of appeal expires except in exceptional circumstances.

6.3 Failure to complete the induction period satisfactorily means that the NQT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

6.4 An NQT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the NQT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the NQT within ten working days of being told of the outcome of the hearing. This process will be also be applied to all our academies.

6.5 The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

## **7. RECORD KEEPING**

7.1 Records will be kept in accordance with the school's GDPR Compliant Records Management Policy.

7.2 Assessment forms will be completed at the end of each formal assessment period by mentors, signed by the Headteacher and submitted to the Appropriate Body in a timely manner.

4. Assessment reports will be retained for six years, as recommended by the DfE.



4. NQTs will be advised by the school to retain their original copies of assessment reports.

## **8. CONFIDENTIALITY**

8.1 The induction process and the assessments generated from it should be treated with confidentiality at all times and should not be shared with anyone not directly involved in the induction process. All NQTs will be made aware of who has been granted access to their assessments.

8.2 The Governing Body are allowed to request termly general reports on the progress of an NQT but cannot automatically have access to this information. The only exception to this is when an NQT has a concern about an assessment, which would require the Governing Body to access the assessment forms to review the situation.

8.3 In circumstances where records have been lost due to an error or a data loss which is through no fault of the concerned teacher, the Appropriate Body has the discretion to decide if the NQT can be exempt from induction. The Appropriate Body will ensure that every effort has been made to recover the missing data or identify an audit trail before making such a decision. In reaching its decision, the Appropriate Body will consider the strength of evidence that an error has occurred or that records are missing or lost.

## **9. MONITORING AND REVIEW**

9.1 The Trust Board is responsible for reviewing this policy annually.

9.2 The effectiveness of this policy will be monitored and evaluated by all members of staff. Any concerns will be reported to the Headteacher immediately.

9.3 Any changes to this policy will be communicated to all members of staff.

9.4 The next scheduled review of this policy is April 2021.