

## **Newly qualified teacher (NQT) policy**

Date adopted	September 2020
Last reviewed:	May 2023
Next review due:	May 2024

### **1. Definitions and aims**

Before September 2021, the old 'NQT' system was in place, where Newly Qualified Teachers (NQTs) previously had to undertake a period of induction lasting **one** academic year (full-time) or correspondingly longer (part-time), and be judged as successfully completing this, in order to move into their post-induction career. From September 2021, the NQTs would be known as an early career teacher (ECT) for your first **two** years in teaching. The term ECT has replaced NQT. During the ECTs' **two-year** induction, they receive a package of training and support based on the early career framework (ECF), This is designed to help ECTs build the skills and knowledge you need to feel confident and empowered in your classroom.

The school aims to:

- Run a NQT / ECT induction program that meets all the statutory requirements
- Provide NQTs and ECTs 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 program

### **2. Links with other national documents**

<https://www.gov.uk/government/publications/early-career-framework>

<https://www.coopacademies.co.uk/wp-content/uploads/2020/07/Induction-Procedure.pdf>

<https://www.gov.uk/government/publications/teachers-standards>

The 'relevant standards' referred to below are the Teachers' Standards.

### **3. The induction programme**

For a full-time NQT and ECT, the induction programme will typically last for a single academic year. Part-time NQTs and ECT will serve a full-time equivalent.

The programme is quality assured by the relevant associated teaching school, our 'appropriate body'.

### **3.1 Posts for induction**

Each NQT and ECT 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 tutor, 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 range
- 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 / ECTs**

We support NQTs / ECTs with:

- Their designated induction tutor (previously referred as 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 feedback
- Regular professional reviews of their progress, to take place on a 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

### **3.3 Assessments of NQT / ECT performance**

Formal assessment meetings will take place on a termly basis, carried out by the NQT's and ECT's induction tutor

These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period, and drawn from the NQT's / ECT's work as a teacher and from their induction 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 / ECT is performing against the relevant standards.

At the end of the programme, NQTs and ECTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the executive headteacher to decide whether the NQT's / ECT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.

The NQT and ECT 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 / ECT 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 / ECT towards satisfactory performance
- An effective support programme is put in place to help the NQT / ECT improve their performance

If there are still concerns about the NQT's / ECT's progress at their next formal assessment, so long as it is not the final assessment, the Executive Headteacher will discuss this with the NQT / ECT, 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 / ECT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor 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
- Keep copies of all assessment forms

**When the NQT / ECT 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 executive headteacher**

The Executive Headteacher will:

- Check that the NQT /ECT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the NQT /ECT 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 /ECT'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 /ECT'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
- Make the governing board aware of the support arrangements in place for the NQT /ECT
- Make a recommendation to the appropriate body on whether the NQT's /ECT'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**

The induction tutor will:

- Provide guidance and effective support to the NQT /ECT, 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 /ECT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the NQT /ECT to add their own comments
- Ensure that the NQT's /ECT's teaching is observed and feedback is provided
- Ensure the NQT /ECT 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 /ECT appears to be having difficulties

#### **4.4 Role of the board of trustees**

The board of trustees will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the NQT /ECT
- Ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the NQT /ECT 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 /ECT

#### **5. Monitoring arrangements**

This policy will be reviewed **annually** by the Executive Headteacher. At every review, it will be approved by the full governing board.

#### **6. Links with other school policies**

This policy links to the following policies and procedures:

- Staff Appraisal
- Complaints and Compliments
- Capability Policy and Procedure
- School staff code of conduct
- Staff sickness and absence
- Whistleblowing