

Horizon Community College NQT Policy



Amended:
May 2020
Ratified:
May 2020

NQT POLICY

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Section 1 The Purpose of Induction

All qualified teachers employed in a state school in England must, by law, complete an induction period satisfactorily. This induction period 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 assessment of performance against the Core Teaching Standards (see Appendix A). The programme should assist an NQT in meeting the Teacher Standards by the end of the induction period and equip him/her with the tools to be an effective and successful teacher. The Teacher Standards apply to all NQTs; they form part of the framework of professional standards for teachers, and are the standards which underpin all the subsequent standards.

This policy has been written in accordance with the Statutory Guidance on Induction for Newly Qualified Teachers in England and should be read in conjunction with this.

Signed _____
(Executive Principal/Principal)

Date: _____

Signed: _____
(Chairperson of the Governing Body)

Date: _____

Key Staff:

- Induction Lead
- Subject Mentors
- NQTs

Section 2 The Induction Process

Following the award of QTS, an NQT begins the induction period of three terms. During this period, he/she will be expected to maintain and further develop the Teachers' Standards already achieved.

Each NQT is provided with a reduced timetable (by 10%) to support their developmental needs. Additional non-contact time can be used for a range of activities such as meetings, planning, marking and observing other members of staff.

Roles and Responsibilities

The Induction Lead:

The Induction Lead has overall responsibility for the successful induction of NQTs. He/she is responsible for providing the whole-school programme of support and developmental opportunities, for ensuring that each department allocates an individual and appropriate Subject Mentor, for supporting each Subject Mentor as to ensure each NQT enjoys consistent, high quality provision throughout the year, and ensuring that any concerns about a NQT's progress is picked up on early and appropriate support is put in place.

The Induction Lead is responsible for observing NQTs in each term, either individually or with the relevant Subject Mentor / Subject Leader, and for arranging the College Leadership Team observations in Term 2 and the Principal's Observation in Term 3. After each observation, the observer will provide feedback and coaching to the NQT, and debrief to the relevant Subject Mentor and Induction Lead (if they are not the observers).

In addition, the Induction Lead is responsible for ensuring that the Formative and Summative Assessments are completed and submitted to the appropriate body (Tykes TSA) by the agreed deadline.

The Subject Mentor

The Subject Mentor monitors the progress of and provides day to day support for an NQT. He/she is expected to make rigorous and fair judgements about an NQT's progress in relation to the Teachers' Standards and provide effective coaching and mentoring throughout the induction period. The Subject Mentor is to work closely with the Induction Lead so as to create a holistic team around the NQT. This is achieved through provision of a personalised departmental programme of support and a series of

planned, scheduled weekly meetings. These will focus on supporting the NQT as they develop knowledge and skills relating to the Teachers' Standards, namely:

- Subject Knowledge development (including external examination processes)
- Teaching and Learning strategies and being judicious about what to implement when as to target the needs of different groups of learners and allow them to make progress
- Classroom and Behaviour Management
- Effective lesson planning for both sequences of lessons and individual lessons
- Summative and Formative assessment
- Personalising provision to meet the needs of various cohorts of learners
- Effective use of the learning environment
- Targeting individual professional development needs
- Support with data tracking, collections and analysis
- Supporting with Parents Evening preparation

In addition, the Subject Mentor is responsible for formally observing the NQT during the first 4 weeks he/she is in post and each half term thereafter*. Observations should focus on particular aspects of the NQT's teaching, which are agreed in advance and informed by the requirements of the Teachers' Standards and the NQT's personal professional needs. Feedback should be prompt and constructive and recorded on Sisra Observe. Additional informal observations can take place, if appropriate or required, so as to further support the needs of the NQT.

At the end of each term, the Subject Mentor is responsible for completing an accurate assessment of the NQT's progress in relation to the Teacher Standards and discussing this with the NQT and Induction Lead. This should include targets for the next induction period and will inform the basis of the two Formative Assessment and Final Summative Assessment Reports submitted to the appropriate body (Tykes TSA) by the agreed deadline each term.

Where an NQT is experiencing difficulties, it is the Subject Mentor who is responsible for recognising this, for liaising with the NQT and the Induction Lead, and for ensuring that an appropriate support programme is put in place and monitored.

*1 observation each term will be carried out by the Induction Lead (or his/her representative); this may take the place of or be in addition to the Subject Mentor's observation, depending on conversations with and the individual needs/circumstances of an NQT.

The NQT

The NQT is responsible for both monitoring and evidencing his/her progress against the Teachers' Standards and participating fully in the agreed development programme, both at whole college and departmental level.

Each NQT is given a reduced timetable by 10%, so that he/she has the time and support that will enable them to take responsibility for and focus on his/her individual professional development needs.

This time includes:

- Regular scheduled meetings with his/her Subject Mentor
- Attendance at whole school NQT Support Sessions
- Planned observations of other colleagues within the Department
- Planned observations of other colleagues across the school
- Undertaking planned activities to support identified development needs

The NQT is responsible for participating fully in observations, keeping track of progress against the Standards and formal assessment processes. He/she should also ensure that formal observations and assessments are carried out in accordance with this policy, and that any concerns are raised immediately with the Subject Mentor in the first instance.

Monitoring Progress

There will be three formal meetings throughout the induction period, where reviews regarding the NQT's progress towards meeting the Teachers' Standards are discussed. These meetings will take place two-three weeks before the end of each term and will be held between the NQT and their Subject Mentor. As stated earlier, these formal meetings will review the two Formative Assessment and Final Summative Assessment Reports that are completed by the Subject Mentor, to be submitted to the Induction Lead and then to the appropriate body (Tykes TSA) by the agreed deadline each term.

Each Assessment Report should be informed by written feedback from at least two formal observations of the NQT's teaching, the minutes of the regular scheduled weekly meeting between the NQT and the Subject Mentor, and other evidence.

Judgements made in the Assessment Reports should relate directly to Teachers' Standards. Each NQT should be kept up to date about their progress in an ongoing manner, for him/her to be aware of how the Subject Mentor and Induction Lead see his / her progress and development. In the Assessment Reports, the NQT should be provided with developmental targets so as enable them to make progress. These should be discussed at the formal meeting and under no circumstances should there be any surprises for the NQT.

The Subject Mentor must ensure that he/she tells the NQT (during the assessment meeting) the judgement that is to be recorded in each Assessment Report and sent by the Principal to the appropriate

body (Tykes TSA). The Subject Mentor should also invite the NQT to add his/ her comments to the assessment record before submission to the school Induction Lead.

The third formal assessment meeting is also the final end-of-induction-period assessment and will form the basis of the Principal's recommendation to the appropriate body (Tykes TSA) as to whether the NQT has met the Teacher's Standards. This will be informed by an observation by the Principal or her representative.

Assessment Arrangements

There will be 3 formal assessment meetings between the NQT and the Induction Tutor that inform the basis of the two Formative Assessment and Summative Assessment reports to be submitted to the appropriate body (Tykes TSA):

1. End of Term 1

Focus: The extent to which the NQT is meeting the Teachers' Standards and next steps.

2. End of Term 2

Focus: The extent to which the NQT is continuing to meet the Teachers' Standards and next steps.

3. End of Year

Focus: The extent to which the NQT has met all the requirements for the satisfactory completion of the induction period. This final meeting can be used as the basis for objective setting and professional development planning in their RQT year.

Extending an Induction Period:

The induction period will automatically be extended when an NQT's absences exceed 30 days. In these circumstances the induction period will be extended by the total number of days absent since the NQT started.

Raising Concerns:

An NQT who has concerns about any aspect of the content or delivery of his/ her induction programme should act on these as quickly as possible. He/ she should raise initial concerns internally with the Induction Lead.

Exceptional Circumstances:

Unsatisfactory Progress

An NQT has one chance to successfully complete induction; if he/she completes the induction period but fails to meet the Teachers' Standards, the NQT will not be permitted to repeat their induction and therefore cannot be employed lawfully as a teacher in a state school.

As soon as there is a concern over an NQT's progress, they should be spoken to and the appropriate body (Tykes TSA) should be notified. A Personal Support Plan (PSP) form must then be completed and shared with the NQT and appropriate body within 5 working days of the NQT being identified as being at risk of not meeting the Teachers' Standards. The PSP form must be completed by the Induction Lead in consultation with the NQT. The PSP is a medium-term support plan and should be written to describe the support that will take place a specified period of at least 4 weeks. Actions should be revised on a regular basis - usually weekly - and should be updated as necessary to address the NQT's development needs. If the NQT is still causing a concern at the end of the specified period, then they are to be given a Personalised Action Plan (PAP) of a specified period of 2 weeks, with increased, specific, additional support. Should the NQT fail to satisfactorily complete the PAP it may be necessary to instigate capability procedures, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the NQT remains at the institution the induction process must continue in parallel with the capability procedure and the appropriate body should be informed. Dismissal on the grounds of capability before the end of the induction period does not prevent the NQT from completing induction at another institution, as all NQTs must complete a full induction period before they can be judged to have failed induction.

Extensions to the induction period can be made by the appropriate body if there is evidence that there are extenuating circumstances as to why the NQT has not made progress. Action to improve performance must not be delayed until a formal assessment meeting takes place and Assessment Reports are submitted.

Extenuating circumstances could include:

- Personal crises
- Illness
- Issues around the support during induction; or
- Where there is insufficient evidence within the induction documentation for a decision to be made about whether the NQT's performance against the standards is satisfactory

Additional support might include:

- Additional meetings with the Subject Mentor / relevant members of staff
- the setting of short term, specific objectives in relation to the Teachers' Standards

- More in-depth and regular monitoring and recording of the NQT's progress, including additional formal observations
- The NQT to observe best practice within their department area, and across the College

If an NQT fails induction, or has their induction extended, the appropriate body will advise the NQT of their right to appeal, who to appeal to, and the time limit for doing so. In England, the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State.

The Teachers' Standards

*The Teachers' Standards can be found on the GOV.UK website:
<https://www.gov.uk/government/publications/teachers-standards>*

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons

- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities