NQT POLICY

1. Principles

1.1 The NQT Induction Process at Abbot's Lea School ensures that the appropriate guidance, support and training is given to NQT's in order to appropriately develop skills and knowledge to complete their induction programme.

1.2 The statutory induction is the bridge between initial teacher training and a career in teaching. An induction programme should support the NQT in demonstrating that their performance against the relevant standards is satisfactory.

2. Purpose

2.1 To outline the key features and responsibilities in relation to NQT's at the school.

3. Personalised Induction Programme

3.1 Each NQT should have an individual programme of professional development, support, monitoring and assessment. The programme should be planned by the Induction Tutor and the NQT.

3.2 It should include training, observing experienced teachers, team teaching, visits to other schools, observations and feedback.

4. Observing Classroom Practice

4.1 Observation is a central part of induction and classroom practice should be observed during the first 4 weeks in post, then at least once in any 6 to 8 week period. Observation should be by the Induction Tutor or others, and should be supportive and developmental.

4.2 Observations should be agreed in advance between the NQT and the observer and should be informed by the requirements of the Teachers Standards and the NQT's personal objectives.

5. NQT Entitlement

5.1 Inductions should be well planned to ensure they meet both the general and individual needs of NQT's providing a firm foundation for career long professional development. during the induction period an NQT must receive:

- A 10% reduced timetable (in addition to PPA time)
- A designated Induction Tutor
- A personalised programme of professional development activities, monitoring and support, including regular observations and feedback
- Regular reviews of progress towards meeting the core standards

- A named contact outside of the school with whom they can discuss any concerns that go beyond the school, or are not addressed internally.

6. Roles and Responsibilities

The Induction Tutor

6.1 Induction tutors have key responsibilities in the statutory induction period. The tutor has day to day responsibilities for monitoring, supporting and assessing a NQT.

6.2 The tutor will carry out formal assessments (3 a year) for which written feedback is provided and progress reviews against Teachers Standards.

6.3 The tutor will provide formative assessment and be involved with the Headteacher in the formal summative assessment at the end of the induction period.

6.4 The tutor will be a member of teaching staff with the time, skills, preparation and authority to carry out the role effectively, including making judgements on progress towards meeting Teachers Standards.

6.5 The tutor will inform the Appropriate Body immediately if it becomes apparent that an NQT is not making satisfactory progress.

The Headteacher

6.6 Ensure the termly assessments are completed on time and signed by the Headteacher, NQT and Induction Tutor and sent to the Appropriate Body, including judgements as to whether standards have been met at the end of the period.

6.7 Ensure the Appropriate Body is notified immediately if the NQT is not meeting Teachers Standards.

The Appropriate Body

6.8 Will maintain accurate recorded and assessment reports for each NQT undertaking induction. At the end of the induction period, will decide whether the NQT has met the Teachers Standards and notify the relevant parties within the time limits.

6.9 Provide the Teachers Regulation Agency with data on NQT's starting / leaving and completing induction.

6.10 Monitor the appropriateness of induction programmes and quality assure the robustness of assessment.

6.11 Will investigate complaints escalated to them by NQT's.

The Governing Body

6.12 The Governing Body should be aware of the DfE statutory guidance on NQT induction and ensure the school has the capacity to fulfil its obligations.

The NQT

6.13 Will provide evidence of QTS and any prior assessment documents.

6.14 Will meet the Induction Tutor to agree priorities for their induction and ensure formal assessments are carried out 3 times a year.

6.15 Will track and effectively participate in the scheduled progress reviews and assessment meetings.

6.16 Actively seek CPD opportunities and participate in any agreed development programme.

7. Raising Concerns

7.1 In the first instance an NQT should raise concerns about their induction programme with their Induction Tutor.

7.2 If the matter is not resolved, the NQT may notify the named contact at the Appropriate Body who will investigate the issues raised.

8. References

8.1 Supporting documents to this policy include:

- Induction for Newly Qualified Teachers (England) – DfE
- Induction Handbook – Newly Qualified Teachers – School Improvement Liverpool

9. Raising Awareness of this Policy

9.1 We will raise awareness of this policy via:

- The school website;
- The school intranet;
- New employee induction.

10. Monitoring the effectiveness of the Policy

Review of Policy

This procedure shall be subject to periodic review and may be changed from time to time.

Management of Policy

The Governors and Headteacher have overall responsibility for the maintenance and operation of this policy.

Date of Policy	Date of Approval by GB	Comments
October 2019		New policy.