



Holy Family of Nazareth Catholic Academy Trust

Newly Qualified Teacher (NQT) Policy

Date of policy: **March 2020**

Date last review adopted by HFNCAT Board: **March 2020**

Frequency of review: **Annual**

Date of next review: **March 2021**

Rationale

“Catholic schools are communities in which pupils are nurtured and supported through an educational process which will help them to become fully themselves as God lovingly intended. The influence of teachers in this process is never neutral; its effects can be inestimable. Teachers are an example for their pupils, and pupils will recognise and respond to the beliefs and values teachers demonstrate in their lives and work” (Catholic Education Service).

In celebrating the uniqueness of the individual and fostering independence alongside responsibility to others, our Catholic schools strive to offer mutual support to all members of our community for the common good.

The role of Newly Qualified Teacher carries great responsibility whilst also presenting an exciting opportunity to bring new ideas and a fresh outlook. The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. Our induction process values each person and ensures that the appropriate guidance, support and training to include the development of skills, knowledge, expectations and observations are provided, through a structured but flexible individual programme. This will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

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 Core Standards by the end of the induction period and equip him/her with the tools to be an effective and successful teacher. The Core 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.

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 Local Governing Board

The LGB will be fully aware of the contents of the DfE's Statutory guidance on induction for newly qualified teachers (England) which sets out the school's responsibility to provide the necessary monitoring, support and assessments for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil all its obligations. The LGB will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

The Principal/Head

The Principal/Head plays a significant role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to an Induction Tutor, the Principal/Head will also observe each NQT. Statutory responsibilities are:

- to ensure an appropriate induction programme is in place,
- to recommend to the Appropriate Body if an NQT has performed satisfactorily against the Teachers' Standards for the completion of induction.

While the Principal/Head may not delegate these responsibilities, many of the associated tasks will be carried out by an Induction Tutor or other suitably experienced colleagues. In addition to the statutory requirements there is a responsibility to:

- observe and given written warnings to an NQT if they are at risk of failing to perform satisfactorily against the Teachers' Standards, whilst informing the Appropriate Body immediately,
- keep the Local Governing Body aware and up to date about induction arrangements and the results of formal assessment meetings.

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, ensuring that an individual Mentor is allocated and supporting each Mentor so as to ensure each NQT enjoys consistent, high quality provision throughout the year.

The Induction Lead is responsible for observing an NQT in Term 1 and 2 then supporting in the arrangements for the Principal/Headteacher's observation in Term 3. After each observation the observer will provide feedback to both the NQT and the relevant Mentor. This feedback will consider both the NQT's development and the effectiveness of Mentor feedback so far.

In addition, he/she is responsible for ensuring formal termly assessments are undertaken and submitted to the appropriate body by the agreed deadline.

The Mentor

The 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 Mentor works closely with the Induction Lead 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.

In addition, the 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 the appropriate paperwork. Additional informal observations can take place, if appropriate or required, as to further support the needs of the NQT.

At the end of each term, the Mentor is responsible for completing an accurate formal assessment of the NQT's progress in relation to the core standards and discussing this with the NQT and Induction Lead. This should include targets for the next assessment period and will inform the basis of the two Interim Assessment and Final Assessment Reports submitted to the appropriate body by the agreed deadline each term.

Where an NQT is experiencing difficulties, it is the 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 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.

Each NQT is given a timetable reduced 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 Mentor
- attendance at whole school NQT Support Sessions
- planned observations of other colleagues
- undertaking planned activities to support identified development needs

The NQT is responsible for keeping track of and participating fully in observations, progress against the Standards reviews 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 Mentor in the first instance.

Monitoring Progress

There will be three formal meetings throughout the induction period, where an assessment will be made regarding the NQT's progress towards meeting the Teachers' Standards. These meetings will take place two weeks before the end of each term and will be held between the NQT and their Mentor. As stated earlier, these formal meetings will inform the basis of the two Interim Assessment and Final Assessment Reports that are completed by the Mentor, to be submitted to the appropriate body by the agreed deadline each term.

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

Judgements made at each of the formal assessment meetings should relate directly to Teachers' Standards. Each NQT should be kept up to date about their progress in an ongoing manner, in order for him/her to be aware of how the Mentor and Induction Lead see his / her progress and development. At these meetings the NQT should be provided with developmental targets as to move forward. Under no circumstances should there be any surprises at this meeting.

The Mentor must ensure that he/she tells the NQT (during the assessment meeting) the judgement to be recorded in the formal assessment record and sent by the Principal/Headteacher to the appropriate body. The 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 / Headteacher's recommendation to the appropriate body as to whether the NQT has met the Teacher's Standards. This will result in an observation by the Principal/Headteacher or their representative.

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.

Unsatisfactory Progress

An NQT has one chance to complete induction; if he/she completes the induction period but fails to meet the Teachers' Standards, the NQT will not be permitted to repeat the 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 should be notified. A two-week action plan should then be put in place that addresses areas of concern. A Cause for Concern meeting would follow if the NQT has not made the required progress. 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.

Extenuating circumstances could include:

- personal crisis
- 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 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 own area, and across the School/College

Policy Review

The LGB and Principal / Headteacher's will review the arrangements annually and ensure that the school is fulfilling its responsibilities to provide the necessary monitoring, assessment and support for NQTs. The next review will be in March 2021.

Appendix A Teacher 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:

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.

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.

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

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)

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

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

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

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.

