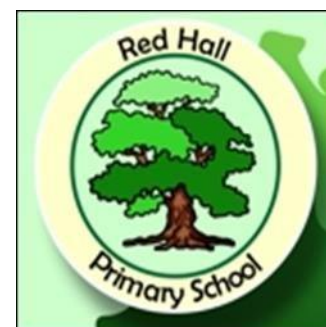


# Red Hall Primary School



## Newly Qualified Teaching (NQT) Induction Tutor Policy

This policy is part of the school's policies for safeguarding children.

Document History	
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<b>By:</b>	Miss Snowdon
<b>NQT Governor</b>	
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### Contents – need to change the numbers

1. Aims.....	2
2. Legislation and statutory guidance .....	2
3. The induction programme .....	2
4. Roles and responsibilities.....	4
5. Monitoring arrangements.....	6
6. Links with other policies.....	6

## 1. Aims

The school aims to:

- Run an NQT induction programme that meets all the statutory requirements
- Provide NQTs 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 programme
- Offer NQTs the opportunity to attend all Local Authority NQT training sessions
- Ensure all NQTs have bespoke training opportunities to further develop their understanding of life at Red Hall School

## 2. Legislation and Statutory Guidance

This policy is based on:

- The Department for Education's (DfE's) statutory guidance [Induction for Newly Qualified Teachers \(England\)](#), and [Induction for newly qualified teachers during the coronavirus outbreak](#)
- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#)

The 'relevant standards' referred to below are the [Teachers' Standards](#).

## 3. The Red Hall Induction Programme

- For a full-time NQT, the induction programme will typically last for a single academic year.
- At Red Hall, our training programme is set in September, after the first meeting between the NQT and the NQT mentor. A bespoke training programme is then designed, based on the needs of the NQTs. This develops term on term, depending on the changing needs of the NQTs and the targets from their observations and NQT Assessment forms.
- The programme is quality assured by the NQT mentor, the Headteacher and the Governing Body.

### 3.1 Posts for Induction

Each NQT will:

- Be given 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
- Mainly teach the same class
- Take part in similar planning, teaching and assessment processes to other teachers working in Red Hall
- 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 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

We support NQTs with:

- A designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Observations of their teaching on a half termly basis and follow this up with professional coaching discussions, with prompt and constructive feedback. Setting out agreed 'next steps' for development, linked to the NQT standards as well as their own well-being.
- Regular professional reviews of their progress, to take place on a fortnightly basis (unless otherwise stated with the NQT), at which we will review their progress so far, next steps and most importantly, their wellbeing.
- Chances to observe experienced teachers, either within the school or at another school with effective practice
- Opportunities to communicate with their Local Authority mentor.
- Bespoke training, based on what the NQT would like to focus on.

Typical training routine:

Meeting held with NQT.

Focus areas identified.

Training put in place, with dates and the staff member concerned identified.

Training takes place.

NQT follow up meeting takes place to identify the impact of training and how this will be applied to their own teaching.

Agreement for a follow up session with the teacher who has been observed or some team teaching to be arranged – if needed.

### 3.3 Assessments of NQT performance

- Formal assessment meetings will take place on a termly basis carried out by the NQT mentor, or in their absence, the NQT's team leader.
- These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period, and drawn from the NQT'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. This is a process which is done **with** the NQT and not **to** them.
- After these meetings, formal assessment reports will be completed that clearly show how the NQT is performing against the relevant standards.
- At the end of the programme, NQTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the Headteacher to decide whether the NQT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form, signed by the NQT, the NQT induction tutor and the Headteacher.
- The NQT will be asked to 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 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 with the NQT. This process will be done **with** the NQT, not **to** them.
- Appropriate objectives are set to guide the NQT towards satisfactory performance, with the support of the Local Authority.
- An effective support programme is put in place to help the NQT improve their performance. This is reviewed on a weekly basis, annotated, then sent to the Local Authority to ensure they are aware of the NQT's progress.

If there are still concerns about the NQT's progress at their next formal assessment, so long as it is not the final assessment, the Headteacher will discuss this with the NQT, updating objectives as necessary and giving details of the improvement plan for the next assessment period. At this point, the Local Authority will then offer face to face support for the NQT and the NQT mentor.

## **4. Roles and responsibilities**

The following is based on recommendations from the statutory guidance. As a school, all subject leaders have a role to play in an NQT's training and recognise that they may be called upon to offer support and assistance throughout the NQT's induction.

### **4.1 Role of the NQT**

The NQT 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 and recognise that NQT time can be directed
- Provide evidence of their progress against the relevant standards, by using the Local Authority NQT evidence tracker. This will then be used by the NQT mentor, to write their termly progress reports
- 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 (noting that up until 1 September 2021, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend their NQT induction)
- Keep copies of all assessment forms
- Be proactive in acting on feedback and working towards the NQT standards

**When the NQT has any concerns, they will:**

- Raise these with their induction tutor as soon as they can
- Consult with the Governing Body and / or the Local Authority NQT induction team, at an early stage if there are difficulties in resolving issues with their tutor or within the school

## **4.2 Role of the Headteacher**

The Headteacher will:

- Check that the NQT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the NQT starting, who will act as the NQT mentor
- Notify the appropriate body when an NQT is taking up a post and undertaking induction
- Make sure the NQT's post is suitable according to statutory guidance (see section 3.1 above)
- Ensure the NQT mentor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the NQT'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 Local Authority's NQT team
- Maintain and keep accurate records of employment that will count towards the induction period (noting that up until 1 September 2021, any absences due to coronavirus – in the form of school closure, sickness or self-isolation – will not count towards the 30-day absence limit that would extend the NQT's induction)
- Make the Governing Body aware of the support arrangements in place for the NQT
- Make a recommendation to the Local Authority and appropriate body on whether the NQT's performance against the relevant standards is satisfactory
- Participate in the Local Authority 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, including coaching and mentoring
- Schedule meetings for the NQTs to 'catch up', discuss progress, identify areas of need and follow up on LA training sessions
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Share and discuss the NQT's progress around the NQT standards
- Ensure that the NQT's teaching is observed and feedback is provided within 48 hours
- Ensure the NQT 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 appears to be having difficulties

## **4.4 Role of the Red Hall Governing Body**

The Governing Body will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the NQT
- Ensure the NQT mentor and Headteacher are fulfilling their responsibility to meet the requirements of a suitable induction post
- Have a Governor linked to the NQTs, who will meet with the NQTs and / or the NQT mentor on a termly basis (minimum)

- Investigate concerns raised by the NQT 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

## **5. Monitoring arrangements**

- This policy will be reviewed **annually** by the NQT Mentor. At every review, it will be approved by the full Governing Body.

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

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay
- Teaching and Learning Policy