

Last review: New policy (March 2021)
Review date: September 2021
Signed By:
Approval Committee: Governing Body



GILLINGHAM SCHOOL
Hardings Lane, Gillingham
Dorset SP8 4QP

NEWLY QUALIFIED TEACHER (NQT)
POLICY

Aims

The Governing Board and the Senior Leadership Team of Gillingham School recognise the significant contribution that Newly Qualified Teachers (NQTs) make to the school and aim to provide NQTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers. Our formal induction programme follows the structure of the Early Career framework (ECF) <https://www.gov.uk/government/publications/early-career-framework>, and is currently in development to support teaching colleagues through the initial five years of their career through a continuing programme of professional learning, research informed practice and coaching.

Legislation and statutory guidance

This policy is based on the Department for Education's latest statutory guidance Induction for Newly Qualified Teachers (England) April 2018 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

The 'relevant standards' referred to below are the Teachers' Standards (2012, updated 2013)

This policy complies with the school's funding agreement and articles of association.

The Appropriate Body

Gillingham School's own induction programme is quality assured by Dorset County Council.

NQT Induction Programme

NQT entitlement

For a full-time NQT, the induction programme will typically last for a single academic year, nominally 190 days. Part-time NQTs will serve the full-time equivalent; for example, the induction period for a teacher employed on a 0.6 FTE contract will last approximately 5 terms, to a maximum of 190 school days.

Each NQT is entitled to:

- a) 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
- b) A designated subject mentor, who will have qualified teacher status (QTS). The school's normal policy is for NQT mentors to be from the same subject background to the NQT.
- c) A reduced timetable, with no more than 90% of the standard teaching load for teachers on the main pay range, to allow them to undertake professional learning activities in their induction programme.

d) Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.

e) A programme of professional learning seminars throughout the year delivered by colleagues with expertise in diverse areas of pedagogy and pastoral development.

In addition, NQTs will not

- be given additional non-teaching responsibilities without appropriate preparation and support
- have unreasonable demands made upon them
- normally teach outside the age range and/or subjects they have been employed to teach
- be presented with unreasonably demanding student discipline issues on a day-to-day basis

Support for NQTs

We support NQTs through:

- Their designated subject mentor, who will provide day-to-day monitoring and support, a weekly mentoring meeting, and coordinate their assessments
- Observations of their teaching at regular intervals by their mentor, Subject Leader and members of the Senior Leadership Team, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths
- Opportunities to observe experienced teachers, either within the school or at another school with effective practice
- A programme of professional development and school induction meetings along with other new staff.
- Regular informal meetings with the Induction Manager

Assessments of NQT performance

Formal reviews of progress will take place on a termly basis, and will be carried out by the NQT's subject mentor. These meetings will be informed by clear and transparent objective 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 to the appropriate body if required.

Following these reviews, formal assessment reports will be completed that clearly show how the NQT is performing against the relevant standards. The reports will be sent to the appropriate body for comment. At the end of the induction period NQTs will have a final formal assessment meeting with the subject mentor.

The outcomes of this meeting will be used by the Induction Manager to recommend to the headteacher whether the NQT's performance is satisfactory against the relevant standards. The recommendation will be written up in a final assessment form, to which the NQT can add their own comments. The form will be endorsed by the headteacher and then be sent to the appropriate body, who will make the final decision on whether the NQT has passed their induction period.

At-risk procedures

If it becomes clear the NQT is not making the expected progress against the Teacher Standards, additional monitoring and support measures will be put in place immediately, so that:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the NQT towards satisfactory performance
- An effective support programme is arranged to help the NQT improve their performance

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 Induction Manager will discuss this with the NQT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

Roles and responsibilities

Role of the NQT

The NQT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their subject mentor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their subject mentor how best to use the additional time from their reduced timetable loading
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and professional development programme
- Participate in scheduled lesson observations, progress reviews and formal assessment meetings
- Agree with their subject mentor 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

If the NQT has any concerns, they will:

- Raise these with their subject mentor (or with the Induction Manager if their concern is about their mentor) as soon as possible
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues within the school

Role of the Induction Manager

Acting on behalf of, and as necessary in consultation with, the Headteacher, **the Induction Manager 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 appropriate body
- Notify the appropriate body when an NQT is taking up a post and undertaking induction
- Make sure the NQT's statutory entitlements are in place
- Ensure the subject 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 appropriate body
- 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

Role of the subject mentor

The subject mentor will:

- Provide guidance and effective support to the NQT, including coaching and mentoring
- Carry out regular progress reviews throughout the induction period
- Undertake termly reviews of progress during the induction period, coordinating input from other colleagues as appropriate
- Inform the NQT of the judgements to be recorded on their formal assessment record and invite the NQT to add their own comments
- Ensure that the NQT's teaching is observed and feedback is provided
- 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

Role of the Headteacher

The Headteacher will:

- Ensure that a suitably qualified and experienced member of staff is appointed as Induction Manager, with sufficient time to carry out the role effectively
- Ensure that staff acting as subject mentors are suitably qualified and are given sufficient time to carry out the role effectively
- Maintain and keep accurate records of the NQT's employment that will count towards the induction period
- Make the governing board aware of the support arrangements in place for the NQT
- Read and sign all formal assessments sent to the appropriate body
- Make a final recommendation to the appropriate body on whether the NQT's performance against the relevant standards is satisfactory

Role of the governing board

The governing board will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support NQTs
- Ensure the headteacher is fulfilling their responsibility to meet the NQT's entitlements
- Investigate concerns raised by NQTs 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 NQTs

Monitoring arrangements

The implementation of this policy will be monitored by the governing body to which the Headteacher will provide regular reports. This policy will be reviewed every year or whenever there is a change to the legislative framework or DfE guidance.