

Bedford High School

A Specialist Business and Enterprise College

To Care To Learn To Achieve



Newly Qualified Teacher (NQT) Policy

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Document control

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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

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](#).

This policy complies with our funding agreement and articles of association.

The induction programme

For a full-time NQT, the induction programme will typically last for a single academic year. Part-time NQTs will serve a full-time equivalent.

The programme is quality assured by Wigan Council, our 'appropriate body'.

Each NQT will:

- 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
- Have a nominated SLT mentor (Professional Mentor), who will have qualified teacher status (QTS)
- Have an appointed induction tutor (Curriculum Mentor), 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
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- Participate in a wide range of NQT bespoke, whole school and subject specific professional development
- 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 and/or subjects they have been employed to teach

- Not be presented with unreasonably demanding student discipline problems on a day-to-day basis

Support for NQTs

We support NQTs with:

- Their designated induction tutor (Curriculum Mentor), who will provide day-to-day monitoring and support
- Observations of their teaching each half term, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place each half term, at which we will review their action plans 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
- Participation in a comprehensive Professional Practice Programme throughout the year, designed to support the NQT in a wide range of topics and areas of teaching
- Enrolment in the Early Career Teacher pilot programme, with access to online materials, training activities and instructional coaching

Assessments of NQT performance

Formal assessment meetings will take place on a half termly basis, carried out by the Assistant Headteacher (Professional NQT Mentor). 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. Formal assessment reports will be completed at the end of each term to show how the NQT is performing against the relevant standards. The NQT will add their own reflections to this form.

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. The NQT will add their own reflections 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.

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
- Appropriate objectives are set to guide the NQT towards satisfactory performance
- An effective support programme is put in place 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 Headteacher will discuss this with the NQT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

When the NQT has any concerns, they will:

- Raise these with their Professional and Curriculum Mentors or HR Department as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their tutor or within the school

Roles and responsibilities

Role of the NQT

The NQT will:

- Provide evidence, to the HR Department, that they have QTS and are eligible to start induction
- Agree with their Professional Mentor 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)
- Agree with their Professional and Curriculum Mentors how best to use their reduced timetable allowance, including scheduling meetings and peer observations
- Meet with their Professional and Curriculum Mentors at the start of the programme to discuss and agree priorities from their ITT programme, and keep these under review
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled lesson observations, progress reviews and formal assessment meetings
- Retain copies of all assessment forms, lesson plans and materials, observation forms and CPD work

Role of the Curriculum Mentor

The Curriculum Mentor will:

- Provide guidance and effective support to the NQT, including weekly instructional coaching and mentoring sessions (linked to the ECT programme)
- Inform the NQT during their meeting of the lesson feedback to be recorded 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 Assistant Headteacher (Professional Mentor)

The Professional Mentor will:

- Provide guidance and effective support to the NQT, including the Professional Practice Programme
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate

- Inform the NQT during the assessment meeting 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:

- 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 post is suitable according to statutory guidance (see section 3.1 above)
- Ensure the Professional and Curriculum Mentors are appropriately trained and have 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
- 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 board aware of the support arrangements in place for the NQT
- Make a recommendation to the appropriate body on whether the NQT's performance against the relevant standards is satisfactory
- 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 governing board

The governing board will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the NQT
- Ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- 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

Monitoring arrangements

This policy will be reviewed **annually** by the Assistant Headteacher. At every review, it will be approved by the full governing board.