

## **TrustEd Schools' Partnership Induction of Newly Qualified Teachers (NQTs) Policy**

*This policy has been consulted through the Trust Forum Group, which includes Support Staff and Teacher's representation for all schools within our Trust.*

**FREQUENCY OF REVIEW :** Every two years

**COMMITTEE:** PPMP Committee:

**APPROVED:**

**AUTHOR:** Shropshire HR

**DATE OF NEXT REVIEW:** Autumn 2022 unless there is material change

### **Adopted by the Board of Trust-Ed Schools' Partnership**

Signed \_\_\_\_\_

Chair of Trust Board

Dated \_\_\_\_\_

Signed \_\_\_\_\_

Chief Education Officer (CEO)

Dated \_\_\_\_\_

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# TrustEd Schools' Partnership Induction of Newly Qualified Teachers (NQTs) Policy

## 1. Introduction

The Trust's induction process 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 an assessment of performance against the relevant Teachers standards. The programme should support the newly qualified teacher (NQT) in demonstrating that their performance against the relevant standards is satisfactory by the end of the period and equip them with the tools to be an effective and successful teacher.

The induction process ensures the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.

This programme will enable an NQT to form a secure foundation upon which a successful teaching career, can be built.

## 2. Scope

The Trust's induction process has been designed to make a significant contribution to both the professional and personal development of all NQTs who are employed in our Trust schools who must have by law, have completed an induction period satisfactorily.

Reference to 'Headteacher' throughout this procedure may also include the Executive Headteacher or Chief Education Officer (CEO) of the Trust.

The Trust is committed to ensuring that the Induction of Newly Qualified Teachers (NQTs) policy will be applied fairly and consistently and in a non-discriminatory way, i.e. regardless of:

- Race
- Gender
- Sexual orientation
- Disability
- Religion and belief
- Age
- Contract type
- Trade union membership.

## 3. Purpose and Aims

The purpose of this policy aims -

- to provide programmes appropriate to the individual needs of the NQT through the completion of the induction period and frequent review of performance against the teaching standards;
- to provide guidance and support to enable NQTs to meet the teaching standards by the end of their induction year;
- to provide appropriate action planning, reviewing, monitoring and support through the role of

an identified induction tutor;

- to provide NQTs with examples of good practice within the Trust schools;
- to help NQTs form good relationships with all members of the Trust school community;
- to help NQTs become aware of the Trust school's role in the local community;
- to ensure reflection on their own and observed practice;
- to provide opportunities to identify areas for development and to form action plans to meet identified targets.

This policy reflects a structured approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

#### **4. Statutory Guidance**

Statutory guidance from the Department for Education (DfE) (Revised 2018) means that those involved in managing statutory induction arrangements must have regard to it when carrying out their relevant duties. The guidance covers those settings, which are both required to or choose to offer induction to their newly qualified teachers.

The statutory guidance from the DfE updates and replaces the statutory guidance, which accompanied the Education (Induction Arrangements for School Teachers) (England) Regulations 2012. The guidance will be kept under review and updated when necessary.

The legislation the DfE guidance refers to is -

- Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and associated Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

#### **5. Glossary**

NQT – Newly Qualified Teacher

DfE – Department for Education

LA – Local Authority

QTS – Qualified Teacher Status

CEDP - Career Entry and Development Profile

TRA - Teaching Regulations Agency

AST – Advanced Skills Teachers

#### **6. Roles and Responsibilities**

##### **6.1. The Governing Body and Academy Trustees**

The Governing Body and Academy Trustees will be fully aware of the contents of Guidance to the Law The Education (Induction Arrangements for School Teachers) (England) Regulations 2012, which sets out the Trust's responsibility to provide the necessary monitoring, support and assessment for NQTs. Careful consideration is given, prior to any decision to appoint an NQT,

whether the Trust currently has the capacity to fulfil all its obligations. The Governing Body and Academy Trustees will be kept aware and up to date of induction arrangements.

The Governing Body and Academy Trustees will seek guidance from the Local Authority (LA) if necessary.

## **6.2. The Headteacher**

The Headteacher at each school plays a significant and leading role in the process of inducting new colleagues to the profession. While the implementation of the Induction Programme will be led by an induction tutor/coordinator, who oversees individual induction, the Headteacher or a member of the Senior Leadership Team will also observe each NQT early in the academic year. Statutory responsibilities are to:

- clarify with the Appropriate Body whether the teacher needs to serve an induction period or is exempt;
- register the NQT with the NQT administrator of the AB;
- each school within the Trust should notify Employment Services or their payroll provider when a NQT who is taking up a post in which they will be undertaking induction before the appointment begins;
- ensure the NQT's post is a suitable post in which to serve induction;
- ensure that an appropriate induction programme is in place;
- ensure the NQT has both a reduced timetable (no more than 90% of the timetable of the school's/Trust's existing teachers on the main pay range) and PPA time as necessary, and;
- where relevant obtain documentation from the NQT's previous post including any interim assessment and details of absences, and take this into account in determining the length and nature of the NQT's induction programme and period;
- appoint an induction tutor (who must hold QTS) and ensure that an appropriate cycle of observations, 6 progress reviews and 3 formal assessments is scheduled (ideally in advance) and takes place;
- ensure the induction tutor is appropriately trained and has time to carry out their role;
- act early, alerting the Headteacher when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily;
- ensure third party observation of an NQT, particularly if progress towards meeting the standards may be at risk;
- maintain accurate records of periods of employment that will count towards the induction period and when NQTs leave the school part way through a period;
- monitor absences and notify the Headteacher as soon as absences over the whole period

total 30 days or more; Note absences related to statutory maternity leave and Covid-19 should be monitored separately as this sort of absence should not trigger an extension to the induction period unless the school and the NQT thinks it is in their best interests to do so;

- periodically inform the Governing Body and Academy Trustees about the school's induction arrangements;
- ensure termly assessment reports are completed (on pro-rated time scale for part-time staff) and sent to the Headteacher as required;
- participate appropriately in the Trust's Quality Assurance procedures;
- consult and agree with Headteacher and with the AB the exceptional cases where it may be appropriate to shorten or extend the induction period;
- within 10 days of the NQT completing the induction period, make a recommendation to the Headteacher on whether the NQT has met the teaching standards, using agreed forms;
- provide interim assessment reports for staff moving in-between formal assessment periods and notify Employment Services or payroll provider when an NQT serving induction leaves the school;
- retain all relevant documentation/evidence on file for six years;

While the Headteacher may not delegate these responsibilities, an induction tutor or other suitably experienced colleague will carry many of the associated tasks out. In addition to the statutory requirements, the Headteacher will:

- observe and give written warnings to an NQT at risk of failing to meet the required standards;
- keep the Governing Body and Academy Trustees aware and up to date about induction arrangements and where appropriate, the NQT's progress.

### **6.3. Induction Coordinator**

The induction coordinator oversees the induction of NQTs when there is more than one NQT working in the school/Trust at one time. The induction coordinator is responsible for ensuring that induction tutors are fulfilling their roles and provided support and advice to induction tutors. The induction coordinator ensures that all evidence is adequately recorded and that the school/Trust has a consistent approach to induction.

### **6.4. Induction Tutor**

The principal requirement for the NQT induction tutor is to be responsible for the overall management of initiating NQTs into the teaching profession and into the school/Trust's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous but fair assessment of NQT performance.

The induction tutor (or the Headteacher where he/she carries out this role) provides the NQT with day-to-day monitoring and support and must:

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the NQT's professional development;
- Carry out 6 reviews of progress during the induction period;
- undertake 3 formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate;
- undertake 6 observations of the NQT's teaching and provide the NQT with copies of written feedback;
- ensure NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- take prompt and appropriate action where an NQT appears to be experiencing difficulties; and;
- ensure completed assessment reports/forms are sent to the Headteacher by the appropriate deadlines.

### **6.5. Newly Qualified Teacher**

The NQT has a vital part to play in their own induction.

Before the period starts:

- checking that they have passed any skills tests prior to starting the induction period;
- checking with the DfE Teaching Agency that they have been awarded Qualified Teacher Status (QTS) before starting an induction period; and
- providing evidence that they have QTS and are eligible to start induction.

Once the period has started:

- at the earliest opportunity following appointment meet with their induction tutor to discuss and agree priorities for their induction programme and development, and keep these under review;
- agreeing with their tutor how best to use their NQT reduced timetable allowance;
- using the Career Entry and Development Profile (CEDP) to support planning the induction programme;
- recording evidence of their progress against the teaching standards;
- participating fully in the agreed monitoring and development programme;
- raising any concerns with their induction tutor as soon as practicable;

- consulting their appropriate named contact at an early stage where there are or may be difficulties in resolving issues with their tutor/within the school/Trust;
- keeping track of and participating effectively in the scheduled classroom observations, 6 progress reviews and 3 formal assessment meetings;
- agreeing with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retaining copies of all assessment forms and other documentation. This, along with tracking start and end dates for the induction period is especially important in cases where the NQT has a break/change of employer during the induction period.

In addition to the above:

- whilst **not** serving induction, NQTs should comply with the limits on supply teaching for those employed in a relevant school of academy, seeking approval from the Headteacher to extend the limits.

### **6.6. The Local Authority**

The LA, along with the Headteacher, is jointly responsible for the supervision and training (professional development) of the NQT during induction and has the main quality assurance role. The school/Trust works closely with the LA to ensure that the statutory requirements are fully met.

### **6.7. The Appeal Body**

The Teaching Regulation Agency (TRA) is the Appeal Body in England. If an NQT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:

- allow the appeal;
- dismiss the appeal; or
- extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by the school/academy).

## **7. Entitlement and Continuing Professional Development**

The induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements of the Teachers' Standards for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award for qualified teacher status (QTS).

The key aspects of the induction programme for NQTs at each school are as follows.

- access to an induction programme that will commence upon appointment and be reviewed after one year in post;
- structured visits to the school prior to taking up appointment with time to discuss the Career

Entry and Development Profile, developments needed and how they will be assisted in making these;

- help and guidance from an induction tutor who is adequately prepared for the role and will coordinate the induction programme;
- regular meetings with mentor, senior managers, subject coordinators and other key staff where appropriate;
- time and regular opportunities to meet with other NQTs and teachers who have recently completed their induction programme;
- observe experienced colleagues teaching;
- experienced colleagues will model aspects of good practice so that the NQT can focus attention on particular areas of teaching through observation;
- early warning of the risk of failure will be given and the school/Trust's concerns communicated to the LA without delay.

Where an NQT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out according to the LA's *Advice and Guidance for NQTs Who Require Additional Support*.

Where necessary, the Headteacher/NQT Induction Team Manager will support the induction tutor and NQT in observations and planning an appropriate programme to ensure satisfactory completion of the NQT year and that all steps have been taken to help a failing NQT improve.

## **8. Addressing NQT Concerns**

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the NQT should raise concerns with the named LA contact. The LA contact number is Kev McKie - 01743 254461.

## **9. Extending Induction Period**

The school/Trust has the option, when making its decision at the end of the induction period to extend the period where this can be justified. It determines the length of the extension, the procedure for assessments during it, and the recommendation at its end. The school/Trust may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the NQT to have demonstrated satisfactory performance against the relevant standards for other reasons. These might include:

- personal crises;
- illness;
- disability;
- issues around the support during induction; or
- where there is insufficient evidence within induction documentation for a decision to be made about whether the NQT's performance against the standards is satisfactory.

An NQT may be unable to, or choose not to, serve an extension in the same school/Trust in which they completed their original induction period. They will then need to find another post in which to complete the extension to their induction period. In these circumstances, the minimum period of employment must still be served, as the NQT will be working in a new institution.

If an NQT leaves the school/Trust having started but before completing their extension, the Headteacher should complete an interim assessment form and notify Employment Services or payroll provider.

## **10. Monitoring and Review**

Trustees will monitor the outcomes and impact of this policy on an a bi-annual basis in conjunction with school representatives and will discuss revisions with their HR provider.

## **Appendices**

Appendix 1: Advice and Guidance for NQTs Requiring Additional Support

Appendix 2: The Aims of NQT Induction

Appendix 3: A Personal Development Plan for a NQT

## Advice & Guidance for NQTs requiring additional support

### Unsatisfactory Progress

The vast majority of NQTs will complete the induction period satisfactorily. Nevertheless, there will be NQTs who, at some stage of their induction programme, may be judged to be making unsatisfactory progress or feel themselves that they are not progressing, as they would like. If this occurs, early action must be taken in order to provide the NQT with the opportunity to make the necessary improvements to his or her performance.

All NQTs must be monitored in accordance with the statutory guidance <https://www.gov.uk/government/publications/nqt-support-and-inductions-from-september-2020/information-for-schools-and-newly-qualified-teachers-nqts-preparing-for-nqt-induction-from-september-2020>.

This process should enable the Headteacher to identify any difficulties experienced by the NQT in making progress towards the core standards at an early stage.

#### Putting in place additional monitoring and support

If it becomes apparent that an NQT is not making satisfactory progress, the Headteacher must ensure that additional monitoring and support measures are put in place immediately. **Action to improve performance must not be delayed until a formal assessment meeting has taken place.** Additional action might include setting more specific or shorter-term objectives and closer monitoring and recording of progress. It is important that concerns are communicated quickly to all those with responsibilities in the induction process; including the NQT, induction tutor and the Appropriate Body. It is especially important that the NQT is made aware of the area(s) in which they need to improve their practice, and that he or she is given every opportunity to improve his or her performance and go on to meet the core standards. A sample support plan is provided at the end of this document.

Where there is concern about the NQT's progress, both the Headteacher and the Appropriate Body should be satisfied that:

- the assessment of the NQT is well founded and accurate;
- areas in which improvement is needed have been correctly identified;
- appropriate objectives have been set to guide the NQT towards meeting the Teachers' standards; and
- an effective support programme is in place to help the NQT improve and to address identified areas for development.

#### Arranging a professional review by a third party

In cases where the induction tutor is not the Headteacher, the Headteacher must observe the teaching of any NQT considered not to be making satisfactory progress, in addition to the observations, which take place as a part of the induction process.

The school should also use its own monitoring systems to identify NQT support needs. Where the induction tutor is the Headteacher, they should ensure that a third party who holds QTS reviews the evidence and observes the NQT (for example an Advanced Skills Teachers (AST) or other experienced teacher in the institution).

### **Action if performance is still unsatisfactory at the next assessment point**

In many cases the additional monitoring and support measures mentioned above will have the desired effect and the NQT will go on to be formally assessed at the end of the period as having met the core standards.

However, in some cases improvement will not be enough. Where there are still concerns about the NQT's progress at the next assessment point (and this is not the final assessment), the Headteacher should explain to the NQT where the consequences of failure to complete the induction period satisfactorily and discuss fully with the NQT:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement;
- details of the improvement plan for the next assessment period.

Following the discussion the Headteacher must complete the relevant assessment form and send it to the Appropriate Body, indicating to the Appropriate Body that, at their current rate of progress, the NQT is at risk of not completing their induction satisfactorily. In addition to comments on progress, the completed assessment form should, in these circumstances, include brief details of the issues discussed.

The NQT should as normal sign the assessment form to confirm that he or she is aware of the contents of the form. The Headteacher should then give the original copy of the completed form to the NQT, send a copy to the Appropriate Body and retain a copy.

### **Induction in more than one institution**

The Headteacher and Appropriate Body should act promptly in circumstances where an NQT experiencing difficulties has served part of their induction in another institution, and where at the time of the latest appointment there is only a short period of the induction period left to serve. It is also important in these circumstances that the Headteacher has (as required, on appointment) contacted the previous Appropriate Body to obtain copies of earlier assessment reports, including any interim assessments and details of any absences. This will ensure any previously identified support needs are met as quickly as possible.

Where performance remains unsatisfactory at the point of the final assessment the Headteacher should follow the guidance and take action as set out below.

### **Completing the third formal assessment form and making the recommendation**

Following the third and final formal assessment meeting the relevant assessment form should be completed by the Induction Tutor and/or Headteacher (as appropriate). This form must record the Headteacher's final recommendation as to whether or not, upon completion of the induction period, the NQT has met the teachers' standards.

The Headteacher, the Induction Tutor and the NQT must then sign the final assessment form and the NQT should be invited to add their comments before signing the form.

The Headteacher should ensure a signed copy of the assessment form, containing the recommendation, is sent to the Appropriate Body **within ten working days from the date of completion of the induction period**. The Headteacher should keep a copy, and give the original to the NQT. The Headteacher and the Appropriate Body should retain copies of all assessments and supporting evidence for six years.

*This document is based on the Statutory Guidance on Induction for Newly Qualified Teachers in England, Section 4 "Unsatisfactory Progress & Appeals" and section 2 "The Induction Process".*

## The Aims of NQT induction

- to build on and extend knowledge and skills developed during ITT;
- to provide a programme to assist the NQT to meet the Teachers' Standards;
- to provide a programme that is tailored to suit the NQT's needs to include a reduced timetable of 10% NQT and PPA time.

In order to confirm that the NQT has received appropriate support, please ensure that you have evidence of the following:

1. Evidence of the reduced timetable, which enables them to undertake activities in their induction programme.	<i>10% PPA 10% NQT</i>
2. Programme for NQT, which is 'appropriately targeted', based on prior induction period evidence including 'specific or additional support'.	<i>See CEDP transition 2 (meeting 1) and additional support plans</i>
3. Evidence of effective coaching and mentoring from all the induction tutors involved.	<i>Ensure that the induction tutors are trained and able to do the role effectively.</i>
4. Evidence of when NQT began to show she/he was experiencing difficulties and the action planned to deal with this.	<i>See record of professional review meeting documents (meetings 3, 9 &amp; 15).</i>
5. The 'personalised' supported programme for the NQT including evidence of:  (a) The meeting to discuss with the induction tutor their strengths and weaknesses.  (b) The agreed timetable of observations, reviews and assessment meetings.  (c) The personalised development plan.  (d) Copies of information given to the NQT about their rights and responsibilities.  (e) The appropriate programme of training and improvement activities.  (f) Induction into institution-wide policies, including safeguarding/child protection, behaviour management, SEN and H&S.  (g) Opportunities for more targeted support and advice in (f) above.	<i>(a) use NQT mentoring diary.  (b) Use NQT mentoring diary.  (c) Transition Point 2 and professional review meetings.  (d) See NQT webpage 'Rights &amp; Responsibilities'.  (e) Transition point 2 and subsequent review meetings.  (f) In-school induction within first weeks. (g) In-school induction within first weeks.  (h) In-school induction within first</i>

<p>(h) Appropriate training development and advice from outside organisations.</p> <p>(i) External training events relevant to identified needs.</p> <p>(j) Provision of information on grievance and capability procedures.</p>	<p>weeks.</p> <p>(i) <i>In response to Transition point 2 and subsequent meetings.</i></p> <p>(j) <i>In response to Transition point 2 and subsequent meetings.</i></p> <p>(k) <i>Review date for second term.</i></p>
<p>6. Evidence of opportunities to observe experienced teachers to develop good practice in those areas of teaching identified as requiring development.</p>	<p><i>School to outline expectations on use of NQT time, some of which to be used on in and out of school observations.</i></p>
<p>7. Evidence of feedback from observations relating to identified needs.</p>	<p><i>See NQT lesson observation and feedback form.</i></p>
<p>8. Reviews and the revision of objectives.</p>	<p><i>Mentoring diary and professional reviews.</i></p>
<p>9. The written reports of observations and progress review meetings, which were used to inform the formal assessment meeting and the formal assessment record.</p>	
<p>10. Which standard(s) is the NQT at risk of not meeting?</p>	
<p>11. What further support does the NQT think she/he needs?</p>	
<p>12. What further support does the school think the NQT needs?</p>	

## A Personal Development Plan for an NQT

### Objectives and Success Criteria

Focus on the key areas for improvement that have been identified in the previous term and that will enable the NQT to pass the induction. The Teachers' standards are the success criteria by which they should be measured – make sure you identify the right ones.

Objective for development	Success Criteria – Teachers' Standard
1.	
2.	
3.	

### Support Activities

Identify the activities that will best enable the NQT to address his/her areas for improvement and who will work with them to achieve it. It is important that the NQT is able to spend time reviewing the outcome of each activity with his/her induction tutor, or by self-evaluation, thus being able to agree a new focus for improvement. Outcomes and follow-up can be noted in more detail on a separate sheet.

Activity	Whom	Date/Target date	Review – process, outcomes, follow-up

### Monitoring Activities

How will the NQT's progress be monitored and judged? By observation, by interview, by self-evaluation. Who will undertake these?

Activity	Date/Target date	Whom

## Evidence of progress from monitoring

Use this table to note down the key judgements being made as an outcome (these can be more detailed on a separate sheet).

Monitoring activity/date	Judgment & Evidence

## Overall Evaluation

What has been the overall outcome of the improvement and support programme? Focus on the core standards used in the initial plan/objectives. Ensure that the NQT is able to comment and agree. Any disagreement needs to be noted.

Teachers' Standard/Objective for development	Outcome of progress made by NQT
1.	
2.	
3.	
<b>Any issues arising?</b>	
<b>Comment by Induction Tutor</b>	<b>Signed/Dated</b>
<b>Comment by NQT</b>	<b>Signed/Dated</b>
<b>Headteacher signature and comment</b>	<b>Signed/Dated</b>