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NQT Policy

Introduction

Statutory induction is the bridge between initial teacher training (ITT) and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and assessment of performance against the Teachers' Standards. Induction provides the NQT the opportunity to demonstrate their performance against the Teachers' Standards is satisfactory and are therefore equipped with the tools to be an effective and successful teacher.

Purpose Our school's statutory induction processes have been developed to ensure our NQTs feel supported and challenged, both professionally and personally, and to enable them to have a positive impact on outcomes for our pupils/students.

Consortium Academy Trust's statutory induction processes have been developed to ensure our NQT's feel supported and challenged, both professionally and personally, so that they are able to have a positive impact on outcomes for our pupils/students. Consortium Academy Trust follows the statutory guidance set out by the appropriate bodies in Suffolk and Norfolk. Successful completion of statutory induction enables an NQT to teach without restriction.

1.0 Statutory Requirements fulfilled by Consortium Trust.

School Leaders are required to:

- > confirm that the NQT has been awarded QTS
- > register the NQT with the appropriate body before they take up the post at <https://www.nqtmanager.com/appropriate-bodies>
- > ensure that their school meets the requirements for hosting an NQT
- > Include assessment by the Academy Head about whether the NQT's performance against the Teachers' Standards is satisfactory
- > Provide the NQT with the necessary tasks and experience to allow them to demonstrate satisfactory performance against the Teachers' Standards
- > Have prior agreement with an appropriate body to quality assure the induction process
- > make suitable demands on the NQT
- > ensure that no inappropriate demand is made for teaching outside the age range and/or subjects for which the NQT has been employed
- > manage discipline problems reasonably within the NQT's setting
- > Not involve the NQT regularly teaching the same class(es)
- > Involve similar planning, teaching and assessment processes to other teachers in similar posts
- > Not involve additional non-teaching responsibilities without the provision of appropriate preparation and support
- > Appoint a suitably qualified and experienced induction tutor
- > Ensure that NQTs have a timetable that is no more than 90% of the timetable of the school's existing teachers on the main pay range. This includes PPA time, to which NQTs are also entitled
- > Put an appropriate monitoring and support programme in place that meets the NQT's professional development needs (Appendix A)



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- > Conduct termly formal assessments as close to the end of each term as possible
- > Ensure reports are completed after each formal assessment
- > Provide copies of these reports, and the evidence used to inform them, to the NQT and the appropriate body
- > Inform the appropriate body, and put support in place, if the NQT is not making satisfactory progress
- > Participate in the appropriate body's quality assurance procedures
- > Notify the appropriate body if the NQT's absences total 30 days or more (except in the case of maternity or parental leave)
- > Make sure the NQT knows how to raise concerns about their induction programme or their progress, both within the school and elsewhere
- > At the end of the induction period, make a formal recommendation to the appropriate body about whether the NQT's progress towards the Teachers' Standards is satisfactory or requires an extension
- > Retain records relating to NQT induction for at least 6 years

2.0 Length of Induction:

The statutory induction period (2019) is the equivalent of three terms. NQTs can undertake induction on a full-time or part-time basis. The Appropriate Body calculates the length of the induction period and dates when formal reports are due. The minimum period that can be counted towards induction is one term.

Induction can be undertaken at any time after qualified teacher status (QTS), has been awarded. QTS is a professional status not a qualification. NQTs who have not completed statutory induction can undertake short-term supply teaching, in the maintained sector, for five years from the date they achieved QTS, this is finite and non-negotiable.

3.0 Roles and Responsibilities

3.1 The Appropriate Body

The Appropriate Body has the main quality assurance role within the induction process. This includes ensuring that Academy Heads and Trustees are aware of and have capacity to meet their responsibilities for monitoring, support and assessment that is rigorous and fair. It also includes ensuring the NQT has a pre-planned personalised induction programme, designated induction tutor support and an appropriately reduced timetable.

3.2 The Trustees and Locality Committee

Governance within the trust will be fully aware of the contents of the DfE's Statutory guidance on induction for newly qualified teachers (Induction for newly qualified teachers (England) Statutory guidance for appropriate bodies, school leaders, school staff and governing bodies Revised April 2018), 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.



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3.3 The Academy Head

The Academy Head plays a significant and leading 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 Academy Head will also observe each NQT at least once each term. Academy Head's will comply with the statutory guidelines in 1.0.

3.4 Induction Coordinator

The induction coordinator oversees the induction of NQTs across the Academy. The induction coordinator is responsible for ensuring that induction tutors are fulfilling their roles and provides support and advice to induction tutors. The induction coordinator ensures that all evidence is adequately recorded and that the school has a consistent approach to induction.

3.5 Induction Tutor/Mentor

The induction tutor will:

- > ▪ have responsibility for the day-to-day oversight of the personalised induction programme
- > ▪ meet regularly with the NQT, retaining signed and dated meeting notes
- > ▪ undertake, and/or, arrange lesson observations as necessary
- > ▪ have oversight of NQT's use of the timetable reduction
- > ▪ arrange support when necessary
- > ▪ ensure rigorous and fair assessment throughout the induction process
- > ▪ inform the Academy Head, at the earliest opportunity, if concerns arise that the NQT is at risk of not meeting all of the Teachers' Standards, 'consistently over a sustained period'.

3.6 NQT

The NQT must participate fully in the induction process and demonstrate their capacity to meet all the Teachers' Standards, 'consistently over a sustained period'; statutory guidance paragraph 1.5.

The NQT will:

- > provide evidence of qualified teacher status
- > agree with their induction tutor how the reduced timetable will be used
- > provide evidence of how they are meeting the Teachers' Standards
- > participate fully in the monitoring and development programme
- > participate effectively in observations, progress reviews and formal assessment meetings
- > retain personal copies of the three formal assessments.



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4.0 At risk procedures

NQTs at risk of not meeting Teachers' Standards must receive prompt and appropriate support from the school to provide the best opportunity for them to make the necessary improvements. The support needs to be made available by the school and the NQT must take advantage of it. It is for the NQT to demonstrate their ability to meet the Teachers' Standards by the end of their induction period. This is in the context of the pupils they are teaching and the school or setting they are employed by.

An NQT is not required to have fully met the Teachers' Standards until the end of the induction period. Assessment Point 1 (AP1) and AP2 report on the progress towards satisfactory completion of induction. The overall judgement is formed over the equivalent of three terms; unsatisfactory progress at AP1 or AP2 does not inevitably lead to failing induction. The first two assessment periods are akin to formative assessment, or the learning journey.

At any point an NQT is identified as at risk of not meeting the requirements for satisfactory completion of the induction period action needs to be taken without waiting for a formal reporting period.

4.1 Responsibilities of the Academy Head:

- > observe the NQT deemed at risk of failing, or will arrange for a third party to do so
- > write to the NQT informing them of the concern, and the implications of not meeting the Teachers' Standards.
- > ensure that all actions are documented in line with the Appropriate Bodies processes
- > In cases of unsatisfactory progress, begin a more intensive programme of support and monitoring which will provide every opportunity for the NQT to improve their performance to meet the Teachers' Standards.
- > ensure the NQT, the Induction Tutor and Appropriate Body Officer are aware of concerns as soon as they are identified.

4.2 Responsibilities of the Induction Tutor/Mentor:

- > ensure that there is absolute clarity about the areas of weakness and the NQT fully understands what needs to be done in order to meet Teachers' Standards,
- > link support and development to specific Teachers' Standards and support the NQT to gather evidence to demonstrate clear and unambiguous judgements against the Teachers' Standards
- > write an At Risk Action Plan which is explicit about the support that will be provided and the outcomes expected; include timescales and personnel
- > increase monitoring and support
- > keep dated and signed records of all observations, advice, support, and notes of any meetings (including progress reviews)
- > be positive and encouraging whilst ensuring the NQT understands the implications of continued unsatisfactory progress.
- > reinforce with the NQT that whilst the school will support and guide their progress the NQT must take responsibility for their induction;
- > recommend that the NQT makes contact with their Professional Association representative as an additional source of advice



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5.0 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 Appropriate Body contact. Details are included in The Essential Guide to Induction.

6.0 Early Career Framework (ECF)

The ECF is an entitlement for Early Career teachers post Initial Teacher Training (ITT). It underpins an entitlement to training and support for early career teachers and is not an assessment framework. Teachers will not be expected to collect evidence relating to the framework and will be assessed against the [teacher standards](#).

6.1 Implementing the Framework

In 2021 Early Career teachers will be entitled to 5% off timetable in their second year of teaching this will impact trainees beginning their NQT year in 2020 and will be communicated to applicants applying for teacher training within Consortium Academy Trust in the 2019-2020 academic year.

- > Early Career teachers have access to ECF curricula and training Materials
- > Schools will receive funded time for mentors to support Early Career teachers
- > Mentors will receive fully funded training

Related documents

Induction for Newly Qualified Teachers England

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696428/Statutory_Induction_Guidance_2018.pdf

Teachers Standards 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf



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Appendix A

Model Induction Program for full time NQTs.

The first observation should take place within 3 weeks of the start of induction. The time frame for other observations is for general guidance, but good practice is that there must be a minimum of 2 observations in each assessment period and a minimum of 6 observations across the induction period.

Jul 19	Aug 19	Sept 19	Oct 19	Nov 19	Dec 19	Jan 20	Feb 20	Mar 20	Apr 20	May 20	Jun 20	Jul 20					
Induction tutor attends AB training																	
Induction tutor prepares NQT information pack																	
Headteacher/principal checks QTS, induction eligibility and registers NQT with AB																	
NQT AB Welcome session	NQT AB Welcome session																
Day 1 IT & NQT meet																	
IT & NQT weekly meetings: agenda, notes signed and dated, IT, NQT; headteacher/principal receives a copy																	
Initial action plan based on ITT strengths & areas for development		Action plan reviewed and updated throughout the induction period (usually termly unless NQT needs additional support)															
NQT has personalised, pre-planned induction programme which plans for professional use of 10% non-contact time and participation in professional development, meetings with induction tutor, half-termly reviews, formal review meetings, lesson observation etcetera																	
1 st observation within 3 weeks of starting induction		At least one observation each half term (dependent upon need), with verbal and written feedback. Observations are developmental against Teachers' standards, never judgemental															
Progress review 1 autumn half-term			Progress review 2 Assessment point 1 report to AB by 5pm 10 Dec 2019			Progress review 3 spring half-term			Progress review 4 Assessment point 2 report to AB by 5pm 24 Mar 2020			Progress review 5 summer half-term			Progress review 6 Final report to AB by 5pm 14 Jul 2020		



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Document Control

Changes History

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Approval

Name	Job Title	Signature	Date
Andrew Aalders-Dunthorne	CEO/Principal	Electronic signature	09/12/19
Dawn Carman-Jones	On behalf of Trust Board	Electronic signature	09/12/19