

# Newly Qualified Teacher (NQT) Policy



## CONTENTS:

- College aims
- Legislation and statutory guidance
- The induction programme
- Roles and responsibilities
- Monitoring arrangements
- Links with other policies

**Ownership:** Assistant Principal

**Approved by:** LGB

**Reviewed:** November 2020

**Next Review Date:** November 2021

## 1 COLLEGE AIMS

The college aims to:

- Run an NQT induction programme that meets all the statutory requirements whilst also embodying our values and ethos.
- Provide NQTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers and engage in our bespoke staff development programme to ensure they have been provided with the same guidance and training as the rest of the staff body.
- Ensure all staff understand their role in the induction programme

## 2 LEGISLATION AND STATUTORY GUIDANCE

This policy is based on the Department for Education's statutory guidance Induction for Newly Qualified Teachers (England) and 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.

## 3 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 Cheshire East, Knowsley, Liverpool & Wirral NQT Manager our appropriate body (Wirral Local Authority).

### 3.1 Posts for induction

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 an appointed induction tutor, who will have qualified teacher status (QTS)
- Regularly teach the same class or classes
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts
- 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 pupil discipline problems on a day-to-day basis
- Have a reduced timetable if the curriculum has capacity, to allow them to undertake activities in their induction programme

## 3.2 Support for NQTs

We support NQTs with:

- Their designated induction tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- A mentor that will usually be either the Head of Department in their curriculum area or an experienced teacher delivering the same subject and specification
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place on a half termly basis at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the college or at another college with effective practice in that subject specific area.

## 3.3 Assessments of NQT performance

Formal assessment meetings will take place on a termly basis, carried out by the induction tutor with contributions from their 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, lesson visits and from their induction programme. Copies of the evidence relied on will be provided to the NQT and the appropriate body through NQT manager.

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 Deputy Principal 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 can add their own comments at all three stages of assessment.

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

## 4 ROLES AND RESPONSIBILITIES

### 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 and mentor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their mentor how best to use their reduced timetable allowance
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme and staff 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
- Keep copies of all assessment forms

When the NQT has any concerns, they will:

- Raise these with their mentor and/or induction tutor 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 college

### 4.2 Role of the Deputy Principal and HR

The Deputy Principal will:

- Check with HR 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 induction tutor 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
- Maintain and keep accurate records of employment that will count towards the induction period
- 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

### 4.3 Role of the induction tutor and mentor

The induction tutor and mentor will both:

- Provide guidance and effective support to the NQT, including coaching and mentoring
- Carry out regular progress reviews throughout the induction period
- 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 college
- Take prompt, appropriate action if the NQT appears to be having difficulties
- Embedding the culture, vision and values of the college

### 4.4 Role of the Principal

The Principal will:

- Be satisfied that the college has the capacity to support the NQT
- Investigate concerns raised by the NQT as part of the college's grievance procedure
- If they wish, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process

## 4.5 Role of the Governors

The Local Governing Body will:

- Ensure the college complies with statutory guidance
- Receive updates on the progress of the NQT programme

## 5 MONITORING ARRANGEMENTS

This policy will be reviewed annually by Amanda Hoey, Assistant Principal. At every review, it will be approved by the Local Governing Body.

## 6 LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay

## 7 COVID19 ADDITIONAL GUIDANCE

The DfE's statutory guidance on the induction of newly qualified teachers (England) due to the corona virus outbreak.

NB: Any additional more detailed information can be found on supporting documentation in this folder.



# be positive.

we are positive about what we  
can do and what others can do

# be ambitious.

we work to release the innate  
human drive for success

# be resilient.

we will not give up when faced  
with difficulties

# be thoughtful.

we treat everyone with respect  
and consideration



---

Birkenhead Sixth Form College  
Park Road West, Claughton  
Wirral, CH43 8SQ  
email@bsfc.ac.uk  
www.bsfc.ac.uk