



Holbrook Academy

Newly Qualified Teacher (NQT) Policy (For NQTs who started their induction before 1 September 2021)

Date Approved	11 th October 2022 – F&P Committee 19 th October 2022 – WGB
Signed	Helen Butler – Chair of Governors
Minuted	11 th October 2022 – F&P Committee 19 th October 2022 – WGB

This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. It can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with students even where this is away from the Academy, for example at an activity centre or on an educational visit.

Member of staff with responsibility for this policy.	T Maltby
Governor with responsibility for this policy.	F&P Committee
Policy review date	Autumn 2023
What is the purpose of this policy?	To ensure clarity for all staff with regards to Newly Qualified Teachers
What are its headline targets? (using quantitative and qualitative measures)	
How is this policy to be judged as successful?	

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1. 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

2. Early career teacher (ECT) induction transitional arrangements

From 1 September 2021, NQT induction will be replaced by **ECT induction**. Those starting their induction **on or after** 1 September 2021 are instead covered by our ECT induction policy, which can be found on the Policies page of the Academy website.

NQTs who have started but not completed their induction **before 1 September 2021**, will have until 1 September 2023 to complete their induction within 3 terms (a single academic year) as outlined in previous NQT induction guidance. They'll be known as the 'pre-September 2021 cohort', and should continue to refer to previous NQT induction guidance and this NQT policy.

Where possible, at the discretion of the headteacher and appropriate body, we will also provide them with:

- An early career framework (ECF) based induction for the remainder of their 1-year induction
- An induction mentor for the remainder of their 1-year induction

If they don't complete their induction by 1 September 2023, they'll be required at this point to switch to the full ECT induction for the remainder of their induction period. Time already spent in induction will count towards the 2-year induction period.

3. Legislation and statutory guidance

This NQT 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](#).

4. The NQT 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 Suffolk County Council NQT Manager, our 'appropriate body'.

4.1 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)
- 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
- 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

4.2 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
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress will take place, 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 school or at another school with effective practice

4.3 Assessments of NQT performance

Formal assessment meetings will take place termly, carried out by NQT / ECT Induction Tutor.

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.

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 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 can add their own comments 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.

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

5. Roles and responsibilities

5.1 Role of the NQT

The NQT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction tutor 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
- 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 (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)
- Keep copies of all assessment forms

When the NQT has any concerns, they will:

- Raise these with their 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 school

5.2 Role of the headteacher

The headteacher will:

- appoint an induction tutor who has qualified teacher status, the time and skills to undertake the role, and is appropriately trained
- ensure an appropriate, personalised induction programme is drawn up
- ensure the NQT has a suitable role to undertake induction
- write to an NQT if there is a concern that he or she is at risk of not meeting the Teachers' Standards and inform the Appropriate Body as a matter of urgency
- make a final recommendation to the Appropriate Body as to whether the NQT has satisfactorily met all the Teachers' Standards, 'consistently over a sustained period' and should pass their induction period
- keep the governors informed about induction arrangements for NQTs in the school.

5.3 Role of the induction tutor

Many tasks associated with the above will be undertaken by the induction tutor and other suitably experienced colleagues.

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 headteacher/principal, 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'.

5.4 Role of the governing body

The Governing Body has responsibility to ensure the school complies with all aspects of the statutory guidance. Prior to an NQT being employed, the Governing Body will carefully consider

the Academy's capacity to fulfil its obligations towards the NQT. The Governing Body will be kept informed of induction arrangements and outcomes of formal reports.

6. Monitoring arrangements

This policy will be reviewed **annually** by the F&P Committee. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- ECT Policy
- Appraisal
- Grievance
- Pay