



# POLICY FOR THE INDUCTION OF NEWLY QUALIFIED TEACHERS (NQTs)

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

*'Blessed are those who act justly, who always do what is right'*

*Psalm 106:3*

## 1. Introduction

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of any newly qualified teacher. Therefore, all CDAT schools ensure that NQTs benefit from an induction process based around high-quality guidance, support and training. Effective induction includes the development of an NQT's skills, knowledge and experience through a structured but flexible individual programme. It also includes regular opportunities for supportive monitoring of an NQT's progress towards successful completion of the induction year.

This programme will enable an NQT to form a secure foundation upon which to build a successful teaching career.

From September 2020, schools in Greater Manchester (including CDAT schools in Tameside and Stockport) will be included in the early roll-out of the government's new approach to the NQT year, known as the Early Career Framework (ECF). The underpinning policy of the ECF is to enhance and extend the support offered to NQTs over a period of two years, rather than one, and to provide schools with additional funding to support this. Further information can be found here: <https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

## 2. Roles

### The Headteacher

The headteacher plays an important role in the process of NQT induction. While responsibility for the implementation of the induction programme has been delegated to an induction tutor, the head teacher will also observe each NQT at least twice in the induction year. The headteacher's specific statutory responsibilities are:

- ensuring an appropriate induction programme is set up (including selecting an appropriate provider for ECF support where applicable);
- recommending to the Appropriate Body whether or not an NQT has performed satisfactorily against the Teachers' Standards for the completion of induction.

While the head may not delegate these responsibilities, many of the associated tasks will be carried out by an induction tutor or other suitably experienced colleagues. In addition to the statutory requirements the head teacher will:

- observe and give written warnings to an NQT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately;
- keep the governing body aware and up to date about induction arrangements and the results of formal assessment meetings.

### Induction Tutor

The Induction Tutor has day-to-day responsibility for ensuring that the NQT has an appropriate programme of induction, supporting the NQT through that programme and ensuring that statutory requirements – such as the completion of end-of-phase/stage monitoring forms – are adhered to. It will normally be the induction tutor who meets regularly with the NQT and who carries out most of the monitoring of the NQT's teaching.

### Mentor

In addition to the Induction Tutor, who has the responsibility for the formal assessment of the NQT, a mentor is appointed to provide on-going support on a daily basis. The mentor will contribute to the judgements about the performance against the Teachers' Standards. These two roles may be undertaken by the same person in smaller schools.

Under the ECF, the role of the mentor is expanded, with the view that: *“High-quality mentoring will be a central part of the offer. Mentors will share their expertise with early career teachers to help them to develop and feel prepared for their future careers. Training and resources will be developed by the providers and based on the early career framework.”*

## 3. Entitlement

The Newly Qualified Teacher should be proactive in his/her own career development. However, the induction programme ensures that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements 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 in CDAT schools are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis, with the programme content being based on the NQT's Career Entry and Development Profile (CEDP) or similar document;
- 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, both within school and in other CDAT schools.
- Observe experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload. This time is used for participating in the school's induction programme and is in addition to the statutory 10% non-contact time already allocated to teachers.
- Have teaching observed by experience colleagues on a regular basis.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate.
- Opportunities for further professional development based on agreed targets.

Further guidance on the nature of the NQT induction programme can be found here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/851336/Statutory\\_Induction\\_Guidance\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/851336/Statutory_Induction_Guidance_2019.pdf)

### 3. Assessment and Quality Assurance

The assessment of NQTs will be rigorous but also objective:

- Lesson observation, reviewing and target setting will be followed and completed in accordance with the DfE's guidelines on NQT induction. The criteria used for formal assessments will be shared and agreed in advance.
- Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the NQT's development in order to gain a reliable overall view, and will be co-ordinated by the Induction Tutor.
- Opportunities will be created for NQTs to gain experience and expertise in self-evaluation.
- The induction tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the NQT concerned.
- Termly assessment reports will meet the requirements of the Appropriate Body, but would be expected to give details of:
  - areas of strength
  - areas requiring development
  - evidence used to inform judgement,
  - targets for coming term (i.e. 'smart' targets)
  - support to be provided by the school
  - clear reference to the Teachers' Standards

### 4. 'At Risk' Procedures

The overwhelming majority of NQTs successfully pass their induction year. However, some of those will require additional support and intervention to do so, while a small number fail to consistently reach the minimum standards for teacher competency. If any NQT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place.

- The Induction Tutor will inform the NQT that there are concerns about their performance. The nature of the problem will be recorded, along with a plan aimed at addressing the identified issues.
- This plan will also clearly record the additional support that the school is going to give and a timescale for reviewing progress against the plan. An expectation is established that the support provided will enable any weaknesses to be addressed.
- The plan must contain reasonable, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- 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's concerns communicated to the Appropriate Body 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.

Where necessary, the Head/Appropriate Body's adviser 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 improve the situation. The NQT must be made aware of any concerns, at all stages, throughout the induction process.

## 5. 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 CDAT's Educational Effectiveness Officer or the CEO; if this does not resolve issues that the NQT has, they should finally approach the named Appropriate Body contact.

## 6. Policy Review

This policy was updated and agreed by the CDAT Board in August 2020. In line with recommended best practice, it will be reviewed again in August 2021.