St Chad's CofE Nursery and Infant School

NQT Induction Policy

School Leader: **K. Leach**

Link Governor: **Rev. Andy Ward**

Policy Approved	**Signed: Rev. A Ward**	**Date: 09.10.2019**
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Statement of intent

At St Chad's CofE Nursery and Infant School, we recognise that the successful appointment and induction of an NQT strongly contributes to both the development of the school and the NQT. NQTs bring new ideas and fresh approaches to teaching. In turn, the school endeavours to develop and nurture a promising career.

The induction period for an NQT will:

- Enable an NQT to build upon existing knowledge, skills and understanding.
- Assist an NQT in becoming a full member of the teaching profession and provide a foundation for CPD.
- Enable an NQT to meet identified goals and complete their induction year to the required standard.
- Be systematic, fair and rigorous in the assessment of an NQT's professional practice.
- Provide support to NQTs failing to make satisfactory progress.

This policy has been established to ensure the requirements listed above are met, all parties benefit from arrangements and that all staff members know their roles, responsibilities and expected practice.

1. Legal framework

1.1. This policy has due regard to legislation and DfE guidance, including, but not limited to, the following:

- DfE (2018) 'Induction for newly qualified teachers (England)'
- DfE (2011) Teachers' standards
- Education Act 2002
- Education (Induction Arrangements for School Teachers) (England) Regulations 2012

2. Roles and responsibilities

2.1. NQTs are responsible for:

- Providing evidence that they have QTS and are eligible to start their inductions.
- Meeting with their NQT mentor to agree on priorities for their programme and review these at regular intervals.
- Discussing and agreeing on their reduced timetable allowance with their NQT mentor.
- Participating in the agreed monitoring and development programmes.
- Providing evidence of their progress against the required standards.
- Raising any concerns that they have with their NQT mentor.
- Consulting the appropriate body if there are difficulties with resolving issues with the tutor/school.
- Participating in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agreeing on the start and end dates of the induction period, including any absences, with their NQT mentor.
- Retaining copies of all assessment forms.

2.2. The Head of School is responsible for:

- Ensuring that the NQT is provided with the Safeguarding and Child Protection Policy, Golden Behaviour Policy, Staff Code of Conduct, and Keeping Children Safe in Education: Part one.
- Ensuring the NQT knows the identity and role of the DSL and any deputies.
- Ensuring that the NQT knows the school's response to children who go missing from education.
- Ensuring that the NQT has been awarded QTS.
- Clarifying whether the NQT needs to serve an induction period or is exempt from it.
- Ensuring that a teacher who does not satisfactorily complete an induction period is eligible to carry out short-term supply work.
- Agreeing with the NQT on which body will act as the appropriate body, in advance of the NQT starting the induction programme.
- Informing the appropriate body of when an NQT is taking up a post in which they will be undertaking induction.
- Meeting the requirements of a suitable post for induction.
- Making sure that the NQT mentor has received suitable training and has the time to carry out the role effectively.
- Ensuring that a personalised induction programme is in place.
- Ensuring that the progress of the NQT is reviewed regularly via termly assessments, observations and feedback of their teaching.
- Making sure that completed reports are sent to the appropriate body for review.
- Retaining accurate records of employment that will count towards the induction period.
- Informing the governing board about the arrangements which have been put in place to support NQTs who are undergoing induction.
- Making a recommendation to the appropriate body on whether the NQT's performance is satisfactory or requires an extension.
- Participating in the appropriate body's quality assurance process.
- In addition, there may be circumstances when the following should be undertaken:
  - Obtaining interim assessments from the NQT's previous post
  - Alerting the appropriate body when an NQT may not be completing induction satisfactorily
  - Ensuring that an NQT who may not be performing against relevant standards is observed by a third-party
  - Notifying the appropriate body if an NQT is absent for a total of 30 days or more
  - Regularly informing the governing board about the school's induction procedures
  - Discussing with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the NQT's induction period, e.g. where it is deemed the induction period has been satisfactorily completed
  - Providing interim assessment reports for staff moving in between formal assessment periods
  - Informing the appropriate body when an NQT serving induction leaves the school

2.3. NQT mentors are responsible for:

- Coordinating, guiding and supporting the NQT's professional development.
- Reviewing NQTs' progress regularly during the induction period.
- Undertaking three formal assessment meetings over the induction period.
- Coordinating input from other staff if required.
- Informing the NQT of the judgements to be recorded in the formal assessment record and inviting the NQT to give their comments.
- Observing the teaching of the NQT and providing feedback.
- Letting NQTs know that they may raise concerns about their induction programme and personal progress both inside and outside the school.
- Taking appropriate action if an NQT is facing difficulties.

2.4. Appropriate bodies have a quality assurance role and are responsible for:

- Ensuring the Head of School and governing board are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that each NQT receives a personalised induction programme, designated tutor support and a reduced timetable.
- Ensuring procedures in place with regard to support, monitoring, assessment and guidance are fair and appropriate.
- Consulting with the Head of School on the nature and extent of the quality assurance procedures in the school.
- Taking action to address areas that require further development/support, where an NQT is facing difficulties.
- Training NQT mentors to carry out their role effectively.
- Contacting a school when the school's responsibilities are not fulfilled.
- Ensuring that the Head of School has confirmed that the award of QTS has been made.
- Ensuring the school is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time.
- Ensuring NQTs are provided with a named contact within the appropriate body to raise concerns if they have any.
- Ensuring FE institutions are supported in finding schools for NQTs so that they may spend their mandatory 10 days teaching pupils of compulsory school age.
- Ensuring records and assessment reports of NQTs are maintained.
- Ensuring an agreement is reached with the Head of School and the NQT to determine where a reduced induction period may be appropriate.
- Ensuring a final decision is made on whether the NQT's performance is satisfactory against the relevant standard.
- Ensuring they provide the Teaching Regulation Agency (TRA) with information about NQTs who have started, completed, require an extension, or left partway through an induction period.
- Ensuring they respond to requests from schools and colleges for support and guidance with regard to the NQT's induction programmes.
- Responding to requests for assistance and advice with training for NQT mentors.

2.5. The governing board is responsible for:

- Ensuring staff and the school are compliant with this policy.
- Ensuring the school has the capacity to support the NQT.
- Ensuring the Head of School is fulfilling their responsibilities.
- Investigating concerns raised by an NQT as part of the school's Complaints Procedures Policy.
- Asking for advice from the appropriate body on the school's induction procedures and the responsibilities of staff involved in the process.
- Requesting general reports from the NQT mentors on the progress of an NQT.

3. Statutory induction

3.1. The statutory induction of an NQT is the bridge between Initial Teacher Training (ITT) and a career in teaching. The school will support the NQT in demonstrating that their performance against relevant standards is satisfactory and equip them with the tools to be a successful teacher.

3.2. The Teachers' Standards will be used to assess an NQT's performance at the end of their induction period.

3.3. The school will consider the standards against what can reasonably be expected of an NQT.

3.4. All judgements will reflect the expectation that the NQT has effectively consolidated their ITT and demonstrated their ability to meet the relevant standards consistently over a sustained period.

- A qualified teacher will not be employed as a teacher by the school unless they have satisfactorily completed their induction period, or if they meet any of the exemptions listed in Annex A.

3.5. Before an NQT undertakes an induction, they must have QTS status.

3.6. Teachers who completed their ITT between 1 May 2000 and 30 April 2001 are also required to pass the numeracy skills test before completing an induction.

3.7. Short-term supply teaching of less than one term will not count towards an NQT's induction as the time frame is too short to enable them to demonstrate performance against relevant standards.

3.8. If a supply term is extended, the school will not backdate the induction, but will begin the induction upon extension.

3.9. NQTs serving induction on a part-time basis are required to serve the full-time equivalent of one full academic year.

4. Suitable posts

4.1. The Head of School and governing board will determine the suitability of posts for induction, guided by the following considerations. The post will:

- Have an appropriate body to hold the NQT's performance to the relevant standards and quality-assure the process.
- Provide the NQT with the tasks, experience and support needed.
- Ensure the appointment of an NQT mentor with QTS.
- Provide the NQT with a reduced timetable to enable them to undertake learning activities (no more than 90 percent of the timetable of the school's existing teachers on the main pay range, in addition to the timetable reduction in respect of PPA time).
- Not make unreasonable demands upon the NQT.
- Not present, on a day-to-day basis, the NQT with unreasonably demanding discipline problems.
- Involve the NQT regularly teaching the same class(es).
- Involve planning, teaching and assessment processes similar to those in which other teachers working in similar posts are engaged.
- Not involve non-teaching responsibilities without the provision of appropriate preparation and support.

4.2. The governing board will be satisfied that the school has the capacity to support the NQT in the role and that the Head of School is fulfilling their responsibilities.

4.3. Once an NQT has been appointed to a suitable post, the Head of School will notify the TRA in advance of the NQT taking up the post.

4.4. Upon registration, the NQT will be provided with a named contact to which they may raise any concerns about the induction programme.

5. Monitoring, support and assessment

5.1. A suitable monitoring and support programme will be put in place for the NQT, personalised to meet their CPD needs.

5.2. NQTs will be provided with an NQT mentor who will provide day-to-day monitoring and support, and coordination of assessment.

5.3. Opportunities will be created for NQTs to gain experience and expertise in self-evaluation.

5.4. The criteria used for formal assessments will be shared between the NQT and the Head of School and agreed in advance.

5.5. Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used when assessing NQTs.

5.6. Termly observations of NQTs lessons will be conducted, alongside a follow-up discussion with their NQT mentor.

5.7. All NQTs will be provided with the opportunity to undertake regular observations of experienced teachers.

5.8. All teachers who have a part in the NQT's development will be responsible for assessing the NQT, so to gain a reliable overall view.

5.9. Termly assessment reports will 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.

6. Completing the induction period

6.1. NQTs will have completed their induction period when they have served:

- The full-time equivalent of the standard school year (usually three terms); or
- A reduced period as agreed with the Head of School and the TRA, based on previous teaching experience; or
- An extended period as a result of absences occurring during the period; or
- An extension following a decision by the appropriate body or the appeals body.

6.2. The appropriate body will make the final decision as to whether or not an NQTs' performance against the relevant standards has been satisfactory, taking into account the recommendations of the Head of School .

6.3. The appropriate body will make a decision within 20 working days of receiving the Head of School 's recommendation. They will then send written notification within three working days of reaching the decision to the NQT and the Head of School .

6.4. If the decision is taken to extend the period of induction, the NQT will be informed of their right to appeal against this decision and provided with the name and address of the TRA. Any appeal will be notified within 20 working days or the appeal will be deemed to have expired.

6.5. Failure to complete the induction period will mean an NQT is no longer eligible to be employed as a teacher in a maintained school.

6.6. Where an NQT fails induction and gives notice that they do not intend to exercise their right to appeal, or when the time limit for an appeal expires, the school will dismiss the NQT within 10 working days.

6.7. If the appeal is heard but not upheld, the school will dismiss the NQT within 10 days of receiving the outcome of the hearing.

6.8. The NQT's name will then be held on the list of persons who have failed to satisfactorily complete an induction period by the TRA.

7. Record keeping

7.1. Records will be kept in accordance with the school's GDPR Compliant Records Management Policy.

7.2. Assessment forms will be signed by the Head of School and submitted to the appropriate body in a timely manner.

7.3. Assessment forms will be completed at the end of each formal assessment period, stating the date an NQT's employment began, how much of the period has been completed, and any changes in work patterns and absences.

7.4. The TRA keeps records of all submitted appeals and will be contacted as needed.

7.5. Assessment reports will be retained for six years, as recommended by the DfE.

7.6. NQTs will be advised by the school to retain their original copies of assessment reports.

8. Confidentiality

8.1. The induction process and assessments will be not be shared with others involved in the process and will be treated as confidential.

8.2. All NQTs will be made aware of who has been granted access to their assessments.

8.3. The governing board are allowed to request termly general reports on the progress of an NQT but cannot automatically have access to this information. The only exception to this is when an NQT has a concern about an assessment, which would require the governing board to access the assessment forms to review the situation.

9. Special circumstances

9.1. To recognise the experience of teachers who already have significant teaching experience, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term; however, the NQT can still serve a full induction if they wish.

9.2. The appropriate body also has discretion to reduce the prescribed induction period by up to 29 days where this is less than a full year and to account for ad hoc absences.

9.3. If an NQT is absent for a total of 30 days or more, the induction period will be extended by the aggregate of total days absent.

9.4. NQTs who take statutory maternity leave on their induction period may decide whether their induction should be extended accordingly to meet this purpose. Any outstanding assessments will not be made until the NQT returns to work and has had the opportunity to decide whether to extend induction.

9.5. If an NQT chooses not to extend the induction period, their performance will still be assessed against the relevant standards.

9.6. The appropriate body has the option to extend the period after induction has been completed where it would be unreasonable to expect the NQT to have demonstrated satisfactory performance.

9.7. These may include: illness, personal crisis, disability, a lack of support during induction etc.

9.8. If an NQT leaves the school before completing their extension, an interim assessment form will be completed by the Head of School and the appropriate body notified.

9.9. In circumstances where an NQT may be unable to, or chooses not to, complete their extension period in the same school, the minimum period of employment will still be served as the NQT will be working in a new school.

9.10. In circumstances where records have been lost due to an error or a data loss which is through no fault of the concerned teacher, the appropriate body has the discretion to decide if the NQT can be exempt from induction.

9.11. The appropriate body will ensure that every avenue has been explored to recover the missing data or identify an audit trail before making such a decision.

9.12. In reaching its decision, the appropriate body will consider the strength of evidence that an error has occurred or that records are missing or lost.

9.13. The appropriate body will also account for any evidence that the teacher has demonstrated they have performed satisfactorily against the relevant standards on the basis of evidence from the teacher's pervious performance management reviews, and where appropriate, the most recent performance management review statements.

9.14. For NQTs completing induction in more than one school simultaneously:

- The separate contracts are added together to calculate the number of days of the induction period; each contract must meet the minimum period criteria.
- One Head of School/Headteacher acts as the lead and will fulfil duties and responsibilities as outlined in this policy.
- One appropriate body will also take the lead in making the decision and is also responsible for gathering evidence from other appropriate bodies who are involved in the process.

10. Unsatisfactory progress and appeals

10.1. Additional monitoring and support measures will be put in place when an NQT is not making satisfactory progress, such as holding meetings between the NQT and the Head of School , organising refresher training and providing more guided supervision. The appropriate body and the Head of School will be satisfied that:

- Areas of improvement have been correctly identified.
- Appropriate objectives have been set to guide the NQT to perform against the relevant standards.
- An effective support program is in place to help the NQT improve performance.

10.2. When there are still concerns about the NQT's progress following intervention, the Head of School will explain to the NQT the consequences of failure to complete the induction period satisfactorily, and also discuss the following with them:

- The identified weaknesses

- The agreed objectives set in order to have them satisfactorily complete the induction to the required standards
- Details of additional support put in place
- Evidence used to inform the judgement
- Details of the improvement plan for the next assessment period

10.3. If there are serious capability issues, capability procedures may be instigated before the end of the induction, which may lead to dismissal. This does not prevent them from completing their induction at another school.

10.4. If the NQT has had their induction extended or has failed it, the appropriate body will inform the NQT of their right to appeal and the time limit for doing so.

11. Monitoring and review

11.1. The governing board is responsible for reviewing this policy annually.

11.2. The effectiveness of this policy will be monitored and evaluated by all members of staff. Any concerns will be reported to the Head of School immediately.

11.3. Any changes to this policy will be communicated to all members of staff.

Exemptions

The following lists where a qualified teacher may be employed by the school without having satisfactorily completed an induction period:

Exemption	Explanation
A person who was already a qualified teacher on 7 May 1999.	A teacher who gained QTS on or before 7 May 1999 (even if they did not take up their first post until after September 1999).
A person currently undertaking a period of induction.	A teacher who is serving his or her induction period in a permitted setting, including periods which have been extended (including those who have completed an induction period in England or Wales and are awaiting the decision of the appropriate body).
A person waiting for the outcome of an appeal having not performed satisfactorily against the relevant standards.	A teacher who is waiting for the outcome of an appeal against a decision that they have failed to perform satisfactorily against the relevant standards.
A person employed on a short-term supply basis, without undertaking induction.	A teacher who is employed as a short-term supply teacher (working periods of less than one term). This can only be done for five years after the date of award of QTS.
A person employed part-time as a supply teacher whilst also undertaking induction.	A teacher who is employed as a short- term supply teacher on a part-time basis but who is concurrently serving induction. Please note that the five-year limit (see above) does not apply to teachers in this situation.
A person who has satisfactorily completed induction, probation, or the equivalent in certain other countries.	The countries are Wales, Scotland, Northern Ireland, Gibraltar, Jersey, Guernsey, Isle of Man, and Ministry of Defence (MoD) Schools in Germany or Cyprus (these are known as MoD Schools, and were formally known as Service Children's Education (or SCE) Schools).
A person who trained in England, and then subsequently first worked as a teacher in Wales (before 2003).	A teacher who gained QTS in England on or after 7 May 1999 but before 1 April 2003, and who, subsequently, took up their first post in Wales and who has served at least two terms towards their induction.

Exemption	Explanation
A person from the European Economic Area (EEA) (who falls within Part 2 and Chapters 1, 2 and 4 of Part 3 of the European Communities (Recognition of Professional Qualifications) Regulations 2007(b)).	A teacher from the EEA who has applied successfully to the TRA, for QTS, or a teacher from the EEA who has declared successfully to the TRA, to work in England on a temporary basis or teachers who have been granted partial access to the teaching profession in accordance with Part 1 of the European Union (Recognition of Professional Qualifications) Regulations 2015, namely SEND teachers who are qualified only to teach pupils in SEND specialist schools and specialist units within mainstream settings.
A person who became a qualified teacher by virtue of regulation 5 of, and paragraph 12 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an independent school.	A teacher who has been judged by the TRA, as meeting the specified QTS standards, whilst working in an independent school, where the NQT must have: • Been employed by an independent school before 1989; and • Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • Been employed in an independent school at the time of recommendation, and the recommendation must have taken place prior to September 2004.
A qualified overseas-trained teacher from Australia, Canada, New Zealand, or the United States of America.	Teachers who have successfully completed a programme of professional training for teachers in Australia, Canada, New Zealand or the USA and who have successfully completed or satisfied any additional conditions required in order to be employed as a qualified teacher on a permanent basis in government-funded schools in that country; and who is not the subject of any decision or pending proceedings that may restrict that person's eligibility to teach in that country.

Exemption	Explanation
An overseas-trained teacher (OTT), from outside the EEA, who has gained QTS and was successfully assessed against the relevant standards as these would apply at the end of induction.	An overseas-trained teacher (from outside the EEA) with at least two years' experience, who has obtained QTS and who has been assessed against the relevant standards for the purposes of induction.
Scottish- or Northern Irish-trained teachers employed in England on or before 7 May 1999.	Teachers who trained in Scotland or Northern Ireland and who were employed as teachers in England before 7 May 1999.
A person who became a qualified teacher virtue of regulation 5 of, and paragraph 13 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an FE school or as an instructor in a school.	A teacher who has been judged by the TRA, as performing satisfactorily against the relevant standards, whilst working in a FE school or as an instructor in a school where the NQT must have: • Been employed by an FE school before 1989; and • Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • Been employed in an FE school at the time of recommendation, and the recommendation must have taken place prior to September 2004.
A person who has been awarded qualified teacher learning and skills status: • On or before 31st October 2014, by the Institute for Learning; or • On or after 1st November 2014, by the Education and Training Foundation	Teachers who have been awarded Qualified Teacher in Learning and Skills (QTLS) Status by the Society for Education (SET) (formerly the Institute for Learning – IfL) and who hold active membership with the SET.
Completed a course of ITT in Wales before September 2003.	A teacher who completed a course of initial teacher training in Wales before September 2003.