



NQT Policy



Written by	ESLT
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Approving Body	The Strategic Development Committee
Signed Chair of Trustees	

Vision:

*Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum; all academies strive to be outstanding.*

Policy for the Induction of Newly Qualified Teachers (NQTs) in The Forge Trust

Rationale

The first year of teaching is not only very demanding but also of critical significance in the professional development of the new teacher. It is vital that new teachers get a good start to their teaching careers through appropriate transitional support. Our trust's induction programme is aimed at ensuring a smooth transition from training into the teaching profession through appropriate guidance, support and challenge. Our NQT induction programme will enable our NQTs to establish a secure foundation upon which a successful teaching career can be built.

Aims

Our school's NQT induction programme has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of NQTs, providing support which should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our academy and to future schools. Specifically, we aim to:

- Provide support to meet the generic needs of all NQTs and the specific needs of individual NQTs;
- Provide bespoke, individualised support through high quality mentoring;
- Provide NQTs with examples of good classroom practice through observations;
- Help NQTs form productive relationships with all members of the school community and stakeholders;
- Encourage reflection on their own and observed practice;
- Provide opportunities to recognise and celebrate success;
- Act quickly to help NQTs address any areas of concern;
- Provide a foundation for longer-term professional development;
- Ensure a smooth transition from teacher training, to enable NQTs to meet each of the Teachers' Standards.

The whole staff will be kept informed of the school's NQT Induction Policy and are encouraged to participate, wherever possible, in its implementation and development e.g. by allowing NQTs to observe their lessons and having open dialogue with NQTs about teaching and learning. This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Roles and Responsibilities

The Trust Board

The Trust Board are fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, as to whether the school currently has the capacity to fulfil all its obligations. The Trust Board will be kept aware and up to date about induction arrangements and the progress of NQTs, through the spring and summer term strategic development meetings and/or direct contact with the NQT coordinator in school.

For the year 2020-21 the trust lead for overseeing NQT development is C Braithwaite.

The Principal

Principals across the Forge Trust play a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the induction programme may be delegated to coordinators, the Principal will also observe each NQT through learning walks and/or drop-ins at least once each term and receive feedback on the NQT's progress. Statutory responsibilities are:

- Ensuring an appropriate induction programme and support are in place;
- Recommending to the Appropriate Body (Nottinghamshire Local Authority) whether an NQT has met the requirements for satisfactory completion of the induction period.

In addition to the statutory requirements Principals will: observe and give sufficient warning to any NQT at risk of failing to meet the Standards in order to ensure that adequate time is given for the NQT to address any concerns, be responsible for ensuring that appropriate support (including support for well-being) is put in place, and keep the Trust Board aware and up to date about induction arrangements and NQT progress. The Principal will also inform the Trust's Consultant Principal if any NQT is at risk of not progressing through a given assessment period.

Induction Coordinator

The principle requirement for the NQT coordinator is to be responsible for the overall management of initiating NQTs into the teaching profession and into the systems of The Forge Trust and associated structures. Each academy will nominate a member of staff to fulfil this role. It entails not only a coordination role, but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as supporting access to the trust's central induction programme, accessing appropriate training and support through the LA and the provision of support and guidance and the rigorous, fair and consistent assessment of NQT performance. The induction coordinator will make the formal judgments regarding NQT progress.

Tutor (Mentor)

In addition to the coordinator, who has the responsibility for the formal assessment of NQTs, a tutor is appointed to provide support on an informal daily basis and through a formal weekly or fortnightly timetabled slot.

Entitlement

Our induction programme ensures that new teachers are provided with the 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 understanding in relation to the Teachers' Standards as achieved during training.

- The key aspects of the induction programme for NQTs within the Forge Trust are as follows:
- Access to an induction programme that will commence upon appointment and be reviewed after each assessment period;
- Help and guidance from an induction coordinator who is trained and prepared for the role and will coordinate the induction programme;
- Regular meetings with a trained tutor/mentor and, as needed, meetings with phase leaders, subject coordinators, SENDCo and other professionals;
- A programme of observations of experienced colleagues' teaching;

- A reduction of 10% of the average teacher's workload (in addition to PPA time). This time is used for participating in the academy and trust's Induction programme, other professional development activities (such as observing other experienced practitioners) and meetings with the tutor/mentor;
- Regular observation of NQT's teaching by experienced colleagues (at least once every half term by the induction coordinator);
- Provision of a half-termly review;
- Provision of a 6 weekly action/support/teacher improvement plan with identified objectives and clear success criteria and prompts in the form of written as well as verbal feedback on teaching observed, with targets and feedback/advice provided;
- Identifying and providing support for any areas of practice or behaviour that may prevent the NQT meeting the Teachers' Standards in a timely, honest and professional manner;
- Providing opportunities for further professional development based on agreed targets and identified needs within a reasonable timeframe;
- Detailed success criteria for any areas identified as making an NQT at risk of not meeting the Teachers' Standards.

Assessment and Quality Assurance

- The assessment of NQTs will be rigorous and objective. The induction coordinator will ensure that all assessments are completed in a timely manner.
- The criteria used for formal assessments will be shared and agreed in advance;
- Both formative assessment (e.g. lesson observations and target setting, work/marking/book scrutiny feedback) and summative assessment (termly induction reports) will be used;
- Assessment will draw on views from all teachers who have a part in the NQT's development in order to gain a reliable overall view;
- Assessment will use evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents, as well as formal observations of teaching;
- The induction coordinator will ensure that assessment procedures are consistently applied;
- Copies of any records, including meetings and observations, will be passed to the NQT concerned;
- Termly assessments will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement
 - targets for coming term
 - support to be provided by the school.

At Risk Procedures

- If any NQT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:
- A meeting to ensure that the expectation is established that the support provided will enable any weaknesses to be addressed;
- Recorded diagnosis of the exact nature of the issues and advice given on how to redress the problem;

- Agreed, 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/alert of the risk of failure will be given to the NQT and the school's concerns communicated to the Appropriate Body without delay.

Where an NQT has continuing difficulties, further support, advice, guidance and direction will be given by the Appropriate Body. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out. The named contact for the Appropriate Body, Bryony Charnock-Walmsley, will be informed as soon as it becomes clear an NQT is at risk of not meeting one or more of the Teachers' Standards.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the Academy (tutor, coordinator, Principal) in the first instance.

Where the Academy does not resolve them the NQT should raise concerns with Carl Braithwaite the named person in the Forge Trust.

Where the trust does not resolve these issues the NQT should raise concerns with Bryony Charnock-Walmsley the named person in Nottinghamshire Local Authority acting as the Appropriate Body.

This policy was agreed and adopted in September 2020. It will be reviewed as a part of the school's development cycle by September 2021. Prior to this date should there be any changes to statutory requirements then amendments will be made.