

# Eastwood Park Academy Trust (EPAT)

EPAT

Believe Succeed Together

## NQT Policy

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## 1.0 Aims

The Trust aims to:

- Operate a NQT induction programme that meets all the statutory requirements.
- Provide NQTs with a supportive environment that develops and equips them with the skills to be effective and successful teachers.
- Ensure all staff understand their role in the induction programme.

## 2.0 Legislation and Statutory Guidance

This policy is based on the DfE'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 in this policy are the [Teachers' Standards](#).

This policy complies with the Trust's Funding Agreement and Articles of Association.

## 3.0 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 an 'appropriate body' - Southend Local Authority.

### 3.1 Provision and Expectations

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.

### **3.2 Support**

The Trust supports 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 reviews of their progress against identified objectives and standards.
- Opportunities to observe experienced teachers, either within the constituent academy or at another school with effective practice.

### **3.3 Assessments of NQT Performance**

Formal assessment meetings will take place termly, carried out by the 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.

### **3.4 At-Risk Procedures**

If it becomes clear the NQT is not making sufficient progress, additional monitoring and support measures will be put in place and include the following:

- Identified areas in which improvement.
- Appropriate objectives to guide the NQT towards satisfactory performance.
- An effective support programme to help the NQT improve their performance.

If there are still concerns about the NQT's progress at their next formal assessment, providing it is not the final assessment, this will be communicated with the NQT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

## **4.0 Roles and Responsibilities**

### **4.1 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.
- Keep copies of all assessment forms.
- Raise any concerns (as soon as possible) with the Induction Tutor.

### **4.2 Principal**

The Principal will:

- Check 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 (refer to section 3.1).
- 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 Induction Tutor**

The induction tutor will:

- 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 school.
- Take prompt, appropriate action if the NQT appears to be having difficulties.

#### 4.4 Governing Board

The Governing Board will:

- Ensure the constituent academy complies with statutory guidance.
- Be satisfied that the constituent academy has the capacity to support the NQT.
- Ensure the Principal is fulfilling their responsibility to meet the requirements of a suitable induction post.
- If it wishes, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process
- If it wishes, request general reports on the progress of the NQT.

#### 5.0 Contacts

The designated member of staff response for NQT induction in the constituent academies are:

<b>Constituent Academy</b>	<b>Member of Staff</b>
Eastwood	Mrs. L. Hodgson-Clark
Bournemouth Park	Ms L. Sewell