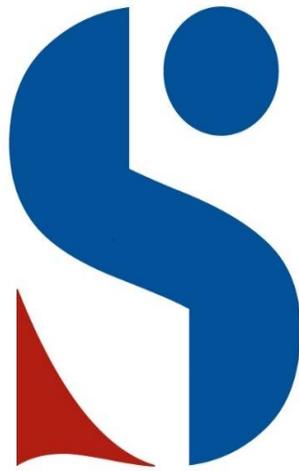


# Stepney All Saints School

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## Newly Qualified Teacher Policy

**Review Body:** P&C

**Ratified:** March 2021

**TBR:** March 2024

**SLT Responsible:** Nick O'Brien/Claire  
Dacre-Singh

## Newly Qualified Teacher Policy

### Aim

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
- Promote and maintain outstanding teaching and learning at Stepney All Saints School

### Legislation and statutory guidance

This 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. Where the policy refers to the 'appropriate body' or LBTH, it is referring to the London Borough of Tower Hamlets.

### Purpose:

All qualified teachers employed in a state school in England must, by law, complete an induction period satisfactorily. This induction period is the bridge between Initial Teacher Training and a career in teaching. It combines a personalised programme of development, support and professional dialogue, with monitoring and assessment of performance against the Teachers' Standards. The programme should assist an NQT in meeting the standards by the end of the induction period and equip him/her with the tools to be an effective and successful teacher.

### Teachers' Standards

According to the statutory guidance, the Teachers' Standards will be used to assess an NQT's performance at the end of their induction period. The decision about whether an NQT's performance against the relevant standards is satisfactory upon completion of induction should take into account the NQT's work context and must be made on the basis of what can be reasonably expected of an NQT by the end of their induction period within the framework set out by the standards. Judgements should reflect the expectation that NQTs have effectively consolidated their initial teacher training (ITT) and demonstrated their

ability to meet the relevant standards consistently over a sustained period in their practice

### **Key Staff:**

- School Professional Tutors
- Subject Mentors
- NQTs

### **The NQT Induction Process**

Following the award of QTS, an NQT begins the induction period of three terms. During this period, he/she will be expected to maintain and further develop the Teachers' Standards already achieved. Each NQT is provided with a reduced timetable (by 10%) to support their developmental needs.

Additional non-contact time can be used for a range of activities such as meetings, planning, marking and observing other members of staff.

### **Roles and Responsibilities**

#### **The Professional Tutor**

Each NQT is assigned to one professional tutor. This professional tutor has overall responsibility for the successful induction of NQTs. He/she is responsible for providing the whole-school programme of support and developmental opportunities, for ensuring that each department allocates an individual Subject Mentor and for supporting each Subject Mentor to ensure each NQT enjoys consistent, high quality provision throughout the year.

The Professional Tutor is one of the members of staff responsible for observing the NQT throughout the year. After each observation the Professional Tutor will provide feedback to both the NQT and the relevant Subject Mentor in relation to the Teachers' Standards. In addition, he/she is responsible for ensuring formal termly assessments are undertaken and submitted to the appropriate body (the London Borough of Tower Hamlets) by the agreed deadline. The Professional Tutor team also deliver fortnightly NQT CPD sessions to provide training and a space for reflection, research and further develop for the NQT.

#### **The Subject Mentor**

The Subject Mentor monitors the progress of and provides day to day support for an NQT and observes them on a regular basis. He/she is expected to make rigorous and fair

judgements about an NQT's progress in relation to the Teachers' Standards and provide effective coaching and mentoring throughout the induction period based on this feedback. The Subject Mentor is to work closely with the Professional Tutor and create a holistic team around the NQT. This is achieved through a series of planned, scheduled weekly meetings. These meetings will focus on supporting the NQT as they develop knowledge and skills relating to the Teachers' Standards.

### **The NQT**

The NQT is responsible for both monitoring and evidencing his/her progress against the Teachers' Standards and participating fully in the agreed development programme, both at whole school and departmental level.

Each NQT is given a reduced timetable by 10%, so that he/she has the time and support that will enable them to take responsibility for and focus on his/her individual professional development needs.

### **This time includes:**

- Regular scheduled meetings with his/her Subject Mentor
- Planned observations of other colleagues within the department
- Planned observations of other colleagues across the school
- Undertaking planned activities to support identified development needs
- The NQT is responsible for keeping track of and participating fully in observations, progress against the Standards reviews and formal assessment processes. He/she should also ensure that formal observations and assessments are carried out in accordance with this policy, and that any concerns are raised immediately with the Subject Mentor and/or Professional Tutor in the first instance.

### **Monitoring Progress**

There will be three formal meetings throughout the induction period, where an assessment will be made regarding the NQT's progress towards meeting the Teachers' Standards. These meetings will take place before the end of each term and will be held between the NQT and the Professional Tutor. As stated earlier, these formal meetings will inform the basis of the two Interim Assessment and Final Assessment Reports that are completed by the Professional Tutor to be submitted to the appropriate body (LBTH) by the agreed

deadline each term.

Each formal assessment meeting should be informed by written feedback from at least two formal observations of the NQT's teaching (one per half term) and feedback from the Subject Mentor's regular scheduled weekly meetings. Judgements made at each of the formal assessment meetings should relate directly to Teachers' Standards. Each NQT should be kept up-to-date about their progress in an ongoing manner, in order for him/her to be aware of how the Subject Mentor and Professional Tutor see his / her progress and development. At these meetings the NQT should be provided with developmental targets so he/she understands how to move forward. Alongside weekly Subject Mentor meetings each NQT has a half termly review meeting with the Professional Tutor to review and reflect on these targets. The Subject Mentor and Professional Tutor co-agree the judgments and the Professional Tutor then feeds back to the NQT (during their meetings). These judgements are then recorded in the formal assessment record. The Professional Tutor also invite the NQT to add his/ her comments to the assessment record before submission to the school Professional Tutor. This report is then signed by the Professional Tutor, Headteacher and NQT. Finally, the report is sent to the appropriate body (LBTH).

The third formal assessment meeting is also the final end-of-induction-period assessment and will form the basis of the recommendation to the appropriate body (LBTH) as to whether the NQT has met the Teachers Standards. The appropriate body (LBTH) makes the final decision as to whether or not an NQT's performance against the relevant standards is satisfactory, drawing on the recommendation of the headteacher.

### **Assessment Arrangements**

There will be 3 formal assessment meetings between the NQT and the Professional Tutor that inform the basis of the two Interim Assessments and Final Assessment reports to be submitted to the appropriate body (LBTH).

1. End of Term 1 Focus: The extent to which the NQT is meeting the Teachers' Standards and next steps.
2. End of Term 2 Focus: If continued progress towards meeting the Teachers' Standards is being made and next steps.
3. End of Year Focus: The extent to which the NQT has met all of the requirements for the satisfactory completion of the induction period. This final meeting can be used as the

basis for objective setting and professional development planning in their second year of teaching.

Alongside weekly Subject Mentor meetings each NQT has a half termly review meeting with the Professional Tutor to review and reflect on their targets.

### **Extending an Induction Period Due To Absence**

In line with the statutory guidance, the induction period will automatically be extended when an NQT's absences exceed 30 days. In these circumstances the induction period will be extended by the total number of days absent since the NQT started (unless this absence is related to Coronavirus – see below).

### **Absence Related to Coronavirus**

In line with new statutory guidance, any absence related to the current coronavirus (COVID-19) outbreak, including school closures, sickness or self-isolation, that was taken before 1 September 2021 will not count towards this limit. This means that NQTs who are currently undertaking statutory induction can complete their induction as expected, provided they meet the [Teachers' Standards](#). Absences totalling 30 days or more that are not related to coronavirus (COVID-19) will continue to extend the induction period.

### **Raising Concerns:**

An NQT who has concerns about any aspect of the content or delivery of his/ her induction programme should act on these as quickly as possible. He/ she should raise initial concerns internally with the Professional Tutors.

### **Exceptional Circumstances:**

#### **Unsatisfactory Progress**

An NQT has one chance to complete induction; if he/she completes the induction period but fails to meet the Teachers' Standards, the NQT will not be permitted to repeat the induction and therefore cannot be employed lawfully as a teacher in a state school.

As soon as there is a concern over an NQT's progress, they should be spoken to and the appropriate body (LBTH) should also be notified. A personalised action plan should then be put in place that addresses areas of concern so that the NQT is made aware of where they need to improve their practice, and given every opportunity to raise their performance. A Cause for Concern meeting would follow if the NQT has not made the required progress. Extensions to the induction period can be made by the appropriate body (LBTH) if there is

evidence that there are extenuating circumstances as to why the NQT has not made progress. Action to improve performance must not be delayed until a formal assessment meeting takes place.

In line with the statutory guidance, extenuating circumstances could include:

- Personal crises
- Illness
- Issues around the support during induction; or
- Where there is insufficient evidence within the induction documentation for a decision to be made about whether the NQT's performance against the standards is satisfactory

**Additional support might include:**

- Additional meetings with the Subject Mentor / relevant members of staff
- the setting of short term, specific objectives in relation to the Teachers' Standards
- More in-depth and regular monitoring and recording of the NQT's progress, including additional formal observations
- The NQT to observe best practice within their department area, and across the school