

# **NQT Policy**

## **Fairfax Multi-Academy Trust**

### **February 2020**

## **Policy for Newly Qualified Teachers**

This policy follows the statutory guidance from the Department for Education.

All qualified teachers employed at Fairfax Academy must complete an induction period satisfactorily. Fairfax Academy uses Birmingham Local Education Authority as the quality assurance body to ensure that the induction process meets the requirements set out in the statutory guidance.

### **1. Purpose of Induction**

Statutory induction 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 an assessment of performance against the teaching standards. The programme supports the newly qualified teacher (NQT) in demonstrating that their performance against the relevant standards is satisfactory by the end of the period and equips them with the tools to be an effective and successful teacher

### **2. The Teaching Standards**

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 consider 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. Judgements should reflect the expectation that NQT's 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.

### **3. Completion of the Induction Period**

A qualified teacher cannot be employed as a teacher at Fairfax Academy unless they have satisfactorily completed an induction period in accordance with the statutory guidance. There is no set time limit for starting or completing an induction period.

An NQT has only one chance to complete statutory induction. An NQT who has completed induction and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision: see paras 4.6–4.7 of the DfE Statutory Guidance). While such an NQT does not lose their QTS, they cannot be employed lawfully as a teacher at Fairfax Academy. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

#### 4. The Induction Process

The start date for induction will be determined by Birmingham Local Education Authority and must be agreed in advance with the Headteacher and NQT.

Short-term supply placements of less than one term, or equivalent, cannot count towards induction, as such posts will not provide an NQT with the breadth of experience, support and assessment necessary to enable them to demonstrate that their performance against the relevant standards is satisfactory.

In order for the NQT to serve induction, the Headteacher and Birmingham Local Education Authority must first agree that the post is suitable for this purpose.

The Headteacher and the Birmingham Local Education Authority, are jointly responsible for ensuring that the supervision and training of the NQT meets their development needs.

The duties assigned to the NQT and the conditions under which they work should be such as to facilitate a fair and effective assessment of the NQT's conduct and efficiency as a teacher against the relevant standards. In particular, a suitable post must:

- have a Headteacher to make the recommendation about whether the NQT's performance against the relevant standards is satisfactory;
- have prior agreement with Birmingham Local Education Authority to act in this role to quality assure the induction process;
- provide the NQT 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;
- ensure the appointment of an induction tutor with QTS;
- provide the NQT with a reduced timetable to enable them to undertake activities in their induction programme;
- not make unreasonable demands upon the NQT;
- not normally demand teaching outside the age range and/or subject(s) for which the NQT has been employed to teach;
- not present the NQT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the NQT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

The Board of Directors must be satisfied that the institution has the capacity to support the NQT and that the Headteacher is fulfilling their responsibilities.

## **5. Ensuring a reduced timetable**

In a relevant school, the Headteacher must ensure an NQT has a reduced timetable of no more than 90% of the timetable of the school's existing teachers on the main pay range to enable them to undertake activities in their induction programme. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.

## **6. Registering the NQT with the Birmingham Local Education Authority**

Once an NQT has been appointed, the Headteacher must notify the Birmingham Local Education Authority in advance of the NQT taking up post. Failure to do so may delay the start of the induction period.

## **7. Determining the length of the induction period**

The length of the induction period an NQT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of one school year (usually three school terms)

In some exceptional circumstances, the length of an induction period may be reduced.

The minimum period of employment that can be counted towards completion of the induction period (for both full-time and part-time NQT's) is one term (based on a three-term academic year). This applies to both permanent and long-term supply teaching posts. It also reflects the need for each NQT to work in a stable environment and receive a personalised, supported and pre-planned induction programme.

NQT's serving induction on a part-time basis at any point will need to serve the fulltime equivalent (FTE) of one full academic year. Therefore, an NQT working part-time as a 0.5 FTE will need to serve induction for two academic years.

It is for the school and Birmingham Local Education Authority to decide in each individual case the length of the induction period required which is fair and takes full account of the NQT's working pattern.

## **8. Monitoring, support and assessment during induction**

A suitable monitoring and support programme will be in place for the NQT, personalised to meet their professional development needs (including the development needs of part-time NQT's).

This includes:

- Support and guidance from a designated induction tutor who holds QTS and has the time and experience to carry out the role effectively
- Observation of the NQT's teaching and follow-up discussion
- Regular professional reviews of progress
- NQT's observation of experienced teachers either in the NQT's own institution or in another institution where effective practice has been identified

### **8.1. Appointment of an induction tutor**

The Headteacher will identify a person to act as the NQT's induction tutor, to provide day-to-day monitoring and support, and coordination of assessment. The induction tutor must hold QTS and have the necessary skills and knowledge to work successfully in this role and should be able to provide effective coaching and mentoring. This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the NQT. The induction tutor will need to be able to make rigorous and fair judgements about the NQT's progress in relation to the relevant standards. They will need to be able to recognise when early action is needed in the case of an NQT who is experiencing difficulties. It may, in some circumstances, be appropriate for the Headteacher to be the induction tutor.

### **8.2. Observation of the NQT's teaching practice**

An NQT's teaching should be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the NQT's teaching practice, conduct and efficiency against the relevant standards. Observations of the NQT may be undertaken by the induction tutor or another suitable person who holds QTS from inside or outside the institution.

The NQT and the observer should meet to review any teaching that has been observed. Feedback should be prompt and constructive. Arrangements for review meetings should be made in advance and a brief written record made on each occasion. It should indicate where any development needs have been identified.

The induction tutor will review the NQT's progress at frequent intervals throughout the induction period. Reviews will be informed by evidence of the NQT's teaching. Objectives will be reviewed and revised in relation to the relevant standards and the needs and strengths of the individual NQT. The NQT should record evidence of progress towards objectives and agreed steps to support them in meeting their objectives. Evidence should come from practice.

### **8.3. Formal assessments**

NQT's will have formal assessments carried out by either the Headteacher or the induction tutor. These will be undertaken on a termly basis so that they have three per year for full time teachers, less frequent for part-time, according to Birmingham Local Education Authority policy. Evidence used in assessments must be clear and transparent and copies provided to the NQT and Birmingham Local Education Authority.

Formal assessment meetings should be informed by evidence gathered during the preceding assessment period and drawn from the NQT's work as a teacher and from their induction programme. Judgements made during the induction period will relate directly to the relevant standards. NQT's will be kept up to date on their progress. There should be no surprises.

Formal assessment reports should be completed for the first and second assessments. These reports will clearly show assessment of the NQT's performance against the relevant standards at the time of the assessment.

The final assessment meeting is at the end of the induction period, and will form the basis of the Headteacher's recommendation to the Birmingham Local Education Authority is to whether, having completed their induction period, the NQT's performance against the relevant standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation will be recorded on the final assessment form. Once assessment forms have been completed, the NQT will add their comments. They will then be signed by the induction tutor, Headteacher and the NQT. Once signed, the NQT should be given the original and a copy sent to the Birmingham Local Education Authority shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically.

#### **8.4. Interim assessments**

When an NQT leaves a post after completing one term or more but before the next formal assessment would be required, the Headteacher should complete an interim assessment. This should take place before the NQT leaves their post in order to ensure that the NQT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment form will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the NQT leaves during their final term of induction.

#### **8.5. Raising concerns**

An NQT should normally raise any concerns about their induction programme with their induction tutor. If the matter is not resolved, the NQT may notify the named contact at Birmingham Local Education Authority who should, as soon as possible, investigate the issues raised.

### **9. Completing the induction period**

An NQT completes their induction period when they have served:

- the full-time equivalent of a standard school year (usually three terms); or
- a reduced period (as agreed with the Birmingham Local Education Authority and Headteacher) based on previous teaching experience; or
- an extension to that period, as a consequence of absences occurring during the period; or
- an extension following a decision by the Birmingham Local Education Authority or the Appeals Body

The Birmingham Local Education Authority 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.

Within 20 working days of receiving the Headteacher's recommendation, the Birmingham Local Education Authority must decide whether the NQT:

- has performed satisfactorily against the relevant standards and thereby satisfactorily completed their induction period;
- requires an extension of the induction period; or
- has failed to satisfactorily complete the induction period.

In making this decision, Birmingham Local Education Authority must consider the Headteacher's recommendation and all available evidence including any written representations from the NQT. Birmingham Local Education Authority must, within three working days of making the decision, make written notification of the decision to: the NQT; the Headteacher (in whose institution the NQT was working at the end of their induction). They must also notify the Teaching Regulation Agency within three working days in the case of decisions to fail or extend the NQT's induction, and via the termly return for other notifications. If Birmingham Local Education Authority decides to extend the period of induction or that the NQT has failed to complete their induction period satisfactorily, they must inform the NQT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for appeals. For more information on appeals, please refer to the DfE Statutory Guidance for NQT's.

## **10. Record keeping/retention**

Birmingham Local Education Authority is responsible for keeping a record for each NQT it has registered for induction. It should also monitor the return of assessment forms and contact the institution concerned when assessment forms have not been submitted or signed on time. Records should state the date an NQT starts a period of employment counting towards induction, how much of the period has been completed, changes in working patterns and any absences. These should be noted on assessment forms at the end of each formal assessment period. The Headteacher should notify the Birmingham Local Education Authority if an NQT leaves the institution before completing the period. The Birmingham Local Education Authority will then notify the Teaching Regulation Agency.

Where an NQT has already completed part of their period in another institution, the Headteacher should contact the NQT's previous Birmingham Local Education Authority to obtain copies of any assessment forms (including any interim assessments). They should establish how much induction time remains to be served and alert the new Birmingham Local Education Authority to any concerns that have been raised about the NQT's progress by previous employers. 2.58

The Teaching Regulation Agency keeps records of teachers who have completed or part-completed induction. It is recommended that assessment reports are retained by both the institution and the Birmingham Local Education Authority for a minimum of six years.

NQT's are advised to retain the original copies of their own assessment reports.

## **11. Confidentiality and data protection**

Headteachers, induction tutors, appropriate bodies and the Teaching Regulation Agency should ensure that arrangements are in place to facilitate the effective protection and secure transfer of data.

The induction process and the assessments generated from it should be treated with confidentiality at all times and should not be shared with anyone not directly involved in the induction process.

It should be made clear to anyone viewing such documents that they are confidential and NQT's must be made aware of who has been granted access to their assessments. The governing body / Board of Directors can request general reports on the progress of an NQT on a termly basis but are not automatically entitled to have access to an individual's assessment forms. The exception to this would be when an NQT has raised concerns about a particular issue/assessment via the institution's grievance procedures, which would in many cases require the governing body to investigate the situation. If at any stage the governing body has questions or concerns about the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process, they can seek guidance from the Birmingham Local Education Authority.

## **12. Putting in place additional monitoring and support**

If it becomes apparent that an NQT is not making satisfactory progress, the Birmingham Local Education Authority should be informed and the Headteacher must ensure that additional monitoring and support measures are put in place immediately. Action must not be delayed until a formal assessment meeting has taken place. It is important that the NQT is made aware of where they need to improve their practice and given every opportunity to raise their performance.

The Headteacher and the Birmingham Local Education Authority should be satisfied that:

- areas in which improvement is needed have been correctly identified;
- appropriate objectives have been set to guide the NQT towards satisfactory performance against the relevant standards; and
- an effective support programme is in place to help the NQT improve their performance

In many cases the additional monitoring and support measures mentioned above will have the desired effect and the NQT will go on to be formally assessed at the end of the period as having performed satisfactorily against the relevant standards.

Where there are still concerns about the NQT's progress at the next formal assessment point (and this is not the final assessment), the Headteacher should explain to the NQT the consequences of failure to complete the induction period satisfactorily and discuss fully with the NQT:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period.

### **13. Roles and responsibilities**

#### **13.1. The NQT**

The NQT should:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme 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 agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult Birmingham Local Education Authority named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment forms.

#### **13.2. Headteachers and principals**

The Headteacher is, along with Birmingham Local Education Authority, jointly responsible for the monitoring, support and assessment of the NQT during induction, and should:

- check that the NQT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the NQT starting the induction programme, which body 30 will act as the Birmingham Local Education Authority;
- notify the Birmingham Local Education Authority when an NQT is taking up a post in which they will be undertaking induction;
- meet the requirements of a suitable post for induction;
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure an appropriate and personalised induction programme is in place;
- ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching;

- ensure that termly assessments are carried out and reports completed and sent to the Birmingham Local Education Authority;
- maintain and retain accurate records of employment that will count towards the induction period;
- make the governing body aware of the arrangements that have been put in place to support NQT's serving induction;
- make a recommendation to the Birmingham Local Education Authority on whether the NQT's performance against the relevant standards is satisfactory or requires an extension;
- participate appropriately in the Birmingham Local Education Authority's quality assurance procedures; and
- retain all relevant documentation/evidence/forms on file for six years.

There may also be circumstances where the Headteacher should:

- obtain interim assessments from the NQT's previous post;
- act early, alerting the Birmingham Local Education Authority when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an NQT who may be at risk of not performing satisfactorily against the relevant standards;
- notify the Birmingham Local Education Authority as soon as absences total 30 days or more;
- periodically inform the governing body about the institution's induction arrangements;
- advise and agree with the Birmingham Local Education Authority in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- provide interim assessment reports for staff moving in between formal assessment periods; and
- notify the Birmingham Local Education Authority when an NQT serving induction leaves the institution.

### **13.3. Induction tutors**

The induction tutor (or the Headteacher if carrying out this role) should:

- provide, or coordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the Birmingham Local Education Authority where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake three formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one per term, or pro rata for part-time staff);

- inform the NQT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the NQT to add their comments;
- ensure that the NQT's teaching is observed and feedback provided;
- ensure NQT's are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and
- take prompt, appropriate action if an NQT appears to be having difficulties.

#### 13.4. The Governing Body / Board of Directors

The governing body:

- should ensure compliance with this guidance;
- should be satisfied that the institution has the capacity to support the NQT;
- should ensure the Headteacher is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual NQT as part of the institution's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an NQT.

#### Review

Signed:

Head of Academy

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Chair of The Education Committee

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Date

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Date of next review

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#### Related documents: DfE Statutory Guidance for Newly Qualified Teachers