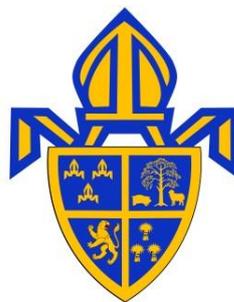




## Newly Qualified Teacher (NQT) Policy

Version APPROVED

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Wincle CE Primary School  
Wincle  
Macclesfield  
Cheshire  
SK11 0QH  
Tel: 01260 387 387  
Headteacher: Mrs S Smith  
Chair of Governors: Dr J Miller  
[www.wincleprimaryschool.org](http://www.wincleprimaryschool.org)

## Our school's vision:

Wincle School creates an enriching and outstanding rural education, nurturing the whole individual: body, mind and soul, inspiring rounded, happy, courageous children who exhibit a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all.

We encourage our pupils to 'Shine like Stars' (Philippians 2:15) and to do this run with the following acronym:

<b>S</b>	Service	<p>★ No act of kindness, no matter how small, is ever wasted." Aesop</p> <p>★ We would like our pupils to have the confidence to know that they can make a difference: have hope for the future.</p> <p>★ We encourage our pupils to challenge injustice and inequality</p>
<b>T</b>	Theology	<p>★ Our principles are founded on the truth that we are loved by the Father, Saved by the Son and Sanctified by the Holy Spirit.</p> <p>★ We want to ignite passion and curiosity for learning, providing an exciting curriculum to inspire all learners to be the best they can be.</p>
<b>A</b>	Attitude	<p>★ We encourage our pupils to show integrity</p> <p>★ We would like our pupils to have the courage to fight for what is important</p> <p>★ When things are challenging, we would like our pupils to display perseverance and not give up.</p> <p>★ Learn from yesterday, live for today, hope for tomorrow" Albert Einstein</p>
<b>R</b>	Relationships	<p>★ We nurture the whole individual: body, mind and soul</p> <p>★ We encourage the pupils to respect every living creature and show compassion.</p> <p>★ We would like our children to treat other people as they would like to be treated following Jesus' example. We are all unique</p> <p>★ We help all children build trusting relationships</p> <p>★ Clothe yourselves with compassion, kindness, humility, gentleness and patience.' (Colossians 3:12)</p>
<b>S</b>	Shine like stars	<p>★ I am the Light of the world; he who follows Me will not walk in the darkness, but will have the Light of life." (John 8:12)</p> <p>★ We would like our pupils to shine in their behaviour, attitudes, relationships and learning.</p>

At Wincle, all staff are encouraged to 'Shine like Stars'. We nurture and support them to develop effective skills as a teacher and gain knowledge on how best to support our pupils.

## NQT Policy

### 1. Aims

The Governing Board of Wincle CE Primary School recognise the significant contribution that Newly Qualified Teachers (NQTs) make to the school and aim to provide NQTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers.

### 2. Legislation and statutory guidance

This policy is based on the Department for Education's latest statutory guidance *Induction for Newly Qualified Teachers (England) April 2018* and *The Education (Induction Arrangements for School Teachers) (England) Regulations 2012*.

The 'relevant standards' referred to below are the *Teachers' Standards (2012, updated 2013)*

This policy complies with the school's funding agreement and articles of association.

### 3. NQT Induction Programme

#### 3.1 NQT entitlement

For a full-time NQT, the induction programme will typically last for a single academic year, nominally 190 days. Part-time NQTs will serve the full-time equivalent; for example, the induction period for a teacher employed on a 0.6 FTE contract will last approximately 5 terms, to a maximum of 190 school days.

Each NQT is entitled to:

- 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
- A designated induction mentor, who will have qualified teacher status (QTS).
- A reduced timetable, with no more than 90% of the standard teaching load for teachers on the main pay range, to allow them to undertake activities in their induction programme.
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.

In addition, NQTs will not:

- be given additional non-teaching responsibilities without appropriate preparation and support
- have unreasonable demands made upon them
- normally teach outside the age range and/or subjects they have been employed to teach
- be presented with unreasonably demanding student discipline issues on a day-to-day basis

### **3.2 Support for NQTs**

We support NQTs through:

- Their designated induction mentor, 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 professional reviews of their progress, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths
- Opportunities to observe experienced teachers, either within the school or at another school with effective practice
- A programme of professional development and school induction meetings along with other new staff.
- Regular informal meetings with the Induction Manager

### **3.3 Assessments of NQT performance**

Formal reviews of progress will take place on a termly basis, and will be carried out by the NQT's induction mentor. These meetings will be informed by clear and transparent objective 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 to the appropriate body if required.

Following these reviews, formal assessment reports will be completed that clearly show how the NQT is performing against the relevant standards. The reports will be sent to the appropriate body for comment. At the end of the induction period, NQTs will have a final formal assessment meeting with the induction mentor. The outcomes of this meeting will be used by the Induction Manager to recommend to the headteacher whether the NQT's performance is satisfactory against the relevant standards. The recommendation will be written up in a final assessment form, to which the NQT can add their own comments. The form will be endorsed by the headteacher and 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 the expected progress against the Teacher Standards, additional monitoring and support measures will be put in place immediately, so that:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the NQT towards satisfactory performance
- An effective support programme is arranged to help the NQT improve their performance

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

## **4. Roles and responsibilities**

### **4.1 Role of the NQT**

The NQT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction mentor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their induction mentor how best to use the additional time from their reduced timetable loading
- Provide evidence of their progress against the relevant standards
- Participate fully in the monitoring and development programme
- Participate in scheduled lesson observations, progress reviews and formal assessment meetings

- Agree with their induction mentor 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

**If the NQT has any concerns, they will:**

- Raise these with their induction mentor (or with the Induction Manager if their concern is about their mentor) as soon as possible
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues within the school

**4.2 Role of the Induction Manager**

Acting on behalf of, and as necessary in consultation with, the Headteacher, the Induction Manager 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 statutory entitlements are in place
- Ensure the induction mentor 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
- 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 Role of the induction mentor**

The induction mentor will:

- Provide guidance and effective support to the NQT, including coaching and mentoring
- Carry out regular progress reviews throughout the induction period
- Undertake termly reviews of progress during the induction period, coordinating input from other colleagues as appropriate
- Inform the NQT 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 Role of the Headteacher**

The Headteacher will

- Ensure that a suitably qualified and experienced member of staff is appointed as Induction Manager, with sufficient time to carry out the role effectively
- Ensure that staff acting as induction mentors are suitably qualified and are given sufficient time to carry out the role effectively
- Maintain and keep accurate records of the NQT's employment that will count towards the induction period

- Make the governing board aware of the support arrangements in place for the NQT
- Read and sign all formal assessments sent to the appropriate body
- Make a final recommendation to the appropriate body on whether the NQT's performance against the relevant standards is satisfactory

#### **4.5 Role of the governing board**

The governing board will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support NQTs
- Ensure the headteacher is fulfilling their responsibility to meet the NQT's entitlements
- Investigate concerns raised by NQTs as part of the school's grievance procedure
- 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 NQTs

#### **5. Monitoring arrangements**

The implementation of this policy will be monitored by Teaching and Learning Committee, to which the Headteacher will provide regular reports.

This policy will be reviewed every two years, or whenever there is a change to the legislative framework or DfE guidance.