



THE PRIORY
LEARNING TRUST

Newly Qualified Teachers Policy

Policies approved by the Board of Trustees

Signed:

Name: Barry Wratten

Date: 1st September 2020

Chair of Board of Trustees

Authorised for Issue

Signed:

Name: Neville Coles

Date: 1st September 2020

Chief Executive Officer

History of Policy Changes

Date	Version	Change	Origin of Change e.g. TU request, change in legislation.	Changed by
May 2020	1	New policy	Trustees' review of statutory policies	

This policy applies to The Priory Learning Trust and all its academies

Date policy adopted	September 2020
Review cycle	Annual
Review date	May 2021

Contents

1. Rationale
2. Aims
3. Roles and Responsibilities
4. Entitlement
5. Assessment and Quality Assurance
6. At risk procedures
7. Addressing NQT concerns
8. Policy review

1. 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 school'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.

2. 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 ours and future schools.

Specifically, we aim to:

- provide support to meet the generic needs of all NQTs and the specific needs of individual NQTs
- provide 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 help NQTs meet all the teachers' standards.

The whole staff will have access to 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.

3. Roles and Responsibilities

The Trust Board

The Trust Board will be 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 of its obligations. The Trust Board will be kept aware and up to date about induction arrangements and the progress of NQTs, through the Director of Teaching School's report or direct contact with the NQT Coordinator in each Academy.

The Principals

The Principals within The Priory Learning Trust (TPLT) 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 has been delegated to the school based NQT Coordinator, the Principals will also receive feedback on the NQT. Statutory responsibilities for the Principal are:

- ensuring an appropriate induction programme and support are in place
- recommending to the appropriate body of Backwell School (North Somerset Teaching School Alliance) whether an NQT has met the requirements for satisfactory completion of the induction period.

In addition to the statutory requirements the Principals will:

- give written warnings to any NQT at risk of failing to meet the Standards.

Director of Teaching School Alliance

The principal requirement for the Director of Teaching School Alliance is to be responsible for organising a central induction programme and supporting the Induction Coordinators in the schools. This includes meeting regularly throughout the year to discuss the progress of NQTs and supporting with the Appropriate Body in managing any underperformance.

Induction Coordinator (Induction Tutor)

The principal requirement for the NQT Coordinator is to be responsible for the overall management of initiating NQTs into the teaching profession at school level and into TPLT's systems and structures. 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 providing support and guidance, monitoring of the completion of Assessment reports and the rigorous, fair and consistent assessment of NQT performance.

Mentor

In addition to the Coordinator, who has the responsibility for the formal assessment of NQTs, a Mentor is appointed to provide support on an informal daily basis and through regular meetings. The Mentor will contribute to judgements about the NQT's progress against the Teachers' Standards and the completion of the Assessment forms.

4. 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 achievements in relation to the Teachers' Standards as achieved during training.

The key aspects of the Induction programme for NQTs at TPLT are as follows:

- access to an Induction programme that will commence upon appointment
- help and guidance from an Induction tutor who holds Qualified Teacher Status (QTS), is adequately prepared for the role and will coordinate the induction programme
- regular meetings with a mentor and, as needed, meetings with 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 professional development activities and meetings with the mentor
- regular observation of NQT's teaching by experienced colleagues (at least once every half term)
- prompt written as well as oral 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
- detailed success criteria for any areas identified as making an NQT at risk of not meeting the Teachers' Standards.

5. Assessment & 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.

TPLT will use the following guidelines for NQT assessment:

- the criteria used for formal assessments will be shared and agreed in advance
- both formative assessment (e.g. lesson observations and target setting) 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.

6. At risk procedures

If any NQT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- A meeting to set the expectation is established that the support provided will enable any weaknesses to be addressed
- recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem

- agreed, attainable targets for action set for a minimum of 4 weeks, 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 of the risk of failure will be given to the NQT and the school's concerns communicated to Backwell School, as Appropriate Body, without delay.

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

7. Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school (Mentor, Coordinator, Principal) in the first instance. Where the school does not resolve them the NQT should raise concerns with the Director of Teaching School and then the Appropriate Body (AB) contact.

8. Policy Review

The working of this policy will be reviewed by the Trustees annually. As well as examining the specific review data, the policy statement will be checked for continuing relevance against any changed statutory requirements.