



Newly Qualified Teacher (NQT) Policy

For the following:

**Cardinal Newman Catholic Primary School
Holy Family Catholic Primary School
St Alban's Catholic Primary School
St Anne's Catholic Primary School
St Augustine's Catholic Primary School
St Charles Borromeo Catholic Primary School
St Cuthbert Mayne Catholic Primary School
St Hugh of Lincoln Catholic Primary School
St John the Baptist Secondary Catholic School
St Polycarp's Catholic Primary School
St Thomas of Canterbury Catholic Primary School
St Peter's Catholic School
Salesian Catholic Secondary School
The Marist Catholic Primary School
St Edmund's Catholic Primary School
Teach SouthEast**

This Policy has been approved and adopted by the Xavier Catholic Education Trust in Partnership with Salesian Teaching School Appropriate Body and Teach SouthEast in October 2020 and will be reviewed in October 2021

Author: Director of Teach SouthEast

Committee Responsible: HR Committee

Xavier Catholic Education Trust Mission Statement

Our mission is to provide an outstanding Catholic education for all the children in our schools. We will follow the example and teachings of Christ and everything we do will be inspired by gospel values. We will strive for excellence in all areas of our work and cherish every child in our care.

Teach Southeast Mission Statement

Provide exemplary training,

- Provide the highest quality training across the full range of programmes we offer (Pre-ITT, ITT, NQT)

Inspire every child,

- Empower every teacher to inspire and motivate the children in their care

Develop future leaders,

- Maximise the potential of every teacher in our Partnership

Serve our community,

- Have a positive, lasting impact across our Partnership

Lead the way,

- Be at the forefront of developments in teacher development

Act with integrity

- Always prioritise the best interests of the children and teachers we work with.

1. Aims

The school commits to:

- Run an NQT induction programme, in Partnership with Salesian Teaching School and Teach Southeast that meets all the statutory requirements as outlined in *Induction for Newly Qualified Teachers (England) Revised April 2018* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/851336/Statutory_Induction_Guidance_2019.pdf
- Provide NQTs with a supportive environment that enables access to observe best practice, be supported by experienced colleagues and receive regular feedback on their own teaching and development,
- Ensure all staff involved in the induction and development of a NQT understand their role and responsibilities and are given adequate capacity to fulfil their role,
- To develop and maintain a strong working relationship with Teach Southeast/Salesian Teaching School as the Appropriate Body. To provide honest feedback to the Appropriate Body in order to support the development of the provision.

2. Legislation and Statutory guidance

- This policy is based on the Department for Education's statutory guidance *Induction for Newly Qualified Teachers (England) Revised April 2018* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/851336/Statutory_Induction_Guidance_2019.pdf and *The Education (Induction Arrangements for School Teachers) (England) Regulations 2012* <https://www.legislation.gov.uk/uksi/2012/1115/contents/made>
- The 'relevant standards' referred to below and used to assess the NQT's practice are the Teachers' Standards (Revised June 2013) <https://www.gov.uk/government/publications/teachers-standards>

3. The Induction Programme

The induction programme follows on from successful completion of an ITT programme where the NQT has been awarded with QTS. The induction programme is run in partnership with Teach SouthEast and is typically a one-year programme for those that are following the programme on a full time basis. For those completing the Induction Programme on a part time basis adjusted assessments dates based on the table below;

Number of days	FTE for teachers	First term submission date	Second term submission date	Third term submission date
Half day	0.1	130 weeks	260 weeks	390 weeks

1 full day	0.2	65 weeks	130 weeks	195 weeks
1 ½ days	0.3	43 weeks	87 weeks	130 weeks
2 days	0.4	33 weeks	65 weeks	98 weeks
2 ½ days	0.5	26 weeks	52 weeks	78 weeks
3 days	0.6	22 weeks	43 weeks	65 weeks
3 ½ days	0.7	19 weeks	37 weeks	56 weeks
4 days	0.8	16 weeks	33 weeks	49 weeks
4 ½ days	0.9	14 weeks	29 weeks	43 weeks
5 days	Full time	13 weeks	26 weeks	39 weeks

Over the Induction period NQTs are assessed termly by their employing school and quality assured by the Appropriate Body. The Appropriate Body provides 5 centralised training sessions throughout the induction year to compliment the school's bespoke CPD programme.

3.1 Terms for Employment within Induction Period

- Relevant opportunities will be provided for the NQT by the employing school to enable them to demonstrate satisfactory performance against the relevant standards throughout, and by the end of, the induction period.
- Be supported by an appointed Induction Tutor, who will have qualified teacher status (QTS) and the relevant experience to work with the NQT to develop their practice. Typically, this would be a senior member of staff.
- 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.
- Have a time table that enables them to regularly teach the same class or classes to ensure consistency in their development.
- The classes timetabled for the NQT to be responsible for should not be classes with proven extreme behavioural challenges. NQTs should not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis
- Best practice suggests that the timetable for an NQT should be developed with input from the Head of department (where appropriate) and Professional Tutor.
- 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.

3.2 Employing School Support for NQTs

In school training:

- A weekly bespoke CPD session co-ordinated by the Professional Tutor (for Secondary NQTs),
- Engagement in whole school staff meetings, INSET days and CPD opportunities,
- Regular opportunities to observe experienced teachers, either within the school or at another school with effective practice.

Support from colleagues:

- Each NQT should be assigned a designated **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.
 - attend and engage with Mentor specific training and documentation from the Teach SouthEast as the Appropriate Body.
- Each employing school will have a **Professional Tutor** or senior colleague who takes responsibility for the induction of all NQTs and their training within the school. This colleague will provide;
 - Co-ordination of the NQTs' assessors and compliance with the Appropriate Body's assessment process.
 - Take on the role of disseminating information from the Appropriate Body to the NQTs, their Mentors and Assessors.

3.3 Assessments of NQT performance

The following table detail the overview of the assessment process for NQTs in their Induction period;

	Form of assessment	Purpose	Judgement criteria
Weekly	Lesson observation of NQT by Mentor (or other professional colleague)	To ensure NQT is meeting lesson foci.	Assessment of lesson foci (secure/ developing/ inconsistent)
		To receive feedback both on areas of strength and development in the classroom against the eight Teachers' Standards and an overall indication as to whether NQT meeting standard or not.	Overall judgement on that particular lesson (meeting/ not meeting standard).
	Mentor meeting	To discuss relevant and pressing issues with Mentor and have an opportunity to reflect on progress. Your Mentor will also use this time to discuss how NQT is meeting the requirements of Part Two.	Mentor and NQT both sign meeting record to agree they are both happy that standards are being met. If not, Cause for Concern may be raised and TSE notified.
	In-school training (CPD) coordinated by your Professional Tutor	To have the opportunity to continue to develop knowledge and practice under the Teachers' Standards and meet regularly with other colleagues who can support your development.	Evidence of self-reflection and engagement with in-school training is well evidenced in this handbook.
	Use of 10% time	To proactively use 10% time to enhance practice through observations of other colleagues, professional conversations and research.	Evidence of observations of other colleagues and discussion with Mentor about use of 10% time in meeting.
First-half term	First half-term Transition review	To review progress against priority targets and to assess whether NQT on-track to meet standard for the first half term through: <ul style="list-style-type: none"> An observation by Professional Tutor Feedback from Professional Tutor on areas of strength and development in the classroom against the eight Teachers' Standards Professional discussion between NQT, Mentor and Professional Tutor regarding progress and targets 	Overall judgement on that particular lesson (meeting/ not meeting standard) reported back to TSE. Part Two document ticked by Mentor to indicate whether NQT are meeting/ not meeting standard.
Termly	End of term review assessment Meeting with Mentor, Assessor and NQT	To review your progress against your priority targets and to assess whether you have met standard for the term through: <ul style="list-style-type: none"> An observation by your Assessor Feedback from your Assessor on areas of strength and development in the classroom against the eight Teachers' Standards Professional discussion between you, your Mentor and your Assessor regarding your progress and targets	Overall judgement on that particular lesson (meeting/ not meeting standard). Part Two document ticked by Mentor to indicate whether you are meeting/ not meeting standard.

	Priority targets	To review and set appropriate priority targets to focus development over the next term	New targets written in and professional dialogue to established how previous ones have been met or whether they are ongoing.
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Role of the assessor includes:

- To ensure that the school placement is appropriate
- To ensure that the school is upholding the expectations within the handbook
- To carry out one lesson observation of practice every term and to provide written (in handbook) and verbal feedback
- To meet with NQT and your Mentor once a term for end of term review
- To report progress on NQT Manager at the end of term point, by the given deadline
- If there are any concerns over progress, Professional Tutor and/or Assessor will liaise with NQT and Teach SouthEast to ensure all the appropriate support is put in place and monitored through the Teach SouthEast Cause for Concern procedure.

The NQT Manager (<https://www.nqtmanager.com/appropriate-bodies>) acts as the assessment system that the employing school uses with the Appropriate Body. It is the employing school's responsibility to upload assessment data for all NQTs onto NQT manager in line with the stated TRA deadlines.

3.4 Cause for Concern procedure

If it becomes clear the NQT is not making sufficient progress, additional monitoring and support measures must be put in place immediately in line with the below table that details the Cause for Concern procedure as outlined by the Appropriate Body:

Stage	Descriptor	Who is involved in the Cause for Concern
Support plan	<p>Concern(s) over an NQT's performance has been identified by Mentor/ Professional Tutor/ school leadership or Teach SouthEast.</p> <p>Initial verbal conversation using the Support Plan Initial Conversation document below takes place between NQT and Professional Tutor (with input from Mentor) discuss the concern(s). A Support Plan (see additional document) is completed in conversation with the NQT themselves and a time period of two weeks is given to work towards addressing the concern(s) raised.</p> <p>At the end of the two week period, a review meeting is conducted with the NQT by the Professional Tutor and either the Support Plan continues with adapted targets or a Cause for Concern is initiated if no progress has been made. If there is no longer any need for a Support Plan, it can be removed.</p> <p>This verbal conversation is recorded using the Support Plan form found in this handbook, which must be scanned in and emailed to Teach Southeast.</p>	<p>NQT, Mentor, Professional Tutor and Teach SouthEast NQT team</p> <p>Please email the completed Support Plan to Teach SouthEast.</p>

Cause for Concern	<p>With the use of a Support Plan the NQT has failed to make the expected progress and the issues are still a concern.</p> <p>A verbal conversation with the NQT takes place in the presence of a third party (Professional Tutor or Assessor) to discuss the concern(s) and complete the Cause for Concern documentation and set the appropriate targets.</p> <p>The Cause for Concern documentation is received by Teach SouthEast who will send out a member of the centralised NQT team within the two week time frame to observe the NQT as appropriate and have a review meeting to ensure all parties are happy with the targets set as part of the Cause for Concern.</p> <p>A review meeting is conducted with the NQT by the Professional Tutor and Assessor and either the Cause for Concern continues with adapted targets or, if no progress has been made, a stage 2 Cause for Concern will be initiated.</p>	<p>NQT, Professional Tutor, Assessor and Teach SouthEast NQT team</p> <p>Please email the completed Stage One to Teach SouthEast.</p>
Unresolved Cause for Concern	<p>In such cases where the additional support put in place as part of the Cause for Concern process has failed to see the NQT make adequate progress or meet standard consistently, the Director of the NQT Awarding Body will come out to quality assure the support put in place and verify that the NQT is not meeting standard. Following this visit, a three-way conversation between the Head Teacher, Professional Tutor and Director of the Awarding Body to discuss the position of the NQT will take place. If the NQT is deemed to be meeting standard then the Cause for Concern will be resolved, however, if they are not meeting standard then the NQT can remain in employment for the remainder of the year and will continue to be assessed against the NQT assessment framework but may be unable to pass the year if the Cause for Concern remains unresolved.</p>	<p>NQT, Professional Tutor, Assessor and Teach SouthEast Director/ External Moderator</p> <p>Please email the completed Stage Two to Teach Southeast.</p>

4. Roles and responsibilities

The following is based on recommendations from the statutory guidance, linked to above.

Role of an NQT

- To provide evidence that they have QTS and are eligible to start induction
- To attend the combined induction meeting/CPD sessions
- To attend all subsequent NQT sessions
- To meet with their Mentor on a weekly basis and complete the weekly meeting record in their handbook
- To participate fully in all aspects of the NQT programme and complete all sections of the NQT handbook in a timely manner
- To raise any concerns they may have, with their Mentor, at an early stage
- To be proactive in their own professional development
- To comment on their progress on NQT Manager at the end of each term, by the given deadline

Role of a Mentor

- To attend Mentor induction training
- To hold an Initial Meeting with the Trainee, as outlined within the Handbook
- To conduct lesson observations as outlined below
- To hold weekly Mentor meetings with the Trainee to discuss lesson observations, progress and lesson focus for the following week. This weekly meeting time is compulsory and should be uninterrupted
- To ensure the effective use of the 10% NQT time

- To act as the first port of call for help and support for the NQT
- To arrange for the NQT to observe other professionals on a regular basis
- To arrange for the Professional Tutor and Assessor to observe the NQT once each term
- To keep the Professional Tutor and Assessor apprised of your progress
- To comment on the NQT's progress on NQT Manager at the end of each term, by the given deadline.

Lesson observations

NQTs should be observed on a weekly basis during term 1. The observation should be of an entire lesson. It may be beneficial for other colleagues to observe NQTs from time to time, e.g. Head of Department, Head of Year etc. Feedback should be given to the NQT on the day of the observation, wherever possible.

Role of the Professional Tutor

The Professional Tutor and Assessor will oversee the induction year and the NQT can expect to be well supported by them both. Please note that in some schools, this may be one and the same person

- To ensure that the school placement is appropriate
- To ensure that the school is upholding the expectations within the handbook
- To carry out one lesson observation of the NQT's practice every term and to provide written (in the handbook) and verbal feedback
- To meet with the NQT and Mentor once a term for a mid-term review
- The Professional Tutor will review each NQT's handbook in the mid-term review meeting
- To report progress at the mid-term point, by the given deadline to the Appropriate Body
- To notify the Teach SouthEast NQT team if the NQT is not making acceptable progress
- Provide in-house training in conjunction with Teach SouthEast on a weekly basis throughout the year
- If there are any concerns over the progress of the NQT, the Professional Tutor and/or Assessor will liaise with the NQT and Teach SouthEast to ensure all the appropriate support is put in place and monitored through the Teach SouthEast Cause for Concern procedure.

Role of the Governing Board

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the NQT
- Ensure the Head teacher is fulfilling their responsibility to meet the requirements of a suitable induction post
- Investigate concerns raised by the NQT 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 the NQT

Requirements of Teach SouthEast /Salesian Teaching School as the Appropriate Body

- To ensure the school setting is suitable for the purpose of Induction
- To ensure the school is upholding the expectations outlined in the Handbook for induction
- To provide support for the NQT and the school if and where applicable
- To provide relevant and useful CPD
- To accredit the NQT year
- If there are any concerns over the progress of the NQT, the Appropriate Body will liaise with the NQT and the Professional Tutor/Assessor to ensure all the appropriate support is put in place and monitored through our Cause for Concern procedure.

5. Monitoring arrangements

This policy will be reviewed **annually** by [name/job title of individual in partnership with Teach SouthEast/Salesian Teaching School]. At every review, it will be approved by the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

Appraisal: https://xaviercet.org.uk/wp-content/uploads/2019/10/Xavier_CET_Appraisal_Policy_Teachers-2019.pdf

Grievance: https://xaviercet.org.uk/wp-content/uploads/2019/10/Xavier_CET_Grievance_Policy-updated-for-Jan-2019-.pdf

Pay: <https://xaviercet.org.uk/wp-content/uploads/2019/10/Xavier-Pay-Policy-Oct-2019-website.pdf>

The procedures within this policy do not apply to concerns and complaints relating to the following, which are dealt with under separate policies:

- a) exclusions; b) admissions; c) appeals relating to internal assessment decisions for external qualifications;
- d) complaints about Education Health and Care (EHC) Plans; e) grievances or disciplinary issues relating to members of staff; f) issues related to child protection g) whistleblowing.