



**Robert Miles
Infant School**

Nova Education Trust NQT Policy 2020-21

**Policy for the Induction of and provision for Newly Qualified Teachers
(NQTs) at Robert Miles Infants as part of the Nova Education Trust**

Policy/Procedure management log

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1. Rationale and Aims

Nova Education Trust sees investment in its Early Career Teachers as being fundamental to both securing amazing education for children and to retaining and growing a highly effective teaching staff. Early Career Teachers (NQTs and RQTs) comprise a sixth of the teaching staff in our schools so this is a key policy to support these teachers in the earliest year of their qualified careers.

The first year as a qualified teacher is not only very demanding but also of critical significance in the professional development of the early career 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. It also aims to link to the wider networks, resources and opportunities of the Trust, creating a range of opportunities for NQTs not only to meet the requirements of NQT Induction but to thrive in their early careers.

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 bespoke, 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 enable NQTs to meet all of the Teachers' Standards.

The whole staff will be kept informed of 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 and Trust-wide 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.

2. Legal Framework

This policy has due regard to legislation and DfE guidance, including, but not limited to, the following:

- DfE 'Induction for newly qualified teachers' (England) 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/851336/Statutory_Induction_Guidance_2019.pdf
- DfE Teachers' Standards 2011
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf
- Education Act 2011
<http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>
- Education (Induction Arrangements for School Teachers) (England) Regulations 2012 <https://www.legislation.gov.uk/uksi/2012/1115/contents> and the Coronavirus amendment to this legislation 2020
<https://www.legislation.gov.uk/uksi/2020/842/contents/made>

This policy is linked to the following school and Trust policies:

- Complaints Procedures Policy
- Data Policy

3. Roles and Responsibilities

At the school:

The Governing Body

The Governing Body are 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 its obligations. The Governing Body will be kept aware and up-to-date about induction arrangements and the progress of NQTs, through the Headteacher's report and/or direct contact with the NQT (aka Induction) Co-ordinator in school.

For the year 2020-21, the school's NQT Induction coordinator is Nottinghamshire County Council.

The Headteacher

The Headteacher at Robert Miles Infant School plays 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 a Co-ordinator, the Headteacher will also observe each NQT through learning walks and/or drop-ins at least once each term and receive feedback on the NQT's progress. Statutory induction period responsibilities are:

- Ensuring an appropriate induction programme and support are in place;
- Recommending to the Appropriate Body (Nottinghamshire County Council) whether an NQT has met the requirements for satisfactory completion of the induction period.

In addition to the statutory induction requirements, the Headteacher will: observe and give sufficient warning to any NQT at risk of failing to meet the Standards in order to ensure that adequate time is given for the NQT to address any concerns, be responsible for ensuring that appropriate support (including support for well-being) is

put in place, and keep the Governing Body aware and up-to-date about induction arrangements and NQT progress.

NQT (Induction) Co-ordinator

The principal requirement for the NQT Co-ordinator is to be responsible for the overall management of initiating NQTs into the teaching profession and into Robert Miles Infant School's systems and structures. It entails not only a co-ordination role, but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central induction programme, providing support and guidance and the rigorous, fair and consistent assessment of NQT performance. The induction coordinator will make the formal judgments regarding NQT progress as part of the assessment process with the Appropriate Body.

ECF Lead

The Early Career Framework (ECF) Lead's key responsibilities and profile include (taken from Ambition Institute's ECF Lead role overview):

- Promoting engagement with the programme in line with the principles of the ECF;
- In-school champion for the ECF and the Early Career Teacher Programme;
- Hold Mentors and NQTs to account regarding programme engagement and the ECF;
- Currently working as a Senior Leader or experienced Middle Leader in school;
- Ability to influence timetabling;
- Act as the point of contact between school and Ambition Institute to raise participant concerns and queries concerning the programme.

In some schools, this role may be held by the NQT Co-ordinator, or it may be held by a separate person according to the needs and capacity of the school.

Mentor (Also known as 'tutor' for some Appropriate Bodies)

In addition to the NQT Co-ordinator, who has the responsibility for the formal assessment of NQTs, a mentor is appointed to provide support on an informal daily basis and through a formal weekly or fortnightly timetabled slot. This includes engaging fully with the requirements of the statutory induction activities and with the ECF Programme.

Newly Qualified Teacher (NQT)

Known as the 'Early Career Teacher' for the purposes of the ECF Pilot Programme.

At the Trust

Senior Education Lead

Strategic leadership of professional learning and development across the Trust.

ECF Delivery Partner Lead

The main liaison between the Trust, ECF Leads and Ambition Institute for the delivery, QA and implementation of the ECF Pilot Programme, providing strategic leadership of the ECF Pilot Programme for the Trust and its schools. For 2020-21, this role is held by the Trust's Senior Education Lead.

Director of Teaching School

Responsible for all Teaching School activity. With specific reference to NQTs, strategically leads the Trust's bespoke NQT offer.

ECF Visiting Fellows

The Trust colleagues who deliver the ECF Programme in partnership with Ambition Institute. These colleagues have been trained by Ambition Institute to deliver the ECF Programme.

4. NQT Provision 2020-21

School level provision and support

This will be the heart of the NQT's experience. Each NQT will be assigned an in-school mentor who will work very closely with them, as well as colleagues who lead on NQT provision, CPD and other aspects of development/professional support. The NQT's school should always be their first 'port of call' during their NQT year.

Trust level provision and support

- Early Career Framework (ECF) Pilot Programme

All NQTs, their mentors and a designated middle/senior leader from each school will be registered on the Early Career Framework Pilot Programme for this academic year. This is designed to shape NQTs' experience, and supportively challenge them during the year. The delivery of this pilot programme is in partnership with Ambition Institute. The Trust, as the 'delivery partner' for the programme, be working closely with NQTs, NQT mentors, schools (there is an ECF Lead in each school) and Ambition Institute.

This is a programme very much designed to make the best possible opportunity of allocated NQT time and to support NQTs' entrance to the provision - and beyond. All NQTs are registered and expected to engage fully with this programme.

The pilot programme is fully funded by the DfE and draws together practice, theory, research and practice, supporting NQTs to be the most impactful teachers they can be whilst working closely with their mentors, schools and wider Trust.

Examples of the materials upon which this pilot programme is based can be found here: <https://www.early-career-framework.education.gov.uk/ambition/>

- Teaching School offer

There is a bespoke offer from our Teaching School (Nottinghamshire Torch TSA) to provide opportunities for NQTs to develop further and to network with colleagues from other schools. These sessions are advertised during the year and are delivered by a range of colleagues from across our Trust network and beyond.

Where needed, there may be additional support brokered for NQTs on a case-by-case basis. In these cases, the Teaching School and the school will work closely together to set this up. Typically, support provided by the Teaching School is for those providing NQT inputs in schools (i.e. coaching/advice for NQT Co-ordinators/Heads of School/SLT), though additional support directly for the NQT may be offered where appropriate.

External provision and support

- Appropriate Body

Our school registers its NQTs with our Appropriate Body each year. Our school's Appropriate Body is Nottinghamshire County Council. Where needed, there may be additional support brokered for NQTs on a case-by-case basis. In these cases, the Appropriate Body, school and the NQT will work closely together to set this up.

- *Ambition Institute*

The ECF Pilot Programme Partnership above is also a form of external provision as this is delivered in partnership with Ambition Institute, one of the DfE's approved providers for the pilot.

Entitlement for NQT Induction as part of assessment through the Appropriate Body

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

The key aspects of the induction programme for NQTs at Robert Miles Infant School are as follows:

- Access to an induction programme that will commence upon appointment and be reviewed after each assessment period;
- Help and guidance from an induction coordinator who is trained and prepared for the role and will coordinate the induction programme;
- Regular meetings with a trained tutor/mentor and, as needed, meetings with phase leaders, subject coordinators, SENDCo and 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 participating in the school's Induction programme, other professional development activities (such as observing other experienced practitioners) and meetings with the tutor/mentor;
- Regular observation of NQT's teaching by experienced colleagues (at least once every half term by the induction coordinator);
- Provision of a half-termly review;
- Provision of a 6 weekly action/support/teacher improvement plan with identified objectives and clear success criteria and prompts in the form of written as well as verbal 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;
- Providing opportunities for further professional development based on agreed targets and identified needs within a reasonable timeframe;
- Detailed success criteria for any areas identified as making an NQT at risk of not meeting the Teachers' Standards.

5. Assessment and Quality Assurance

Assessment through the Appropriate Body

The assessment of NQTs will be rigorous and objective. The NQT Co-ordinator will ensure that all assessments are completed in a timely manner. The NQT assessment

process is separate from the ECF Pilot Programme and is co-ordinated between the school and the Appropriate Body.

Robert Miles Infant School 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, work/marking/book scrutiny feedback) 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;
- Termly assessments will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement
 - targets for coming term
 - support to be provided by the school.

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 issues and advice given on how to redress the problem;
- Agreed, attainable targets for action 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/alert of the risk of failure will be given to the NQT and the school's concerns communicated to the Appropriate Body without delay.

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

Quality Assurance

Mechanisms

Primarily, NQT provision will be quality assured on an informal basis by in-school colleagues, namely NQT Co-Ordinators. This quality assurance takes place through checks on meeting statutory induction requirements and that allocated time is being used as intended and effectively.

The quality of mentoring will additionally be quality assured through the use of the online platform 'Steplab': this is the framework used for the ECF Pilot Programme with Ambition Institute. ECF Leads will have access to their school's mentors' portals (and those of NQTs to monitor); the ECF Delivery Partner Lead will have access to all mentors, NQTs and schools' engagement data across the Trust.

Formal quality assurance of NQTs' performance takes place both the appraisal system and through the induction assessment process, as outlined above.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school (NQT mentor, coordinator, headteacher) in the first instance. Where these concerns are specific to the Early Career Pilot Programme, these concerns should also be raised with the Trust's Senior Education Lead/ECF Delivery Partner Lead, Alys Finch (afinch@novaeducationtrust.net).

Where the school does not resolve concerns that have been raised, the NQT should raise concerns with the [Appropriate Body named person] at Nottinghamshire County Council acting as the Appropriate Body. Again, where these concerns are specific to the Early Career Pilot Programme, these unresolved concerns should also be raised with the Trust's Senior Education Lead/ECF Delivery Partner Lead, Alys Finch (afinch@novaeducationtrust.net).

This policy was agreed and adopted in October 2020 It will be reviewed as a part of the school's development cycle by October 2023 Prior to this date should there be any changes to statutory requirements then amendments will be made.