



PETERBOROUGH KEYS ACADEMIES TRUST

NQT POLICY

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Contents

1. The Purpose of Induction	3
2. Roles and Responsibilities.....	3

3. Assessment Arrangements	6
4. Extending an Induction Period	6
5. Raising Concerns	6
6. Unsatisfactory Progress	6
7. Version History	7
Appendix A: The Teachers' Standards	8

This policy is set by The Peterborough Keys Academies Trust to cover the approach to NQTs in all of our PKAT schools.

1. The Purpose of Induction

All qualified teachers employed in a state school in England must, by law, complete an induction period satisfactorily. This induction period 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 assessment of performance against the Core Teaching Standards (see Appendix A). The programme should assist an NQT in meeting the Core Standards by the end of the induction period and equip him/her with the tools to be an effective and successful teacher. The Core Standards apply to all NQTs; they form part of the framework of professional standards for teachers, and are the standards, which underpin all the subsequent standards.

This policy has been written in accordance with the Statutory Guidance on Induction for Newly Qualified Teachers in England and should be read in conjunction with this.

Peterborough Keys Academies Trust welcomes NQTs and will provide them with a supportive learning environment in all of its schools as they work towards meeting the Teachers' Standards.

Following the award of QTS, an NQT begins the induction period of three terms. During this period, he/she will be expected to maintain and further develop the Teachers' Standards already achieved.

Each NQT is provided with a reduced timetable (by 10%) to support their developmental needs. Additional noncontact time can be used for a range of activities such as meetings, planning, marking and observing other members of staff across the school and also across the Trust.

2. Roles and Responsibilities

2.1 The Induction Lead:

The Induction Lead has overall responsibility for the successful induction of NQTs. He/she is responsible for providing the whole-school programme of support and developmental opportunities, for ensuring that each department allocates an individual Subject/Phase Mentor and then for supporting each Subject/Phase Mentor as to ensure each NQT enjoys consistent, high quality provision of support and guidance throughout the year.

The Induction Lead is responsible for observing every NQT in their school each term. After each observation the observer will provide feedback to both the NQT and the relevant Subject/Phase Mentor. This feedback will consider both the NQT's development and the effectiveness of Subject Mentor feedback so far.

The Induction Lead is also responsible for supporting the Subject/Phase Mentor and ensuring they have the necessary training to mentor NQTs.

In addition, he/she is responsible for ensuring formal termly assessments are undertaken and submitted to the Peterborough Local Authority by the agreed deadline.

2.2 The Subject/Phase Mentor

The Subject/Phase Mentor monitors the progress of and provides day to day support for an NQT. He / she is expected to make rigorous and fair judgements about an NQT's progress in relation to the Teachers' Standards and provide effective coaching and mentoring throughout the induction period. The Subject Mentor is to work closely with the Induction Lead as to create a holistic team around the NQT. This is achieved through provision of a personalised departmental programme of support and a series of planned, scheduled weekly meetings. These will focus on supporting the NQT as they develop knowledge and skills relating to the Teachers' Standards, but namely:

- Subject Knowledge development (including external examination processes)
- Learning and Teaching strategies and being judicious about what to implement when so as to target the needs of different groups of learners and allow them to make progress
- Classroom and Behaviour Management
- Effective lesson planning for both sequences of lessons and individual lesson
- Summative and Formative assessment
- Personalising provision to meet the needs of various cohorts of learners
- Effective use of the learning environment
- Targeting individual professional development needs
- Support with data tracking, collection and analysis
- Supporting with Parents Evening preparation and Attending Parents' Evenings

In addition, the Subject/Phase Mentor is responsible for formally observing the NQT every half term. Observations should focus on particular aspects of the NQT's teaching, which are agreed in advance and informed by the requirements of the Teachers' Standards and the NQT's personal professional needs. Feedback should be prompt and constructive and recorded on the appropriate paperwork. Additional informal observations can take place, if appropriate or required, as to further support the needs of the NQT.

At the end of each term, the Subject/Phase Mentor is responsible for completing an accurate formal assessment of the NQT's progress in relation to the core standards and discussing this with the NQT and Induction Lead. This should include targets for the next assessment period and will inform the basis of the two Interim Assessment and Final Assessment Reports submitted to the Peterborough LA by the agreed deadline each term.

Where an NQT is experiencing difficulties, it is the Subject Mentor who is responsible for recognising this, for liaising with the NQT and the Induction Lead, and for ensuring that an appropriate support programme is put in place and monitored.

2.3 The NQT

The NQT is responsible for both monitoring and evidencing his/her progress against the Teachers' Standards and participating fully in the agreed development programme, both at whole school and departmental level.

Each NQT is given a reduced timetable by 10%, so that he/she has the time and support that will enable them to take responsibility for and focus on his/her individual professional development needs.

This time includes as appropriate:

- Regular scheduled meetings with his/her Subject/Phase Mentor
- Attendance at whole school NQT CPD and Support Sessions
- Attendance at PKAT NQT CPD and Support Sessions
- Attendance at Teach East and or Paragon NQT CPD and Support Sessions
- Planned observations of other colleagues within the Department/Phase
- Planned observations of other colleagues across the school
- Planned observations of other colleagues across PKAT
- Undertaking planned activities to support identified development needs

The NQT is responsible for keeping track of and participating fully in observations, progress against the Standards reviews and formal assessment processes. He/she should also ensure that formal observations and assessments are carried out in accordance with this policy, and that any concerns are raised immediately with the Subject/Phase Mentor in the first instance.

3. Assessment Arrangements

There will be three formal meetings throughout the induction period, where an assessment will be made regarding the NQT's progress towards meeting the Teachers' Standards. These meetings will take place two weeks before the end of each term and will be held between the NQT and their Subject/Phase Mentor. These formal meetings will inform the basis of the two Interim Assessment and Final Assessment Reports that are

completed by the Subject/Phase Mentor to be submitted to the Peterborough LA by the agreed deadline each term.

Each formal assessment meeting should be informed by written feedback from at least two formal observations of the NQT's teaching and the minutes of the regular scheduled weekly meeting between the NQT and the Subject/Phase Mentor.

Judgements made at each of the formal assessment meetings should relate directly to Teachers' Standards. Each NQT should be kept up-to-date about their progress in an ongoing manner, in order for him/her to be aware of how the Subject/Phase Mentor and Induction Lead see his / her progress and development. At these meetings the NQT should be provided with developmental targets as to move forward. Under no circumstances should there be any surprises at this meeting.

The Subject Mentor must ensure that he/she tells the NQT (during the assessment meeting) the judgement to be recorded in the formal assessment record and sent by the relevant Headteacher to the Peterborough LA. The Subject/Phase Mentor should also invite the NQT to add his/ her comments to the assessment record before submission to the school Induction Lead.

The third formal assessment meeting is also the final end-of-induction-period assessment and will form the basis of the Headteacher's recommendation to the Peterborough LA as to whether the NQT has met the Teacher's Standards.

4. Extending an Induction Period:

The induction period will automatically be extended when an NQT's absences exceed 30 days. In these circumstances the induction period will be extended by the total number of days absent since the NQT started.

5. Raising Concerns:

An NQT who has concerns about any aspect of the content or delivery of his/ her induction programme should act on these as quickly as possible. He/ she should raise initial concerns internally with the Induction Lead.

6. Unsatisfactory Progress

An NQT has one chance to complete induction; if he/she completes the induction period but fails to meet the Teachers' Standards, the NQT will not be permitted to repeat the induction and therefore cannot be employed lawfully as a teacher in a state school.

As soon as there is a concern over an NQT's progress, they should be spoken to and the Peterborough LA should be notified. A two-week action plan should then be put in place that addresses areas of concern. A Cause for Concern meeting would follow if the NQT has not made the required progress. Extensions to the induction period can be made by the Peterborough LA if there is evidence that there are extenuating circumstances as to why the NQT has not made progress. Action to improve performance must not be delayed until a formal assessment meeting takes place.

Extenuating circumstances could include:

- Personal crises
- Illness
- Issues around the support during induction; or
- Where there is insufficient evidence within the induction documentation for a decision to be made about whether the NQT's performance against the standards is satisfactory.

Additional support might include:

- Additional meetings with the Subject/Phase Mentor and other relevant members of staff
- the setting of short term, specific objectives in relation to the Teachers' Standards
- More in-depth and regular monitoring and recording of the NQT's progress, including additional formal observations
- The NQT to observe best practice within their department area, and across the school and across the MAT

7. Version History

VERSION	ACTION	RESPONSIBLE	DATE
1.0	Draft Trust Policy created and discussed at Leadership Group	Pamela Kilbey, CEO	09/01/2020
1.0	Draft Trust Policy consulted on with Local Governing Bodies	Headteachers	03/2020
	Trust policy approved by People and Infrastructure Committee	Pamela Kilbey, CEO	

Appendix A

The Teachers' Standards

*The Teachers' Standards can be found on the GOV.UK website:
<https://www.gov.uk/government/publications/teachers-standards>*

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons

- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Page |

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by
- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

Page |

- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

