



# Newly Qualified Teachers Policy

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Date of review	Annually
Date approved by Executive Headteacher	February 2020
Date Approved by Management Committee	
Signature of Chair of Management Committee	
Date of next review	February 2021

**Note: the PRU operates with a Management Committee as its governing body. For all references to Governing Body and Governors in this document the duties and responsibilities will be carried out by the PRU Management Committee and its members.**

## **Ethos around employing Newly Qualified Teachers**

**Whilst we recognise the fresh approaches and ideas that a NQT can bring to a school, at CHB it is not appropriate to employ NQTs unless there are exceptional circumstances. This is for the following reasons amongst others:**

- Central Hub Brighton works in small teams, and as such, we do not have the capacity to provide NQTs with the full programme of induction to which they are entitled
- Our students are amongst the most vulnerable in the city, and need experienced teachers to help them achieve to the best of their ability
- Subject teachers are often the only teacher of that subject on site and as such there is not enough capacity to support the NQT through modelling good practice, team teaching, planning sharing etc

## **Introduction**

The first year of teaching is not only very demanding but also of critical significance in the professional development of a new teacher. It is vital newly qualified teachers (NQTs) receive a smooth transition into the teaching profession through appropriate guidance, support and challenge. This then provides a firm foundation for career-long professional development.

NQTs carry out a year of formal induction (full time equivalent) in line with the following regulations and guidance:

- [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#) and
- The Department for Education's [Induction for newly qualified teachers \(England\): Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies](#)

They receive a personalised programme of support, facilitated by their induction tutor and using the experience and advice of all teaching and support staff in the school. In return, NQTs bring fresh approaches and ideas that the whole school can benefit from.

Before NQTs start induction, they must be registered with an 'appropriate body', which has the main quality assurance role within the induction process. Full details of the appropriate body's responsibilities can be found in the DfE's statutory guidance above.

The appropriate body that supports NQT induction for this school is:

Brighton & Hove City Council

Hove Town Hall  
Norton Road  
Hove BN3 3BQ

Contact: Sharon Mackenzie  
Tel: 01273 293465  
Email: [schools.training@brighton-hove.gov.uk](mailto:schools.training@brighton-hove.gov.uk).  
Web: <http://www.beem.org.uk/Services/1698>

This policy is based on the NQT regulations, statutory guidance and the appropriate body's recommended procedures. NQTs and induction tutors receive more comprehensive advice and guidance from the appropriate body once registered.

## **1. Registering an NQT with the appropriate body**

Induction begins in an NQT's first post after achieving Qualified Teacher Status (QTS).

The school that is offering induction must:

- have a headteacher to make the recommendation about whether the NQT's performance against the relevant standards is satisfactory
- have an induction tutor with QTS

The post that the NQT is being appointed to must:

- provide the NQT 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
- provide the NQT with a reduced timetable to enable them to undertake activities in their induction programme
- not make unreasonable demands upon the NQT
- not normally demand teaching outside the age range and/or subject(s) for which the NQT has been employed to teach
- not present the NQT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting
- involve the NQT regularly teaching the same class(es)
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

## **Procedure for registering an NQT**

If the post is suitable for induction and an NQT is appointed, the Executive Headteacher must ensure the NQT has been awarded QTS by checking the [Teaching Regulation Agency 'Employer Sign In'](#) page. The NQT can then be registered with the appropriate body prior to the start date to ensure they receive the appropriate advice

and support from their first day. Registration instructions are available from the appropriate body (see contact details on previous page).

## Supply teachers

This school recognises that it is in everyone's interest to support all NQTs on induction, including those employed through a supply agency. If an NQT is employed for at least a term, they will be registered with the appropriate body to carry out induction.

## 2. Monitoring, support and assessment

An NQT's progress is regularly monitored by their induction tutor throughout the year, so they can show they are meeting the DfE's [Teachers' Standards](#) consistently over a sustained period, with appropriate support put in place as required.

### Lesson observations

#### **Frequency: six per year, usually towards the end of every half-term period**

"An NQT's teaching should be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the NQT's teaching practice, conduct and efficiency against the relevant standards. Observations of the NQT may be undertaken by the induction tutor or another suitable person who holds QTS from inside or outside the institution. The NQT and the observer should meet to review any teaching that has been observed. Feedback should be prompt and constructive. Arrangements for review meetings should be made in advance and a brief written record made on each occasion. It should indicate where any development needs have been identified." [DfE Statutory Guidance for NQT Induction](#)

At the start of the year the NQT receives a short lesson observation followed by a meeting with their induction tutor, in order to set initial targets for the first term. Targets are based on the NQT's previous practice (if areas for development have been identified) and the school's priorities.

### Professional progress reviews

#### **Frequency: three per year at the halfway point of each term; further monitoring meetings will be weekly or fortnightly, depending on need**

"The induction tutor should review the NQT's progress at frequent intervals throughout the induction period. Reviews should be informed by evidence of the NQT's teaching. Objectives should be reviewed and revised in relation to the relevant standards and the needs and strengths of the individual NQT. The NQT should record evidence of progress towards objectives and agreed steps to support them in meeting their objectives. Evidence should come from practice." [DfE Statutory Guidance for NQT Induction](#)

### Termly assessments

#### **Frequency: three per year at the end of each term (final two weeks)**

"Formal assessment meetings should be informed by evidence gathered during the preceding assessment period and drawn from the NQT's work as a teacher and from

their induction programme. Judgements made during the induction period should relate directly to the relevant standards. NQTs should be kept up to date on their progress. There should be no surprises.” [DfE Statutory Guidance for NQT Induction](#)

Assessment reports are completed during a formal meeting with the induction tutor. Once agreed with the Executive Headteacher, they are submitted to the appropriate body.

The first and second reports clearly show how the NQT is progressing against each of the Teacher’s Standards, with areas for development and support outlined. The final assessment is at the end of the induction year and forms the basis of the Executive Headteacher’s recommendation to the appropriate body as to whether the NQT’s performance against the relevant standards is satisfactory, unsatisfactory, or whether an extension should be considered.

### **Collecting evidence**

NQTs must collect evidence regularly throughout the induction year to show how they are progressing against the Teachers’ Standards and meeting their targets. A system for collecting evidence is agreed between the NQT and induction tutor at the start of the year to ensure that evidence is accessible and can be monitored regularly. The NQT is expected to collect a variety of different types of evidence, so the induction tutor can make informed decisions about how well the NQT is progressing.

### **3. Continuing professional development**

#### **Reduced timetable**

“In a relevant school, the Executive Headteacher must ensure an NQT has a reduced timetable of no more than 90% of the timetable of the school’s existing teachers on the main pay range to enable them to undertake activities in their induction programme.” [DfE Statutory Guidance for NQT Induction](#)

This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive:

“All teachers who participate in the teaching of pupils are entitled to reasonable periods of Planning, Preparation and Assessment (PPA) time ..... to enable the discharge of the professional responsibilities of teaching and assessment. PPA time must be provided in units of not less than half an hour during the school’s timetabled teaching week and must amount to not less than 10% of the teacher’s timetabled teaching time. A teacher must not be required to carry out any other duties during the teacher’s PPA time.” [DfE School Teachers’ Pay and Conditions Document](#)

#### **Training & development**

The 10% NQT time is used for a targeted and coherent programme of professional development against the Teachers’ Standards. It is not for unspecified non-contact time, nor to cover absent colleagues, nor for extra PPA time.

The induction tutor and NQT work together to plan a programme of development, usually on a termly basis that can be adjusted along the way as necessary. Forward planning is essential, so that cover can be arranged if training courses take place outside the NQT’s usual 10% time. In such cases, the NQT should then be teaching during their 10% time, as classroom practice is also a key part of an NQT’s development.

The programme of development will take into account the NQT’s starting points, internal/external provision, school priorities and the NQT’s needs as their practice develops. Development activities can include observation of colleagues, internal and external training courses, professional dialogue with key staff, learning walks, online research, visiting other schools etc.

NQTs are expected to reflect on their learning by completing a Professional Development Log each week, where they can map the activities according to their targets. The log then forms the basis of discussions at monitoring meetings with their induction tutor.

## **4. Part-time NQTs and NQTs starting mid-year**

This school recognises that extra consideration needs to be taken when supporting part-time NQTs and NQTs starting mid-year, to ensure they receive similar opportunities to other NQTs in the school and are not disadvantaged. We will:

- Ensure the NQT and their induction tutor are given the opportunity to attend a welcome event and/or induction tutor training, offered by the appropriate body at the start of each term
- Seek advice from the appropriate body to ensure lesson observations, progress reviews and other monitoring is scheduled at appropriate intervals
- Provide extra opportunities for part-time NQTs who may need to catch up from staff meetings and events that have occurred on non-working days
- Carry out extra monitoring meetings for NQTs starting mid-year, for the first term at least, to identify any potential challenges due to taking over already-established classes
  - Ensure that, when timetabling 10% NQT time for part-time NQTs, they receive adequate time to carry out meaningful development activities – eg for NQTs on 0.5 FTE, PPA time and NQT time can be scheduled on alternate weeks to give half a day per fortnight for each.

## **5. NQTs experiencing difficulties**

New teachers sometimes experience difficulties and an induction tutor may feel an NQT is not progressing satisfactorily against the Teachers' Standards. Extra support is provided as soon as the need is identified, which can include:

- A joint lesson observation by the induction tutor and Executive Headteacher, with prompt and constructive feedback to the NQT
- A formal support plan (four to six weeks, as appropriate), with weekly targets and review meetings, so that the pace of progress is controlled by the induction tutor

The Executive headteacher is kept updated during this period and written records are kept of all meetings and sent to the NQT so they are clear about their progress and actions.

As soon as possible, and certainly prior to the next assessment meeting, the Executive headteacher will update the appropriate body, who will provide further advice and in some cases co-ordinate external support.

If an NQT is making unsatisfactory progress early in the induction year, by putting in appropriate additional monitoring and support, the NQT normally goes on to meet the requirements for satisfactory completion of induction.

## 6. Roles and Responsibilities

Everyone in the school can help to support the NQT, but there are key people that have specific roles and responsibilities in the induction process.

### **The NQT's responsibilities:**

- provide evidence that they have QTS and are eligible to start induction
- meet with their induction tutor to agree priorities for their induction programme and keep these under review
- agree with their induction tutor how best to use their reduced timetable allowance
- provide evidence of their progress against the relevant standards
- participate fully in the agreed monitoring and development programme
- raise any concerns with their induction tutor as soon as practicable
- consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor / within the school
- keep track of and participate fully in the scheduled classroom observations, progress reviews and formal assessment meetings
- agree with their induction tutor the start and end dates of the induction period / part periods and the dates of any absences from work during any period / part period
- retain copies of all assessment forms

### **The induction tutor's responsibilities:**

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the appropriate body where necessary)
- carry out regular progress reviews throughout the induction period
- undertake three formal assessment meetings during the total induction period, co-ordinating input from other colleagues as appropriate
- inform the NQT during the assessment meeting the judgements to be recorded in the formal assessment record and invite NQTs to add their comments
- ensure that the NQT's teaching is observed and feedback provided
- ensure NQTs are aware of how, both within and outside the school, they can raise any concerns about their induction programme or their personal progress
- take prompt, appropriate action if an NQT appears to be having difficulties

### **The Executive Headteacher's responsibilities:**

The Executive Headteacher is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the NQT during induction.

#### **Before the induction period starts, the Executive Headteacher should:**

- ensure the post is suitable for induction
- check via [Teaching Regulation Agency 'Employer Sign In'](#) page that the teacher has been awarded QTS
- clarify if the NQT needs to serve an induction period or is exempt
- register the NQT with an appropriate body and inform the NQT
- ensure the NQT has a 10% reduced timetable for development activities, in addition to PPA time

**Once the induction period starts, the Executive Headteacher should:**

- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively
- ensure an appropriate and personalised induction programme is in place
- ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching
- ensure termly assessments are completed in accordance with guidance and submitted to the appropriate body as required
- maintain and retain accurate records of employment that will count towards the induction period and notify the appropriate body if absences approach 30 days
- make the governing body aware of the arrangements that have been put in place to support NQTs serving induction
- make a recommendation to the appropriate body on whether the NQT's performance against the relevant standards is satisfactory or requires an extension
- participate appropriately in the appropriate body's quality assurance procedures
- retain all relevant documentation/evidence on file for six years

**In certain situations, the Executive Headteacher should:**

- obtain assessment forms from an NQT's previous post and send copies to the appropriate body
- act early and alert the appropriate body if an NQT may be at risk of not completing induction satisfactorily
- ensure a third party observation of an NQT who may be at risk of not performing satisfactorily against the relevant standards
- notify the appropriate body if an NQT is absent for a total of 30 days or more
- submit an interim assessment to the appropriate body when an NQT leaves the school in the middle of an assessment period
- send any completed assessment forms and the interim assessment form to any subsequent school that requests it
- periodically inform the governing body about the school's induction arrangements
- advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed

**The governing body's responsibilities:**

- ensure the school is compliant with the [DfE Statutory Guidance for NQT Induction](#) and has the capacity to support the NQT
- ensure the Executive Headteacher is fulfilling their responsibilities
- investigate concerns raised by an individual NQT as part of the school's agreed grievance procedures
- seek guidance from the appropriate body on the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process
- request general reports on the progress of an NQT

**The induction manager's responsibilities: (if applicable)**

The appropriate body encourages schools with multiple NQTs to appoint an induction manager, who the Executive Headteacher can delegate some of their responsibilities

to. This is particularly advised in secondary schools, where the induction manager is usually the professional tutor or a member of the senior leadership team. Their main role is to ensure that NQTs across the school are receiving a consistent induction experience.

**The induction manager should:**

- provide induction tutors with structured systems to support their NQTs and ensure they are fully aware of their responsibilities and deadlines
- ensure NQTs and induction tutors understand the Teachers' Standards and how they should be used
- provide a professional studies programme for NQTs, including the opportunity to carry out external visits/training where relevant
- support induction tutors in monitoring the NQTs' progress against the Teachers' Standards by, for example, undertaking joint observations
- provide extra support to induction tutors where NQTs are experiencing difficulties
- ensure, on behalf of the Executive Headteacher, that the named contact at the appropriate body is alerted to any concerns about an NQT's progress

## **7. Completion of the induction year**

The appropriate body will make the final decision as to whether the NQT has met the standards for the successful completion of induction or not, or an extension is required.

If an NQT has not met the standards, the appropriate body will form a panel to consider whether an extension is required.

On successful completion of the induction year, the appropriate body will inform the Teaching Regulation Agency, who will then update the NQT's teacher record. The NQT will then join the school's appraisal cycle.