



Newly qualified teacher (NQT) policy

Written by: Emma Barnett (Deputy Headteacher)

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This policy should be read in conjunctions with the following policies:

[Induction for Newly Qualified Teachers \(England\)](#)

[The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012.](#)

[Teachers' Standards.](#)

Teaching Standards with Example Evidence and Key Questions document
(saved: Google Drive - New Staff Induction Pack - NQTs)

NQT Induction & Support Handbook for Tutors (found in SLT office)

Aims

The NQT induction process at Joydens Wood Infant School aims to ensure that the appropriate guidance, support and training is implemented. We will support new qualified teachers so that the skills and knowledge they acquire will contribute to form a secure foundation upon which a successful teaching career can be built.

This policy will ensure the following statements are adhered to:

- Joydens Wood Infant School will run a NQT induction programme that meets all the statutory requirements
- Joydens Wood Infant School will provide NQTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Joydens Wood Infant School will ensure all staff understand their role in the induction programme

The induction programme

For a full-time NQT, the induction programme will typically last for a single academic year.

Part-time NQTs will serve a full-time equivalent.

The programme is quality assured by Kent, our Local Authority.

Posts for induction

Each NQT will:

- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teaching Standards throughout, and by the end of, the induction period
- Have an appointed NQT Mentor, who will have qualified teacher status (QTS) who they will liaise with on a regular basis
- 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
- Regularly teach the same class or classes
- 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

Support for NQTs

We support NQTs with:

- Their designated NQT Mentor who will provide monitoring and support, and co-ordinate their assessments - referring to the NQT Induction Tutor Checklist (Appendix 1) to ensure all elements of the Induction Programme are covered.
- NQT Mentors will meet with their NQTs weekly and minute the meetings on the NQT Mentor Weekly Meeting proforma (Appendix 2). NQTs may wish to reflect on their own personal development, recording this on the weekly meeting record (Appendix 2a)
- Regular observations of their teaching and follow-up discussions with prompt and constructive feedback outlined on the NQT Lesson Observation Proforma (Appendix 3)
- Regular professional reviews of their progress, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths
- Chances to observe experienced teachers, either within the school or at another school with effective practice
- The NQT will have a timetable (Appendix 4) which will be devised in discussion with their NQT mentor to outline the effective use of 10% professional development time, referring to the supporting document (Appendix 5)

Assessments of NQT performance

- Formal assessment meetings will take place in line with Kent Teach NQT Programme, carried out by the NQT Mentor. The NQT should complete the Record of Assessment proforma during these meetings (Appendix 6).
- These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period and drawn from the NQT's work as a teacher and from their induction programme.
- Copies of the evidence relied on will be provided to the NQT and the appropriate body.
- After these meetings, formal assessment reports will be completed that clearly show how the NQT is performing against the relevant standards.
- At the end of the programme, NQTs will take part in a final formal assessment meeting. The outcomes of this meeting will be used by the headteacher to decide whether the NQT's performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.
- The NQT can add their own comments to this final form.
- The form will then be sent to the appropriate body, who will make the final decision on whether the NQT has passed their induction period.

At-risk procedures

If it becomes clear the NQT is not making sufficient progress, additional monitoring and support measures must be put in place immediately, meaning:

- Areas in which improvement is needed are identified
- Appropriate objectives are set to guide the NQT towards satisfactory performance
- An effective support programme is put in place to help the NQT improve their performance

If there are still concerns about the NQT's progress at their next formal assessment, so long as it is not the final assessment, the headteacher will discuss this with the NQT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

Roles and responsibilities

Role of the NQT

The NQT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their NQT Mentor at the start of the programme to discuss and agree priorities, and keep these under review
- Agree with their NQT Mentor how best to use their reduced timetable allowance
- Provide evidence of their progress against the relevant standards in an NQT folder - see Appendix 7 for NQT folder checklist
- Participate fully in the monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their NQT Mentor the start and end dates of the induction period, and the dates of any absences from work during the period
- Keep copies of all assessment forms

When the NQT has any concerns, they will:

- Raise these with their NQT Mentor as soon as they can
- Consult with their contact at the appropriate body at an early stage if there are difficulties in resolving issues with their NQT Mentor or within the school

Role of the headteacher

The headteacher will:

- Check that the NQT has been awarded QTS and whether they need to serve an induction period
- Agree, in advance of the NQT starting, who will act as the appropriate body
- Notify the appropriate body when an NQT is taking up a post and undertaking induction
- Make sure the NQT's post is suitable according to statutory guidance (see section above)
- Ensure the NQT Mentor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching
- Ensure that formal assessments are carried out and reports completed and sent to the appropriate body
- Maintain and keep accurate records of employment that will count towards the induction period
- Make the governing board aware of the support arrangements in place for the NQT
- Make a recommendation to the appropriate body on whether the NQT's performance against the relevant standards is satisfactory
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Keep all relevant documentation, evidence and forms on file for 6 years

Role of the NQT Mentor

The NQT Mentor will:

- Provide guidance and effective support to the NQT, including coaching and mentoring
- Carry out regular progress reviews throughout the induction period
- Undertake formal assessment meetings during the induction period, coordinating input from other colleagues as appropriate
- Inform the NQT during the assessment meeting of the judgements to be recorded on their formal assessment record and invite the NQT to add their own comments
- Ensure that the NQT's teaching is observed and feedback is provided
- Ensure the NQT is aware of how they can raise concerns about their induction programme or their personal progress, both within and outside of the school
- Take prompt, appropriate action if the NQT appears to be having difficulties

Role of the governing body

The governing body will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the NQT
- Ensure the headteacher 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

Monitoring arrangements

This policy will be reviewed **annually**. At every review, it will be approved by the full governing body.

Appendix 1



Induction Tutor Checklist – B5

The following should be in place before the NQT starts:

Prior to your NQT(s) starting there are a few essential checks which need to be completed:

The following table highlights (**bold**) the criteria an NQT and school must be able to meet to enable induction to start:

Question	Yes	No
Is your NQT registered with the National College for Teaching and Leadership (NCTL)? This also applies if they qualified outside England. Contact us via our website theeducationpeople.org for information on how to gain Qualified Teacher Status (QTS) if your NQT trained outside of England.		
If so, do you have the NQT's 7-digit Teacher Reference Number? (You will need this number before the induction period can start. It can be found on the QTS certificate).		
Have you checked your NQT's QTS date? (They cannot start their induction before this date - this also applies if they qualified outside of England. If your NQT qualified in Republic of Ireland, the rules are slightly different – contact us via our website theeducationpeople.org for more information).		
Have you registered your NQT with the Kent NQT Induction Team online on NQT Manager (www.kent-teach.com)? (If an NQT leaves a school part way through their induction and finds a position in another school to complete their induction, the new school must inform the Induction Team of this and register the NQT at their school).		
Will the NQT have a reduced timetable? (This is equivalent to 90% of that normally allocated to classroom teachers in the school. i.e. 10% time for PPA and 10% time for professional development).		
Has the NQT been assigned a Mentor with QTS?		
Have you booked your NQT on a 'Guide to Successful Induction' event? We recommend that every NQT attend these events, to give them all the information they need to get them through the induction year.		
Does the Mentor have the appropriate skills and experience to take on this role?		

NQTs can be employed on a part-time contract (not less than 0.4 fte). In the case of part time NQTs the period of induction will be extended but they will have same assessment cycle as a 1 fte NQT.

The table below highlights recommendations which have proven to aid a successful induction outcome:

Question	Yes	No
Are you aware of your NQT's targets from their Initial Teacher Training (ITT) year?		
Does the NQT have a structured programme of support set up? (e.g. appropriate training sessions, observations of experienced colleagues as part of the 10% professional development time on their timetable).		
Have you and/or the Mentor set up a timetable for observing the NQT and giving feedback as well as reviewing their progress?		
Has an initial meeting with your NQT and a lesson observation been arranged within the first 4 weeks of the NQT starting?		
Have regular meetings between you and your NQT been timetabled and protected? These meetings should ideally be once a week for at least the first assessment period.		
Are you, the Headteacher and the Mentor aware of the Teachers' Standards and how your NQT's progress will be assessed against them? (NQTs should not be judged against the Ofsted Standards for the purposes of induction documentation.)		
Are you, the Headteacher and the Mentor aware of their roles, responsibilities and procedures? If not, please see the Roles and Responsibilities document in the Handbook.		
Are you following the NQT Team on social media? Like and follow our pages for resources, updates and reminders: Facebook , Twitter , LinkedIn , Instagram		

To assist you we have set out a timetable of events/actions for each term. We will be linking back to these throughout the handbook.

	ACTION/CHECKLIST	DATE COMPLETED
PRE TERM 1	Induction Tutor to check NQT has QTS and register NQT with an appropriate body. (NQT Induction and Support)	
	Mentor to put dates in the diary to meet with NQT weekly.	
	Induction Tutor to put dates in the diary for the termly assessment meetings.	
TERM 1	Initial meeting within first 2 weeks. Discuss NQT's areas for development to identify training needs and set targets.	
	Observation of NQT within the first four weeks.	
	Follow-up discussion and written feedback of the lesson observation.	

	ACTION/CHECKLIST continued	DATE COMPLETED
	First interim assessment meeting to discuss progress and targets. Induction Tutor/Mentor to complete first interim assessment grade on NQT Manager (www.kent-teach.com).	
TERM 2	Observation of NQT.	
	Follow-up discussion and written feedback of the lesson observation.	
	First pre-assessment meeting.	
	Induction Tutor to complete first assessment on NQT Manager (www.kent-teach.com). NQT should add a comment.	
TERM 3	Observation of NQT.	
	Follow-up discussion and written feedback of the lesson observation.	
	Second interim assessment meeting to discuss progress and targets. Induction Tutor/Mentor to complete second interim assessment grade on NQT Manager (www.kent-teach.com).	
TERM 4	Observation of NQT.	
	Follow-up discussion and written feedback of the lesson observation.	
	Second pre-assessment meeting.	
	Induction Tutor to complete second assessment on NQT Manager (www.kent-teach.com). NQT should add a comment.	
TERM 5	Observation of NQT.	
	Follow-up discussion and written feedback of the lesson observation.	
	Third interim review meeting to discuss progress and targets. Induction Tutor/Mentor to complete third interim assessment grade on NQT Manager (www.kent-teach.com).	
TERM 6	Observation of NQT.	
	Follow-up discussion and written feedback of the lesson observation.	
	Third/final pre-assessment meeting. Consider objectives for Year 2 and Early Professional Development.	
	Induction Tutor/Mentor to complete third/final assessment on NQT Manager (www.kent-teach.com). NQT induction and support team then makes the final decision and informs the NCTL which will send out the NQT's induction certificate. Celebrate completion.	



NQT Mentor Weekly Meeting

Mentor name:	NQT name:	Date:
Review of any previous targets and progress made – including evidence from formal observation that week. Please note that quality of learner's/trainee's teaching should be linked to pupil progress		
New targets linked to Teaching standard(s) and should be related to planning, teaching & subject knowledge		
NQT Folder and Evidence Gathering Check		
Further Discussions:		

Signed Mentor

Signed learner/trainee

Appendix 2a



Weekly Meeting Record – C3a (to be maintained by the NQT)

Outcomes				
It would be even better if!				
What went well (reflections)				
Date				

Appendix 3



Observation form

NQT Observed:	Observer:	Support staff:	Year Group:	No. of Pupils:	Date:	Time:
Focus:						
Standard; Teaching			Comments			
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.						
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.						
Demonstrate good subject and curriculum knowledge						

<p>Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</p>	
<p>Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p>	
<p>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</p>	
<p>If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p>	
<p>If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>	
Plan and teach well-structured lessons	
<p>Impart knowledge and develop understanding through effective use of lesson time</p>	
<p>Promote a love of learning and children's intellectual curiosity</p>	
<p>Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p>	
<p>Reflect systematically on the effectiveness of lessons and approaches to teaching</p>	
<p>Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p>	
Adapt teaching to respond to the strengths and needs of all pupils	
<p>Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p>	
<p>Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</p>	
<p>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</p>	

<p>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</p>	
Make accurate and productive use of assessment	
<p>Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p>	
<p>Make use of formative and summative assessment to secure pupils' progress</p>	
<p>Use relevant data to monitor progress, set targets, and plan subsequent lessons</p>	
<p>Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>	
Manage behaviour effectively to ensure a good and safe learning environment	
<p>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</p>	
<p>Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p>	
<p>Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p>	
<p>Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p>	
Fulfil wider professional responsibilities	
<p>Make a positive contribution to the wider life and ethos of the school</p>	
<p>Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p>	

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.	
Comments	
Developmental points	

Appendix 4



NQT Weekly Professional Development Timetable

Example:

<u>Term 1</u>	<u>Action</u>
<u>Week 1</u>	Work on Early Professional Development Portfolio
<u>Week 2</u>	Improve subject knowledge through reading/research
<u>Week 3</u>	Observing how pupils of different ages learn
<u>Week 4</u>	Observe other teachers in the school
<u>Week 5</u>	Looking at resources in the school e.g. computer programmes, policies
<u>Week 6</u>	Shadowing a particular class/teacher
<u>Week 7</u>	Meet with SENCO to discuss needs of the children

Appendix 5



Effective use of 10% professional development time – E3
(Providing evidence of how the 10% professional development is being used)

Activity	Evidence for Teaching Standard *
Follow up activities as a result of a session in the school's Professional Studies programme	8, Part 2
Preparing something ready for a session in the school's EPD Programme	8, Part 2
Working on Early Professional Development Portfolio	8, Part 2
Follow up activities targeted by the school's Inset programme	8, Part 2
Attending courses	3, 8, Part 2
Observing other teachers in school, both within the department and across departments	4, 8, Part 2
Observing other teachers in other schools	4, 8, Part 2
Observing someone teach your classes	4, 8, Part 2
Observing someone teach a lesson you have prepared	4, 8, Part 2
Teaching a lesson that someone else has prepared	4, 8, Part 2
Observing how pupils of different ages learn	5, 7
Shadowing a particular class/pupil/teacher for a day	4, 8, Part 2
Looking at resources in the school e.g. computer programmes	3, 4, 5, 8
Visiting local education centres, museums and venues for outings	3, 4
Arranging an educational visit	4, 8
Looking at educational possibilities of the local environment	1, 4
Training with the SENCO on writing IEPs	5, 8
Reading pupils' previous records and reports	5, 6
Training in making some in-depth assessments of individual pupils	5, 6, 8
Improving subject knowledge through reading, observation, discussion etc.	1, 3
Analysing planning systems in order to improve own	4, 6
Analysing marking and record systems to improve own	6
Standardisation meetings	6, 8
Training on writing reports	2, 6, 8
Meet with the SENCO to discuss the needs of the children (SEN/D, EAL, AEN and G&T)	5, 8
Meeting with parents and preparing for parents' evenings	8, Part 2
Meeting with outside agencies	5, 8, Part 2
Discussing lesson observations	8
'Sitting in' on meetings between parents and senior members of staff if appropriate and non-confidential	8, Part 2
'Sitting in' on meetings between outside agencies and school representatives if appropriate and non-confidential	8, Part 2

Appendix 6



Record of Assessment Meetings – C4

The NQT should complete this record at the formal assessment meeting with their Induction Tutor - 6 times per year.

NQT:			Induction Tutor:		
Terms One and Two		Terms Three and Four		Terms Five and Six	
Interim Assessment meeting 1	Assessment meeting 1	Interim Assessment meeting 2	Assessment meeting 2	Interim Assessment meeting 3	Assessment meeting 3
Evidence considered e.g. lesson observation, pupils' work, NQT's evaluations					
Summary of progress					
New needs identified, and support provided by the school					
Targets for the coming term and date of next lesson observation/meeting					
Any concerns raised by the NQT or Tutor					
Signed by Induction Tutor:				Date:	
Signed by NQT:					

Appendix 7



NQT Folder Checklist

Action	✓
Folder with dividers for each Teaching Standard	
At least 3 pieces of evidence for each Teaching Standard	
A range of evidence across the folder (see NQT Evidence File Sheets for examples of possible evidence)	
Records of Mentor Meetings	
Records of Assessment Meetings	
Evidence of 10% non-teaching time (timetable)	
Weekly Meeting Record	