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PARKWOOD HALL CO-OPERATIVE ACADEMY

Parkwood Hall Co-operative Academy

"Growth through Personal and Social Learning "

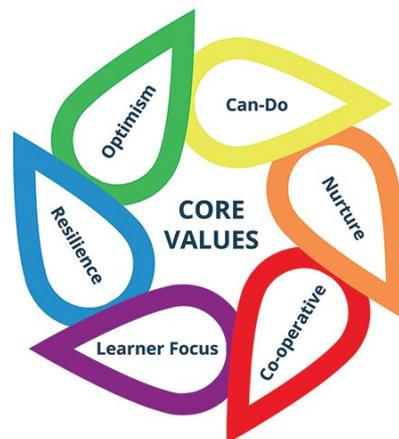
Statutory Policy File

NQT

Index No: 12 (v1.0)

Parkwood Hall Co-operative Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Core values



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NQT

1 RATIONALE

The NQT induction process at Parkwood hall Cooperative Academy ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme. This programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

2 AIMS

- To help NQTs to build upon the knowledge skills and understanding developed in initial teacher training.
- To make NQTs feel welcome and at ease in their new environment.
- To enable new staff to understand the philosophy and ethos of the school and to observe good practice so that it can be reflected in their own work.
- To ensure there is a system of support in place.
- To ensure that systematic and fair assessment procedures are in place based on the NQTs professional practice and to ensure that in the case of unsatisfactory progress sufficient support is given to make necessary improvements.
- To recognise that the appointment of an NQT is a serious responsibility and that appropriate funding will be given to support the NQT.

3 LEGISLATION AND STATUTORY GUIDANCE

This policy is based on the Department for Education's statutory guidance [Induction for Newly Qualified Teachers \(England\)](#) and [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#).

The 'relevant standards' referred to below are the [Teachers' Standards](#).

4 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 County Council, our 'appropriate body'.

4.1 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 relevant standards throughout, and by the end of, the induction period
 - Have an appointed induction tutor/mentor, who will have qualified teacher status (QTS)
 - 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

4.2 Support for NQTs

We support NQTs with:

- Their designated induction tutor/mentor, who will provide day-to-day monitoring and support, and co-ordinate their assessments
- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis
- Structured visits will be made to the school, prior to taking up appointment, with time to discuss their new role and how they will be supported
- Help and guidance from an induction tutor/mentor who is adequately prepared for the role and will coordinate the induction programme
- Regular meetings with the Induction tutor/mentor
- Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback
- Regular professional reviews of their progress, to take place on a monthly basis, 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

4.3 Assessments of NQT performance

- Formal assessment meetings will take place on a termly basis (6 weeks), carried out by the induction tutor/mentor and a member of the SLT.
- 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.
- We will be transparent with the trainer and trainee and bring up any concerns immediately.
- 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 Principal/Deputy Principal to decide whether the

NQT's performance is good 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.

4.4 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
- Meetings with the mentor will be increased as will the frequency of observations
- Meeting with the trainer provider will be held regularly.

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 Principal/Deputy Principal will discuss this with the NQT, updating objectives as necessary and giving details of the improvement plan for the next assessment period.

5 ROLES AND RESPONSIBILITIES

5.1 Role of the NQT

The NQT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor/mentor at the start of the programme to discuss and agree priorities, 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 monitoring and development programme
- Participate in scheduled classroom observations, progress reviews and formal assessment meetings
- Agree with their induction tutor the start and end dates of the induction period
- Keep a track of dates of any absences from work during the period
- Keep copies of all assessment forms
- Keep teaching standards consistently at good
- Continue to display the school values and ethos through his/her practice
- Uphold professional behaviour all times
- Action requests within a timely manner

When the NQT has any concerns, they will:

- Raise these with their induction tutor/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 tutor/mentor or within the school

5.2 Role of the Principal/Deputy Principal

They 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
- Ensure the induction tutor/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

5.3 Role of the induction tutor/mentor (Deputy Principal)

The induction tutor 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

5.4 Role of the governing board

The governing board will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the NQT
- Ensure the Principal is fulfilling their responsibility to meet the requirements of a suitable induction post
- 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

6 MONITORING ARRANGEMENTS

- NQT progress to be reported to the C&C committee
- This policy will be reviewed annually by the Deputy Principal. At every review, it will be approved by the full governing board.

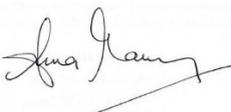
7 LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Appraisal
- Grievance
- Pay
- Teaching and Learning

APPROVAL

This Policy was written for Parkwood Hall Co-operative Academy and will be reviewed annually.

Date Policy Reviewed:	10/11/20
Date of Next Review:	10/11/21
Signature of Governor: (for statutory policies only)  Date: 28/01/2021	Signature of Principal:  Date: 28/01/2021

Version and Date		Action/Notes
1.0	10/11/20	New policy – approved C&C 28/01/21