



NQT Policy

This policy will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review

Review Date	Changes made	By whom
31.01.2021	N/A	HC

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2019/2020	31.01.2020	Alan Scott
2020-21	April 2021	Alan Scott

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1. Mission, vision, and values

Mission statement

Burnage Academy for Boys is an inclusive school community where students, staff and families all work together to ensure that boys will be the best they can be.

Vision

At Burnage Academy for Boys we will develop:

- RESILIENCE – we will teach students the skills to face all challenges in life with determination and self-awareness.
- INDEPENDENCE – we will create confident individuals who are able to think critically and make informed decisions.
- CARE – we will go further to make a difference to our students, staff and families, creating a safe space in school.
- SUCCESS – we will celebrate the progress and achievement of all in our school community, recognising that boys do better at Burnage.
- TOGETHERNESS – we will ensure all students take part fully in the range of diverse cultural experiences that Burnage and Manchester has to offer them.

Values

- Resilience
- Independence
- Care

2. Rationale and Aims

The first year of teaching is not only very demanding but also of critical significance in the professional development of the new teacher. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction process 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 NQTs to establish a secure foundation upon which a successful teaching career can be built.

The school aims to:

- Run a NQT induction programme that meets all the statutory requirements
- Provide NQTs with a supportive environment that develops them and equips them with the tools to be effective and successful teachers
- Ensure all staff understand their role in the induction programme

3. Purposes

Our school's Induction process has been designed to meet statutory requirements and make a significant contribution to both the professional and personal development of NQTs, providing support that should enable them to develop competence in the Teachers' Standards and make a valuable contribution to our school. Specifically, we aim to:

- provide support to meet the generic needs of all NQTs and specific needs of individual NQTs
- provide individualised support through high quality mentoring
- provide NQTs with examples of good classroom practice
- 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 to prepare to help NQTs meet all the core standards

4. 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.

This policy complies with our funding agreement and articles of association.

5. 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 Manchester City Council, our 'appropriate body'.

Professional Issues (CPD) sessions will be provided on a weekly basis (each Wednesday).

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, 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

Not have unreasonable demands made upon them

Not normally teach outside the age range and/or subjects they have been employed to teach

Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis

4.2 Support for NQTs

We support NQTs with:

Their designated Subject Mentor, who will provide day-to-day monitoring and support, and co-ordinate their assessments

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 in a weekly or fortnightly Subject Mentor meeting, 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 within the school or at another school with effective practice

Weekly Professional Issues sessions (CPD) ensuring appropriate training is delivered by BAFB staff and external agencies as appropriate to ensure that NQTs can make progress against the teaching standards

6. Assessments of NQT performance

- Formal assessment meetings will take place on a termly basis carried out by the Professional Mentor (Induction Tutor) and the Subject Mentor.
- 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.

7. 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 Professional Mentor will discuss this with the NQT, updating objectives as necessary and giving details of the improvement plan for the next assessment period. The awarding body will be kept informed of all support plans and these must be uploaded to Manchester NQT Manager.

8. Roles and responsibilities

a. Role of the NQT

The NQT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their induction tutor 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, 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 Professional 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 mentor or within the school

7.2 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
- Ensure the Professional Mentor (induction tutor) 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

7.3 Role of the Professional Mentor (induction tutor)

The Professional Mentor (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

7.4 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

9. Monitoring arrangements

This policy will be reviewed annually by Helen Carter (Deputy Headteacher). At every review, it will be approved by the full governing board.