

THE STAR MULTI ACADEMY TRUST

Policy for NQT Induction

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1. Aims

The Trust aims to:

- Run an NQT induction programme that meets all the statutory requirements;
- Ensure all staff understand their role in the induction programme;
- Contribute to improving and developing the overall effectiveness of our Trust, raising pupil achievement, and meet the needs of all pupils, parents and the wider school and Trust community;
- Ensure all teachers new to the profession have the best start in their careers and are supported in developing highly effective practice;
- Ensure all staff new to our school and Trust community understand what is expected of them and gain the support to achieve those expectations;
- Build co-operation between all staff in our schools; and ensure that all staff are valued and recognised as the most important asset;
- Contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective teamwork within our Trust.

2. 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.

3. The induction programme

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

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

The programme is quality assured by the chosen MAT Appropriate Body.

3.1 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 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

3.2 Support for NQTs

We support NQTs with:

- Their designated Induction Tutor, who will provide day-to-day monitoring and support, and co-ordinate their assessments; a member of the Senior Leadership Team who is responsible for arranging whole school induction and overseeing the development of NQTs.
- In secondary, a designated Subject Mentor, this is an individual who provides subject specific support for the NQT. It is usually a TLR holder within the department, an experienced teacher or a skilled practitioner.
- 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, at least fortnightly with Induction Tutor and/or Subject Mentor, 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, within the wider Trust, or at another school with effective practice.

3.3 Assessments of NQT performance

Formal assessment meetings will take place at least termly, carried out by an appropriate Induction Tutor acting as a delegate on behalf of the Headteacher.

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.

3.4 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;

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.

4. Roles and responsibilities

4.1 Role of the NQT

The NQT will:

- Provide evidence that they have QTS and are eligible to start induction
- Meet with their Induction Tutor 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 Induction Tutor 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 or within the school

4.2 Role of the headteacher

The headteacher of the school taking on the NQT 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 3.1 above)
- Ensure the 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 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

Where an NQT serves induction at more than one school in the Trust, we will appoint one headteacher to act as the **lead headteacher**.

They will take on overall responsibility for ensuring the above is in place, working with individual headteachers as necessary. In addition, the lead headteacher will:

- Provide a fair opportunity for the NQT to demonstrate that they have performed against all of the relevant standards by the end of the induction period
- Consult with, and gather evidence from, the other headteachers
- Co-ordinate the evidence to make the recommendation to the appropriate body on whether the NQT's performance is satisfactory
- Make clear the methods of sharing information and gathering evidence for progress reviews, classroom observation and formal assessments to the other headteachers and to the NQT

4.3 Role of the Induction Tutor

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

4.4 Role of the local governing body

The local 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 Trust's Resolving Issues At Work 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

5. Monitoring arrangements

This policy will be reviewed **every three years** by the CEO. At every review, it will be approved by the full board of trustees.

6. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Staff code of conduct
- Resolving Issues At Work
- Pay