



St. Michael's CE (Controlled) Junior School

Inspired by Him, we serve the community of St Michael's by creating an inclusive learning culture where all differences are respected, where courage is shown to face and overcome adversity, and resilience is embedded in our journey to success so we can be the very best we can be.

NQT Policy

Creation Date		
Issue Date		
Agreed & Authorised (Name & Designation)	Mrs Steph Tyler Headteacher	Mr Ian White Chair of Governors
Next Review Date		
Remarks	From September 2021 the term ECT will be used rather than NQTs and ECTs will have two years of support in place – Please see Appendix 2 for more details on this and https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview .	

Purpose

Our school recognises that the early years of teaching are not only very demanding but also of critical significance in the professional development of new teachers. It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our school's induction programme 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 our NQTs to establish a secure foundation upon which a successful teaching career can be built.

This policy must be read in conjunction with the statutory guidance on Induction for Newly Qualified Teachers.

Our Induction Programme

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

- Register with an Appropriate Body in a timely manner and will work with them to provide high quality support to our NQTs.
- provide support to meet the generic needs of all NQTs and the specific needs of individual NQTs
- provide individualised support through high quality mentoring and coaching
- provide NQTs with examples of good classroom practice
- help NQTs form productive relationships with all members of the school community and stakeholders
- support NQTs to become reflective practitioners
- 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 from teacher training, to help NQTs meet all the Teachers' Standards.

All staff will be kept informed of the school's NQT Induction Policy and encouraged to participate, wherever possible, in its implementation and development. This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Roles and Responsibilities

The school carries out its responsibilities in line with of the [Statutory Guidance](#). See Appendix 1 for an overview of roles and responsibilities.

Support

Our induction programme ensures that new teachers are provided with the support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of Induction. It builds on their knowledge, skills and achievements in relation to the Teachers' Standards as achieved during training.

The NQT Handbook will be provided to the NQT at the start of induction. Headteachers and Tutors will have read their version of the NQT Handbook (both available on NQT Manager).

The key aspects of the Induction programme for NQTs at our school are as follows.

- Access to a high quality and personalised induction programme.

- At an early stage, time with the NQT's Induction Tutor to discuss developments needed and how they will be assisted in making these.
- Help and guidance from an Induction tutor who holds qualified teacher status, is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with a mentor and, as needed, meetings with subject coordinators, SENCo etc.
- A programme of observations of experienced colleagues' teaching.
- A reduction of 10% of the average teacher's workload (in addition to PPA time). This NQT time is used for participating in the school's Induction programme, other professional development activities and meetings with the mentor.
- Regular observation of NQT's teaching by experienced colleagues (at least once every half term).
- Prompt written as well as oral feedback on teaching observed, with targets and feedback/advice provided.
- Confronting of any areas of practice or behaviour that may prevent the NQT meeting the Teachers' Standards in a timely, honest and professional manner.
- Opportunities for further professional development based on agreed targets and identified needs.
- Detailed success criteria for any areas identified as making an NQT at risk of not meeting the Teachers' Standards.
- In addition to the above, NQTs are encouraged to develop and access professional networks to support them, including those available via their professional association.

Assessment & Quality Assurance

The assessment of NQTs will be rigorous and objective.

- The criteria used for formal assessments will be shared and agreed in advance.
- Both formative assessment (e.g. lesson observation and target setting) and summative assessment (termly Induction reports) will be used.
- Assessment will draw on views from all staff who have a part in the NQTs' development in order to gain a reliable overall view.
- Assessment will draw on evidence from planning, pupils' work and the progress they make, relationships with staff, pupils and parents, as well as formal observations of teaching.
- The Induction Co-ordinator (or Headteacher if there is no Induction Co-ordinator role in school) will ensure that assessment procedures are consistently applied and validated by the headteacher.
- Copies of any records will be passed to the NQT concerned.
- Termly reports will give details of:
 - areas of strength
 - areas requiring development
 - evidence used to inform judgement
 - targets for coming term
 - support to be provided by the school

At risk procedures

If any NQT encounters difficulties with meeting the Teachers' Standards, the following procedures will be put into place:

- The Tutor will use the 'Unsatisfactory Progress or Concerns' guidance to structure the support available to the NQT, put in place a formal Action Plan and to formally write to the NQT to outline the concerns when appropriate
- An expectation is established that the support provided will enable any weaknesses to be addressed.
- A record of the exact nature of the problem and advice given on how to address this and the support to be provided.

- Agreed, attainable targets for action within an agreed timescale, with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the NQT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure to meet one or more of the Teachers' Standards will be given to the NQT. The named Appropriate Body contact will be informed as soon as it becomes clear an NQT is at risk of not meeting one or more of the Teachers' Standards.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school (Tutor, Co-ordinator or Headteacher) in the first instance. Where the school does not resolve them the NQT should raise concerns with the named Appropriate Body contact.

NQTs are also encouraged to contact their Professional Association for advice and support where any concerns about progress have been raised, or where they have any concerns about the support provided by the school.

Governance

Hampshire & Isle of Wight Appropriate Body contact details:

NQT Induction Co-ordinator: Lisa Hollier
NQT Administrator: Carolyn Torkington
Phone: 02380 383530
Email: nqt.info@hants.gov.uk
NQT Manager: <https://hants.nqtmanager.com/Login.aspx>

Appendix 1: Roles and responsibilities

Statutory roles and responsibilities are set out in the Statutory Guidance. The following provides further context and highlights key points but does not replace the provisions in the Statutory Guidance.

Headteacher	<p>The Headteacher has a significant and leading role in the process of inducting new colleagues to the profession. Although responsibility for the implementation of the Induction programme may have been delegated to the school's Induction Co-ordinator, the Headteacher retains overall responsibility for the monitoring, support and assessment of the NQT during induction, in conjunction with the Appropriate Body.</p> <p>Key functions include:</p> <ul style="list-style-type: none"> • Ensuring the NQT is registered with an Appropriate Body before they begin induction at their school. • Ensuring the NQT receives their entitlement to PPA and NQT CPD time, and that their Tutor is appropriately trained and has sufficient time to carry out their role effectively. • Keeping the Governing Body aware and up to date about induction arrangements and NQT progress. • Observing all NQTs at least once during their induction. • As appropriate, formally meeting with and writing to NQTs causing concern. • Make a recommendation to the Appropriate Body on whether the NQT has met the requirements for satisfactory completion of the induction period. • Participating in the Appropriate Body's quality assurance procedures, including procedures for the review of NQTs not meeting the relevant standards. • Retaining all relevant documentation, evidence and forms on file for 6 years.
Induction Co-ordinator	<p>Not all schools will have Induction Co-ordinators and so their duties may be undertaken by the Headteacher or individual Tutors.</p> <p>An Induction Co-ordinator is responsible for the implementation of the overall induction programme in school. This includes ensuring that the programme is of a high quality and meets the generic and individual needs of NQTs. This also includes providing support to the Induction Tutors and ensuring the quality and consistency amongst the evaluations carried out by the Tutors.</p> <p>They will need to keep the Appropriate Body apprised as early as possible of the progress of any NQTs who are struggling.</p>
NQT Tutors	<p>The Induction Tutor is a statutory role and each NQT must be appointed a Tutor. They must hold QTS and their role is to help the NQT through induction, providing guidance and support. This may also include coaching and mentoring, unless it has been agreed that the NQT will also have a designated Mentor.</p> <p>Key functions include:</p> <ul style="list-style-type: none"> • Meeting with the NQT regularly to review progress including discussions around strengths, areas requiring development and how the school will support the NQT to do this. • Carrying out formal half-termly review meetings. • Writing end-of-term assessments, co-ordinating input from relevant

	<p>colleagues.</p> <ul style="list-style-type: none"> • Observing the NQT and providing feedback, and co-ordinating observations carried out by others as appropriate. • Raising any concerns with the school's Induction Co-ordinator, Headteacher or the Appropriate Body at the earliest opportunity.
NQTs	The NQT should take a pro-active role in their induction to ensure they make the most of this key time in their career. They should be strongly involved in creating their Professional Development Plan and should raise any queries or concerns with their Tutor in the first instance.
Appropriate Bodies	<p>The Appropriate Body has the main quality assurance role within the induction process. They should ensure that schools are aware of, and are capable of meeting, their responsibilities during induction.</p> <p>Hampshire County Council (HCC) Appropriate Body carries out moderations to support its quality assurance processes. These are supportive visits, aimed at reviewing the quality and consistency of induction in the schools visited, identifying good practice and providing recommendations for improvements.</p> <p>HCC Appropriate Body will provide advice and guidance to both the school and NQT where there are concerns over the NQT's ability to satisfactorily complete induction. This will include advising the NQT in regard to their options.</p> <p>In the case of an NQT who has not met all the Teachers' Standards by the end of their induction period, HCC Appropriate Body will hold a panel to review the NQT's induction and make a decision on whether the NQT has passed or failed induction, or whether an extension period should be granted, should there be sufficient and appropriate grounds to do so.</p> <p>HCC Appropriate Body will make returns to the Teaching Regulation Agency of those NQTs who have started, completed, left school partway through induction or where an extension has been granted.</p> <p>HCC Appropriate Body provide Tutor Training throughout the year and all new Tutors, Headteachers and Induction Co-ordinators are strongly encouraged to attend. Refresher sessions are also run for those who would like an update but who do not need the full training session.</p>
Governing Body	The Governing Body will be ultimately accountable for the progress of NQTs and should ensure the school is compliant with the Statutory Guidance. Before the school employs an NQT, they should be satisfied that the school has the capacity to support the NQT. The Headteacher should keep the Governing Body aware of the progress of all NQTs employed at the school.
Professional Associations	<p>The Professional Teaching Associations play an important role in NQT induction, particularly where there may be concerns raised by an NQT or by their school about the NQT's progress.</p> <p>Hampshire County Council Appropriate Body works closely with the Professional Associations to ensure that NQTs' views and concerns are heard and that all options are explored thoroughly before any final decisions are made on the part of the school or by the NQT.</p>

EPS Caseworker	Education Personnel Services can provide casework support to schools where an NQT where there are performance concerns.
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Appendix Two

Taken from Hampshire Advantage Information May 2021

In September 2021 the statutory two-year induction period begins for Early Career Teachers (ECTs), currently known as NQTs. The changes associated with early career teachers are being brought about to strengthen recruitment and retention within the profession and to further build capacity at the mentor level, recognised as a critical role for the successful transition of individuals from initial training into early career stage and beyond.

Hampshire is proud to be involved with teachers at all stages of their career and is responsive to training and development needs, including during the recently challenging times of this pandemic. We strive to support teachers to provide quality-first teaching consistently in order that pupils across the county receive an excellent education experience.

To successfully complete induction as an Early Career Teacher, the Teachers' Standards must be met independently and over a significant period of time. To support ECTs in achieving this, all schools must now ensure the ECTs have access to a two-year programme of training based on the Early Career Framework (ECF) with regular mentoring.

The ECF covers 5 areas:

- behaviour management;
- pedagogy;
- curriculum;
- assessment;
- professional behaviours.

In year two schools will receive additional funds to support ECT development.

Schools will be able to select one of three approaches:

1. Access training from a funded provider for both teachers and mentors
2. Use the ECF programme content directly to deliver their own professional development (no extra funding provided)
3. Schools design and deliver their own career and mentor framework based on the ECF (no extra funding provided)

Hampshire is delivering its funded ECF training with Ambition Institute, one of the largest national providers and this can continue to be complemented by our own high-quality training which goes beyond the Early Career Framework provision and includes highly rated key aspects of the current programme that are not built into the new statutory offer.



The Hampshire Advantage offer provides you with the opportunity to access the following three strands:



Hampshire Assure
Appropriate body function



Hampshire Align
National approved training programme



Hampshire Advance
Hampshire bespoke package

Whilst each of these strands stands alone and can be purchased independently, together they provide a fully complementary package to enable schools to meet all needs in respect of early career teachers – the Hampshire Advantage.

Hampshire Advantage Assure

All schools are statutorily required to appoint an appropriate body to undertake quality assurance in respect of the induction provision.

Alongside training for induction tutors within school to ensure that the process of induction is clear, Hampshire's appropriate body supports schools to navigate the paperwork associated with induction, through access to an online platform and best practice resources. Advice and guidance is available to schools in respect of induction regulations and guidance on concerns over progress. Schools not undertaking the full induction route for the Early Career Framework will be subject to an additional fidelity check charge in accordance with national guidance.

Hampshire Assure is provided through Education Personnel Services in partnership with HIAS – this unique blend enables schools to benefit from expertise and guidance from schools HR practitioners, complemented with support from school improvement professionals in the moderation and training.

Hampshire Advantage Align




The Hampshire Advantage option provides schools with access to the national programme. Working in partnership with Ambition Institute, HIAS staff will deliver the Early Career Teacher Programme. This statutory training for ECTs, drawing on the Early Career Framework, provides a programme that includes manageable, carefully selected self-study and practice materials for mentors and ECTs in school. This is delivered through an online platform and includes three one-day conferences and half termly one-hour clinics. In addition, coaching sessions are offered to mentors to enable them to successfully support the ECT through induction. The programme will be delivered by phase specialists for primary and secondary.




Hampshire Advantage Advance

Our Advance option provides additional bespoke programmes, based on the core programme of CPD that has historically been highly valued by Hampshire schools at all phases. For ECTs in primary and primary special schools a developmental programme is available over the two-year period with a blended model of full day and shorter sessions, bringing ECTs together in local areas to support them in building a professional network of colleagues in schools nearby. At secondary there is subject specific training, with six sessions over two years which will develop their knowledge of strong curriculum planning and delivery, and support the development of effective practitioners. The sessions will also enable colleagues to build their professional networks.

The Hampshire Advantage Programme

The tables below illustrate how Ambition's ECF programme delivered via Hampshire Align blends with the Hampshire Advance programme of professional development for Early Career Teachers. In addition to this, Hampshire Assure will support Induction Tutors in their role to ensure light touch reviews are undertaken each term, with formal assessments of the Early Career Teacher at the end of year 1 and year 2.

Year 1 2021-2022	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Hampshire Advantage Assure Quality assured provision for early career teachers		Light touch review		Light touch review		First assessment
 Hampshire Advantage Align Delivering the early career framework for teachers	Conference 1	Clinic 1	Conference 2	Clinic 2		Clinic 3
	Conference 1	Coaching Clinic 1		Coaching Clinic 2		Conference 2
 Hampshire Advantage Advance Professional development for early career teachers		Session 1 Full day		Session 2 Full day	Session 3 Full day	
				Session 1	Session 2	Session 3

Year 2 2022-2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Hampshire Advantage Assure Quality assured provision for early career teachers		Light touch review		Light touch review		Final assessment
 Hampshire Advantage Align Delivering the early career framework for teachers	Conference 3	Clinic 4	Clinic 5		Clinic 6	
	Conference 1	Coaching Clinic 3				
 Hampshire Advantage Advance Professional development for early career teachers		Session 4 Half day	Session 5 Half day	Session 6 Half day	Conference Full day	
		Session 4		Session 5		Session 6

- Appropriate Body
- Ambition ECT Programme
- Ambition ECT Mentor Development
- Hampshire Primary & Special CPD Programme
- Hampshire Secondary & Special CPD Programme