



NQT Policy

Date to be reviewed: September 2021

Owner: Jo Donegan Edwards

Date Ratified: September 2019

Signed:

Contents

1. Rationale & Aims
2. Roles and Responsibilities
3. Entitlement
4. Assessment and Quality Assurance
5. At risk procedures
6. Addressing NQT concerns
7. Appendix 1 - Current NQT Programme

Rationale

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 that 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.

Aims

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 ours and future schools.

Specifically, we aim to:

- provide support to meet the generic needs of all NQTs and the specific needs of individual NQTs;
- provide individualised support through high quality mentoring;
- provide NQTs with examples of good classroom practice through observations;
- 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 from teacher training, to help NQTs meet all the teachers' standards.

The whole staff will have access to the school's NQT Induction Policy and are encouraged to participate, wherever possible, in its implementation and development e.g. by allowing NQTs to observe their lessons, and having open dialogue with NQTs about teaching and learning. 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 Governing Body

The Governing Body will be fully aware of the law which sets out the school's responsibility to provide the necessary monitoring, support and assessment for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, as to whether the school currently has the capacity to fulfil all of its obligations. The Governing Body will be kept aware and up to date about induction arrangements and the progress of NQTs, through the Principal's report and/or direct contact with the NQT Coordinator in school.

Currently the school's Induction Coordinator is Joanna Donegan-Edwards.

The Principal

The Principal at Dartford Science and Technology College (DSTC) plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to a coordinator, the Principal will also receive feedback on the NQT and deliver training sessions as part of the Induction programme. Statutory responsibilities for the Principal are:

- ensuring an appropriate induction programme and support are in place;
- recommending to the appropriate bodies of Kent or North West Kent Teaching Schools Alliance (NWKTSA) whether an NQT has met the requirements for satisfactory completion of the induction period.

In addition to the statutory requirements the Principal will:

- keep the Governing Body aware and up to date about induction arrangements and NQT progress.
- give written warnings to any NQT at risk of failing to meet the Standards;

Induction Coordinator (Induction Tutor)

The principal requirement for the NQT Coordinator is to be responsible for the overall management of initiating NQTs into the teaching profession and into DSTC's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. It embraces various tasks, such as organising a central

induction programme, providing support and guidance and the rigorous, fair and consistent assessment of NQT performance.

Mentor

In addition to the Coordinator, who has the responsibility for the formal assessment of NQTs, a Mentor is appointed to provide support on an informal daily basis and through a formal weekly timetabled slot. The Mentor will contribute to judgements about the NQT's progress against the Teachers' Standards.

Entitlement

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 key aspects of the Induction programme for NQTs at DSTC are as follows:

- access to an Induction programme that will commence upon appointment;
- help and guidance from an Induction tutor who holds Qualified Teacher Status (QTS), is adequately prepared for the role and will coordinate the induction programme;
- regular meetings with a mentor and, as needed, meetings with Directors of Learning (DOL), subject leaders, Raising Standards Leaders (RSL's) and other professionals such as the Director of Learning SEND;
- a programme of observations of experienced colleagues' teaching;
- a reduction of 10% of the average teacher's workload (in addition to PPA time). This 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;
- identifying and providing support for any areas of practice or behaviour that may prevent the NQT meeting the Teachers' Standards in a timely, honest and professional manner;
- providing opportunities for further professional development based on agreed targets and identified needs (Appendix 1);
- detailed success criteria for any areas identified as making an NQT at risk of not meeting the Teachers' Standards.

Assessment & Quality Assurance.

The assessment of NQTs will be rigorous and objective. The Induction Coordinator will ensure that all assessments are completed in a timely manner.

DSTC will use the following guidelines for NQT assessment:

- the criteria used for formal assessments will be shared and agreed in advance;
- both formative assessment (e.g. lesson observations and target setting) and summative assessment (termly Induction reports) will be used;
- assessment will draw on views from all teachers who have a part in the NQT's development in order to gain a reliable overall view;
- assessment will use evidence from planning, work produced by pupils, progress data and relationships with staff, students and parents, as well as formal observations of teaching;
- the Induction Coordinator will ensure that assessment procedures are consistently applied;
- mentors and staff members who are supporting an NQT will have the opportunity to attend CPD to help them in their role;
- copies of any records, including meetings and observations, 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:

- A meeting to set the expectation is established that the support provided will enable any weaknesses to be addressed;
- recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem;
- agreed, attainable targets for action set for a minimum of 4 weeks, with specific and practical steps outlined for securing an improvement in practice;
- NQT will be assigned an extra/alternate mentor who will be able to share best 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 will be given to the NQT and the school's concerns communicated to Kent or NWK TSA without delay.

Where an NQT has continuing difficulties, further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out. The named contact from the Local Authority or Appropriate Body 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 (Mentor, Coordinator, Principal) in the first instance. Where the school does not resolve them the NQT should raise concerns with the named Appropriate Body (AB) contact.

Appendix 1 - Current NQT Programme

Date	Focus
12.09.19	Welcome and Introduction to life as an NQT including professional standards and keeping safe.
26.09.19	Behaviour for Learning - Looking at how to make the best environments for learning to happen.
10.10.19	Talk Less Teaching - Giving NQTs a vast bank of exciting, engaging, practical ways to allow learners to access and understand complex topics and skills without relentlessly talking.
07.11.19	Understanding Data - Exploring questions such as, what does progress look like? How can I use data to inform my next steps in teaching? How can I track the progress of different groups?
21.11.19	Setting Meaningful Homework - practical advice on how to set meaningful homework for your classes (covering KS3, KS4 and A Level), whilst at the same time giving you some guidance on how this feeds into classwork.
05.12.19	Inclusion and SEND - Looking at policy, quality first teaching and Assess, Plan, Do, Review
09.01.20	Outstanding AfL - Looking at the impact that quality feedback can have on children's learning.
16.01.20	Challenge and Questioning - What does the new GCSE 9 look like and how can we ensure that we challenge all children to achieve to their full potential?
23.01.20	Wellbeing matters - How we can be better at time management and how to develop a greater energy for school and home. The role of the form tutor - practical guidance and advice on the importance of the form tutor role.
06.02.20	Behaviour for Learning - Review of experiences on how to make the best environments for learning to happen.
12.03.20	TA Deployment and working with other adults in the classroom - how to deploy TAs, learn about the national standards for TAs and what their roles are.
26.03.20	Networking and Reflection in Subject groups - reflect on your NQT year so far and discuss your experiences of teaching a range of year groups with colleagues in other schools.

23.04.20	Improving writing and reasoning in maths - practical strategies on how to develop extended writing for longer answer questions and lesson ideas, activities and ways to evidence the various expectations of the maths curriculum.
30.04.20	Networking and Reflection - reflect upon your observations and arrange to visit colleagues from other schools.
11.06.20	Preparing for subject leadership - explore what is expected of a subject leader, what this additional responsibility will mean for your workload and ways to ensure that you are a successful subject leader who has an impact on their setting.
26.06.20	Appraisal and Celebration.

In addition to the above course, DSTC will also be offering the following sessions, specific to DSTC.

Date (Tuesdays) 3:15 - 4:15pm	Session
24.10.19	Thinking Hard Strategies to use in the classroom.
5.11.19	Understanding Data and how we use it at DSTC.
14.01.20	SEND at DSTC.
03.03.20	Challenge and Questioning.
28.04.20	Outstanding AfL.
19.05.20	Setting Meaningful Homework & Flipped Classroom.
09.06.20	Career progression.