



ASPIRATIONS

Newly qualified teacher (NQT) policy

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1. Aims

All Aspirations academies will:

- › 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

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 typically last for a single academic year. Part-time NQTs will serve a full-time equivalent.

In their second year our teachers will continue to receive mentoring support as an RQT (Recently Qualified Teacher).

The programme is quality assured by Regional CEOs.

The NQT will be registered with an ‘appropriate body’, e.g. a teaching school, which will accredit the induction period.

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 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
- › 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 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 on a regular (e.g. monthly) basis, at which the academy 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 academy or at another school with effective practice
- › Participation on the Beginner Teacher Incubator (BTInc) programme, part of the Aspirations suite of training, which works alongside the Early Career Framework. This programme will be led and facilitated by the Regional NQT/RQT Leads.

3.3 Assessments of NQT performance

Formal assessment meetings will take place termly basis, carried out by the NQT 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 principal 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 principal 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 mentor at the start of the programme to discuss and agree priorities, and keep these under review
- › Agree with their mentor 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 mentor 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 mentor as soon as they can
- › Consult with their Regional NQT/RQ Lead, the BTInc Lead or contact their appropriate body at an early stage if there are difficulties in resolving issues with their mentor or within the academy.

4.2 Role of the principal

The principal 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 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

4.3 Role of the mentor

The mentor 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 academy
- › Take prompt, appropriate action if the NQT appears to be having difficulties.

4.4 Role of the governing board

Aspirations' Board of Trustees delegates operational governance responsibilities relating to this policy to the Regional Boards that provide local governance to the Trust's academies. For any academy it is responsible for, each Regional Board will:

- › Ensure the academy complies with statutory guidance
- › Be satisfied that the academy has the capacity to support the NQT
- › Ensure the principal is fulfilling their responsibility to meet the requirements of a suitable induction post
- › Investigate concerns raised by the NQT as part of the academy'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

5. Monitoring arrangements

This policy will be reviewed **annually** by the Trust's designated NQT Lead. Any proposed change will be considered by the Executive Operational Board on behalf of the Board of Trustees.

6. Links with other policies

This policy links to the following policies and procedures:

- › Appraisal
- › Grievance
- › Pay

END OF POLICY