

The Aylesbury Vale Academy



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COLLABORATING *for* EXCELLENCE

NQT Induction Policy

Policy Reference:	AVA. 046
Description:	This document provides a framework to show how the academy trust runs a NQT Induction programme that meets the statutory requirements.
Status:	Statutory Policy
Policy Audience:	Staff, Governors, Contractors
Academy Trust Contact:	Executive Director
Other Related Policies and Procedures:	Pay Policy, Appraisal Policy, Grievance Policy
Governor Committees:	Governing Body

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1. Aims

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

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.

The programme is quality assured by Cygnus, our ‘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 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 tutor and a 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 termly, 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 or at another school with effective practice

3.3 Assessments of NQT performance

Formal assessment meetings will take place termly, carried out by the induction tutor.

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 Executive Director 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 Executive Director and the induction tutor 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 academy

4.2 Role of the Executive Director

The Executive Director 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
- 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 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 induction tutor

The induction tutor will:

- Notify the appropriate body when an NQT is taking up a post and undertaking induction
- 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
- Participate in the appropriate body's quality assurance procedures of the induction programmes
- Ensure appropriate guidance and effective support is in place for the NQT, including coaching and mentoring
- Carry out regular progress checks 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 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
- Meet with the NQT on a weekly basis to review progress towards the standards

4.5 Role of the governing board

The governing board will:

- Ensure the school complies with statutory guidance
- Be satisfied that the school has the capacity to support the NQT
- Ensure the Executive Director 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

5. Monitoring arrangements

The governing body is responsible for reviewing this policy annually and ensuring that it is compliant with current legislations and good practice.