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Directors Meeting
14 December 2020

Review
TLS Committee

St John the Baptist



Catholic Multi Academy Trust

THE MAT MISSION STATEMENT

Our family of schools is united in the belief that God's love, peace, truth, and joy is for all. We are dedicated to the achievement of excellence in all we do. We cherish the uniqueness of each of our school communities and celebrate together as one Trust family. By following Jesus' example we bear witness to the greatness of God.

'To think, to feel, to do' Pope Francis

St John the Baptist Catholic MAT

Company No: 7913261

Registered Office: **Surrey Street, Norwich NR1 3PB**

Newly Qualified Teachers (NQT) Policy



If you need this document in large print, audio, Braille, alternative format or in a different language please contact the Company Secretary on 01603 611431 and we will do our best to help.

CONTENTS

1. Purpose	3
2. Roles and responsibilities.....	3
2.1 Local Governing Bodies	3
2.2 Headteacher / Head of School	4
2.3 Induction tutor	4
2.4 NQT.....	5

1. Purpose

1.1 This policy is underpinned by the Trust's commitment to support teachers new to the profession and retain them in the education system.

1.2 Our statutory induction processes have been developed to ensure our NQTs feel supported and challenged, both professionally and personally, and to enable them to have a positive impact on outcomes for our pupils/students.

1.3 Our induction processes will:

- a) support each NQT to successfully complete their statutory induction period.
- b) ensure each NQT receives their statutory entitlements:
 - i. access to a trained induction tutor with QTS (in small schools this may be supported by working with another school in the Trust);
 - ii. a reduced timetable (in addition to PPA time), for professional development, including observation of experienced teachers;
 - iii. have no unreasonable demands made of them;
 - iv. a pre-planned personalised induction programme;
 - v. a termly action plan;
 - vi. formal observation of teaching at least each half-term with verbal and written feedback;
 - vii. regular meetings with the induction tutor and half-termly reviews of progress;
 - viii. rigorous and fair assessment against all of the Teachers' Standards;
 - ix. three formal assessment meetings and reports, and a named contact at the Appropriate Body (selected by each school based on quality of provision and local availability).
- c) provide appropriate advice, guidance and support to each NQT, based on individual talents and needs.
- d) provide examples of good practice and facilitate each NQT observing effective teaching based on their developmental needs.
- e) support NQTs to develop positive relationships with all members of their school community for the betterment of pupil outcomes.
- f) encourage NQTs to become reflective practitioners to aid personal development.
- g) acknowledge success and celebrate good practice.
- h) provide opportunities for professional development.
- i) support an understanding of the full roles and responsibilities of a teacher.
- j) support each NQT to demonstrate they can meet all the Teachers' Standards, 'consistently over a sustained period' (DfE Statutory Induction Guidance, paragraph 1.5).

2. Roles and responsibilities

2.1 Local Governing Bodies

The Governing Body for each school has responsibility to ensure the school complies with all aspects of the DfE Statutory Induction Guidance. Prior to an NQT being employed the Governing Body will carefully consider the school's capacity to fulfil its obligations towards the NQT. The Governing Body will be kept

informed of induction arrangements and outcomes of formal reports. Each school should consider the support and progress of NQTs appointed at appropriate times of the year at their committees.

2.2 Headteacher / Head of School

Headteachers / Heads of School have a significant role in the statutory induction process within each of their schools, and will:

- a) appoint an induction tutor who has qualified teacher status, the time and skills to undertake the role, and is appropriately trained;
- b) ensure an appropriate, personalised induction programme is drawn up;
- c) ensure the NQT has a suitable role to undertake induction;
- d) write to an NQT if there is a concern that he or she is at risk of not meeting the Teachers' Standards and inform the Appropriate Body as a matter of urgency;
- e) make a final recommendation to the Appropriate Body as to whether the NQT has satisfactorily met all the Teachers' Standards, 'consistently over a sustained period' and should pass their induction period;
- f) keep the school's Governors informed about induction arrangements for NQTs in the school.

2.3 Induction tutor

Many tasks associated with the above will be undertaken by the induction tutor and other suitably experienced colleagues.

The induction tutor will:

- a) have responsibility for the day-to-day oversight of the personalised induction programme;
- b) meet regularly with the NQT, retaining signed and dated meeting notes;
- c) undertake, and/or, arrange lesson observations as necessary;
- d) have oversight of NQT's use of the timetable reduction;
- e) arrange support when necessary, including seeking advice from the Appropriate Body or specialist Trust-level personnel if concerns are identified;
- f) ensure rigorous and fair assessment throughout the induction process;
- g) inform the Headteacher / Head of School, at the earliest opportunity, if concerns arise that the NQT is at risk of not meeting all of the Teachers' Standards, 'consistently over a sustained period'.

2.4 NQT

The NQT must participate fully in the induction process and demonstrate their capacity to meet all the Teachers' Standards, 'consistently over a sustained period' (DfE Statutory Induction Guidance, paragraph 1.5).

The NQT will:

- a) provide evidence of qualified teacher status;
- b) agree with their induction tutor how the reduced timetable will be used;
- c) provide evidence of how they are meeting the Teachers' Standards;
- d) participate fully in the monitoring and development programme;
- e) participate effectively in observations, progress reviews and formal assessment meetings;
- f) retain personal copies of the three formal assessments.