



The HENRY
BEAUFORT *School*

Early Careers, Newly Qualified Teacher (NQT), Recently Qualified Teacher (RQT) and Initial Teacher Training (ITT) Policy

Policy amended by:	Mr Applin	September 2020
Consultation by:	SLT	November 2020
Reviewed and recommended by:	Resources Committee	March 2021
Approved by:	Resources Committee	March 2021
To be Reviewed by:	Mr Applin	June 2021

1. Aims

The aim of this policy is to promote successful and rewarding teacher training within The Henry Beaufort School community and beyond. It applies to all teachers in training or early stages of career, namely: NQT (Newly Qualified Teachers), RQT (Recently qualified teachers in second year of teaching) ITT (Initial Teaching Training) or SD (School Direct) trainees.

- To ensure that new colleagues feel welcomed and valued.
- To ensure that colleagues are able to settle into the school quickly, receive support and suitable experiences to teach effectively, meet the Teacher Standards and to further their professional attributes.
- To deliver a professional learning programme using the Early Careers / ITT Core Content Framework.
- To build links with University providers in order to promote routes into teaching in order to benefit system improvement and teaching capacity.
- To ensure that those in training have the skills and attributes to be able to pursue a career in teaching and to address this if they are not being or unlikely to be met.
- To ensure that colleagues are supported in forming productive relationships with all members of the school community.
- All School colleagues will be informed of the School's Early Careers policy and encouraged to participate and support in its implementation and development.

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. Practice and Procedures

3.1 University based and Schools Direct entitlement

- The classroom teacher retains responsibility for the safety, wellbeing and learning of their classes at all times.
- Trainees will observe a class before teaching them. In each placement, they may both assist and co - teach. Only when the teacher in charge feels that they are ready to deliver a high standard of learning experience will they teach whole classes.
- Trainees will participate in all aspects of education and the whole school Professional Learning Programme.
- The trainee is entitled to frequent informal feedback on lessons / part of lessons that they teach as well as their progress towards meeting professional standards.
- Trainees will participate in the bespoke Professional Learning Programme provided by the school. This will include observations of good classroom practice by experienced teachers, and an opportunity to discuss their observations.
- Trainees will be supported in undertaking the role of tutor and deliver aspects of the tutor programme including PSHE.
- Schools Direct students will be provided a subject mentor in their department and have regular scheduled meetings.
- The school will also provide weekly meetings with the Professional Mentor in school.
- Tutors can expect to be formally observed weekly by their subject mentor or another class teacher and half termly by the professional mentor/ Specialist Team Leader/ Induction Coordinator

3.2 Newly Qualified Teacher entitlement

- NQTs will be registered to the Learn Alliance at Thornden School for the purposes of induction.
- NQTs will be observed regularly and feedback will be given on both the quality of their teaching and students' learning. This will be reviewed in line with the awarding body expectations.
- The School will provide high quality mentoring and coaching by a subject specialist mentor who will usually become their NQT tutor.
- Observations will be completed by NQT Tutors, Specialist Team Leaders and members of the Senior Leadership Team. All new staff will be observed by the Headteacher in the first term.
- There will be regular opportunities to discuss progress with the Induction Mentor / NQT Tutors including reflection on strengths and areas for development identified in their Career Entry Profile. From this basis, both formative assessment (targets and an action plan will be produced to consolidate and develop pedagogy) and summative assessments (termly induction reports) will be used to assess NQT performance.
- Assessment will draw on the views of all colleagues who have a part in the NQTs' development in order to gain a reliable overall view.
- Assessment will draw on evidence from planning, students' work and the progress they make, relationships with colleagues, students, parents, as well as formal observations of teaching.
- The Induction Co-ordinator will ensure that assessment procedures are consistently applied and validated by the Headteacher.
- NQTs' performance will be fairly and rigorously assessed against the Teacher Standards for completion of induction. Termly reports will give details of: areas of strength; areas requiring improvement; evidence used to inform judgement; targets for the coming term; support to be provided by the School.
- Copies of any records will be shared with the NQTs concerned.
- NQTs will have access to a bespoke professional learning, which follows the guidance outlined in the Early Careers Framework and will include opportunities to observe good classroom practice by experienced teachers.
- The NQT programme will offer advice and guidance to NQT colleagues on wellbeing and managing workload and also support colleagues as they move into their second year of teaching by providing the foundation for longer term professional learning.
- NQTs will have a reduction of 10% of a teachers' workload in addition to PPA time. This time is to be used to support professional development.
- The School will act quickly to help NQTs address any areas of concern and respond with timely, transparent and professional feedback. A more detailed action plan will be given to NQTs at risk of not achieving QTS.
- NQTs will be supported in meeting the statutory requirements for achieving QTS and, where concerns arise and an NQT is deemed to be "at risk", the School's policies for support will be implemented in partnership with Education Personnel's NQT team. The school will work closely with the NQT Induction Team at HCC and use the manual of practice following procedures for supporting NQTs deemed to be making "Unsatisfactory Progress".

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 Hampshire LEARN part of Thornden School.

3.3 Recently Qualified Teacher entitlement

- RQTs will participate fully in the School's Professional Learning programme.
- Additional professional learning will be provided to support RQTs at this early stage in their practice; this will be tailored to suit the needs of the individual teacher. This programme will be in line with the Early Careers Framework.
- A professional mentor will oversee additional professional learning for RQTs and along with the Induction Coordinator be responsible for ensuring that colleague's well-being and workload is considered as they make the transition from NQT to RQT status.
- RQTs will be given additional guidance on the School's Framework for Professional Learning. They will be encouraged and supported to take responsibility for their own continuous professional development.
- RQTs (for September 2021) will have a reduction of 5% of a teachers' workload in addition to PPA time. This time is to be used to support professional development.

For a full-time RQT, the induction programme will typically last for a single academic year. Part-time RQTs will serve a full-time equivalent.

The programme is quality assured by Hampshire LEARN part of Thornden School, our 'appropriate body'.

4. Roles and responsibilities

<p>Headteacher</p>	<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. (through the annual review of the CPD section of the SIP) • 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
<p>Induction Co-ordinator</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 and is compliant with the Early Careers Framework. 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>
<p>NQT Tutors</p>	<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 colleagues. • 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.
<p>NQTs</p>	<p>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 comprehensively involved in creating their Professional Learning Plan and should raise any queries or concerns with their Tutor in the first instance.</p>
<p>RQTs</p>	<p>RQTs should take a pro-active role in continuing their professional learning using the foundation of the NQT programme. They should be supported in making the transition from NQT status to QTS and understand the criteria and processes of the School's Professional Framework for learning and how it is used for performance management.</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	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. 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.
EPS Caseworker	Education Personnel Services can provide casework support to schools where an NQT where there are performance concerns.
Appropriate Bodies	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. 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. 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. 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. 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. 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.

5. Monitoring arrangements

This policy will be reviewed **annually by Andy Applin, NQT and ITT Professional Mentor at Henry Beaufort**. At every review, it will be approved by the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- Appraisal
- Pay
- Grievance
- Dignity at work
- CPD