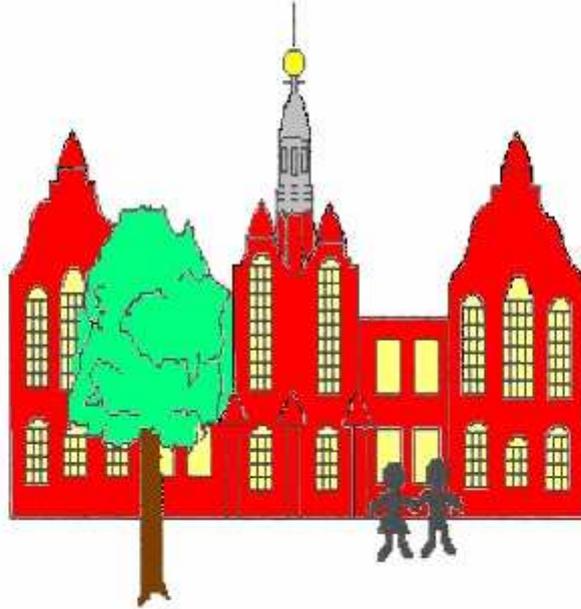


Stepney Primary School



A Small School With Great Expectations

Newly Qualified Teaching Policy

At Stepney raising the achievement and basic skills of pupils and ensuring that they reach their full potential is the responsibility of all staff.

The Governing Body of Stepney Primary School hereby adopts the following LA policy

1. RATIONALE

Statutory Induction is the bridge between initial teacher training and a career in teaching when performance management becomes statutory. It combines a personalised programme of development, support and professional dialogue, with monitoring and an assessment of performance against the core standards.

2. AIM

Each Newly Qualified Teaching (NQT) programme is tailored to the individual's needs and circumstances and provides a reduced timetable (and planning, preparation and assessment time) and significant opportunities for the NQT to:

- show their potential;
- make rapid advancement towards excellence in teaching and;
- begin to make a real impact on their school's and pupils' development.

3. MANAGEMENT OF NQT INDUCTION

3.1 Head Teacher/Deputy Head Teacher:

Is responsible for:

- (but not necessarily undertake) the administration, monitoring, support and assessment of each NQT;
- ensure that the school circumstances and the post are suitable for NQT Induction in accordance with the Statutory Guidance and check with the Appropriate Body where there are any doubts;
- review and sign each end of term assessment and the final recommendation to the Appropriate Body to indicate whether or not a Newly Qualified Teacher has satisfactorily completed the induction period;
- keep the governing body informed about arrangements for the induction of Newly Qualified Teachers and the results of formal assessment meetings;

The Head Teacher retains the overall responsibility for :

- the supervision and training of Newly Qualified Teachers;
- meeting colleagues;
- ensuring that each Newly Qualified Teacher has a timetable of no more than 90% of the timetable of other main scale teachers in the school, and, in addition, benefits from statutory PPA time;
- ensuring that each Newly Qualified Teacher has a suitably individualised induction programme which reflects the Statutory Regulations;
- identifying an appropriate member of staff as the Newly Qualified Teacher's Induction Tutor to provide day-to-day support and monitoring;
- ensuring that all Newly Qualified Teachers have appropriate workloads, in support of a reasonable work-life balance, having regard to their health and welfare;
- obtaining all relevant documentation from the Newly Qualified Teacher's

previous post if the Newly Qualified Teacher has served a period of induction elsewhere;

- informing the Appropriate Body if a Newly Qualified Teacher, including supply teachers, who has not yet completed an induction period either joins or leaves the school.

3.2 Induction Tutor

The Induction Coordinator will appoint a suitably experienced teacher who has considerable contact with the NQT, for example the NQT's line manager, as an Induction Tutor for each NQT. They will ensure that the Induction Tutors have had appropriate training in relation to the regulations and the standards.

The responsibilities of the Induction Tutor include:

- providing or co-ordinating effective support and monitoring of performance;
- ensuring that dated records are kept of all assessment activities, including professional review meetings, lesson observations and their outcomes;
- making judgements about progress towards meeting the revised induction standards.

3.3 Governing Body

When appointing new staff the governing body will:

- take account of the head teacher's responsibility to provide a suitable post for and the necessary programme of support, monitoring and assessment for NQTs;
- seek guidance from the Appropriate Body on the induction arrangements and the roles of school staff, where necessary;
- investigate concerns raised by the NQT as part of the schools agreed grievance procedures.

4. PRE- EMPLOYMENT CHECKS

Before the NQT takes up post the school office staff will undertake the following pre-employment checks:

- check to see whether the newly qualified applicant is required to serve an induction period – annex B of the DCSF Statutory Guidance on Induction for Newly Qualified Teachers (NQT) in England identified those people who are exempt from induction;
- confirm that the newly qualified applicant has qualified teaching status (QTS);
- check that the NQT has passed their skills tests as outlined in the DfE guidance;
- prior to offering an NQT an appointment on a short-term supply basis, ensure the NQT has not exceeded the 16 month limit on such work;
- the usual employment checks must be carried out in relation to
- DBS (formerly CRB) (from 12th October 2009 all NQTs will be Independent
- Safeguarding Accreditation (ISA) registered and Physical and Mental Fitness

- to Teach;
- other basic employment checks will be undertaken including qualification checks, taking up references etc;
- the school will ensure that all necessary documents/certificates are seen/copied (where appropriate) and details recorded as part of the school's central record in line with the school's safeguarding procedures.

5. SUPPORT, MONITORING AND ASSESSMENT

The school acknowledges that a Newly Qualified Teacher is a special responsibility for a governing body and head teacher and is committed to providing them with the additional personal and professional support to which the Newly Qualified Teacher has an entitlement.

Each NQT will receive the following support and monitoring as an entitlement

Prior to Start Date

To ensure that each NQT has a well organised start to their induction, the school will;

- ensure that the NQT receives, in advance of taking up post, information about the school, the post, arrangements for induction, assessment procedures and rights and responsibilities;
- provide relevant school and subject documentation and policies, e.g. behavioural management, child protection, health and safety, induction policy;
- invite the NQT to meet key people, e.g. head teacher, line manager, induction tutor;
- ensure early sight of the teacher's Career Entry and Development Profile, and discuss the contents of the induction programme;
- invite the NQT to attend, if practical, any relevant school training sessions and/or staff and subject area meetings planned to take place before the NQT takes up post;
- ensure that that the NQT knows exactly what will be required of them on the first day of the new term;
- provide essential practical information concerning timetable, class lists and records;
- provide the opportunity to see, or if appropriate, teach the class or classes with which the NQT will work;
- familiarisation with the area in which the NQT will work, e.g. location of stock cupboards, of resources both class based and centrally stored, e.g. video and ICT hardware and software;
- familiarisation with routines and protocols, e.g. location of notice boards, car parking arrangements, tea and coffee routines, routines for the start and end of the day, how to report personal illness and absence;
- make the new teacher aware of the importance and roles of key staff, including support and ancillary staff, caretakers and cleaners;
- meet colleagues of similar age and interests;
- give information concerning the school's social and sporting life.

6. SUPPORT AND GUIDANCE FROM A DESIGNATED INDUCTION TUTOR

6.1 Action Plan

Each NQT will work with their Induction Tutor in order to produce an action plan that initially comes from discussions around transition point two of the NQT's CEDP. This action plan will be reviewed each half term and amended during the Professional Review Meeting. The action plan will be drawn up with regard to the NQTs development needs and will ensure objectives are set that cover all five themes of the Core Standards, over the course of the NQT year. Within the action plan will be objectives and success criteria for which the NQT will be expected to provide evidence to substantiate their success. This evidence will form the basis on which judgements are made about the NQTs progress in relation to the Core Standards.

6.2 Portfolio of Evidence

NQTs will be expected to maintain a brief portfolio of evidence which includes:

- a training plan;
- a time table (with the 10% NQT time identified as separate from PPA);
- formal lesson observations (one per half term);
- Professional Review Meeting notes (one per half term);
- termly assessments;
- details of whole school training;
- details of personalised training including a schedule of meetings with their Induction Tutor and or other key members of school staff;
- evidence to demonstrate that they have met the success criteria in their training plan;
- details of any additional support and monitoring in relation to NQTs at risk of failing.

7. TRAINING

NQTs will receive 10% additional CPD time, over and above an average main scale teacher. This will be indicated on their timetable separately from PPA time and will be protected. During this time the NQT will be involved in professional development activities. These will vary considerably from NQT to NQT but the school is committed to ensuring that they have access to the following:

- the NQT programme that the YHCLT or Local Authority is running;
- a whole school training programme delivered at regular intervals throughout the NQT year;
- individual training and support for the NQT Induction Tutor and other members of the schools staff;
- the opportunity to watch and experienced teachers and discuss with them following the observation.

8. LESSON OBSERVATION OF THE NQT

All NQTs will be formally observed teaching, by a range of staff with QTS, every half

term (the first half term of induction they will be observed within the first 4 weeks) and have developmental verbal and written feedback and discussion within five days (ideally the same day) of the observation being undertaken. The date and focus of lesson observations will be agreed during the Professional Review Meetings and will specify the primary purpose and any particular aspects of the teaching which is being assessed.

During the NQT year there will be other developmental lesson observations undertaken upon the NQT which are not formally recorded, but which have been agreed as part of their training programme.

If an NQT has been judged as being in danger of not meeting the Core Standards either at an end of term assessment or at any other point, then the additional action plan that follows will involve more formal lesson observations being undertaken.

9. PROFESSIONAL REVIEW MEETINGS

All NQTs will have a Professional Review Meeting with their NQT induction Tutor every half term. These will be formally recorded on either YHCLT or the LA forms and submitted each term with the termly assessment form to the YHCLT or SWD&RT at Brunswick House.

These meetings will be undertaken during directed time and provision will be made for the Induction Tutor and NQT to have at least 1 hour in which to complete this.

The main focus for these meetings is to:

- discuss the NQTs progress and raise any issues;
- review training plan and make any amendments;
- assess the NQTs progress against the Core Standards by looking at the NQT portfolio of evidence;
- review the support provided in relation to the changes to the training plan or from NQT needs arising that half term.

10. SUMMATIVE ASSESSMENT

Formal assessment meetings, between the NQT and their Induction Tutor, will be scheduled to take place at least a week before the end of term. These meetings will be in addition to the Professional Review Meetings and will take place in directed time. These meetings will be informed by written reports from at least two lesson observations and two Professional Review Meetings that have taken place during the term.

Judgements should be based on evidence which has been gathered systematically and should relate directly to the Core Teaching Standards. In addition to the reports and records mentioned above, further sources of evidence could include:

- information about pupil progress and performance;
- information about liaison with others, such as colleagues and parents;
- the Newly Qualified Teacher's planning, record keeping and self evaluations;
- the Newly Qualified Teacher's record of professional development.

This evidence will emerge from the NQT's everyday work as a teacher and from their support programme, rather than being gathered solely for assessment purposes.

More evidence may be required in areas where the school or the NQT is concerned about progress, so that any additional support can be easily identified.

Having completed the Termly Assessment Form the Induction Tutor will pass the form to the schools Induction Coordinator within 5 days of the assessment meeting who will quality assure the document and follow up any issues raised by the NQT. The Induction Coordinator will then pass the form on to the head teacher for signing and will ensure it is returned to the YHCLT or Local Authority before the end of term.

11. ACTION TO BE TAKEN IN THE EVENT OF AN NQT BEING IN DANGER OF NOT MEETING THE STANDARDS

If a NQT is not making satisfactory progress the Induction Tutor will inform the head teacher and Induction Coordinator who will ensure that additional monitoring and support measures are put in place immediately. **The MAT will also be informed at this point.** Action to improve performance must not be delayed until a formal assessment meeting has taken place. Statutory Guidance will be followed in respect to additional monitoring and support procedures.

In particularly serious cases, where it is apparent that the education of the children being taught by the NQT is being seriously affected, the head will consider instigating a capability procedure at any stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the NQT remains at the school, the induction procedure continues in parallel with the capability procedure.

12. RECORD KEEPING

Following the end of term formal assessment meeting, the Head Teacher will ensure that the following is returned to Schools Workforce Development & Reorganisation Team (SWD&RT), Brunswick House, Strand Close. Hull. HU2 9DB.

- a copy of the relevant termly assessment form
- copies of at least two formal professional review meeting

NQT Lesson observation forms, Professional Review Meeting Forms and end of term assessment forms and other key documents will be retained by the Induction Coordinator for 6 years.

13. CONFIDENTIALITY

The NQT Lesson observation forms, Professional Review Meeting Forms and end of term assessment forms will be treated with strict confidentiality at all times. Only the NQT's Induction Tutor, the Induction Coordinator, the head teacher and LA staff responsible for induction will have access to them.

14. FUNDING

The school receives up to £1000 per term from the LA towards the cost of reducing the NQTs timetable by 10%. The governing body will ensure in the budget planning that appropriate resources are made available in the school budget for any (at the discretion of the head and within reason) training and support agreed for NQTs.

15. GRIEVANCE AND APPEALS PROCEDURE

Governing bodies are required by law to establish procedures for dealing with any grievance teachers may have at work and an NQT can use these procedures to raise a grievance. Simple disagreements should be capable of being resolved by discussion between the head teacher, Induction Coordinator, Induction Tutor and NQT without recourse to formal grievance procedures.

The Local Authority in the NQT handbook provides a named contact that NQTs can contact regarding serious concerns they have regarding their induction. This named contact will be made clear to all NQTs when they start their induction.

Following the completion of the NQTs final assessment by the school, the NQT can submit written evidence that can be taken into account at the LA Panel final decision meeting.

Following a final decision by the Appropriate Body Panel, that an NQT has failed induction, or had their induction extended, the NQT may formally appeal to the GTCE as outlined in the Statutory Induction Guidance.

16. REVIEW OF THE POLICY

The Governing Body will review the NQT policy every school year at its Summer Policy Committee meeting.

The Governing Body will take account of information provided by the head teacher in its review of the NQT Induction policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

The Governing Body will seek to agree any revisions to the policy with the recognised trade unions having regard to the results of the consultation with all teachers.

19. PERSON RESPONSIBLE WITHIN SCHOOL

This policy has been updated by Mr P Browning
May 2017

To be reviewed annually in the Summer term.

20. PUBLIC SECTOR EQUALITY DUTY

Please note: When we have updated policies from April 2012 onwards, we have

referred to the requirements of the PSED, which state that as part of their statutory duties, schools need to comply with this by 6th April 2012.

The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and
- foster good relations across all characteristics

Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

This policy was reviewed and updated with reference to this duty. The author/s of this document and the Policy Committee of the Governing Body, which checks all policies before publication, considered this policy in the light of these requirements to ensure that Stepney Primary School adheres to these statutory regulations.

P Browning

Head Teacher (April 2015)