

Newly Qualified Teacher Policy

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1.0 Policy statement

Dixons Academies Trust is committed to providing consistently high quality teaching and learning in order to meet our mission. Our academies are committed to providing the culture and level of support to ensure that Newly Qualified Teachers (NQT) meet the needs of their students and have the best start to their teaching career. The support given to NQTs will ensure that they have the knowledge and skills they need to carry out their role, help them continually improve their performance and develop to their full potential which will in turn improve outcomes for our young people. Support to teachers early in their career is vital in providing highest standards of education.

2.0 Scope and purpose

This policy relates to the appointment, induction, development, monitoring and assessment of Dixons NQTs. It has regard for the statutory guidance, 'Induction for Newly Qualified Teachers, April 2018'.

This policy relates to Dixons Academies Trust NQT Induction ahead of the Early Careers Framework (ECF) early roll out in Bradford in September 2020. From September 2020, the induction period will be extended to two years for NQT and Recently Qualified Teachers (RQTs).

3.0 Roles and responsibilities

- 3.1 The Principal is responsible for making recommendation for the successful completion of the induction period to the Appropriate Body (AB) on behalf of the academy and for holding senior and middle leaders to account for providing effective monitoring and support for NQTs. In cases of unsatisfactory progress, the Principal should ensure that judgements have been quality assured and communication with the NQT and AB is effective. Principals should ensure that Induction Tutors have the expertise and time to fulfil their role.
- 3.2 Senior leaders (usually one is nominated) are responsible for holding School Induction Tutors to account and ensuring that the support, development, monitoring and assessment processes follow statutory guidance, are kept up to date and reviewed annually. Senior leaders should ensure that identified subject mentors are highly effective teachers and have at least the potential to be highly effective mentors.
- 3.3 School Induction Tutors are responsible for the timely registration and assessment process for NQTs. They are responsible for holding NQT mentors to account and ensuring that NQT provision is formal, structured and flexible enough to provide bespoke support. The Induction Tutor has responsibility for the training of NQT mentors, the NQT training programme, regular observations and verification of the formal assessment of each NQT, completed with NQT mentors. Induction Tutors liaise with the AB for reporting and assessment and where NQTs are at risk of failing to meet the Teacher Standards.
- 3.4 NQT mentors provide support and guidance on a daily basis and will propose judgements about performance against the Teacher Standards. They offer knowledge and resources including schemes of learning to support NQT workload.
- 3.5 The role of the Induction Tutor and mentor may be held by the same person in smaller academies.
- 3.6 The respective HEI / SCITT provider also has a role in ensuring that their ITTs continue to make good progress as NQTs and can provide additional support.
- 3.7 Additional QA or support programmes to the academy can be provided by Dixons Teaching Institute.
- 3.8 Formal QA is provided by the AB. The AB for Dixons Academies Trust (Bradford and Leeds) is Bradford Council.
- 3.9 The Local Governing Body has a role in ensuring compliance to this policy and will hold Principals to account for the numbers of NQTs successfully completing their programme.

4.0 NQT appointments

The appointment of NQTs will be made with consideration of the capacity of the academy to provide appropriate mentoring and support and fulfil the statutory obligations of monitoring, support and assessment.

5.0 NQT induction support and development

- 5.1 The statutory monitoring and assessment period is one academic year for full time teachers, at the end of which NQTs will be formally assessed against the DfE Teacher Standards. These are the statutory expectations and the Trust baseline expectation for professional practice and conduct. As with all Dixons staff, there is an expectation of high alignment with our mission and values.
- 5.2 Support for NQTs should be provided in the form of a formal NQT induction programme, provision of an NQT mentor and regular observation and feedback, once per Dixons term. NQTs should have a teaching timetable of no more than 90% of that of a main scale teacher to allow them additional time for planning and professional learning.
- 5.3 Academy NQT induction programmes can include these features: observation of experienced colleagues, informal discussion with peers, weekly coaching and practice. It is recommended that mentors arrange opportunities for co-planning for NQTs in their department. NQTs should develop subject and pedagogical knowledge from their mentors, they should also be supported to understand aligned autonomy across Dixons Academies Trust. As novice teachers, NQTs will benefit from explicit instruction, modelled examples and coaching for classroom routines and deliberate practise. NQTs should also be supported to form positive relationships and be an active part of their academy and



Trust community. Support for teacher workload and well-being should form part of formal academy programmes and bespoke mentoring. Academy NQT induction programmes should include at least one meeting exclusively for NQTs per Dixons term.

- 5.4 New NQT mentors should receive training from the Induction Tutor that focusses on the NQT Induction process and effective mentoring. Dixons Teaching Institute will provide enhanced support if required.
- 5.5 The development of NQT knowledge, understanding and peer support will be enhanced by the Dixons Teaching Institute NQT network and CDP programme. All Dixons NQTs participate in this programme, including Teach First Y1 teachers.
- 5.6 In cases where an NQT requires additional support, this will be in line with our Trust Appraisal Policy and with reference to the AB.

6.0 NQT monitoring and assessment

- 6.1 Termly observations and feedback will contribute to the assessment of the NQT against the Teacher Standards and incorporate reference to the NQT Career Entry and Development Record as a baseline.
- 6.2 The minimum period of employment that can contribute to the NQT assessment is two Dixons terms. The induction period for part time NQTs will be the equivalent of one full-time academic year.
- 6.3 Mentor observations and assessment judgements will be quality assured by Induction Tutors.
- 6.4 Concerns about an NQT failing to meet professional standards will lead to provision of formal additional support and can, in exceptional circumstances, lead to the extension of the formal induction period in conjunction with the AB. In these instances, clear targets and support need to be identified and reviewed as soon as concerns arise. The NQT should be made aware of the required improvements and support programme.
- 6.5 Where concerns about the progress of an NQT against Teacher Standards remain, an additional support plan should be implemented with reference to the AB.
- 6.6 NQT Induction period can also be extended for special circumstances such as maternity or extended absence.
- 6.7 NQTs and their Principals should remain up to date about progress against the Teacher Standards.
- 6.8 Induction Tutors will ensure that AB assessment and reporting deadlines are met.

7.0 NQT concerns

Where NQTs have concerns about their support or assessment, these should be raised with their Induction Tutor in the first instance and then with the senior leadership team if unresolved. Concerns that remain unresolved in school should be referred to the AB.

8.0 Bullying within academy premises

- 8.1 See Appraisal Policy.
- 8.2 Statutory guidance:
<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

