



London Design & Engineering UTC

Newly Qualified Teacher (NQT) Policy

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Acknowledgements	Victoria Webb, Vice Principal – Quality of Education
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Policy Approved by	Board of Directors
Version	1.0
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Version Control Table

Version	Date	Amended by	Rationale
0.1	09/09/2020	Furnaz Ahmed	First draft
1.0	24/09/2020		Version approved by the Board of Directors

Guidance on version Control:

The above is an example of how to complete the Version control table.

Versions are 0.1, 0.2 etc until such point as the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or if it's a major update, 2.0. Do not worry about the numbers going up and up its about getting the policy right – it's all fine.

NEW QUALIFIED TEACHER (NQT) POLICY

Policy Coverage

THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS			
Type of Learner	Tick (✓)	Type of Stakeholder	Tick (✓)
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	
Key Stage 5 (KS5) Level 3	✓	Directors	✓
Key Stage 5 (KS5) A Levels	✓	Employers	
Apprentices	✓	Visitors / Contractors	

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1. Policy Aims

The London Design & Engineering (LDE) UTC's newly qualified teacher (NQT) induction programme has been designed to make a significant contribution to both the professional and personal development of NQTs. The purposes of induction include:

- to provide programmes appropriate to the individual needs of the NQTs;
- to provide appropriate counselling and support through the role of an identified mentor;
- to provide NQTs with examples of good practice;
- to help NQTs form good relationships with all members of the College community and stakeholders;
- to help NQTs become aware of the College's role in the local community;
- to encourage reflection on their own and observed practice;
- to provide opportunities to recognise and celebrate good practice;
- to provide opportunities to identify areas for development;
- to help NQTs to develop an overview of a teacher's roles and responsibilities;
- to provide a foundation for longer-term professional development;
- to help NQTs perform satisfactorily against the Teachers' Standards.

2. Roles and Responsibilities

2.1 The Board of Directors

The Board of Directors (i.e. the governing body) will be fully aware of the contents of the DfE's statutory guidance on "*Induction for newly qualified teachers (England)*", which sets out the College's responsibility to provide the necessary monitoring, support and assessments for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, whether the College currently has the capacity to fulfil all its obligations. The Board of Directors will be informed and kept updated about the induction arrangements and the results of formal assessment meetings.

The College's Induction Tutor is: **Furnaz Ahmed**, Assistant Principal – Teaching & Learning.

The Director with link responsibility for NQTs is: Shahina Ahmad

2.2. The Principal

The Principal at the LDE UTC plays a significant and leading role in the process of inducting new colleagues to the profession. While responsibility for the implementation of the Induction Programme has been delegated to the Induction Tutor, the Principal will also observe each NQT at least once each term. The Principal's statutory responsibilities are:

- ensuring an appropriate induction programme is set up; and

- recommending to the Appropriate Body whether or not an NQT has performed satisfactorily against the Teachers' Standards for the completion of their induction.

While the Principal may not delegate these responsibilities, many of the associated tasks with them will be carried out by the Induction Tutor or other suitably experienced colleagues. In addition to the statutory requirements the Principal will:

- observe and give written warnings to an NQT at risk of failing to perform satisfactorily against the Teachers' Standards whilst informing the Appropriate Body immediately;
- keep the Board of Directors informed and updated about the induction arrangements and the results of formal assessment meetings.

2.3 The Induction Tutor

The principal requirement for the NQT Induction Tutor is to be responsible for the overall management of initiating NQTs into the teaching profession and into the College's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality assurance of provision. It embraces various tasks, such as organising a central induction programme, opportunities to participate in additional support, e.g. Professional Study Groups, providing support and guidance and the rigorous but fair assessment of NQT performance.

2.4 The Mentor

In addition to the Induction Tutor, who has the responsibility for the formal assessment of the NQT, a Mentor is appointed to provide on-going support on a daily basis. The Mentor will contribute to the judgements about the performance against the Teachers' Standards.

3. Entitlement

The NQT should be proactive in their own career development. However, the LDE UTC's induction programme ensures that new teachers are provided with support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of induction. It builds on their knowledge, skills and achievements in relation to standards for the award of qualified teacher status (QTS). The key aspects of the induction programme for NQTs at the LDE UTC are as follows:

- Access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis.
- Structured visits will be made to the College, prior to taking up appointment, with time to discuss the Career Entry and Development Profile, developments needed and how they will be assisted in making these.
- Help and guidance from the Induction Tutor who is adequately prepared for the role and will coordinate the induction programme.
- Regular meetings with a Mentor, senior managers, subject coordinators and other key staff where appropriate.

- Time and regular opportunities to meet with other NQTs and teachers who have recently completed their induction programme.
- Observe experienced colleagues teaching.
- A reduction of 10% of the average teacher's workload. This time is used for participating in the College's induction programme and is in addition to the statutory 10% non-contact time already allocated to teachers.
- Have teaching observed by experience colleagues on a regular basis.
- To receive prompt written as well as oral feedback on the teaching observed and to receive advice with regard to development and target setting as appropriate.
- Opportunities for further professional development based on agreed targets.

4. Lesson Observation, Reviewing and Target Setting

These will be followed and completed in accordance with the DfE's guidelines on NQT induction.

5. Assessment & Quality Assurance

The assessment of NQTs will be rigorous but also objective:

- The criteria used for formal assessments will be shared and agreed in advance.
- Formative assessment (e.g. lesson observation, target setting, learner progress) and summative assessment (termly induction reports) will be used.
- Responsibility for assessment will involve all teachers who have a part in the NQT's development in order to gain a reliable overall view.
- Opportunities will be created for NQTs to gain experience and expertise in self-evaluation.
- The Induction Tutor will ensure that assessment procedures are consistently applied.
- Copies of any records will be passed to the NQT concerned.
- Termly assessment reports will give details of:
 - areas of strength;
 - areas requiring development;
 - evidence used to inform judgement,
 - targets for coming term (i.e. 'smart' targets); and
 - support to be provided by the College.

(All of the above will be clearly referenced to the Teachers' Standards)

5. At Risk Procedures

If any NQT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed.
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem.
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice.
- Experienced colleagues will model aspects of good practice so that the NQT can focus attention on particular areas of teaching through observation.
- Early warning of the risk of failure will be given and the College's concerns communicated to the Appropriate Body without delay.

Where an NQT has continuing difficulties further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Principal or the Appropriate Body's Adviser will support the Induction Tutor and NQT in observations and planning an appropriate programme to ensure satisfactory completion of the NQT year and that all steps have been taken to improve the situation. The NQT must be made aware of any concerns, at all stages, throughout the induction process.

6. Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the College in the first instance. Where the College does not resolve the concerns, the NQT should raise them with the named Appropriate Body contact. Details are included in The Essential Guide to Induction.

7. Monitoring Arrangements

This policy was agreed and adopted in September 2020. It will be reviewed within the next 12 months.

- as part of the College's development cycle by July 2021; or
- prior to this date should there be any changes to statutory requirements.

This policy is based on and follows the guidance and statutory requirements set out in <http://www.education.gov.uk/b0066959/nqt-induction> - statutory guidance on "*Induction for newly qualified teachers (England)*".