



Lumen Learning Trust

Learning together for a brighter future

NQT Policy

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<p>SIGNED EXECUTIVE PRINCIPAL</p>	<p>Mary Ellen McCarthy</p> 	<p>DATE</p>	<p>23rd October 2019</p>
<p>SIGNED CHAIR OF DIRECTORS</p>	<p>Ray Vango</p> 	<p>DATE</p>	<p>23rd October 2019</p>

Our Vision

Lumen Learning Trust puts the children's needs at the heart of its provision. Our whole school community is committed to enabling the children to become successful lifelong learners and happy, fulfilled adults who can make positive choices about their future.

Introduction

This policy should be read in conjunction with the DfE Statutory Guidance: Induction for newly qualified teachers (NQTs), updated 1st April 2018. This is statutory guidance from the Department for Education for those involved in managing statutory induction arrangements. The guidance covers those settings which are both required to or choose to offer induction to their newly qualified teachers. This guidance updates and replaces the statutory guidance which accompanied the Education (Induction Arrangements for School Teachers) (England) Regulations 2012. The guidance refers to Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and associated Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily. Statutory induction is not a legal requirement to teach in FE or the independent sector, academies, free schools and BSOs, but may be served in these settings.

All Lumen teaching staff are required to complete an induction period as detailed in their contract of employment.

Principles

Embarking on a career in teaching is fulfilling, demanding and of considerable significance in the professional development of the new teacher. Lumen take our responsibilities very seriously and are very mindful of the privilege and significance of induction.

The induction process ensures that appropriate guidance, support and continued professional development opportunities are offered. These include the development of both subject and pedagogical knowledge, skills and understanding, which will be further developed through a range of opportunities.

We are ambitious to work with our NQTs to release their potential and to support their ambitions to be highly effective teachers that enjoy their profession. To this end many professional discussions and dialogues will take place to develop and inform their practice. Observations, reviews and assessment meetings are included through a structured but flexible individual programme.

It is vital new teachers get a good start to their teaching careers through appropriate transitional support. Our Trust induction process will enable an NQT to form a secure foundation on which to build a successful teaching career and enable them to take a pride in and have a confidence to fulfil their professional duties.

Our Lumen induction programme aims to:

1. ensure that newly qualified staff appointed to the school feel welcomed and valued;
2. support newly qualified staff so that they are able to settle into the School as quickly and as happily as possible and are therefore able to apply their talents and expertise for the greater good of the school and to teach effectively;
3. provide opportunities to allow NQTs to develop professionally in accordance with their personal ambitions;
4. inform an NQT's pay progression.

Purposes

Our induction process 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 NQT Mentor;
- to provide NQTs with varied examples of good practice;
- to help NQTs form good relationships with all members of the school community;

- to help NQTs become aware of the school'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 current Teachers' Standards.

This policy reflects a structured whole Trust approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

Roles and Responsibilities

A number of key staff in the Trust are responsible in ensuring our induction programme is delivered.

Governing Body

Each local governing body will be fully aware of the contents of the DfE Statutory Guidance on Induction for NQTs (England) which sets out a school's responsibility to provide the necessary monitoring, support and assessments for NQTs.

The governing body:

- should ensure compliance with this guidance;
- should be satisfied that the institution has the capacity to support the NQT;
- should ensure that the Headteacher is fulfilling his/her responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual NQT as part of the school's agreed grievance procedures;
- can seek guidance from the Appropriate Body (NQT provider) on the quality of the school's induction arrangements and the roles and responsibilities of staff involved in the process;
- can request general reports on the progress of an NQT.

Headteacher

A local Headteacher plays an important part in the process of inducting new colleagues to the profession. While responsibility for the implementation of the induction programme has been delegated to an NQT Mentor, the Headteacher will also observe each NQT as required, but at least once a term.

Statutory responsibilities are:

- Selecting an NQT Mentor and ensuring they are registered with an Appropriate Body (NQT provider);
- Registering the NQT with an Appropriate Body;
- Ensuring an appropriate Lumen induction programme and support is organised
- Informing the Appropriate Body as to whether or not an NQT has performed satisfactorily against the Teachers' Standards for the completion of induction.

While the Headteacher may not delegate these responsibilities, many of the associated tasks will be carried out by a Lumen NQT Induction/Professional Tutor, Lumen NQT Mentor or other suitably experienced colleagues.

In addition to the statutory requirements the Headteacher will:

- Observe and (if necessary) 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 governing body informed about NQT induction arrangements and the results of formal assessment meetings.

There may also be circumstances where the Headteacher should:

- obtain interim assessments from the NQT's previous post (where applicable);

- act early, alerting the Appropriate Body when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an NQT who may be at risk of not performing satisfactorily against the relevant standards;
- notify the Appropriate Body as soon as absences total 30 days or more;
- advise and agree with the Appropriate Body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- provide interim assessment reports for staff moving in between formal assessment periods;
- notify the Appropriate Body when an NQT serving induction leaves the school;
- take prompt, appropriate action if an NQT appears to be having difficulties.

Appropriate Body

The Appropriate Body should on a regular basis consult with Headteachers on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the Appropriate Body to enable it to discharge its responsibilities effectively.

The Appropriate Body has the main quality assurance role within the induction process. Through quality assurance the Appropriate Body should assure itself that:

- Headteachers (and governing bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes ensuring that an NQT receives a personalised induction programme, designated tutor support and the reduced timetable;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- Headteachers (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- where an NQT may be experiencing difficulties action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- induction tutors are trained and supported including being given sufficient time to carry out the role effectively;
- Headteachers are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- the Headteacher has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the NQT is provided with a named contact(s) within the Appropriate Body with whom to raise concerns;
- NQTs' records and assessment reports are maintained;
- agreement is reached with the Headteacher and the NQT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- a final decision is made on whether the NQT's performance against the relevant standards is satisfactory or an extension is required and the relevant parties are notified;
- provide the Teaching Agency with details of NQTs who have started; completed (satisfactorily or not); require an extension; or left school partway through an induction period.

The Appropriate Body should also (as local capacity, resources and agreements allow):

- respond to requests from schools and colleges for guidance, support and assistance with NQTs' induction programmes;
- respond to requests for assistance and advice with training for induction tutors.

Lumen NQT Induction/Professional Tutor & Lumen NQT Mentor

The principal requirement for the NQT Induction/Professional Tutor is to be responsible for the overall management of initiating NQTs into the teaching profession and into the Trust's systems and structures. It entails not only a coordination role but also keeping records of activities and monitoring the quality of provision. The Lumen NQT Induction/Professional Tutor may be supported by a class-based Lumen NQT Mentor to support day to day NQT requirements.

The Lumen NQT Induction/Professional Tutor/Lumen NQT Mentor should:

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the Appropriate Body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake three formal assessment meetings during the total induction period co-ordinating input from other colleagues as appropriate (normally three termly, or pro rata for part-time staff);
- alongside Lumen Induction/Professional Tutor, the Lumen NQT Mentor records next steps, areas of development and judgements and invites NQTs to add their comments;
- ensure that the NQT's teaching is observed and feedback provided;
- ensure NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.

The NQT

It is the responsibility of the NQT to:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their Lumen NQT Induction/Professional Tutor and Lumen NQT Mentor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their Lumen NQT Mentor how best to use their reduced timetable allowance;
- provide evidence of their progress against the relevant standards;
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their Lumen NQT Mentor as soon as practicable;
- consult their Appropriate Body named contact at an early stage if there are or may be difficulties in resolving issues with their Lumen NQT Mentor/within the school;
- keep track of and participate effectively in scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their Lumen NQT Induction/Professional Tutor and/or Lumen NQT Mentor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period;
- retain copies of all assessment forms.

Expectations

The Trust will expect NQTs to behave as professionals and to treat information, discussions and negotiations in strict confidence when appropriate. Lessons, assessments, evaluations and reports should be prepared thoroughly and in accordance with course guidance and school policies.

NQTs are invited to become involved in the local school as well as Trust community whilst recognising and respecting that each school is different.

We value the opportunity to work with NQTs as an essential feature of our own professionalism and the school's commitment to best practice and continuous improvement.

Lumen Learning Trust expects all teaching staff, NQT or otherwise to:

- uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school;
- have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality;
- have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Standards Framework

In order to gain Qualified Teacher Status, trainees must meet the Standards set out in Qualifying to Teach, Professional Standards for Qualified Teacher Status and Requirements for Initial Training.

These are a detailed set of requirements that are demonstrated in our school environment.

The Standards are organised in two inter-related sections, which describe the criteria for the award

1. Part One – Teaching (8 Standards)
2. Part Two - Personal and Professional Conduct

During the Induction year, NQTs will build on these standards and work towards induction standards.

The Teachers' Standards will be used to assess an NQT's performance at the end of their induction period. The decision about whether an NQT's performance against the relevant standards is satisfactory upon completion of induction should take into account the NQT's work context and must be made on the basis of what can be reasonably expected of an NQT by the end of their induction period within the framework set out by the standards. Judgements should reflect the expectation that NQTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the relevant standards consistently over a sustained period in their practice.

Teaching

NQTs will continue to develop their skills and demonstrate increasing responsibility and professional competence in their teaching and when working with adults, including parents.

Specifically, NQTs need to:

- plan effectively to meet the needs of children in their classes with special educational needs and in consultation with the Inclusion Leader contribute to the preparation, implementation, monitoring and review of Provision Maps;
- liaise effectively with parents or carers on pupils' progress and achievements;
- work effectively as part of a team;
- secure a standard of behaviour that enables pupils to learn and act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school;
- apply school policies.

Entitlement

Our induction programme ensures that new teachers are provided with the 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 the Teachers' Standards for the award for qualified teacher status (QTS).

The key aspects of the induction programme for NQTs are as follows:

- access to an induction programme that will commence upon appointment and be formally reviewed on a termly basis;
- help and guidance from a Lumen NQT Mentor who is adequately prepared for the role and will coordinate the induction programme;
- regular meetings with the Lumen NQT Mentor and other key staff as 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 Trust 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;
- opportunities for further professional development based on agreed targets;
- confronting of any areas of practice or behaviour that may prevent the NQT meeting the Teachers' Standards in a timely, honest and professional manner;
- attend meetings of NQTs arranged by the Trust and individual schools, network cluster or external provider;

- detailed success criteria for any areas identified as making an NQT at risk of not meeting the Standards.

Key features and delivery of the induction programme:

Generic induction programme to include information on:

- Procedures for staff absence, leaving cover work and carrying out cover
- Duties and school meal arrangements
- Signing in and out for free periods
- School evacuation procedures
- Meeting support staff
- Medical details
- Medical room
- Health and Safety including E-safety
- Learning support details
- Discipline - review of procedures and positive behaviour management
- Safeguarding procedures
- Assessment and exams

In addition training sessions will include:

- Common Standards and Professionalism
- Teaching and Learning in literacy and numeracy
- Inclusion
- Communicating with parents
- Dealing with stress/workload
- Pastoral provision
- Planning and assessment
- Appraisal process
- Time management
- Subject leadership
- Career aspirations

The Lumen NQT Mentor, overseen by the Lumen NQT Induction/Professional Tutor will be responsible for:

- Personal timetable – including the implementation of teaching timetables and fulfilment of teaching/non-contact time
- Providing an up to date student handbook
- Teaching
- Monitoring day-to-day progress
- Mid and End of Term Review meetings and reports
- Arranging peer lesson observations for NQT
- School resources: stationery, textbooks, IT, audio-visual equipment
- Classroom behaviour, control and sanctions
- Teaching and Learning policy
- Marking policy
- Assessment policy, record and mark books
- Homework policy and handing in arrangements
- Subject Reviewing with parents
- Planning expectations and schemes of work
- School policy on discipline; code of conduct; positive behaviour management, reward systems and safeguarding
- Target setting and action planning where appropriate
- Communication with parents
- Discussion of individual pupils in the form
- Student planners
- School uniform

Lesson Observation, Review and Target Setting

These will be followed and completed in accordance with the DfE Statutory Guidance: Induction for newly qualified teachers (NQTs), update 1st April 2018.

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, pupil progress) and summative assessment (termly induction reports) will be used;
- assessment will draw on views from 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 Lumen NQT Mentor 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 and support to be provided by the school.

At Risk Procedures

If an 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 school's concerns communicated to the Appropriate Body without delay.

Where an NQT has continuing difficulties further support, advice and direction will be given as follows:

- areas of concern will be re-defined and clarified and the necessary improvements required clearly set out;
- the Appropriate Body will be informed. The Appropriate Body will provide advice and support both to the NQT and the school;
- the Headteacher will be kept informed of any NQT making unsatisfactory progress and will observe the teaching of any NQT judged to be at risk of failing;
- reports sent to the Appropriate Body will indicate any unsatisfactory progress made by the NQT and whether the NQT is at risk of failing to complete the induction period. The Headteacher should write to the NQT about any unsatisfactory assessments and inform them of the consequences of failing to make the necessary improvements;
- where the School recommends that a NQT needs to extend their induction period, or who is failing to meet the standards for the induction period, the Appropriate Body will be informed immediately of this and relevant forms will be completed.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the local school setting in the first instance to their Headteacher. Where the school does not resolve them the NQT should raise concerns with a named awarding body contact.