



St Nicholas Catholic High School

NQT Policy

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Newly Qualified Teacher (NQT) Policy

Guiding Principles

The St. Nicholas Catholic High School NQT Policy is rooted in the School Mission Statement which makes explicit the Christian Values on which the school is based and the sacredness and worth of each individual in the school community. To this end, it acknowledges that investment in the talents and ability of the NQT, combined with the requisite determination by the NQT to reflect and develop, is a necessary condition for each NQT to become an effective practitioner.

Therefore, the guiding principles of this policy are to:

- Ensure that NQTs appointed to the school feel welcomed and valued
- Support NQTs so that they are able to settle into the school quickly and are, therefore, able to apply their talents and expertise for the greater good of the students they serve in the delivery of effective teaching
- Provide opportunities to allow NQTs to develop professionally in accordance with the Teacher Standards and their own professional ambitions

Rationale

St Nicholas Catholic High School fully acknowledges that a key determinant of students' success at school is the quality of teaching that they experience. Therefore, it is incumbent upon the school to ensure that an effective, progressive, and responsive programme of support and challenge is secured for each NQT within their first crucial year of teaching.

This policy reflects the aims and values of St Nicholas Catholic High School and is based upon the set of guiding principles above.

Responsibilities

The Governing Body:

- To have an understanding of the NQT support and challenge model in operation within the school
- To have an overview of each NQT cohort's progress against the national Teacher Standards

The Headteacher and Senior Leadership Team (*including the NQT Professional Mentor*):

- To ensure, along with the appropriate awarding body, that NQTs have an appropriate induction programme
- To ensure all statutory entitlements for NQTs are met

- To provide fair and reasonable circumstances in which the NQT will be able to demonstrate their ability to satisfy the induction requirements
- To have an overview of all NQT support and development, monitoring and assessment processes
- Will contribute to the system of formal lesson observations of the NQT
- To have an overview of each NQT cohort's progress against the national Teacher Standards
- To make the judgement as to whether an NQT has met the Teacher Standards for each formal review (x3 over the academic year)

The Subject Leader:

- To maintain contact with the NQT prior to appointment date, including the distribution of necessary materials to assist the NQT's preparation
- To identify a suitable Subject Mentor, who will oversee the NQT's induction and development (*the Subject Leader may be the Subject Mentor depending upon the department's staffing capacity*)
- To have an overview of all NQT support and development, monitoring and assessment processes
- Will contribute to the system of formal lesson observations of the NQT

The Subject Mentor:

- To ensure that the NQT is fully inducted into the school and the department, including the provision of access to all relevant school policies/handbook
- Will undertake a fortnightly (i.e. once per timetable cycle) progress meeting, which records progress against the Teacher Standards and agree appropriate targets for the next review meeting
- To be the first point of daily support for the NQT
- To be the first line of quality assurance in each formal termly review document (x3 over the academic year)
- Will periodically scrutinise NQT's work in key areas, such as: marking; assessment; planning; homework; use of rewards/sanctions systems; completion of Tracking and Monitoring; use of interventions (*such scrutiny may be conducted during the fortnightly progress meeting*)
- Will undertake formal lesson observations of the NQT periodically throughout the academic year
- Will advise the NQT of how to best utilise the NQT's additional 10% timetable allowance for professional development based upon the NQT's individual needs

The Year Leader:

- To ensure each NQT is aware of Form Tutor responsibilities and associated systems

- To provide details on expected form-time routines and tutorial programme for relevant year group
- To liaise as and when appropriate with the Subject Mentor regarding the progress of the NQT within a Form Tutor/pastoral team context

The NQT:

- To use the Teacher Standards as the principal indicator of progress
- To assume and discharge all expected responsibilities and duties associated with a classroom teacher and Form Tutor/member of a pastoral team
- To be pro-active in learning school routines and systems, including relevant school policies
- To take an active responsibility for their own professional development
- To maintain a professional NQT portfolio demonstrating indicative examples of how progress is being made pursuant to Teacher Standards
- To effectively and pro-actively use the additional 10% non-contact timetable allowance for personal professional development
- To record evidence from Subject Mentor meetings and respond to agreed targets accordingly
- To reflect and respond developmentally to formal classroom observation feedback
- To prepare and present evidence of meeting each Teacher Standard for each formal review process

NQT Professional Development

Throughout the course of the NQT year, St Nicholas Catholic High School is committed to the personalised professional development of every NQT. To this end, each NQT will benefit from:

- A personalised induction into the school by the Subject Leader and/or the Subject Mentor
- Participation in a fortnightly formal meeting with the Subject Mentor, which considers NQT progress against the Teacher Standards and sets specific targets for the next fortnight
- A minimum of 6 lesson observations (or pro-rata) over the course of the academic year. The observations will highlight progress and set specific targets for development
- A minimum of 3 Learning Walks, which capture learning behaviours evident in the classroom to use as a basis for evidence against the Teacher Standards and further development

Additionally, all NQTs will:

- Participate in the school's INSET programme for all teachers
- Be invited to participate in the school's Teaching and Learning research group

- Receive periodic NQT-specific professional development sessions
- Be able to apply for any specific and targeted external INSET opportunities
- Benefit from the school's internal Teaching and Learning newsletter, published by the Teaching and Learning group.

Monitoring of Progress and Formal Assessments

To be awarded Qualified Teacher Status (QTS), trainee teachers must have met Teacher Standards commensurate to expected progress during their training year.

During the Induction Year (NQT year), progress against the Teacher Standards is to be judged commensurate to expected progress during the first year of QTS status.

The explicit monitoring of progress and formal assessment process at St Nicholas Catholic High School is constituted by the following elements:

- A formal fortnightly meeting with the Subject Mentor. This meeting is based around Teacher Standards, progress being made and specific targets sets for the next timetable cycle. The record of this meeting is submitted by the NQT to the Professional Mentor, who has oversight of every NQT's progress
- A minimum of 6 formal lesson observations over the course of the academic year (or pro-rata). These observations highlight specific progress and identify specific areas for development
- 3 Formal Review Meetings over the course of the academic year (or pro-rata). These meetings are recorded against the Awarding Body's formal documentation and judges progress made against the Teacher Standards
- Each Review document is signed by the NQT, Professional Mentor, and Headteacher
- The Headteacher will make the decision as to whether the NQT has made Satisfactory or Unsatisfactory progress for Review 1 and 2, and whether the NQT has met the expected Teacher Standards for Review 3 (i.e. to have completed the Induction Year successfully)

Unsatisfactory Progress

St Nicholas Catholic High School is committed to the development and support of every teacher within the school.

However, on occasions when unsatisfactory progress is identified, it is crucial for all parties that action is taken promptly. To this end:

1. In the event that an NQT is not making satisfactory progress, early action will be taken to support and advise the teacher to make the necessary improvements. This will initially be done with the Subject Mentor and/or the Professional Mentor

2. In the event that the NQT continues to make unsatisfactory progress, the Awarding Body will be informed. The Awarding Body will provide advice and support to both the NQT and the school
3. Resulting from contact with the Awarding Body, an informal action-plan may be constructed to provide the NQT with structured support and challenge related to the areas of unsatisfactory performance. This action-plan will be contain specific targets for improvements and reviewed regularly
4. The Headteacher will be kept informed of any NQT making unsatisfactory progress and may be involved in the observation of the NQT's teaching
5. The Headteacher will write to the NQT regarding any unsatisfactory performance /formal assessments and inform them of the consequences of failing to make the necessary improvements
6. If the NQT makes satisfactory progress against all of the action-plan targets, the informal action-plan will be removed and the NQT will revert to the regular NQT programme
7. If unsatisfactory progress is made against the informal action-plan, capability procedures will commence. The Awarding Body will be kept informed of this process
8. The school may recommend that an NQT needs to extend their induction period in order to meet the expected Teacher Standards by Review 3
9. If the school judges that an NQT has not met the expected Teacher Standards by the completion of Review 3, a judgement of 'Not Performed Satisfactorily' against the standards will be recorded. This will terminate the NQT's Qualified Teacher Status and, therefore, result in termination of their contract with the school

Quality Assurance

St Nicholas Catholic High School is committed to a robust system of quality assuring its NQT provision. To this end, the following systems are in operation:

- Daily access for the NQT to the Subject Mentor to discuss any concerns
- Open access for the NQT to the Professional Mentor to discuss any concerns
- Regular opportunities to for NQTs to feedback regarding their experiences (e.g. NQT termly group meetings)
- Formal opportunity for the NQT to record their evaluations on each Review document (x3 over the academic year/pro rata)
- Annual analysis of each NQT cohort's progress

Value of NQTs to our School

St Nicholas Catholic High School greatly values the talents, abilities and energy which NQTs bring to our school. It should be recognised by all parties that everything we endeavour to do at school is for the greater good of the students in our care.

Our aim within this policy is to support, commend and provide a positive direction to the NQT induction year in order to nurture the next generation of teachers. It

should also be recognised that much significant advice and help will also be available to NQTs informally from colleagues generally, and many people will give support independently of the formal structure we offer.

Reviewed by: Finance, Resources & Personnel Committee	Date: 21st March 2017
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