



Carlton Academy Trust

Newly Qualified Teacher (NQT) Policy

Signed on behalf of the trust board:

Sept 2020

Signed on behalf of the Trustees:

R Butterfield

Signed on behalf of Chief Executive Officer:

A Kneeshaw

Next Review date:

Sept 2021

Introduction

A Newly Qualified Teacher (NQT) is in the first stage of their teaching career, having successfully completed their initial teacher training. All NQTs have to complete a period of statutory induction of one year's duration, and demonstrate that they are making at least satisfactory progress against the Government teacher standards.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf.

Overall Policy Aims

Aims to build on what has been learnt during initial teacher training and thereby support a successful transition into their first teaching role. The main aims during the induction year are to ensure NQT's feel welcomed and valued within the school/trust, provided with support and effective professional development.

Support and Provision

Each NQT will be assigned a Specialist Mentor, who is their main point of contact. Their work is overseen by a Professional Mentor, a senior leader with overall responsibility for supporting the professional development of all NQT's.

Their Specialist Mentor is responsible for:

- Support with any aspect of teaching, learning, pedagogy, arranging lesson observations, adherence to school/trust policies and procedures.
- Monitoring and evaluating ongoing progress conducted through weekly, half-term and termly reviews. Where relevant, these are recorded and forwarded to the Professional Mentor.

The Professional Mentor is responsible for:

- Overall monitoring of the progress of all NQT's.
- Standardising lesson observations and providing judgements against the teacher standards
- Providing further support and development where required
- Ensuring teaching commitments are within statutory guidelines

NQT's have a timetable with at least 10% less contact time than a main scale teacher. In secondary schools, they will also have the opportunity to be attached to or tutor a form group. Progress of all NQT's will be monitored in accordance with statutory guidance

Monitoring of progress to support the NQT

To be awarded Qualified Teacher Status (QTS) the following 'Teaching Standards' must be met:

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities
- 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.
- An understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

NQT's will have six formal lesson observations, one each per half term. All will be observed by their Specialist Mentor, with the first and last of these also observed and standardised by the Professional Mentor.

Specialist Mentors complete a half-termly action plan which focusses on development areas and support required to address each. In addition, they will also complete three formal end of term assessments reviewing progress made towards each Teacher Standard. These are quality-assured by the Professional Mentor. At the end of the third term, the Head of School will make a recommendation whether they have met the Teachers' Standards.

Unsatisfactory Progress

If NQT's are not making satisfactory progress, early action will be taken in order to support them to the required standard. This is crucial as an NQT has only one chance to complete statutory induction. The Head of School will be kept informed about NQT progress throughout the year.

Opportunities for further development

NQT's have the opportunity to observe other colleagues and NQT's across their school and trust. Bespoke support may also be provided by personnel other than their Specialist or Professional Mentor.

They will also have access to support provided by the 'Early Career Framework'. This offers a two-year structured programme of high-quality professional development

across all areas of practice, with a 5% reduction in timetable and a dedicated mentor in the second year of teaching.

Monitoring and evaluation

The Professional Mentor will regularly review the development of NQTs. Reporting back to the Head of School, who will report to the Trust Board when requested.