



To be the best I can be..



Bromley Heath Junior School

Bromley Heath Infant and Bromley Heath Junior Schools joint NQT policy

Signed (chair):	Name: D Whinham S Humphries	Date:
Signed (Head):	Name: A Hodge T Long	Date:
Reviewed by: A Hodge	Reviewed on: March 2020	Note of Revisions: n/a – a new policy
Ratified by: Governing Body on		Next Review: March 2021

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	NQT	Date	09.03.20
EIA CARRIED OUT BY:	A Hodge	EIA APPROVED BY:	T Long

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		x
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		x
Gender Reassignment (transsexual)		x
Marriage and civil partnership		x
Pregnancy and maternity		x
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		x
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		x
Gender (male, female)		x
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		x

Any adverse impacts are explored in a Full Impact Assessment.

NQT policy

Rationale

Investing in the next generation of teachers, by providing a supportive and developmental induction year, will enable the children of the future to continue to receive an excellent education with teachers who bring fresh ideas as well as learning from experienced practitioners.

The first year of teaching is not only very demanding but also of critical significance in the professional development of the new teacher. It is vital to ensure that there is a smooth transition from training into the teaching profession through appropriate guidance, CPD and support.

All staff will be aware of the NQT policy and are encouraged to invite NQTs to watch practice in their classrooms, where appropriate.

Purpose

This policy outlines how the school complies with the [statutory guidance](#) for the induction of Newly Qualified Teachers (NQTs), Sections 135A, 135B and 141C(1)(b), of the Education Act 2002, and associated Education Regulations (Induction Arrangements for School Teachers) (England) 2012.

Review

The policy should be updated annually by the Governing Body, who should be aware of their responsibilities within section 5.11 of the statutory guidance.

Appointment of an Appropriate Body for NQT Induction

Prior to commencing employment, the School has appointed South Gloucestershire Council (Integra) as the Appropriate Body to oversee the induction of NQTs.

Personalised programme

The school believes in investing in its staff and consequently aims to provide a personalised support package, which considers the developmental needs of the NQT agreed at the end of Initial Teacher Training (ITT) that ensures a smooth transition into their first year of teaching.

This programme should include supporting the mental health and wellbeing of the NQT as well as the below:

- Access to an induction programme that will commence upon appointment.
- The opportunity to observe high quality teaching within the school and within other local schools with encouragement to reflect on observed practice.

- Regular meetings with a suitably trained induction tutor (has undertaken/undertakes induction mentor training) to discuss emerging issues such as planning, marking and behaviour management, acting quickly to help NQTs address any areas of concern. These meetings should be recorded and reflected on at each meeting.
- A commitment to a reduced timetable of no more than 90% to enable the NQT to undertake activities in relation to their induction period and professional development. PPA time should be in addition to this.
- A commitment to provide the opportunity to attend some external CPD
- The opportunity to discuss key issues with colleagues, especially curriculum leaders, SENCOs and those responsible for pastoral care.
- Support to form productive relationships with all members of the school community.
- Being observed by their induction tutor each term, being given written feedback and having the opportunity to discuss the lesson in a supportive environment.
- A supportive action plan that is reviewed each term where no more than 4 next steps are identified.
- A formal assessment against the Teacher Standards each seasonal term (or 65 contracted days in the case of a part-time contract).

Legal duties

The school will:

- Ensure the NQT is aware of the named contact for NQT Induction at South Gloucestershire Council – for the academic year 2019-20 this is Deb Ferris.
- Retain signed copies of the registration form and completed assessment securely for 6 years. If an NQT leaves during, or at the end of, their induction year they will be given copies of their assessments.
- Share general reports on the progress of an NQT on a termly basis with the governing body. Governors are not automatically entitled to have access to an individual's assessment forms. The exception to this would be when an NQT has raised concerns about a particular issue/assessment via the grievance procedures.
- Ensure that it meets the legal requirements detailed within the statutory NQT induction guidance. Sections 5.3-5.6 and 5.11.

If the NQTs performance is a concern, the school is committed to:

- Providing additional resources to support them.
- Informing the Appropriate Body immediately if they feel their NQT is not on track to pass their induction.
- Working with the NQT and Appropriate Body to provide action plans detailing what the NQT needs to do to improve and how the school will support him or her over a specific time period. These action plans will be reviewed and monitored

systematically with a cycle of support and review continuing until the end of the academic year.

For the roles and responsibilities of all others involved in the induction process, including those of the NQT, please see Section 5 of DfE *Induction for newly qualified teachers*.

This policy was agreed and adopted in March 2020.

It will be reviewed:

- as part of the school's development cycle by March 2021
- prior to this date should there be any changes to statutory requirements.