THOMAS MILLS HIGH SCHOOL

POLICY DOCUMENT 76 – APPROVED 23/03/2021

NQT
POLICY

Vision Statement

*We, the staff and governors, aspire
to ensure that all our students,
irrespective of ability
and regardless of anyone's doubts,
achieve their potential in full;
and we aspire in this way to make Thomas Mills High School
the best in the country.*

The NQT Process:

The NQT induction process at Thomas Mills ensures that the appropriate guidance, support, training to include the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme created by the Professional Tutor. This programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties can be built.

Our induction process has been designed to make a significant contribution to both the professional and personal development of NQTs. The purpose of induction includes:

- to provide programmes appropriate to the individual needs of the NQTs;
- to provide appropriate support through the role of the Professional Tutor and 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 at least satisfactorily against the current Teachers' Standards.

Roles and Responsibilities - The Academy Trust

The Academy Trust will be fully aware of the contents of the DfE Statutory Guidance on Induction for NQTs (England) which sets out the school'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 school currently has the capacity to fulfil all its obligations. The Academy Trust will be kept aware and up to date about induction arrangements and the results of formal assessment meetings.

Roles and Responsibilities - The Headteacher

The 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 the Professional Tutor and NQT Mentor, the Headteacher will also observe each NQT as required and at least once during their Induction Year.

Statutory responsibilities are:

- Registering the NQT with the Appropriate Body;
- Ensuring an appropriate induction programme is organised within the school via the Professional Tutor
- Informing the Appropriate Body as to whether or not an NQT has performed satisfactorily against the Teachers' Standards for the completion of induction.

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 Academy Trust informed about NQT induction arrangements and the results of formal assessment meetings.

Roles and Responsibilities - The NQT Mentor

The Professional tutor oversees the programme and all relevant arrangements. The principal requirement for the NQT Mentor is to provide regular support. The mentor will match judgements about NQT performance against the Teachers' Standards. The role also requires the NQT Mentor to keep records of activities and evidence of monitoring the quality assurance of provision. It embraces various tasks, such as organising the induction programme, providing opportunities to participate in additional support, e.g. partnership with other teachers in school, providing support and guidance and enabling the rigorous but fair assessment of NQT performance.

The NQT Programme – Professional Tutor

The Professional Tutor oversees the programme and ensures all relevant arrangements are in place. The NQT should be proactive in his/her own career development. However, our 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 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;
- Structured visits could be made to the school, prior to taking up appointment, with time to discuss their new role and how they will be supported;
- Help and guidance from an NQT Mentor who is adequately prepared for the role and will coordinate the induction programme;
- Regular meetings with the NQT Mentor and Professional Tutor as appropriate;
- Time and regular opportunities to meet with other NQTs and teachers.
- Observe experienced colleagues teaching;
- A reduction of 10% of the average teacher's workload. This time is used for participating in the school's induction programme and is in addition to the statutory 10% non-contact time already allocated to teachers;
- Have teaching observed by experience colleagues at least once every half term;
- 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.

Lesson Observation, Review and Target Setting

These will be followed and completed in accordance with the DfE guidelines on NQT induction. The lesson pro forma for NQTs is attached at the end of the document, along with the Teaching Standards.

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;

- Responsibility for assessment will involve the Professional Tutor, NQT Mentor and Head Teacher;

- Opportunities will be created for NQTs to gain experience and expertise in self-evaluation;

- The Professional 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 and support to be provided by the school.

(All of the above will be clearly referenced to the Teachers' Standards 2012)

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. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Professional Tutor will support the NQT Mentor and NQT in observations and in 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 early on and at all stages, throughout the induction process.

Addressing NQT Concerns

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised within the school in the first instance. Where the school does not resolve them the NQT should raise concerns with the Appropriate Body.

NQT Lesson Observation Thomas Mills 2020/21

Teacher:	Observer(s):
School: Thomas Mills	Date & duration:
Subject:	Focus:
Class/Year Group including the number of pupils:	

Lesson Context:
Basic Algebra

Part one: Teaching	Comments
1 Set high expectations which inspire, motivate and challenge pupils ☐ 1a) establish a safe and stimulating environment for pupils, rooted in mutual respect ☐ 1b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions ☐ 1c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. ☐	
2 Promote good progress and outcomes by pupils ☐ 2a) be accountable for pupils' attainment, progress and outcomes ☐ 2b) be aware of pupils' capabilities and their prior knowledge and plan teaching to build on these ☐ 2c) guide pupils to reflect on the progress they have made and their emerging needs ☐ 2d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching ☐ 2e) encourage pupils to take a responsible and conscientious attitude to their own work and study ☐	

3 Demonstrate good subject and curriculum knowledge ☐ 3a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings ☐ 3b) demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship ☐ 3c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject ☐ 3d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics ☐ 3e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. ☐	
4 Plan and teach well structured lessons ☐ 4a) impart knowledge and develop understanding through effective use of lesson time ☐ 4b) promote a love of learning and children's intellectual curiosity ☐ 4c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired ☐	
5 Adapt teaching to respond to the strengths and needs of all pupils ☐ 5a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively ☐ 5c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development ☐ 5d) have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. ☐	

6 Make accurate and productive use of assessment ☐ 6b) make use of formative and summative assessment to secure pupils' progress ☐ 6d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. ☐	
7 Manage behaviour effectively to ensure a good and safe learning environment ☐ 7a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy ☐ 7b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly ☐ 7c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them ☐ 7d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. ☐	
8 Fulfil wider professional responsibilities ☐ 8b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support ☐ 8c) deploy support staff effectively ☐	(If appropriate) N/A
Part two: Personal and professional conduct **9 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:** ☐ a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position ☐ b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions ☐	(If appropriate) N/A

Feedback

Strengths

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Areas for Development

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Comments Strengths:	Comments Developments:

Agreed Actions

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Signed:………………………………………… (Teacher)   Date:

Signed:………………………………………… (Observer)   Date:

	Teachers' Standards	
1	**Set high expectations which inspire, motivate and challenge**	
a	Establish a safe and stimulating environment for pupils, rooted in mutual respect	
b	Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	
c	Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	
2	**Promote good progress and outcomes by pupils**	
a	Be accountable for pupils' attainment, progress and outcomes	
b	Be aware of pupils' capabilities and prior knowledge and plan teaching to build on these	
c	Guide pupils to reflect on the progress they have made and their emerging needs	
d	Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	
e	Encourage pupils to take a responsible and conscientious attitude to their own work and study	
3	**Demonstrate good subject and curriculum knowledge**	
a	Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	
b	Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	
c	Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	
d	If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	
e	Iif teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies	
4	**Plan and teach well structured lessons**	
a	Impart knowledge and develop understanding through effective use of lesson time	
b	Promote a love of learning and pupils' intellectual curiosity	
c	Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	
d	Reflect systematically on the effectiveness of lessons and approaches to teaching	

e	Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	

Teachers' Standards

5	**Adapt teaching to respond to the strengths and needs of all pupils**
a	Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
b	Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
c	Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
d	Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
6	**Make accurate and productive use of assessment**
a	know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
b	Make use of formative and summative assessment to secure pupils' progress
c	Use relevant data to monitor progress, set targets, and plan subsequent lessons
d	Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
7	**Manage behaviour effectively to ensure a good and safe learning environment**
a	Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
b	Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
c	Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
d	Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
8	**Fulfil wider professional responsibilities**
a	Make a positive contribution to the wider life and ethos of the school
b	Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
c	Deploy support staff effectively
d	Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues