



RICKMANSWORTH SCHOOL

Newly Qualified Teacher/Early Career Teacher (NQT/ECT) Policy

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OVERVIEW

Please note that from September 2021, Newly Qualified Teachers will be referred to as Early Career Teachers (ECT).

Purpose

This policy outlines the arrangements made to ensure that NQT/ECT induction meets the requirements, as outlined by our Awarding Body.

Our NQT/ECT induction process will:

- contribute to improving and developing the overall effectiveness of the school, raising pupil achievement, and meet the needs of all pupils, parents and the wider school community;
- contribute to job satisfaction, personal achievement, individual and team effort, thus providing for effective teamwork at our school;
- ensure all teachers new to the profession have the best start in their careers and are supported in developing highly effective practice;
- ensure all staff new to our school understand what is expected of them and gain the support to achieve those expectations;
- build co-operation between all staff in our school; and ensure that all staff are valued and recognised;
- From September 2021, uphold the reforms as set out by the Early Careers Framework (ECF).

A reference copy of this document is kept on the shared drive and it will be brought to the attention of all members of staff.

Review Process

This document will be reviewed in accordance with our policy review process on a yearly basis or on the introduction of new or amended relevant legislation. .



Tony Walker
CHAIR OF GOVERNORS



Matt Fletcher
HEADTEACHER

1. Aims

The school aims to:

Deliver an NQT/ECT induction programme that meets all the statutory requirements, including those of the Early Career Framework from September 2021.

Provide NQT/ECTs with a supportive environment that enables them to develop as teachers and equips them with the tools to be effective and successful in their role.

Ensure all staff understand their role in the induction programme.

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Induction for Newly Qualified Teachers \(England\)](#) and [The Education \(Induction Arrangements for School Teachers\) \(England\) Regulations 2012](#) and from September 2021, the [Early Career Framework review](#).

The 'relevant standards' referred to below are the [Teachers' Standards](#).

Elements of this policy are liable to change with the introduction of the ECF in September 2021.

3. The Early Career Framework*

From September 2021, the government is funding an entitlement for all early career teachers in England to access high quality professional development at the start of their career. New teachers will now receive development support and training over 2 years instead of one, underpinned by the early career framework. The offer for early career teachers includes:

- 2 years of new, funded, high quality training
- freely available high quality development materials based on the early career framework
- funding for 5% time away from the classroom for teachers in their second year
- a dedicated mentor and support for these mentors including access to funded high quality training
- funding to cover mentors' time with the mentee in the second year of teaching

From September 2021, the induction period will last for two years, rather than one.

* Subject to parliamentary approval.

4. The induction programme

Until September 2021, For a full-time NQT/ECT, the induction programme will typically last for a single academic year. From September 2021, as part of the reforms to teacher

induction the induction period will be extended to two years. Part-time NQT/ECTs will serve a full-time equivalent (subject to reduction for ECT's).

The programme is quality assured by Herts for Learning, our 'appropriate body' (AB).

4.1 Posts for induction

Each NQT/ECT will:

- From September 2021, be entitled to a two-year induction period, under-pinned by high-quality CPD as part of the Early Career Framework (ECF).
- Be provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant teacher standards throughout, and by the end of, the induction period.
- Have an appointed induction tutor and mentor, who holds qualified teacher status (QTS).
- Have a reduced timetable to allow them to undertake activities in their induction programme, with no more than 90% of the timetable of our existing teachers on the main pay range in year 1 and from September 2021, 95% in year 2.
- Regularly teach the same class or classes.
- Take part in similar planning, teaching and assessment processes to other teachers working in similar posts.
- Not be given additional non-teaching responsibilities without appropriate preparation and support.
- Not have unreasonable demands made upon them.
- Not normally teach outside the age range and/or subjects they have been employed to teach.
- Not be presented with unreasonably demanding pupil discipline problems on a day-to-day basis.

DfE Statutory guidance on NQT/ECT inductions for headteachers, school staff and governing bodies can be found [here](#):

DfE guidance on the Early Career Framework can be found [here](#):

4.2 Support for NQT/ECTs

We support NQT/ECTs with:

Their designated induction tutor, who will ensure that they are allocated a mentor, coordinate their assessments and meet with them on a regular basis to offer support towards meeting their induction targets.

Their designated subject mentor, who will provide day-to-day monitoring and support, and meet with them on a regular basis (normally once per week) to offer support towards meeting their induction targets.

Observations of their teaching at regular intervals, and follow-up discussions with prompt and constructive feedback.

Regular professional reviews of their progress, to take place informally during mentor meetings and more formally every half term, at which we will review their objectives and revise them in relation to the relevant standards and their current needs and strengths.

A comprehensive NQT/ECT's specific CPD programme, this comprises in-school training, external subject specific training and local school consortium training (from 2021 as part of the Watford Partnership for Teacher Training). From September 2021 this will be underpinned by the ECF.

Chances to observe experienced teachers, either within the school or at another school, with effective practice.

4.3 Assessments of NQT/ECT performance

Formal assessment meetings will take place once per term, carried out by the NQT/ECTs induction tutor (from September 2021 there will be two formal assessment points at the end of year 1 and year 2).

These meetings will be informed by clear and transparent evidence gathered during the preceding assessment period, and drawn from the NQT/ECT's work as a teacher and from their induction programme. Copies of the evidence relied on will be provided to the NQT/ECT's and the appropriate body.

After these meetings, formal assessment reports will be completed that clearly show how the NQT/ECT is performing against the relevant standards.

At the end of the programme, NQT/ECTs will take part in a final, formal assessment meeting. The outcomes of this meeting will be used by the headteacher to decide whether the NQT/ECTs performance is satisfactory against the relevant standards. The decision will be written up in a final assessment form.

The NQT/ECT can add their own comments to this final form.

The form will then be sent to the appropriate body, who will make the final decision on whether the NQT/ECT has passed their induction period.

4.4 At-risk procedures

If it becomes clear the NQT/ECT is not making sufficient progress, additional monitoring and support measures must be put in place immediately, meaning:

Areas in which improvement is needed are identified.

Appropriate objectives are set to guide the NQT/ECT towards satisfactory performance.

An effective support programme is put in place to help the NQT/ECT improve their performance.

If there are still concerns about the NQT/ECT's progress at their next formal assessment, so long as it is not the final assessment, the headteacher or NQT/ECT Coordinator will discuss this with the NQT/ECT, updating objectives as necessary and giving details of the improvement plan for the next assessment period. The headteacher/NQT/ECT Coordinator should explain to the NQT/ECT the consequences of failure to complete the induction period satisfactorily (in writing).

If, after continued support, the NQT/ECT is still not making satisfactory progress (i.e. at risk of not meeting the Teachers' Standards), the school should confirm the issues with the Appropriate Body so a formal meeting can be arranged as a matter of urgency, well before the end of the induction period.

5. Roles and responsibilities

5.1 Role of the NQT/ECT

The NQT/ECT will:

- Provide evidence that they have QTS and are eligible to start induction.
- Meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review.
- Agree with their induction tutor 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 induction tutor as soon as practicable.
- Consult their AB named contacts at an early stage if there are, or may be, difficulties in resolving issues with their tutor/within the institution.
- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings.
- Agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period.

5.2 Role of the Headteacher or NQT/ECT Coordinator

The Headteacher or NQT/ECT Coordinator will:

- Check the NQT/ECT has gained QTS and DBS is up-to-date.
- Clarify whether a teacher is exempt from induction.
- Ensure the post is suitable for induction.
- Agree who will act as the Appropriate Body (AB).
- Register the NQT/ECT before the start of induction on herts.NQT.manager.com.
- Obtain assessments from previous post, if appropriate.
- Ensure the induction tutor holds QTS, is appropriately trained and given sufficient time to carry out the role.

- Ensure an appropriate induction programme is in place and the NQT/ECT is given 10% release time (from 2021, 5% in the second year).
- Ensure the NQT/ECT's progress is reviewed regularly through observations, feedback and review meetings.
- Ensure the termly assessments are completed and submitted online to AB.
- Act early, alerting the AB, in cases where an NQT/ECT may be at risk of not completing induction satisfactorily.
- Maintain and retain accurate records of employment that count towards the induction period (notify the AB as soon as absences total 30 days).
- Make the governing body aware of the induction arrangements that have been put in place and keep them updated.
- Make a recommendation to the AB on whether the NQT/ECT has met the relevant standards or requires an extension.
- Participate in the AB's quality assurance procedures.
- Retain all relevant documentation on file for six years.
- Agree with the AB - in exceptional cases - when a shortening of induction may be appropriate.
- Provide interim assessments for staff moving schools, between formal assessment periods.
- Notify the AB if an NQT/ECT leaves the institution.

5.3 Role of the induction tutor

The induction tutor will:

- Provide, or coordinate, guidance and effective support (including coaching and mentoring) for the NQT/ECT's professional development.
- Carry out regular progress reviews throughout the induction period.
- Undertake three formal assessment meetings during the total induction period, coordinating input from other colleagues as appropriate (normally one per term or pro rata for part-time staff, from September 2021 this will reduce to two formal assessment points).
- Inform the NQT/ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite NQT/ECTs to add their comments.
- Ensure that the NQT/ECT's teaching is observed and feedback is provided.
- Ensure NQT/ECTs are aware how, both within and outside the institution, they can raise any concerns about the induction programme or their personal progress, both within and outside of the school.
- Take prompt, appropriate action if an NQT/ECT appears to be having difficulties.

5.4 Role of the governing board

The governing board will:

- Ensure the school complies with statutory guidance.
- Be satisfied that the school has the capacity to support the NQT/ECT.

- Ensure the headteacher is fulfilling their responsibility to meet the requirements of a suitable induction post.
- Investigate concerns raised by the NQT/ECT as part of the school's grievance procedure.
- If it wishes, seek guidance from the appropriate body on the quality of the induction arrangements and the roles and responsibilities of staff involved in the process.
- If it wishes, request general reports on the progress of the NQT/ECT.

5.5 Role of the Appropriate Body (AB)

The AB will:

- Ensure headteachers are aware of, and are capable of meeting their responsibilities. This includes ensuring that an NQT/ECT receives a personalised induction programme, designated tutor support and a reduced timetable.
- Ensure the monitoring, support, assessment and guidance procedures in place are fair and appropriate.
- Consult on a regular basis with headteachers on the nature and extent of the quality assurance procedures it operates/wishes to introduce ensure that where an NQT/ECT may be experiencing difficulties action is taken to address areas of performance that require further development and support.
- Ensure contact is made with an institution not fulfilling its responsibilities to raise concerns to ensure induction tutors are trained and supported, including being given sufficient time to carry out the role effectively.
- Ensure any agreement entered into with an FE institution or independent school is upheld.
- Ensure the headteacher has verified the award of QTS.
- Retain copies of all assessment forms.
- Ensure the NQT/ECT is provided with named contacts within the AB.
- Ensure NQT/ECTs' records and assessment reports are maintained.
- Ensure agreement is reached with the headteacher and NQT/ECT where a reduced induction period may be appropriate.
- Ensure a final decision is made as to whether an NQT/ECT has met the relevant standards to satisfactorily complete induction or an extension is required and all relevant parties are notified.
- Ensure they provide the TRA with details of NQT/ECTs who have started, completed (satisfactorily or not), require an extension, or left school part way through an induction period.

6. Monitoring arrangements

This policy will be reviewed **annually** by the SLT member with oversight of ECF. At every review, it will be approved by the full governing board.

7. Induction for newly qualified teachers during the coronavirus outbreak

We expect the vast majority of NQT/ECTs to continue to work and complete their induction as usual, however, the current coronavirus (COVID-19) outbreak may have an impact on the number of absences NQT/ECTs take in the coming school year.

NQT/ECTs absent for reasons related to the current coronavirus (COVID-19) outbreak will not have their induction period automatically extended. Induction arrangements state that ad hoc absences totalling 30 days or more automatically extend induction by the aggregate number of days absent. Any absence related to the current coronavirus (COVID-19) outbreak, including school closures, sickness or self-isolation, that was taken before 1 September 2020 would not count towards this limit.

According to DfE guidance, Headteachers and appropriate bodies should continue to make a decision on whether an NQT/ECT has met the Teachers' Standards, based on their performance throughout their induction.

DfE guidance can be found [here](#):

8. Links with other policies

This policy links to the following policies and procedures:

- ITT Policy
- Appraisal/PDR
- Grievance
- Pay