

## **GUIDANCE ON RECRUITMENT OF NQTs**

**(including important information on the recruitment of NQTs trained academic year 2019/20 in consideration of COVID19)**

### Teachers trained in the academic year 2019/20

Schools should be aware that most of the teachers trained 2019/20 will have had some form of interruption to their Initial Teacher Training (ITT). In most cases placements were reduced, some significantly and at the point where trainees would have been increasing their teaching experience.

It is important that references are sought from the ITT providers along with details of the trainee's strengths, areas for development and experience during placements. Reports from ITT providers should identify areas for development which can form the basis for initial target setting.

The ITT criteria and supporting advice can be viewed on

<https://www.gov.uk/government/publications/coronavirus-covid-19-initial-teacher-training-itt>

### **Support from Norfolk Appropriate Body (NAB)**

In consideration of the potential challenges caused by the current situation NAB will be enhancing its provision of support. This will include a revised CPD offer. We will be working collaboratively with local ITT providers, Schools and professional bodies to ensure provision to meet local needs. Full information will be issued once arrangements are in place.

### **What to consider before appointing an NQT –**

There are lots of benefits from employing NQTs;

They bring new ideas

They bring enthusiasm and energy

They bring new, up to date skills and specialism's

They can give existing staff opportunities to develop coaching and mentoring skills

However Inducting NQTs is not only a statutory requirement but also a huge commitment.

- Has your school got capacity to support an NQT?
- Is there a suitable tutor/mentor in School who has the capacity to fulfil the role and knows the statutory requirements for induction?
- Do you have teachers working in the same age group/subject(s) whose practice is good or outstanding?
- Does the post fulfil the statutory requirements for induction?
- Have you got good school to school links to enable your NQT to observe practice in other settings?

**School's judged as 'requiring improvement' should consider carefully their capacity to support an NQT**

## How to support your NQT

The following tips will help your NQT thrive, fully develop and get the most out of induction:

Follow a **rigorous recruitment** process which should include;

- Obtaining up to date references from relevant professionals before appointment.
- Ensure NQTs teach the age group/subject(s) they have been trained for.
- Discuss placement experiences, including strengths and identified areas for development.
- Obtain reports from the NQT's route into teaching.

## Where NQTs have completed part of induction in another setting

make sure the following processes are in place:

- Check the date QTS was awarded and whether induction has begun elsewhere through the TRA's Teacher Services database [www.gov.uk/teacher-status-checks-information-for-employers](http://www.gov.uk/teacher-status-checks-information-for-employers)
- Ensure you get to see previous assessments and use them to form continued development plans.
- Discuss their experience and expectations for continued induction.
- Speak to the appropriate body on protocols for continued induction
- Place your NQT in a year group/subject where they have had previous experience
- Implement the school's own induction policy

## Mentor/Tutor/School support

- The Induction tutor needs good interpersonal and communication skills, sound professional knowledge and practice as well as knowledge and understanding of the induction process.
- The Induction tutor/mentor attends relevant **training** (information can be found on NQT Manager)
- The NQT receives high quality support and challenge from their Induction tutor and other members of staff
- The NQT receives clear face-to-face and written feedback regarding their strengths with a structured plan to address areas for development
- The NQT has access to a range of professional development opportunities, including observing outstanding teaching (where possible)
- The NQT's well-being is closely monitored

## Is the post appropriate for an NQT?

The Head teacher must ensure that the duties of the NQT, and the conditions under which the NQT works, are such as to enable there to be a fair and effective assessment of the NQT's performance and efficiency against the Teachers' Standards.

A suitable post for induction:

- Must have prior agreement with an Appropriate Body to QA the induction

process

- **Must provide the NQT with the necessary employment tasks, experience and support to enable him or her to meet the Teachers' Standards by the end of the induction period.**
- Must provide the NQT with a reduced timetable to enable them to undertake activities in their induction programme.
- **Must not make unreasonable demands upon the NQT**
- Should not normally demand teaching outside the age range and/or subject(s) for which the NQT has been employed to teach.
- Must not present the NQT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting
- Must involve the NQT regularly teaching the same class(es)
- Must involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged
- Must not involve additional non-teaching responsibilities without the provision of appropriate preparation and support

## OFSTED

During inspections and monitoring visits NQTs will be asked about the level and quality of support the school is providing; Inspectors will meet with as many newly qualified teachers (NQTs) as possible. Inspectors will assess the effectiveness of the support and professional development put in place for NQTs and other teachers who are in the early stages of their careers, particularly in dealing with pupil behaviour. This must include the quality of mentoring, and what the school has done to support their development in areas for improvement identified by initial teacher training provides.

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