



Employing a Newly Qualified Teacher

Guidance for Governors and Headteacher who are preparing to employ a Newly Qualified Teacher (NQT) from September 2002

Appointing a Newly Qualified Teacher

What do we need to know?

1. Any Newly Qualified Teacher who gains the award of Qualified Teacher Status (QTS) from May 1999 onwards will be subject to the DfES's new regulations and expectations concerning the induction period. Her/his eligibility for further employment as a teacher, will be confirmed only after s/he has been judged to have successfully completed the induction period. These judgements will be based on the NQT's work and progress in relation to the national QTS standards - which are already used by Initial Teacher Training (ITT) providers - and to the DfES's new Induction Standards. The Induction Standards cover three areas of professional activity: Planning, Teaching and Class Management; Monitoring, Assessment, Recording and Accountability; Other Professional Requirements.

What do we need to do?

Headteachers/Governing Bodies considering employing a Newly Qualified Teacher will need to ensure that they are aware of the DfES's regulations and expectations concerning NQT induction, and that they are able to provide the NQT with the breadth of experiences reflected in the Induction Standards.

2. The DfES has criteria to enable schools to decide whether or not the appointment of a NQT on a part-time and /or short-term basis will count as part of the induction period.

The Regulations and Guidance can be found on the DfES website - www.dfes.gov.uk/circulars

If a part-time or short-term appointment is to be made, Headteachers/ Governing Bodies will need to check the regulation to determine whether or not the period and terms of employment will count towards the induction period. If they do count, the school will need to make suitable monitoring, support and assessment arrangements.

3. The monitoring and assessment of the NQT's conduct, proficiency and efficiency as a teacher over the induction period must be fair. The teaching responsibilities and duties assigned to her/him, as well as the conditions under which s/he is expected to work, should ensure that assessment can happen within a relevant and meaningful context, and that it is not compromised by requirements or expectations that may be seen as unreasonable.

Headteachers/Governing Bodies should make use of the information given in NQT's application forms, and in the references from ITT providers, to ensure that the applicant is suitably qualified for the post. The NQT should be appointed to a post which reflects the curriculum areas(s) and age group(s) for which s/he has been trained.

4. NQTs are entitled to a reduced timetable (90%) during the induction period. Funding to support this will be allocated within the school's Standards Funds.

Headteachers/Governing bodies will need to be clear as to how the NQT's reduced timetable will be provided and how the LEA will allocate funds to schools with NQTs.

5. The Appropriate Body (ie the LEA) must be informed of all NQT appointments.

The Headteacher will need to complete the relevant registration forms and forward the details of the NQT appointment in accordance with the LEA's procedures.

6. All NQTs are expected to have an induction tutor allocated to them. The induction tutor will be responsible for providing professional support and for coordinating the day-to-day monitoring, support and assessment of each NQT.

Headteachers/Governing Bodies should consider how, in the context of their own school, the different roles and responsibilities associated with monitoring, supporting and assessing the NQT will be allocated.

7. The Headteacher has overall responsibility for the induction of the NQT(s) in school and the Governing Body is responsible for ensuring that suitable induction arrangements are established.

Headteachers/Governing Bodies should consider how, in the context of their own school, the different roles and responsibilities associated with monitoring, supporting and assessing the NQT will be allocated.

Monitoring and supporting a Newly Qualified Teacher

What do we need to know?

1. A suitable induction and support programme will need to be established and formalised with the NQT, making particular use of her/his Career Entry Profile (CEP). The CEP (which the NQT brings from her/his initial teacher training) highlights the teacher's strengths and areas for development in relation to the QTS standards. The structures induction and support programme will include a range of activities and is likely to involve different people.

What do we need to do?

Soon after taking up her/his post, the NQT and induction tutor will need to discuss the CEP, the specific context of the school, and the requirements for satisfactory completion of the induction period, including the Induction Standards. They will then need to draw up an individualised induction programme with clearly identified objectives. The programme will also identify suitable support activities and professional development opportunities which will be provided to help the NQT achieve her/his objectives and meet the Induction Standards.

2. Lesson observation will be a regular and significant feature of the monitoring programme.

Schools will need to establish with the NQT a programme of lesson observation which continues throughout the induction period. Details and expectations such as who will be involved, when observations will take place, the format and criteria to be used, arrangements for feeding back, and the extent to which any notes or reports will be formalised, will need to be made clear.

3. Schools are expected to provide regular opportunities to discuss the work and the well-being of the NQT. The Teacher Training Agency (TTA) has produced guidance for schools on NQT monitoring, supporting and assessing arrangement. These can be found on the TTA website (www.canteach.gov.uk)

Meeting times should be formally scheduled and protected, so that the NQT and induction tutor can discuss relevant issues and review and/or revise the objectives. The school's arrangements should take account of the TTA's guidance, but can extend beyond the minimum requirements.

Assessing a Newly Qualified Teacher

What do we need to know?

1. It is expected that the induction period will involve both formative monitoring and summative assessment, and that professional discussions relating to the NQT's progress will be based on clear evidence.

What do we need to do?

It will need to be made clear to the NQT from the outset the school's arrangements for assessing her/his work and progress. S/he should know when monitoring and assessments will take place, who will be involved, and to what extent they will be formalised. Headteachers/Governing Bodies will also need to be confident that their monitoring and assessment arrangements will lead to well-founded, fair judgements.

2. Termly reports for each NQT will be required by the Appropriate Body (ie the LEA). Standardised formats for this purpose have been produced by the DfES.

Headteachers will need to take account of the timescales for preparing the assessment reports and ensure that they are forwarded to the Appropriate Body in line with the local (LEA) arrangements.

3. In the small minority of cases where it becomes clear that the NQT may fail to meet the induction requirements, early action will be needed.

Headteachers/Governing Bodies will need to familiarise themselves with the TTA's guidance on, and the Appropriate Body's procedures for, addressing concerns and consult with the relevant LEA personnel.

NB. As well as the DfES Regulations and Guidance, schools should use the guidance and information materials provided by the Teacher Training Agency to support the induction processes. The LEA also provides guidance and information to support local arrangements for reporting and monitoring.