

Employing a Newly Qualified Teacher

Guidance for Governors and Headteachers who are preparing to employ a Newly Qualified Teacher (NQT)

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 Induction Standards. The Induction Standards cover three areas of professional activity: Professional Values and Practice; Knowledge and Understanding; Teaching.

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.

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.

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

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

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.

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.

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.

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.

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.

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.

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.

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.

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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 and Development Profile (CEDP) which the NQT brings from her/his initial teacher training. The structure 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 CEDP, 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) and the LEA produce additional guidance for schools on NQT monitoring, supporting and assessing.

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 LEA's and 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 full-time NQT will be required by the Appropriate Body (ie the LEA). Standardised formats for this purpose have been produced by the DfES which the LEA has customised for use with Norfolk schools.

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.

OVERVIEW FOR SCHOOLS EMPLOYING A NEWLY QUALIFIED TEACHER (NQT)

PRE-APPOINTMENT	POST-APPOINTMENT / PRE-EMPLOYMENT	INDUCTION PERIOD		
<ul style="list-style-type: none"> • Become familiar with DfES regulations and expectations for NQT induction. • Be confident that the school can provide the NQT with the relevant experience, resources and expertise (including a suitable induction tutor) to fulfil the DfES's requirements. • Be prepared to fund and implement a suitable induction and support programme. • When short-listing, ensure a suitable match between NQT's training course and demands of the post. 	<p style="text-align: center;">NQT APPOINTMENT MADE</p> <ul style="list-style-type: none"> • Request (and obtain as soon as possible) written confirmation from the NQT of the date that QTS was awarded. (ie a copy of the NQT's certificate from GTC) • Use the relevant form to inform the Advisory Service of the NQT appointment. This enables the NQT to be officially registered with the Appropriate Body, the support packs to be issued, and the funding to be allocated. • Provide the NQT with a job description. • Provide the NQT with information about the school and key documents/ policies, including the Behaviour Policy. • Where possible and practical, arrange for the NQT to spend time in the school. • Arrange a reduced (90%) timetable for the NQT. • Allocate the various roles and responsibilities for induction and inform the NQT about how any concerns can be raised. • In negotiation with the NQT, book places on any relevant NQT courses or events scheduled for early in the induction period. • Identify, and consider how best to meet, any training needs for key induction staff, such as the induction tutor. • Establish a means of filing and organising relevant NQT induction paperwork, guidance and reports. 	<p style="text-align: center;">NQT TAKES UP EMPLOYMENT</p> <p style="text-align: center;">ASSESSMENT PERIOD 1</p> <ul style="list-style-type: none"> • Enable key induction staff to become familiar with QTS standards and Induction Standards. • Use the Career Entry and Development Profile to negotiate and formalise the NQT's needs, induction objectives and support programme. • Arrange to observe NQT in first 4 weeks of term and again after 6/7 weeks. 	<p style="text-align: center;">ASSESSMENT PERIOD 2</p> <ul style="list-style-type: none"> • Ensure planned professional development activities remain relevant and help the NQT to meet the requirements of the Induction Standards. 	<p style="text-align: center;">ASSESSMENT PERIOD 3</p> <ul style="list-style-type: none"> • Make formal recommendation to the Appropriate Body concerning satisfactory completion of induction period. • Discuss opportunities and priorities for professional development beyond induction period.
<p>USE TTA AND LEA GUIDANCE TO INFORM AND SUPPORT THE INDUCTION PROCESSES</p>				

Funding NQT Induction

What are the costs of employing a NQT?

- 1 Schools will need to fund the NQT's entitlement to a 10% reduction in teaching load, to enable the NQT to take undertake induction-related activities.
- 2 Each NQT must also be allocated an Induction Tutor who can provide on-going support to the NQT, and who coordinates the NQT's induction programme. This programme will include formal lesson observations and progress reviews, as defined in the DfES Guidance, as well as any informal or additional activities the school wishes to provide. Time for the Induction Tutor to carry out this role should also be funded.
- 3 The school will need to fund any course fees and/or associated costs of professional development activities for the NQT (in line with his/her Induction Plan) and for the Induction Tutor, in order for him/her to fulfil the role effectively.

What sources of funding are available?

1. Schools may use a number of funding sources to support NQT Induction, including the usual budget allocations (eg staffing or supply).
2. The school's overall budget allocation is available to support the needs of any teacher, including NQTs and Induction Tutors, and to help meet identified priorities.
3. To help schools to meet the costs of each NQT's entitlement to a reduced teaching load and of providing effective induction programmes, an additional termly sum will be paid into a school's budget, once the NQT has been registered with the Advisory Service. ***The current amount is £845 per full-time NQT.*** This additional funding continues throughout the Induction Period. Part-time NQTs will be funded on a pro-rata basis. DfES regulations state that NQT appointments can only count towards

induction (and therefore qualify for the additional funding) if the post lasts for at least a term. However, the start date of the appointment does not have to coincide with the beginning of a term.

What support does the LEA provide?

The Advisory Service undertakes a range of activities to support NQT Induction, to fulfil the Appropriate Body's (LEA's) responsibility for Quality Assurance in Induction, and to enable schools to meet statutory requirements in this aspect of provision. These activities include:

- keeping Headteachers, Induction Tutors and NQTs informed about induction arrangements, and providing relevant documentation to guide and inform the process
- providing each NQT, Induction Tutor and Headteacher with an 'Induction Support Pack' of information and guidance
- providing telephone help and advice on all induction matters, and a central point of contact and information
- providing 'Welcome to Induction' sessions for NQTs and Induction Tutors at the start of the Induction Period
- processing and monitoring termly assessment reports
- maintaining records and a database so that schools can meet their statutory requirements, and check on the induction stage for each NQT, at any point during the process
- providing professional development opportunities, including training, for NQTs and for Induction Tutors/Managers
- liaising with other LEA Services and external organisations to ensure that schools are given high quality advice and support
- providing additional support where necessary, so that schools feel confident in fulfilling their responsibilities to their NQTs.

The Induction of Newly Qualified Teachers (NQTs)

Quality Assurance by the Appropriate Body

The role of the **Appropriate Body** (ie the LEA) in implementing the DfES's induction requirements includes a responsibility for *Quality Assurance*. In carrying out this role, the LEA takes account of the **Code of Practice for LEA-School Relations**, and reflects its principle of working in partnership with schools. It provides levels of support and/or intervention which vary according to context and circumstances. As the **Appropriate Body**, the LEA undertakes a range of tasks in order to enable high quality to be assured. These are outlined below.

1. Establish clear communication mechanisms and efficient procedures – both internally and with schools – which support the induction arrangements and requirements, but which also avoid unnecessary bureaucracy.
2. Support schools in establishing induction programmes which reflect DfES requirements and local/national guidance. This is done through providing training sessions, written guidance (including updates and reminders where necessary), and unlimited access to telephone advice and support.
3. Provide named contacts for: general induction matters; matters which cannot be resolved satisfactorily within the school; matters concerning pay and conditions.
4. Establish a database/register of NQTs and a system to maintain records, including assessment reports. The Advisory Service maintains this database. Headteachers are responsible for providing details of each NQT appointment, using standard registration forms from the Advisory Service. Headteachers are also responsible for informing the Adviser for NQTs of any changes to the original registration details. Information about NQT appointments is shared with relevant colleagues, including Review and Development Advisers (RDAs) and Senior Advisers for School Effectiveness (SASEs).
5. Make available, through the Advisory Service, a central training programme for NQTs and for Induction Tutors, which reflects DfES requirements and takes account of the training needs of NQTs.
6. Check that assessment reports are completed and forwarded to the Adviser for NQTs. Missing forms or procedural anomalies are followed up. Schools may be asked to attach a copy of their NQT's induction objectives and programme to the reports.

7. Use appropriate ways of monitoring schools' provision for NQTs such as through feedback from schools' own self-monitoring systems and feedback from Advisers, including RDAs.
8. Identify and support situations where problems are emerging or have arisen. Initial concerns may be raised through the RDA system, or by the Headteacher, Induction Tutor or NQT. In these circumstances, the first point of contact beyond the school should be the RDA or the Adviser for NQTs. A staged model is used to guide the processes of intervention and involvement. Suitable actions to address any concerns are negotiated with all relevant parties.

Stage 1: Although there are various means by which initial concerns may be identified, these concerns are shared in the first instance with either the RDA or the Adviser for NQTs. Discussions at Stage 1 include the RDA, the Adviser for NQTs and the relevant person(s) in the school.

Stage 2: If the concern cannot be addressed satisfactorily amongst those involved at Stage 1, then additional involvement may be required from a specialist adviser or a member of the School Effectiveness Team, for example.

Stage 3: If the concern persists beyond Stage 2, Education Personnel Services may need to become involved.
9. Report decisions as to whether or not the NQT has successfully completed the induction period to the Headteacher, the NQT, the DfES and the General Teaching Council. If other quality assurance measures have been established and followed throughout the induction period, the Appropriate Body should not have any difficulty in validating the Headteacher's recommendation. The Headteacher forwards the final assessment reports to the Adviser for NQTs, following similar procedures to those for the previous two reports. At this stage confirmation is required from the Headteacher that the NQT has satisfied all the criteria relating to the completion of the induction period, including a rate of absence due to sickness that does not exceed the stated maximum of 30 days. The Appropriate Body's decision concerning individual NQTs involves representatives from Education Personnel Services and Norfolk Education Advisory Service.
10. Contribute to the Appeals procedures. Should an NQT wish to appeal against a decision, the Headteacher, Advisory Service, and Education Personnel Services contribute to the process as appropriate. As stated in para 8, our aim is to implement adequate quality assurance mechanisms and to ensure effective communications from the outset, to minimise the chance of any NQT having to follow this route. However, this does not undermine the importance of keeping relevant records throughout the induction period.

Julia Stephens
Adviser, Newly Qualified Teachers

Registration of a Newly Qualified Teacher

NB It is the Headteacher's responsibility to ensure that each NQT is registered for Induction with the LEA

**Please complete ALL SECTIONS, take a copy for your own files and then return this form to:
Kim Read, Professional Development Centre, Woodside Road, Norwich, NR7 9QL.**

Part A
Name of School:
Name of Headteacher:
Name of Newly Qualified Teacher:
Name of NQT's Induction Tutor:
Address to which NQT's 'Induction Support Pack' should be sent:

Part B (Details of the Post)
Subject(s) / age range(s) the NQT will be teaching:
Is it a full-time or part-time post? (If part-time, please state percentage):
Has the NQT been given a permanent contract (subject to successful completion of the induction period) YES/NO (If NO, please give reason):
Start date of contract: End date of contract (if applicable)

Part C (Details of Initial Teacher Training and any previous Induction experience)
Where did the NQT undertake his/her initial teacher training for Qualified Teacher Status (QTS)?
Subject(s) / age range(s) in which the NQT is trained:
Has the NQT provided a copy of his/her certificate from the GTCE which gives official written confirmation of the date on which his/her QTS was awarded? YES/NO <i>If YES, please send a copy with the completed registration form. If NO, please forward when available.</i>
<i>Date of QTS as it appears on the official certificate (DD/MM/YY):</i> <i>(NB: If QTS was awarded in Wales, Scotland or Nth. Ireland, the NQT will need to apply for formal written recognition of this qualification from the General Teaching Council for England tel 0870 001 0308 e-mail: info@gtce.org.uk)</i>
DfES Number of NQT (If known):
Has the NQT already undertaken part of the Induction Period? YES/NO If yes, please give details of where/how long, % fte etc.

NB: A termly allocation of £845 will be paid into your school budget (Pro-rata for part-time NQTs)

NQT Induction: Quality Assurance by RDAs

Name of NQT:
Name of RDA:

School:
Date NQT's appointment began:

Note to RDAs: Once this checklist has been completed in discussion with those responsible for the NQT's induction (eg Headteacher/Induction Tutor/NQT), please ensure the school has a copy for its own records and then copy it to Julia Stephens (Adviser for NQT Induction). The Record of Visit should refer to the discussion and completion of the checklist and any key issues or recommendations should be included in that section of the RoV.

Statement	Yes/No	Comments
1. The school has a policy for NQT Induction		
2. * The school has written confirmation (ie certificate from GTCE) of the NQT's QTS date		Date of QTS = (date/month/year)
3. The NQT has been provided with a job description		
4. * The NQT has a designated Induction Tutor		
5. * 10% release time has been arranged for the NQT to undertake induction-related activity		
6. Induction roles and responsibilities have been discussed and made clear		
7. * The NQT is fully aware of the induction arrangements and mechanisms through which professional concerns can be raised		
8. * The school knows how to raise any concerns with LEA		
9. * The Career Entry and Development Profile records discussion at Transition Point 2 (start of Induction Period)		
10. * The NQT's induction programme has been formalised and includes clear objectives, review dates, support and professional development opportunities		
11. *The NQT's teaching has been/will be formally observed, discussed and recorded within the 1 st 4 weeks and at least every half-term thereafter		
12. *The NQT has / will have opportunities to observe other teachers		
13. *Time has been identified for regular (at least half-termly) progress review meetings between Induction Tutor and NQT		
14. *Arrangements are in place for the NQT to be assessed according to the QTS and Induction Standards (NB using new Standards from Sept 03)		
15. *Arrangements and timescales for sending the assessment reports to the LEA (Appropriate Body) are understood		
16. Use is being made of the LEA's Induction Support Packs		
17. The school has ways of ensuring consistent and equitable Induction provision for each NQT across the school		
18. *Means of recording review meetings, observations and other induction activities are in place. These are dated, signed and copied to all those involved		
19. Notes from meetings and lesson observations are jointly signed, dated and copied to NQT		
20. Overall, the school is providing a suitable induction programme which reflects the DfES statutory guidance ref DfES/0458/2003 (see * statements in particular)		

Signatures of those involved in completing the checklist, including the Headteacher:

Headteacher's signature:
RDA's signature:

Date:
Date: