



GUIDANCE FOR RECRUITING NEWLY QUALIFIED TEACHERS (NQTs)

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 specialisms
- 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.

THINGS TO CONSIDER BEFORE APPOINTING AN NQT

- Has your school got the 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**
- During inspections and monitoring visits NQTs will be judged, as all teachers are, according to Ofsted criteria. However, for the purposes of Induction, NQTs should only be assessed on their progress towards meeting the Teachers' Standards

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 including the Career Entry Development Profile (CEDP), or equivalent, from the NQT's route into teaching.

- Where NQTs have completed part of their induction in another setting make sure the following processes are in place:
 - **Previous assessments are provided and used 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 (please be aware Summer Term is very busy for trainees so if you want them to attend in-house training or induction, they finish training around 1st July).
- The Induction tutor has good interpersonal and communication skills, sound professional knowledge and practice as well as knowledge and understanding of the induction process.
- The **Induction tutor** has attended relevant, regularly updated **training**
- 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 www.s4s.norfolk.gov.uk
- The NQT's well-being is closely monitored.

APPROPRIATE POST

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.

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