



# St. Gregory's Catholic High School

## NQT Policy

### **Monitoring**

The implementation of the policy will be monitored by the Assistant Headteacher, Catholic Life

### **Evaluation**

The policy will be reviewed annually by the Assistant Headteacher, Catholic Life and Senior Leadership Team prior to the submission of the policy to Governors' Standards Committee for scrutiny and recommendation to the Full Governing Body for approval.

**Policy Review Dates: NEW**

**Date to be submitted to Governors' Standards Committee:** 15<sup>th</sup> October 2019

**Date to be submitted to Full Governing Body:** 10<sup>th</sup> December 2019

**Renewal frequency:** Annually

**Start date for policy review:** June 2020

## Guiding Principles

The St Gregory's Catholic High School NQT Policy is rooted in the School Mission Statement, which makes explicit the Christian Values on which the school is based. To this end, it acknowledges that investment in the talents and ability of the NQT, combined with the requisite determination by the NQT to reflect and develop, is a necessary condition for each NQT to become an effective practitioner.

Therefore, the guiding principles of this policy are to:

- Ensure that NQTs appointed to the school feel welcomed and valued
- Support NQTs so that they are able to settle into the school quickly and are, therefore, able to apply their talents and expertise for the greater good of the students they serve in the delivery of effective teaching
- Provide opportunities to allow NQTs to develop professionally in accordance with the Teacher Standards and their own professional ambitions

## Rationale

St Gregory's Catholic High School fully acknowledges that a key determinant of students' success at school is the quality of teaching that they experience. Therefore, it is incumbent upon the school to ensure that an effective, progressive and responsive programme of support and challenge is secured for each NQT within their first crucial year of teaching.

This policy reflects the aims and values of St Gregory's Catholic High School and is based upon the guiding principles above.

## Responsibilities

### The Governing Body

- To have an understanding of the NQT support and challenge model in operation within the school
- To have an overview of each NQT cohort's progress against the national Teacher Standards

### The Headteacher and Senior Leadership Team (including the NQT professional mentors)

- To ensure, along with the appropriate awarding body, that NQTs have an appropriate induction programme
- To ensure all statutory entitlements for NQTs are met
- To provide fair and reasonable circumstances in which the NQT will be able to demonstrate their ability to satisfy the induction requirements
- To have an overview of all NQT support and development, monitoring and assessment processes
- Will contribute to the system of formal lesson observations of the NQT
- To have an overview of each NQT cohort's progress against the National Teacher Standards
- To make the judgement as to whether an NQT has met the Teacher Standards for each formal review (x 3 over the academic year)

### Subject Leader

- To maintain contact with the NQT prior to appointment date, including distribution of necessary materials to assist the NQT's preparation
- To identify a suitable subject mentor, who will oversee the NQT's induction and development (the subject leader may be the subject mentor depending upon the departments staffing)

capacity)

- To have an overview of all NQT support and development, monitoring and assessment processes
- Will contribute to the system of formal lesson observations of the NQT

#### Subject Mentor

- To ensure that the NQT is fully inducted into the school and the department, including the provision of access to all relevant school policies
- Will undertake a fortnightly (ie. once per timetable cycle) progress meeting, which records progress against the Teacher Standards and agree appropriate targets for the next review meeting
- To be the first point of daily support for the NQT
- To be the first line of quality assurance in each formal termly review document ( x3 over the academic year)
- Will periodically scrutinise NQT's work in key areas, such as:
  - Marking
  - Assessment
  - Planning
  - Homework
  - Use of rewards/sanction systems
  - Completion of tracking and monitoring
  - Use of interventions
- Will undertake formal lesson observations of the NQT periodically throughout the academic year
- Will advise the NQT of how to best utilise the NQT's additional 10% timetable allowance for professional development based upon the NQT's individual needs

#### The PPM

- To ensure each NQT is aware of Form Time responsibilities and associated systems
- To provide details on expected form time routines and tutorial programme for relevant year group
- To liaise as and when appropriate with the subject mentor regarding the progress of the NQT within a Form Tutor/pastoral team context

#### The NQT

- To use the Teacher Standards as the principal indicator of progress
- To assume and discharge all expected responsibilities and duties associated with a classroom teacher and form Tutor/member of pastoral team
- To be proactive in learning school routines and systems, including relevant school policies
- To take an active responsibility for their own professional development
- To maintain a professional NQT portfolio demonstrating indicative examples of how progress is being made pursuant to Teacher Standards
- To effectively and proactively use the additional 10% non-contact timetable allowance for personal and professional development
- To record evidence from subject mentor meetings and respond to agreed target accordingly
- To reflect and respond developmentally to formal classroom observations feedback
- To prepare and present evidence of meeting each Teacher Standards for each formal review process

## NQT Professional Development

Throughout the course of the NQT year, St Gregory's Catholic High School is committed to the personalised professional development of every NQT. To this end, each NQT will benefit from:

- A personalised induction into the school by the subject leader and /or the subject mentor
- Participation in a fortnightly formal meeting with the subject mentor, which considers NQT progress against the Teacher Standards and sets specific targets for the next fortnight
- A minimum of 6 lesson observations (or pro-rata) over the course of the academic year. The observations will highlight progress and set specific targets for development
- A minimum of 3 learning walks, which capture learning behaviours evident in the classroom to use as a basis for evidence against the Teacher Standards and further development

Additionally, all NQTs will:

- Participate in the school's INSET programme for all teachers
- Receive periodic NQT specific professional development sessions
- Be able to apply for any specific and targeted external INSET opportunities

### Monitoring of progress and formal assessments

To be awarded Qualified Teacher Status (QTS), trainee teachers must have met Teacher Standards commensurate to expected progress during their training year.

During the Induction Year (NQT year), progress against the Teacher Standards is to be judged commensurate to expected progress during their first year of QTS status

The explicit monitoring of progress and formal assessment process at St Gregory's Catholic High School is constituted by the following elements:

- A formal fortnightly meeting with the subject mentor. This meeting is based around Teacher Standards, progress being made and specific targets set for the next timetable cycle. The record of this meeting is submitted by the NQT to the professional mentor, who has oversight of every NQTs progress
- A minimum of 6 formal lesson observations over the course of the academic year (or pro-rata). These observations highlight specific progress and identify specific areas for development
- 3 formal review meetings over the course of the academic year (or pro rata). These meetings are recorded against the Awarding Body's formal documentation and judges progress made against the Teacher Standards
- Each review document is signed by the NQT, professional mentor and headteacher
- The headteacher will make the decision as to whether the NQT has made satisfactory or unsatisfactory progress for reviews 1 and 2 and whether the NQT has met the expected Teacher Standards for Review 3 (ie to have completed the induction year successfully)

### Unsatisfactory progress

St Gregory's Catholic High School is committed to the development and support of every teacher within the school.

However, on occasions when unsatisfactory progress is identified, it is crucial for all parties that action is taken promptly. To this end:

- In the event that an NQT is not making satisfactory progress, early action will be taken to

support and advise the teacher to make the necessary improvements. This will initially be done with the subject mentor and/or the professional mentor

- In the event that the NQT continues to make unsatisfactory progress, the Awarding Body will be informed. The Awarding Body will provide advice and support to both the NQT and the school
- Resulting from contact with the awarding body, an informal action plan may be constructed to provide the NQT with structured support and challenge related to the areas of unsatisfactory performance. This action plan will contain specific targets for improvements and reviewed regularly
- The headteacher will be kept informed of any NQT making unsatisfactory progress and may be involved in the observation of the NQTs teaching
- The headteacher will write to the NQT regarding any unsatisfactory performance/formal assessments and inform them of the consequences of failing to make the necessary improvements
- If the NQT makes satisfactory progress against all of the action plan targets, the informal action plan will be removed and the NQT will revert to the regular NQT programme
- If unsatisfactory progress is made against the informal action plan capability procedures will commence. The awarding body will be kept informed of this process
- The school may recommend that an NQT needs to extend their induction period in order to meet the expected Teacher Standards by Review 3
- If the school judges that an NAT has not met the expected Teacher Standards by the completion of Review 3, a judgement of 'Not Performed Satisfactorily' against the standards will be recorded. This will terminate the NQTs Qualified Teacher Status and therefore, result in termination of their contract with the school

## Quality Assurance

St Gregory's Catholic High School is committed to a robust system of quality assuring its NQT provision. To this end, the following systems are in operation:

- Daily access for the NQT to the subject mentor to discuss any concerns
- Open access for the NQT to the professional mentor to discuss any concerns
- Regular opportunities for NQTs to feedback regarding their experiences
- Formal opportunity for the NQGT to record their evaluations on each Review document (x3 over the academic year/pro rata)
- Annual analysis of each NQT cohorts progress

## Value of NQTs to our school

St Gregory's Catholic High School greatly values the talents, abilities and energy which NQTs bring to our school. It should be recognised by all parties that everything we endeavour to do at school is for the greater good of the students in our care

Our aim within this policy is to support, commend and provide a positive direction to the NQT induction year in order to nurture the next generation of teachers. It should also be recognised that much significant advice and help will also be available to NQTs informally from colleagues generally, and many people will give support independently of the formal structure we offer.