

# Newly Qualified Teacher Policy

July 2017

## Introduction

The purpose of this policy is to ensure that the Trust's commitment of: *'Learning together, making the difference'* is a reality.

The Focus-Trust is committed to the continuing professional development of its entire staff and our Newly Qualified Teachers are highly valued. Schools within the Focus Academy Trust are exciting and challenging environments in which to begin your teaching career and our commitment to improving the quality of learning and teaching in our academies is reflected in ensuring excellent induction procedures for all new entrants into the teaching profession.

Effective induction will support you in giving your best to pupils, making a significant contribution to school improvement and raising the standards of pupil achievement.

New Statutory Guidance for NQTs was introduced in 2013. This guidance and the Teachers' Standards 2012 underpin the induction programme for NQTs to equip them with the tools to be an effective and successful teacher.

Induction should be a well-planned, targeted and structured support system, tailored to match individual need, whilst maintaining a degree of flexibility within the programme. It is essential to recognise that all NQTs will bring their own wealth of skills and experience; their enthusiasm and commitment should be nurtured. This is a period of rapid learning where knowledge and skills are consolidated.

Regarded as a bridge between initial teacher training and effective professional practice, the induction period should not be seen as an end in itself but as a strong foundation which helps to embed an ethos of long term continuing professional and career development. The very best teachers continually evaluate their practice and look for new and innovative ways to continue improving in order to ensure their children get the very best education (see Annex 1).

It is expected that during their induction, NQTs will develop as reflective professionals, becoming self-evaluating with regard to their work. Experienced teachers working with them will have the opportunity to analyse issues and share their expertise and good practice towards the development of others.

## The Focus-Trust Commitment

# 'Learning together, making the difference'

### Outcomes

By securing our commitment we will ensure that our children...

<b>Achieve well</b>		
Have independent and collaborative learning skills	Are independent, resilient and respectful of self and others	Have high aspirations and are ready for the next steps in learning and life
Want to improve and know how to improve		Feel safe and secure to take risks and make mistakes
Are tolerant and open-minded	Have high expectations of self	Are happy and confident
Are proud of their community and know how to contribute to it		

## Focus-Trust Charter

The Focus-Trust Commitment is exemplified through our Charter which outlines the expectations for everyone. The Charter can be seen like pieces of a jigsaw that fit together to ensure that we get the best outcomes for every child. There are four pieces to the Charter jigsaw:

1. We expect **leaders (including governors)** to:
  - be ambitious for the success of the academy and the Trust, showing relentless determination;
  - model Focus-Trust behaviours and values;
  - ensure that teaching maximises progress;
  - hold staff to account for their practice and the outcomes the children achieve;
  - take responsibility for the success of the academy;
  - take responsibility for the wider success of the Trust and all its children;
  - strategically deploy resources to maximise progress;
  - challenge, support and develop people;
  - work with integrity and respect;
  - value diversity and equality;
  - work in partnership with the community; and
  - value both effort and excellence.
2. We expect **parents and carers** will:
  - ensure that their child has excellent attendance;
  - ensure that their child arrives at school on time and is collected on time;
  - support their child with home learning;
  - attend meetings with their child's teacher; and
  - support the ethos and work of the academy.
3. We expect **teaching** and the **curriculum** to:
  - challenge, excite and engage;
  - be based on prior assessment and use well-judged teaching strategies in order to match individual needs accurately;
  - provide constructive feedback to ensure that all children make significant gains in their learning;
  - promote independent and collaborative learning;
  - promote British values and prepare pupils for life in modern Britain; and
  - embed basic skills which are used and applied.
4. We expect **staff** to:
  - take responsibility for pupil outcomes;
  - demonstrate high expectations of behaviour, personal development and academic progress;
  - create safe and secure learning environments where children and staff feel secure to make mistakes and have a go;
  - value and reward both effort and excellence;
  - model respect and tolerance;
  - enjoy working with children;
  - want every child to be the best they can be;
  - adopt an aspirational, no excuse, approach to their work;
  - ensure learning is challenging for all pupils;
  - ensure that parents and carers are respected and treated as partners in learning;
  - be proactive, take responsibility and keep up to date; and
  - make a difference to the academy.

## **The Focus Trust's key principles of commitment to induction for Newly Qualified Teachers**

### **Each of the Focus Trust academies is committed to:**

- 1.** Identifying and meeting the needs of each NQT, including negotiating objectives, which take account of any evaluations from the NQTs Initial Teacher Training course.
- 2.** Ensuring the NQT has access to a suitable range of professional support, guidance and advice, including the allocation of an induction tutor.
- 3.** Ensuring that the Induction Tutor is properly experienced and trained for their role.
- 4.** Making clear the roles, responsibilities and expectations.
- 5.** Reflecting the procedures and guidance, set out by the National Induction Panel for Teachers (NIPT), for monitoring, assessing and reporting on progress during the induction period.
- 6.** Providing access to a range of CPD opportunities.
- 7.** Ensuring regular meetings with key induction staff, especially the Induction Tutor.
- 8.** Providing a 10% reduction in the NQTs timetable (compared to standard scale staff).
- 9.** Providing regular, developmental feedback on the NQTs classroom practice and teaching.
- 10.** Providing fair and reasonable circumstances in which the NQT will be able to demonstrate her/his ability to satisfy the induction requirements.
- 11.** Providing a period of induction which enables the NQT to take increasing responsibility for her/his professional development and career progression.
- 12.** Making adequate resources available to support the induction arrangements.
- 13.** Reviewing the effectiveness of the academy's arrangements for the induction of NQTs.

## Welcome

All NQTs receive a welcome letter from the Focus Trust and a copy of the Focus Education Newly Qualified Teacher Toolkit.

## Induction

As part of The Focus Trust Induction policy all NQTs within our academies participate in an induction programme based at the Focus-Trust head office and in academies. NQTs from within the Trust will meet on these days and establish effective networks and share best practice.

The expectation is that by the end of the initial year each NQT will be "Good" or better. The 7 day programme for NQTs is spread over the year, with support for the Induction Tutors, to ensure this first vital year has maximum impact for all concerned.

## Focus Academy Trust Personnel

### Trust team contact details

Helen Rowland Chief Executive	Office 01457 821 813 Mobile 07799 629 465	<a href="mailto:h.rowland@focus-trust.co.uk">h.rowland@focus-trust.co.uk</a>
Tracey Thornton Academy Improvement Partner	Office 01457 821 813 Mobile 07342 881679	t.thornton@focus-trust.co.uk
Donna Tandy Academy Improvement Partner	Office 01457 821 813 Mobile	d.tandy@focus-trust.co.uk
Claire Livingstone Head of HR	Office 01457 821 813 Mobile 07824 314 392	<a href="mailto:c.livingstone@focus-trust.co.uk">c.livingstone@focus-trust.co.uk</a>
Janet Berry Executive Assistant	Office 01457 821 813	<a href="mailto:j.berry@focus-trust.co.uk">j.berry@focus-trust.co.uk</a>
Paul Leigh Chief Financial Officer	Office 01457 821 813 Mobile 07787 884145	p.leigh @focus-trsut.co.uk
Luke Kennedy Business Support Accountant	Office 01457 821 813 Mobile 07990 034 773	<a href="mailto:l.kennedy@focus-trust.co.uk">l.kennedy@focus-trust.co.uk</a>
Charlene Day Business Support Accountant	Office 01457 821 813 Mobile 07824 316 830	
Focus Academy Trust UK Ltd Talking Point Conference Centre, Huddersfield Road, Scouthead, OL4 4AG		

**Should you need to contact Focus-Trust, contact Helen Rowland in the first instance.**

### Working with Schools (HR and Payroll Provider)

Main office number	<b>0161 707 1520</b>	
Graham Jones	Managing Director	<a href="mailto:gjones@workingwithschools.co.uk">gjones@workingwithschools.co.uk</a>
David Brett	HR & TUPE adviser	<a href="mailto:dbrett@workingwithschools.co.uk">dbrett@workingwithschools.co.uk</a>
Julie Jones	DBS issues	<a href="mailto:jjones@workingwithschools.co.uk">jjones@workingwithschools.co.uk</a>
Jim Eve	HR adviser	<a href="mailto:jeve@workingwithschools.co.uk">jeve@workingwithschools.co.uk</a>
Lesley Blears	Payroll	<a href="mailto:lblears@workingwithschools.co.uk">lblears@workingwithschools.co.uk</a>

## National Induction Panel for Teachers (Appropriate Body)

Helen Hanney	07877 215 424	<a href="mailto:admin@ngtinduction.co.uk">admin@ngtinduction.co.uk</a>
Peter Beaven	07807 266 102	<a href="mailto:admin@ngtinduction.co.uk">admin@ngtinduction.co.uk</a>

### Who do I contact when?

What's my query?	Contact your Induction Tutor	Contact the SENCo	Contact your Business Manager	Contact your Principal	Contact NIPT	Contact Focus Trust	Contact Working with Schools
I'm stuck with ideas for planning	√						
I'm worried about doing Parents' Evening this term				√			
I'm unhappy in the school						√	
My children with D/SEN aren't making progress		√					
I've got a problem with my Induction Tutor				√			
I haven't been paid			√				
The behavior of the Leadership Team makes me feel uncomfortable						√	
I would like part of my salary in Childcare vouchers							√
I would like to change year group next year				√			
I've seen a teacher hitting a pupil				√			
I am not allowed to attend my next training day						√	
A pupil has disclosed some confidential information to me				√			
I disagree with school's decision to fail me					√		

## **Observation of teaching and learning**

As part of a successful induction year, all NQTs will be formally observed on a half termly basis by their Induction Tutor. From these observations, strengths and areas for improvement related to the Teachers' Standards must be identified. In the first term, Focus-Trust will undertake an informal observation of the NQT. If Focus-Trust are conducting a full teaching and learning review in school, including a work scrutiny, the NQT will be formally observed as part of this. The Principal and other leaders in school may also observe the NQT at any time.

## **Trust intervention**

The Trust will intervene as much or as little as necessary based on the needs of the NQT. The Trust works on the principle that most NQTs are self-managing with well-timed support and guidance from their Induction Tutor. Where the NQT requires more support, there will be a greater degree of intervention from the Principal, National Induction Panel for Teachers and then the Trust.

## **The Appropriate Body and Quality Assurance Monitoring**

Focus-Trust has commissioned National Induction Panel for Teachers (NIPT) to be the Appropriate Body for our NQTs. The Appointment of an Appropriate Body is a statutory requirement and considered good practice in all academy chains and free schools. Appropriate Bodies have oversight of the induction processes and procedures within their schools and their remit and responsibilities are defined by:

- Sections 135A, 135B and 141C(1) (b) of the Education Act 2012;
- Induction arrangements for School Teachers (England) Regulations 2012; and
- the current DfE guidance Induction for newly qualified teachers (England) 2012

NIPT acts as the Appropriate Body in respect of NQT induction and carries out the statutory duties associated with that role for NQTs employed in academies. The scheme is run by Peter Beaven, Chief Executive Officer, with administrative support from Helen Hanney. A team of Quality Assurance Officers will provide quality assurance. They can be contacted via email on [admin@nqtinduction.co.uk](mailto:admin@nqtinduction.co.uk)

## **NIPT's NQT Induction Scheme**

The Induction scheme will provide our academies with a robust structure for NQT Induction, ensuring that induction tutors and mentors have a structured process with sufficient support to make judgments and give feedback. NQTs will know clearly what is expected of them and how they are measuring up during their Induction Year. The academy will be expected to make the decision whether the NQT has met the Induction Standards required and therefore passed their NQT year.

1. The scheme will be underpinned by an on-line recording and reporting system. Academies will submit termly reports using this system. The system will allow:
  - i. NQTs to see what their tutor is writing;
  - ii. Tutors to see the records of the NQT assigned to them;

- iii. Induction Co-ordinators and Heads to see what the Induction Tutors are writing
  - iv. Central staff to monitor it all.
2. There will be a technical support hotline
  3. There will be a team of Quality Assurance Officers (QAOs), who will support academies and their Induction Co-ordinators and Induction Tutors.
  4. Training for Induction Co-ordinators (Helen Rowland at Focus-Trust) will be provided as part of the scheme.
  5. QAOs will visit academies as necessary. 30% of NQTs will be visited each year.
  6. There will be an advice line for those academies requiring support.
  7. A full range of supporting documentation will be available on-line
  8. A series of training videos will be available on-line

The Appropriate Body will have the necessary evidence to support the decision made by the participating academy. This places the decisions on performance where it should be – in the academy. It provides the structure and the support to ensure processes are high quality, clear and fair. We believe this will meet our goal of ensuring NQTs are performing at the required level and avoid the situation in which NQTs of dubious quality are being passed via a weak and under-demanding process.

**Further details of support from NIPT, both as induction scheme leader and Appropriate Body, will be provided as part of the induction programme.**

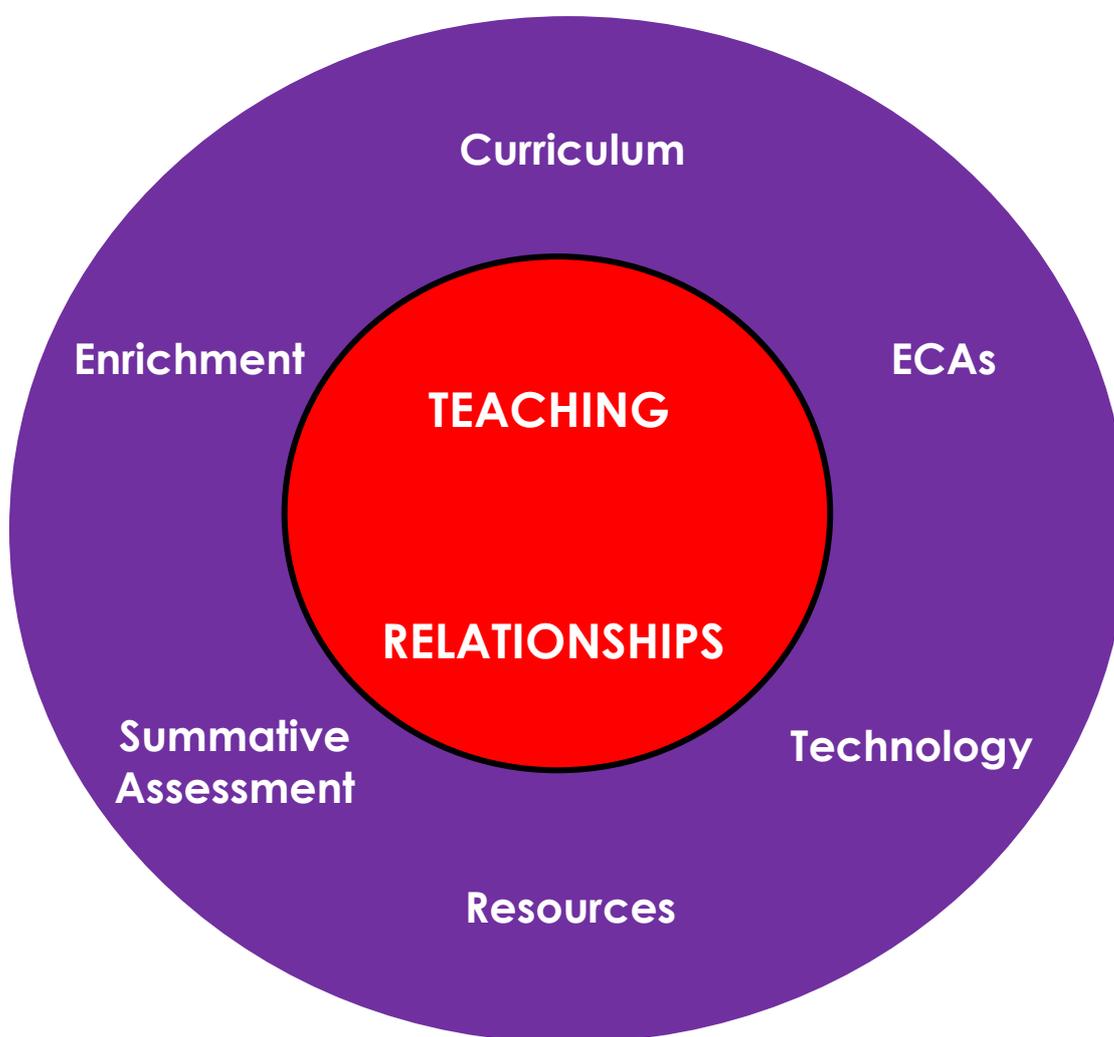
'The quality of an education system cannot exceed the quality of its teachers'  
(McKinsey, 2011)

↓ ↓ ↓ **LEADERSHIP IMPACT** ↓ ↓ ↓

**Management Systems**

**Learning Environment**

**Partnership: Parents & the Community**



**Measured by impact on outcomes**

<ul style="list-style-type: none"> <li>• Attainment</li> <li>• Progress</li> <li>• Achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Value for money</li> </ul>	<ul style="list-style-type: none"> <li>• Personal development</li> </ul>
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