



**2018 – 2019**

# **NQT Induction Handbook**

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## Introduction

Successful completion of an induction programme is a statutory requirement in order for a teacher with Qualified teacher Status (QTS) to continue teaching in a maintained school or nursery, a non-maintained special school or Pupil Referral Unit, subject to certain exceptions (as set out in regulations).

The regulations make clear that an NQT's duties, supervision, and the conditions under which they work must enable there to be a fair and effective assessment of the NQT's conduct and efficiency as a teacher. An important element of this is ensuring that their post is suitable for induction. A suitable post is one which provides them with the tasks, experience and support that will enable them to meet the core standards, and which doesn't make unreasonable demands on them.

Induction should enable the NQTs to build on and extend the knowledge and skills developed during Initial Teacher Training, and provide the foundation for continuing professional and career development.

An effective induction programme is a step along a professional career path, and good induction provides a firm foundation for career-long professional development. At the same time, it presents an opportunity for experienced teachers involved in the process to analyse and share their expertise, thereby furthering their own professional development.

NQTs cannot start induction unless they have passed skills tests in Literacy and Numeracy, and been awarded QTS by the Teaching Agency (TA). An NQT who has completed induction, but failed to meet the teaching standards consistently cannot repeat induction, and will not be allowed to be lawfully employed as a teacher in a maintained school, non-maintained special school, nursery or PRU. Upon satisfactory completion of the induction period, the NQT will be awarded full registration with the Teaching Agency.

In this guide, it is assumed that the NQT is full time in an institution operating a 3-term year and who begins induction at the start of a term. The regulations provide for NQT's in nonstandard circumstances or with different work patterns to serve a period equivalent to three terms. For guidance on how to determine the length of the induction period consult the statutory guidance (paragraphs 2.27 – 2.28) or contact the Leicestershire Local Authority.

There is an induction calculator available on the Teaching Agency website.

<http://www.education.gov.uk/schools/leadership/deployingstaff/newstaff/b0066959/inductionnewly-qualified-teachers/timeline-calculator>

Despite the provision of well-planned induction programmes within schools, NQTs occasionally experience difficulties, and may appreciate support from outside the immediate school environment. Such support can be provided by the Appropriate Body (see contact list for details).

The induction guidance in this booklet is based upon the DfE Statutory Guidance for Newly Qualified Teachers (England) 2012, which is available on the DfE website and should be read in conjunction with it.

## Expectations

### **Schools are expected to:**

- Employ NQTs in posts, which enable them to teach classes within the age range and subjects for which they have been trained and which involve similar planning, teaching, class management, and assessment processes as apply to other teachers in the school.
- Require a NQT to teach within the year no more than 90% of the normal average teaching time or pro-rata for part-time NQTs.
- Support, monitor and assess the NQT during the induction period.
- Ensure that the NQT has access to additional internal and/or external support if necessary.
- Submit termly assessment reports to the AB.
- Recommend to the AB whether or not the NQT has satisfactorily completed the induction period.

### Notes:

(i) Schools in Special Measures may not employ NQTs unless HMI has certified in writing that the school is fit for the purpose of providing supervision and training. NQTs employed in a school which goes into Special Measures may complete their induction period at the school in which case both the school and the AB will be expected to provide any additional support needed.

(ii) In some cases NQTs are required to exercise curriculum leadership especially in small schools. Where this applies it is recommended that the NQT is not allocated a curriculum area within which there are major development challenges during their induction period.

### **Newly qualified teachers can expect:**

- 10% reduction in normal average teaching time.
- An individualised support programme, based on their Career Entry and Development profile, as well as individual development needs in relation to the core standards for Induction and the context of the school.
- Regular contact with an Induction Tutor for professional support and monitoring (and with a mentor for personal professional support where appropriate).
- To be observed within the first four weeks of taking up post.
- To be observed and receive feedback at least every half term.
- Opportunities to observe experienced teachers.
- To agree objectives for development in relation to the Career Entry and Development Profile, progress and performance.
- Opportunities to review progress, performance and objectives at least half termly.
- Access to external training and support as appropriate.
- Termly assessment of progress and performance.
- To receive copies of all written records relating to progress and performance.
- To receive appropriate additional support in carrying out non-teaching duties, should difficulties arise.

## **NQTs are expected to:**

- Use their Career Entry and Development Profile in discussion with the headteacher and induction tutor.
- Be familiar with the Teaching Standards which form part of the professional standards for teachers and against which they will be assessed.
- Evaluate with support their own performance and progress against the Teaching Standards.
- Participate in objective setting, professional development activities, review and assessment meetings.
- Engage fully in the agreed induction programme.
- Take increasing responsibility for their own professional development as the induction period progresses.

NQTs have the right to receive copies of all reports of observations, review meetings and objectives and to comment on their termly assessment reports. Any concerns about the induction programme will normally be addressed within the school's structures for supporting the induction process. Ongoing concerns should be raised with the headteacher and governors via the schools' existing procedures for dealing with professional concerns. Support for this is available from the NQTs professional association. If issues remain unresolved the NQT should contact the AB Co-ordinator for NQTs but the NQT also has the right of access to the AB Named Person for Newly Qualified Teachers.

A newly qualified teacher who disagrees with the recommendation of the headteacher or decision of the AB regarding satisfactory completion of the induction period has the right of appeal to the Teaching Agency. It is important that any concerns on the part of the school or the NQT are raised as early as possible.

### **Notes:**

- (i) Under the terms of the School Teachers Pay and Conditions document headteachers are placed under a duty to ensure NQTs teaching time does not exceed 90% of the average.
- (ii) Funding to support the induction of NQTs is incorporated into the main school funding system. It is for schools to ensure they commit appropriate resources to induction of NQTs.
- (iii) Where a teacher serving an induction period is absent for an aggregate period of 30 or more school days during the induction period the induction period should be extended by the total absence period. This does not apply to maternity leave unless the absentee so chooses, in which case the school must agree to the extension.
- (iv) NQTs who undertake their induction within more than one school can expect the same level of support as those who complete their induction in a single school. Support and assessment arrangements will need to be planned, reviewed and coordinated according to the circumstances of the NQT and the school.

## Key Roles

The main responsibilities of the two key individuals responsible for Induction process in schools are:

### **Headteacher**

- Check status of NQT regarding QTS and skills tests before induction starts
- Notify AB about each NQT and provide relevant details
- Ensure post is suitable for NQT
- Appoint an appropriately trained Induction Tutor
- Ensure appropriate induction programme is in place, in line with national arrangements.
- Ensure NQT has reduced timetable
- Ensure records are kept and submitted to AB on time
- Ensure Governing Body is informed about the induction arrangements
- Alert AB to concerns about an NQT
- Recommend whether NQT has consistently met the teaching standards to the Local Authority.
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NB In small schools where the Headteacher may fulfil the dual role of induction tutor, then a third party should be involved in providing some of the evidence, for example from lesson observations.

**Induction Tutor** (*a professional coach, who needs to be an experienced teacher with considerable contact with the NQT, for example their line manager*)

- Organise and implement a personalised support programme for the NQT
- Monitor and assess progress
- Undertake regular assessment and review meetings with NQT
- Ensure records are kept and assessment forms submitted to AB
- Take prompt action where an NQT is experiencing difficulties
- Arrange additional support where required

In addition to the Induction Tutor, it is recommended that schools provide a mentor for the NQT who will act as a personal and professional friend, giving confidential support and guidance, but will not be involved in assessment. The mentor role is likely to be voluntary and informal, and the NQTs should be involved in the selection of their mentor.

## **Induction Standards for NQTs**

In their induction year, NQTs are assessed against the teaching standards for teaching. These form part of the framework of professional standards for teachers, build upon the standards for the award of Qualified Teacher Status (QTS), and are the standards which underpin all the subsequent standards. At the end of the induction period the headteacher/principal makes a recommendation, and the Appropriate Body decides whether the teaching standards have been met.

Following the award of QTS an NQT begins the induction period having been assessed as meeting all of the teaching standards at a minimal level. These teaching standards should also be maintained by the NQT throughout the induction period, whilst he or she works towards consistently meeting the teaching standards.

# Teachers' Standards

## **PREAMBLE**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## **PART ONE: TEACHING**

A teacher must:

### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonic
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).



## 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## 8 Fulfil wider professional responsibilities



- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
  
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
  
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## Recommended Action Schedule

Prior to taking up post	Check that NQT has QTS and has passed skills tests Complete appointment sheet and send to AB Confirmation of appointment and letter of welcome. Initial information pack including key policies (see checklist). Arrangements made for future contact. Visits arranged to the school (if possible). Induction tutor designated.	 Ongoing programme of support and observation 
During first week	Meet with Headteacher and Induction Tutor for initial discussion. Key school procedures and routines highlighted. Copy of Career Entry and Development Profile to Headteacher/Induction Tutor.	
During second week	Meet with Induction Tutor to review first week. Agree diary dates for this terms observations of teaching, setting of objectives, first review meetings and the formal assessment meeting.	
By the end of the 4 <sup>th</sup> week	Observation of teaching by Induction Tutor and feedback given. Meet with Induction Tutor to review Career Entry and Development Profile and agree initial objectives. Induction Tutor and NQT plan support programme.	
By half term	Meet with Induction Tutor to review objectives – written record of progress. Agree dates for next observation of teaching, review of progress/objectives and first assessment meeting.	
2 <sup>nd</sup> half term	Observation of teaching by Induction Tutor and feedback given. Meeting with Induction Tutor to review progress/revise objectives – written record of progress.	
3 weeks before the end of 1 <sup>st</sup> term	First assessment meeting. Induction Tutor completes termly assessment form and sends to AB to arrive by <b>Friday 14<sup>th</sup> December 2017</b> (Headteacher notifies AB and writes to NQT if progress is unsatisfactory). Agree dates for next observations, review meetings and second assessment meeting.	
Twice during 2 <sup>nd</sup> term (once each half term)	Observation of teaching by Induction Tutor and feedback given. Meet with Induction Tutor to review progress/revise objectives – written record of progress	
3 weeks before the end of 2 <sup>nd</sup> term	Second assessment meeting. Induction Tutor completes termly assessment form and sends to AB by <b>Friday 5<sup>th</sup> April 2018</b> (Headteacher notifies AB and writes to NQT if progress is unsatisfactory). Agree dates for next observations, review meetings and final assessment meeting.	
Twice during 3 <sup>rd</sup> term (once each half term)	Observation of teaching by Induction Tutor and feedback given. NQT and Induction Tutor meet to review progress/revise objectives – written record of progress.	
3 weeks before end of 3 <sup>rd</sup> term	Final assessment meeting. Induction Tutor completes termly assessment form and sends to AB by <b>Friday 5<sup>th</sup> July 2018</b> Agree performance management objectives for the following year.	
2 weeks before end of 3 <sup>rd</sup> term	School evaluation of the induction process incorporating the views of the Headteacher, Induction Tutor and NQT.	

All reports should be sent to Samantha Maher, Appropriate Body, Launde Primary School, New Street, Oadby, Leicestershire, LE2 4LJ or [appropriatebody@launde.leics.sch.uk](mailto:appropriatebody@launde.leics.sch.uk)

**Notes:**

(i) Schools may wish to vary some of these timescales to ensure coherence with other systems and processes. However, the first observation and first review meeting must take place during the first half term; assessment meetings must be conducted towards the end of term and reports submitted to the LA by the dates indicated.

(ii) Induction Tutors will need to meet with NQTs who transfer schools during their induction period to agree targets and the support programme.

(iv) Where NQTs leave after completing more than one term, but before the end of the next assessment period, an "Interim Assessment" is required to be completed by the tutor and sent to the LA. The same form as for end of 1st/2nd assessment should be used, but the box marked "Interim Assessment" should be ticked. An assessment should be given of the NQTs progress since the last assessment form was submitted, and any information about the reasons for leaving should be included, along with NQTs next school, if known.

## Quality Assurance

Launde Primary School, in its role as the Appropriate Body, has overall responsibility for the quality assurance of induction arrangements for all schools which it is acting as the Appropriate Body for.

Launde Primary School is conscious of its responsibilities and obligations under the Code of Practice for LA-School Relations, and always wishes to work in partnership with Schools.

Paragraph 5.7 of the Statutory Guidance (DCSF-00364-2008) requires the Appropriate Body to assure itself that Head Teachers and Governing Bodies are aware of, and are capable of meeting, their responsibilities for supporting, monitoring and assessing Newly Qualified Teachers.

Launde Primary School intends to monitor the NQT Induction process in schools for which Launde Primary School is acting as the Appropriate Body in the following ways:

- By monitoring the Induction assessment forms to ensure that they are consistent and meet the AB quality standards. Any forms which do not meet the AB quality standards may be returned to schools for re-writing and re-submission. (See full QA policy on EIS for quality standards).
- By analysis of annual questionnaires completed by a sample of NQTs.
- By termly monitoring visits to a sample of schools, to evaluate their Induction arrangement, using agreed Quality Assurance criteria (as set out on the Quality Assurance Sampling Pro-forma (available on EIS)

## **Action in the event of unsatisfactory progress**

### **School Level**

1. As soon as concerns about the NQTs progress are identified these should be communicated to the Headteacher/Principal who then strengthens support and ensures clear action plan in place.
2. Progress carefully monitored and evidence kept.

### **Appropriate Body (where concerns continue)**

3. Headteacher formally alerts Local Authority of the concerns, by completing a Notification of Concerns Form (available on EIS) and returning it to the AB.
4. Headteacher writes to NQT outlining precise areas for improvement, and consequences of failing induction.
5. AB Induction Co-ordinator may visit school to check statutory requirements are met and support is appropriate.
6. NQT advised to contact professional association.
7. Support programme revised.

### **Concerns about risk of failure prior to final assessment**

8. School continues to support monitor and gather evidence.
9. AB induction coordinator visits to monitor progress of NQT and school's support systems.
10. The School's Human Resources officer is alerted.
11. Where there are still concerns prior to final assessment form being completed, the AB convenes a review meeting with NQT, headteacher, human resources officer, and if possible, the NQT's professional association, to discuss options and potential outcomes of failure to meet standards.
12. The final form is completed and the AB decides whether NQT has met standards, and, if not, applies required procedures for failure.

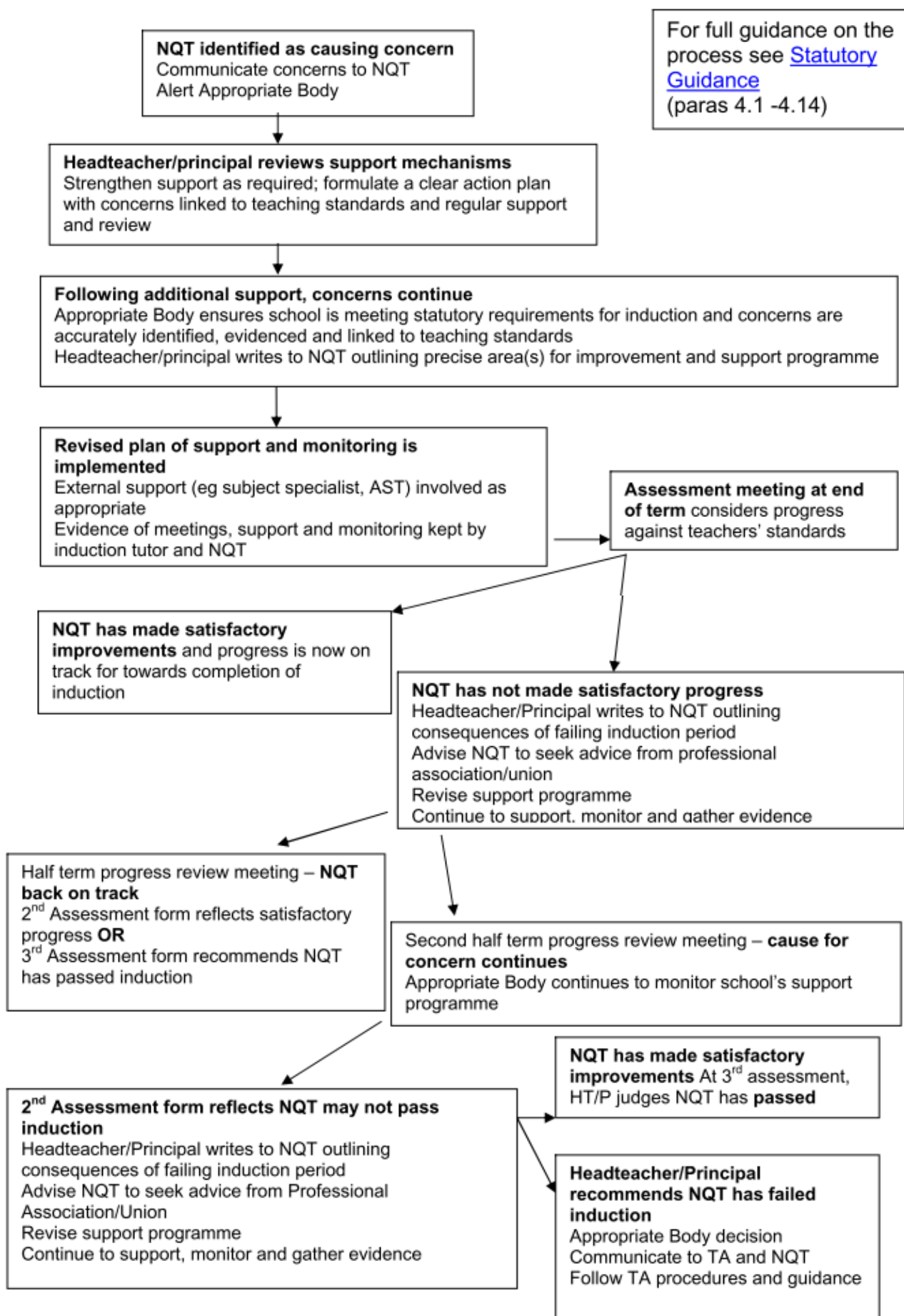
**At all stages, the school/college must keep documented evidence, copies of which should be held by the NQT**

**Concerns should be accurately and clearly recorded in the assessment forms returned to the LAB**

**Where progress is made, the AB and the school may decide further additional support not required – and revert to the normal induction programme. The NQT should be advised accordingly and progress positively acknowledged**

**For more details of the action schedule in the event of unsatisfactory progress, please see guidance flowchart on the following page.**

## Action in the event of unsatisfactory progress



For full guidance on the process see [Statutory Guidance](#) (paras 4.1 -4.14)

## **Failure to complete the induction period satisfactorily**

- School submits Fail form to AB (copy to NQT with reminder that a written representation may be submitted to AB within 10 working days).
- Within 10 days NQT may send written representation to AB.
- Within 20 working days of receiving Fail Form AB to determine whether
- NQT meets standards (taking into account any written representation) and decides on failure or extension.
- Within 3 days AB to write to NQT, Head and TA with decision including details of right of appeal and deadlines.
- Within 20 days NQT must exercise right of appeal (if wishing to do so) direct to GTCE and notify AB.
- Within 10 working days of the expiry of the appeal period for NQTs who fail, the AB must dismiss if right of appeal not exercised. AB may dismiss or retain on restricted duties if appeal exercised.
- For NQT given an extension Extension becomes operative.

For detailed Appeals Procedure see link below on page 23 section 4.7

[www.education.gov.uk/schools/leadership/deployingstaff/b002033887/induction-appeals-procedure](http://www.education.gov.uk/schools/leadership/deployingstaff/b002033887/induction-appeals-procedure)



## Personnel Issues

### **NEW TEACHERS WHO HAVE NOT PASSED THE SKILLS TESTS**

Any teacher who completed their initial teacher training on or after 1 May 2002 and has yet to pass either the numeracy and literacy skills test will not receive qualified teacher status (QTS) until they have done so. Induction can only begin once a teacher has gained QTS.

There is no limit on the number of times the skills tests can be taken.

### **JOB DESCRIPTIONS**

The job description of an NQT should be based on Part XII of the current Pay and Conditions Document (Conditions of Employment of Teachers other than Headteachers) and reflect the context of the school e.g. where an NQT is required to have oversight of a curriculum area in a Primary School or is the only subject specialist in a secondary school.

The NQT must not be given a job description which makes unreasonable demands.

The job descriptions of those acting as Induction Tutors should include:

To plan and co-ordinate guidance and support for newly qualified teachers, play a leading role in their assessment and maintain appropriate records.

### **PART-TIME TEACHERS**

See Annexe 4. The contracts of part-time teachers will need to allow for the 10% noncontact time e.g. a 0.7 teaching commitment implies employment for 0.77. In the case of permanent part-time contracts the contract should make clear that the additional 10% is for the induction period only; alternatively the additional 0.07 could be funded on a supply basis for the induction period.

## **INDUCTION RECORDS AND REFERENCES**

All records and reports should be open to the NQT who should have personal copies of review records and assessment reports. References for NQTs should be based on these and include details of the NQTs contribution to aspects of school life. Neither the NQTs updated Career Entry and Development Profile nor their assessment reports should be used as substitutes for references. (These are personal and confidential records).

Where an NQT transfers to another school during the induction period the school should ensure that all records are forwarded to the new employing school.

## **RIGHTS OF NQTS TO RAISE CONCERNS**

The NQT has the right to raise concerns about their induction programme and assessment in addition to the rights of all teachers to raise professional concerns.

Any concerns about the induction programme should be raised through the school's normal procedures for the expression of professional concerns. The NQT is welcome to contact the AB.

## **EXTENDING THE INDUCTION PERIOD**

An induction period can be extended before completion if the NQT is absent from work for 30 school days or more, except where the NQT is on statutory maternity leave in which case the teacher may request an extension which must be granted.

The period of induction does not have to be continuous. There is no time limit of when an NQT must complete their induction.

In certain exceptional circumstances the LA, as the appropriate body, may grant an extension after completion of the induction period e.g.

Where for reasons unforeseen and/or beyond the control of one or more of the parties involved it is unreasonable to expect the NQT to meet the requirements by the end of the induction period. Such reasons might include personnel crisis, illness, disability or other reasons relating to the NQTs.

Issues around the support during induction.

Where there is insufficient evidence on which a decision can be made about whether the induction requirements have been met.

## **REDUCING THE INDUCTION PERIOD**

The regulations allow the induction period to be reduced in exceptional circumstances, by up to, and including 29 days. This applies only when all the criteria below are met:

- The NQT cannot continue their induction in the same institution (usually due to time limited contract.)
- The NQT has consistently met the teaching standards
- The NQT agrees to the period being reduced in this way.
- The shortfall in the induction period, when combined with absences totals 29 days or fewer.

**The AB and headteacher will need to agree that a reduction is applicable, and the AB will confirm any reduction in writing.**

## Appropriate Body Administrative Arrangements

### **Key dates for 2017/18**

Submission of NQT assessment reports

Autumn Term: By Friday 14<sup>th</sup> December 2017

Spring Term: By Friday 5<sup>th</sup> April 2018

Summer Term: By Friday 5<sup>th</sup> July 2018

### **All assessment reports should be sent to: -**

Appropriate Body, Launde Primary School, New Street, Oadby, Leicestershire, LE2 4LJ

[appropriatebody@launde.leics.sch.uk](mailto:appropriatebody@launde.leics.sch.uk)

### **Launde Primary Schools Co-ordinator for Induction is:**

Samantha Maher, who can be contacted on 0116 2712261 or [smaher@launde.leics.sch.uk](mailto:smaher@launde.leics.sch.uk)

The DfE regulations stipulate that the Named Person for NQTs should NOT be directly involved in providing advice and support in school or be involved in the assessment of NQTs and the AB's decision on the satisfactory completion of the induction requirement.

The AB named person for NQTs during 2017/18 will be: Inderjit Sandhu, who can be contacted on 0116 2712261 or [inderjits@launde.leics.sch.uk](mailto:inderjits@launde.leics.sch.uk)

General advice on the arrangements for the induction of NQTs can be obtained from the Teaching Agency website [www.education.gov.uk](http://www.education.gov.uk)

Advice on employment issues is available from Human Resources Officers. Specific advice on personnel issues relating to individual NQTs is available from the Employee Service Centre on: 0116 305 58813/58815

## **Teachers on part-time and temporary contracts and supply teachers**

It is possible for teachers on part-time or temporary contracts to meet the requirements of the regulations for the induction period. It is also possible for NQTs employed on a supply basis to count periods of employment of at least one term's duration towards their induction.

PART-TIME TEACHERS are required to complete on a pro-rata basis an induction period equivalent to 3 full terms (a full school year). Review and assessment meetings should be scheduled at regular intervals throughout the induction period but the first review and assessment meetings should be held during the first term of employment. Therefore a first period assessment form should be completed and returned by the end of the first term. The induction programme of an NQT employed on a part-time basis should comprise of the same elements as the programme for an NQT employed on a full-time basis, including the 10% non-contact time.

If an NQT is employed on a part-time basis in more than one school the headteachers and AB(s) should agree which school and AB will act as overseer of the induction programme. Only one headteacher and one AB can be responsible for the NQT but evidence from service in another school can count towards the requirements of the induction period. This will require careful liaison and communication particularly with regard to evidence used for assessment purposes.

### **Short Term Contracts of less than one term cannot count towards induction**

TEACHERS ON SHORT TERM CONTRACTS of more than a term may complete their induction in more than one school. In these circumstances the NQT should give a copy of their assessment report(s) to the headteacher of any subsequent employing school and the school should send for the induction records of the NQT and forward to the AB copies of any assessment reports. (The NQT should already have personal copies of all records and reports). If these reports indicate any concerns about the NQTs progress the employing school must alert the AB.

The Induction Tutor will need to agree with the NQT appropriate objectives and a support programme which takes account of the context of the particular school and the experience and progress of the NQT to date.

There is a time limit of 5 years on the amount of short term supply work which a NQT can undertake without commencing their induction period.

Periods of employment of at least a term on a supply basis can be counted towards the induction requirement provided that the headteacher of the school at which the supply teacher is engaged agrees to this before the start of the period of engagement and to the provision of appropriate support, monitoring and assessment. It is expected that schools will agree to support the induction of an NQT engaged on a supply basis for a term. The induction programme for an NQT engaged on a supply basis should comprise the same elements as the programme for teachers employed at the school including the 10 per cent non-contact time.

If an NQT is engaged on a short-term basis but the engagement is extended for another term or more the headteacher can agree to support the induction process from the date of the extension and the NQT can count the remainder of the period of employment towards their induction (but not the earlier period of engagement).

Only one school and one AB can be responsible for an NQT. Where an NQT is engaged on a supply basis in more than one school/LA one school must take responsibility for oversight of the induction programme.

Supply Agencies have no direct responsibilities in relation to the induction of NQTs.

It is not possible for NQTs to aggregate, for the purposes of meeting the induction requirement, periods of engagement of less than a term.

There may be breaks in the induction period of those employed on part-time or temporary contracts or engaged on a supply basis.

There is no set time limit for starting induction after gaining QTS, or for completing induction, once started.

#### TEACHERS FROM OUTSIDE ENGLAND

Teachers from certain countries are exempt from the induction requirements. Details are contained in the DfE Guidance: [www.education.gov.uk](http://www.education.gov.uk)

<p><b>1. NOT DECIDES TO APPEAL AGAINST THE APPROPRIATE BODY'S DECISION</b></p> <p>The NQT sends their Notice of Appeal so that it is received by the TA no later than <u>20 working days</u> after the NQT has received the appropriate body's decision.</p>	<p><b>2. TA RECEIVES NOTICE OF APPEAL FROM NQT</b></p> <p>From when the appeal is received, the TA has <u>3 working days</u> to send a written acknowledgement to the teacher and copy the Notice of Appeal to the other parties concerned.</p>	<p><b>3. APPROPRIATE BODY RECEIVES NOTICE OF APPEAL FROM TA</b></p> <p>The appropriate body sends its response so that it is received no later than <u>20 working days</u> after it received the Notice of Appeal from the TA.</p>	<p><b>4(1). TA RECEIVES APPROPRIATE BODY'S RESPONSE</b></p> <p>The TA acknowledges, copies and despatches the response within <u>3 working days</u> of receiving it.</p>	<p><b>5(1). TA FIXES THE HEARING DATE</b></p> <p>Within <u>20 working days</u> of the end of the period for the appropriate body's response, the TA sets the hearing date.</p> <p>The hearing is at least <u>15 working days</u> after the letter notifying the parties of the hearing date is sent.</p>	<p><b>6(1). THE PARTIES ACKNOWLEDGE THE HEARING DATE</b></p> <p>The parties must confirm their attendance and details of representation and witnesses at least <u>10 working days</u> before the hearing.</p>	<p><b>7. TA RECEIVES WRITTEN REPRESENTATION</b></p> <p>The TA has <u>3 working days</u> from when written representations were received to despatch copies of them to the other party.</p>	<p><b>8. THE HEARING</b></p> <p>If the hearing is adjourned, the TA despatches written notification to the parties of the new date of the hearing within <u>3 working days</u>.</p>	<p><b>9. DECISION</b></p> <p>Written notification of the decision is despatched to the parties within <u>3 working days</u> of the decision being made.</p>
<p><b>6(2). WRITTEN REPRESENTATIONS</b></p> <p>If a party is not appearing at the hearing and wishes to make written representations, it should do this at least <u>10 working days</u> before the hearing.</p>								
<p><b>5(2). TA CHANGES THE HEARING DATE</b></p> <p>If the TA alters the hearing date, it will not be earlier than the original date.</p> <p>Written notification of the alteration is sent to the parties within <u>3 working days</u> of the alteration being made.</p>								
<p><b>4(2). APPROPRIATE BODY DOES NOT SEEK TO UPHOLD THE DECISION</b></p> <p>If the appropriate body states that it is not upholding the decision, the TA will allow the appeal within <u>3 working days</u> of receipt of the appropriate body's communication. The written decision is despatched to the parties within <u>2 working days</u> of the decision being made.</p>								
<p><b>4(3). APPROPRIATE BODY HAS NOT RESPONDED WITHIN 20 WORKING DAYS</b></p> <p>If the appropriate body does not respond, the TA may allow the appeal without a hearing.</p>								
<p><b>4(4). NEITHER PARTY REQUESTS A HEARING</b></p> <p>If a hearing is unnecessary, the appeal can be decided without a hearing.</p>								
<p><b>AT ANY TIME, THE TA CAN REQUEST ADDITIONAL MATERIAL</b></p> <p>The parties have <u>10 working days</u> from the date of the request to submit the additional material.</p>								
<p><b>BEFORE THE APPEAL DATE IS SET, PARTIES CAN SUPPLY ADDITIONAL MATERIAL</b></p> <p>The TA acknowledges receipt and despatches copies to the other parties within <u>3 working days</u>.</p>								
<p><b>AT ANY TIME, THE PARTIES CAN AMEND/WITHDRAW THEIR APPEAL/REPLY</b></p> <p>The TA acknowledges receipt and despatches copies to other parties within <u>3 working days</u>.</p>								

"Working day" means any day other than a Saturday, a Sunday or a day which is a bank holiday within the meaning of the Banking and Financial Dealings Act 1971.