

## **NQT Induction – Frequently asked questions**

### **Suitable NQT posts**

#### **Can a school employ a NQT as a PE, Music, drama (in a primary school) or just as an Intervention teacher?**

Paragraph 2.17 (in the DfE Statutory Guidance for NQTs) says that the headteacher and appropriate body must ensure that an NQT's post is suitable for the purposes of induction, and that adequate supervision and training is provided during the induction period. It adds:

The duties assigned to the NQT and the conditions under which they work should be such as to facilitate a fair and effective assessment of the NQT's conduct and efficiency as a teacher against the relevant standards.

In taking this decision, headteachers should carefully consider the nature of the intervention, and whether it would provide the NQT with sufficient scope to demonstrate his/her competency against the Teachers' Standards.

While there is no minimum number of hours that an NQT must teach to pass induction, headteachers must ensure that the duties assigned to an NQT allow a fair assessment of his/her performance against the relevant standards.

#### **So what is a suitable NQT post**

Page 14 of the DfE guidance also outlines the characteristics of a suitable NQT post. The headteachers should take account of these when considering whether work involving a specific subject or type of intervention would be suitable. The guidance says, among other things, that a suitable post must:

- Provide the NQT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout and by the end of the induction period
- Not normally demand teaching outside the age range and/or subject(s) for which the NQT has been employed to teach
- Not present the NQT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting
- Involve the NQT regularly teaching the same class(es)
- Involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged

#### **Can an NQT work as a peripatetic music teacher and complete induction?**

Yes. The placement must offer sufficient breadth of experience to allow the NQT to meet, and demonstrate that they have met, all the core standards. This means that a peripatetic music teacher may wish to engage in some regular classroom teaching to aid them in meeting the core standards. Similar rules would therefore apply in this situation that also apply to teachers working part-time in more than one school.

#### **Can an NQT undertake induction in an age group and subject they have not trained in?**

Yes. When an NQT has qualified teacher status they can teach any age range or subject, irrespective of training. However, teaching outside the age range and subject for which they trained is unlikely to offer the best context for induction. An NQT in this situation is likely to need additional support to meet, and demonstrate they are meeting, the core standards.

## **Can an NQT change from teaching Primary to Secondary or vice versa during their induction year?**

Yes. There is nothing stopping NQTs from doing, for example, two terms secondary and one term primary. There is no legal obstacle – once an NQT has QTS they can, legally, teach any age range, even if it is not the age range they studied during their ITT. However, teaching outside the age range for which they trained is unlikely to offer the best context for induction. An NQT in this situation is likely to need additional support in order to meet, and show that they are meeting, the Induction Standards.

## **Suitable schools for induction**

### **Can a Newly Qualified Teacher do induction in a school requiring special measures?**

Yes, if the school has been judged to be able to provide appropriate induction supervision and training. Each school requiring special measures is informed in writing as to whether or not it is judged by OFSTED as suitable to provide an induction programme.

### **NQT induction in a special school**

Archived guidance from the Training and Development Agency (TDA) explained that NQTs can do their induction at a special school as long as the headteacher is confident that the school can offer the breadth of experience required to meet the core standards.

It said that in some cases, gaining the experience required to meet the core standards may involve gaining additional, focused experience in a mainstream school.

### **Can induction be completed in a special school?**

Yes, as long as the head teacher is confident that the school can offer the breadth of experience required to meet the core standards. In some cases this may involve gaining additional, focused experience in a mainstream school.

### **Can an NQT complete their induction abroad?**

Induction cannot be served in schools abroad, including British schools abroad. However, an NQT will be exempt from doing an induction period in England if they complete induction or the equivalent in one of the following countries:

- Scotland
- Northern Ireland
- Isle of Man
- Guernsey
- Jersey
- Gibraltar
- Service Children's education (SCE) school in Germany or Cyprus

### **If a teacher has trained overseas and has worked as a teacher for several years overseas, are they exempt from induction?**

If the teacher is an Overseas Trained Teacher (OTT) they may need to present themselves for assessment against the QTS standards. It is worth noting that, should an OTT be assessed against the QTS standards, they can at the same time be assessed (at their request) against the Induction

Standards – if they meet the Induction Standards, they will be exempt from having to do an induction support programme.

## **Jobs / roles the NQTs are asked to take**

### **Can an NQT lead a school trip unaccompanied?**

NQTs can lead trips at the headteacher's discretion. The school should carry out a risk assessment ahead of the trip. The headteacher should then decide whether the NQT has the necessary skills, knowledge and experience to ensure the health and safety of all pupils on the trip.

### **Should NQTs accompany a school trip before leading one?**

The headteachers would need to use his/her professional judgement to decide whether or not an NQT should lead a school trip unaccompanied. The schools should take into account the nature of the trip and how much relevant experience the NQT has. Before leading a school trip unaccompanied, an NQT should be given the chance to develop his/her understanding of the practical responsibilities associated with doing this. For example, he/she could attend a school trip led by another member of staff before leading a school trip himself/herself.

### **Can an NQT run an after-school club?**

If the NQT, the headteacher, the appropriate body, and the induction tutor are all in agreement, then an NQT can run an after-school club. However, an NQT cannot be required to run an after-school club.

### **Can an NQT take up a subject co-ordinating role?**

This would not normally be recommended. However, some circumstances may require schools to ask NQTs to take on roles of this kind, for example in a small school, or where there have been staffing changes.

It adds that the statutory guidance says that NQTs:

... should only take on additional roles of this nature if appropriate additional support is provided by the school.

### **Can an NQT be given additional responsibilities?**

Paragraph 2.17 of Statutory Guidance on Induction for NQTs (England) sets out the responsibility of the headteacher and the governing body in ensuring that the NQT's post is suitable for induction purposes.

It explains that the headteacher and the appropriate body, are jointly responsible for ensuring that the supervision and training of the NQT meets his/her development needs. It adds:

The duties assigned to the NQT and the conditions under which he/she works should be such as to facilitate a fair and effective assessment of the NQT's conduct and efficiency as a teacher against the relevant standards.

The document says that, among other things, a suitable post must:

- A suitable post must not make unreasonable demands upon the NQT
- Not normally demand teaching outside the age range and/or subject(s) for which the NQT has been employed to teach
- Not present the NQT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting

- Involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged
- Not involve additional non-teaching responsibilities without the provision of appropriate preparation and support

These requirements may prevent NQTs from taking up some types of responsibility other than teaching.

## Regulations for absence

### Can newly qualified teachers take a break during their induction period?

Yes. They can take a break for as long as they like, but during that period they cannot take up a permanent post in a maintained school or non-maintained special school. This is because they must continue with their induction programme if they are in a school where the programme is available.

Short-term supply teaching is permissible because it does not count as a period of employment towards the required induction period during a break (provided the 16 month period has not expired). They can also teach in a setting where induction is not compulsory, eg an independent school or a further education college.

### Will my induction be extended if I have been absent?

The induction period is automatically extended prior to completion when an NQT's absences during the entire induction period total 30 days or more. In these circumstances the induction period must be extended by the aggregate total of days absent, for example if the NQT is absent for a total of 35 days, the induction period is extended by 35 days. Please note that when the NQT works part-time, only absences that fall when the NQT is contracted to work should be counted. In the case of NQTs being absent from school for the reasons below the absent rule would still apply in these situations.

- Paternity Leave
- Jury Service

### What are the rules on paternity leave?

The induction regulations make no special provision for paternity leave. Paternity absence should be counted as normal absence under the 29 day rule. Fathers are not entitled to an aggregated extension based on their paternity leave. Absence of 30 days or more requires an aggregated extension to the induction period equal to the period of absence.

### How is the length of the induction period calculated for part-time positions?

Divide the total number of days' induction the newly qualified teacher (NQT) must serve by the full-time equivalent (FTE) percentage that the individual is contracted to work.

For example, an NQT, contracted to work a FTE of 0.6 in a maintained school with a 195 day academic year would need to be employed for a period of 325 days ( $195 \div 0.6 = 325$ ) to complete the induction period.

If an NQT is working in more than one school in the same term, and both posts form part of the induction period, one head teacher and appropriate body must be able, and prepared, to take overall responsibility for the induction programme.

## Assessments

## **If a newly qualified teacher hasn't had confirmation of successful completion of induction and the local authority has no record of the assessment(s), what should be done?**

Successful completion of induction will be confirmed in writing by the National College for Teaching and Learning (NCTL). If an NQT completed three full terms of induction (or equivalent) and has not received this letter they should contact the directly. Schools register NQTs with an appropriate body – usually their local authority (LA) – at the beginning of the induction period and assessment forms are sent to that body at the end of each assessment period.

It is the responsibility of both school and LA to retain assessment evidence beyond the end of the NQT support programme. In the unlikely event that evidence is misplaced or has not been passed from the school to the LA, NQTs should contact their induction tutor in the first instance and then the LA's induction coordinator. Induction cannot be assessed retrospectively so the NQTs must retain a copy of their assessments for their own records as an additional safeguard.

## **What happens if I have concerns?**

In the first instance talk the issue through with your Induction Tutor or line manager or Headteacher as appropriate.

If you feel that you cannot talk to any of these, contact your Professional Association or the Appropriate Body.

The relationships with your Induction Tutor and mentor must be good.

Whatever action you take; do so quickly before any problem escalates.

## **What is the Career Entry and Development Profile (CEDP) and how will it help me?**

The CEDP is a professional development tool that has been used by ITT providers to help you identify your professional development needs. The CEDP focuses on three transition points: the end of Initial Teacher Training, the start of induction, and towards the end of induction. The CEDP is intended to help you make links between your Initial Teacher Training, induction and your future development as a teacher. It is NOT an assessment tool, nor is it a record of progress, or reference. You should not regard the CEDP as a form to fill in, but should use it to help you clarify your achievements and your goals. With the new ITT provisions coming into place, it is likely that the CEDP will fall into disuse, but it is still a useful document if you can get hold of a copy. We keep it on [nqt.learningtrust.net](http://nqt.learningtrust.net)

The CEDP can help both you and the school to understand your strengths and experiences. You should use the CEDP to identify and respond to questions, to support your reflections on your development and progress and to guide the discussions that you have with your Induction Tutor about your progress and your support needs.

## **How much time should I get for induction activities?**

The School Teachers' Pay and Conditions Document places a statutory duty on Headteachers to ensure that NQTs' teaching time does not exceed 90% of the average teaching time in the school.

This means that the school is obliged to give you this time for the purpose of induction activities.

## **Is induction time the same as PPA time?**

Schools must provide all teachers with 10% guaranteed time for planning, preparation and assessment (PPA). This may not last much longer as a statutory requirement. As an NQT, at least 10% of your timetabled teaching time must be allocated for the purpose of PPA. This means that as an NQT you

should receive 10% time for PPA calculated as a proportion of the time you are timetabled to teach. PPA time is additional to the time NQTs must receive for their induction.

### **Who decides how my time for induction activities is spent?**

The DfE, through the National College (NCTL), stated that the time should be used in whatever way is most appropriate to the needs of the individual and their schools. This means that both the school and the individual NQT have a role in identifying induction activities. However, in reality, the school will have the final say in determining which activities are undertaken and when. Some schools may decide to allocate the time into one- or two-day blocks across the year; others may follow a weekly half-day release pattern or distribute time in single periods across each week. Some training needs may be better met through specific activities such as visits to other settings that last a whole day or longer. A school may, therefore, wish to identify a half-day session per week for such activities or 'bank' the activities. It is worth negotiating particular activities, such as visiting an NQT in another school.

You should ensure that the 10% time for induction activities is not used for teaching duties. Also ensure that you identify your training and support needs and that your Induction Tutor knows about these.

### **What should I do if I am not getting the 10% reduction in teaching time?**

Your first step should be to raise your concerns with your Induction Tutor and/or your Headteacher. You should point out that it is a statutory entitlement, and that not getting the time may have an impact on your ability to meet the Induction Standards and, therefore, on your future career in teaching. If this is not successful, or you feel that you are unable to do so, your second step is to consult the Appropriate Body, either through the School Improvement Adviser or through the Induction Co-ordinator. Finally, you should consult your Professional Representative about the difficulties that you are experiencing. It would be helpful to keep a record of your teaching load so that you can clearly demonstrate what is being asked of you.

### **What should I receive when I begin my induction programme?**

As soon as you begin your induction programme you should expect to receive advice on the following:

- timetabling of lessons, support arrangements, the name and contact details for your Induction Tutor, and a schedule for meetings and formal assessments;
- reporting arrangements, entitlements to pay during sickness absences, and contacts for other absences;
- arrangements for salary payments, provision for pensions and other entitlements;
- health and safety, equal opportunity, drugs, bullying and behaviour management policies;
- other relevant policies including arrangements for cover, child protection, etc;
- the nature of the contract of employment, a list of duties and management arrangements.

### **How do I calculate my Induction period and assessment dates if I am part-time?**

When your school registers you with the Appropriate Body, the school will be advised as to the length of your Induction period and the dates when your three assessments are due.