



Washwood Heath
Multi Academy Trust

Newly Qualified Teacher (NQT) Induction Policy

Prepared by:	Director of People in consultation with Heads of Academy, Unions & whole school staff
Applies to:	Newly qualified Teachers at WHMAT
Approved by:	Board of Trustees on 13/07/2020
Issued to MAT Academies for use:	15/07/2020
Annual review date:	12 months from ratification by Board of Trustees
Links to:	WHMAT Career Development Pledge (Teachers) Induction for Newly Qualified Teachers (DfE April 2018) DfE Early Career Framework Guidance (January 2019) WHMAT's NQT Induction Guide
Version:	06/07/2020

Contents	Page:
1. Commitment & policy aims	3
2. Legislation & statutory guidance	3
3. Statutory induction	3
4. Roles and responsibilities	5
5. Suitable posts	10
6. Monitoring, support and assessment	11
7. Completing the induction period	12
8. Record keeping	13
9. Confidentiality	13
10. Special circumstances	13
11. Unsatisfactory progress and appeals	14
12. NQT contracts and pay	15
13. Monitoring and review	15
Appendix A – Exemptions	16

1.0 Commitment and policy aims

- 1.1 At Washwood Heath Multi Academy Trust (“WHMAT”), we recognise that the successful appointment and induction of an NQT can have a positive impact on both the academy where they are based, on the NQT and on the wider MAT. We also acknowledge that NQTs bring new ideas and fresh approaches to teaching and that we have a joint responsibility to develop them and to help nurture a promising career, so that they are happy, engaged and investing discretionary effort i.e. going the extra mile.
- 1.2 The purpose of this policy is therefore to set out how the statutory induction period will work and to ensure relevant employees understand their respective roles in the induction process generally. This policy is designed on the assumption that the Early Career Framework and proposed timescales are introduced in their present form (see January 2019 DfE Early Career Guidance).
- 1.3 WHMAT is rightly proud of those colleagues who have begun their careers in WHMAT academies, the feedback received from them and the progress they make to become outstanding classroom practitioners and leaders: this policy affirms that commitment to their ongoing development (which continues once the induction is complete) and our determination is to ensure equality of opportunity for all NQTs across WHMAT, supported by our collaborative approach.

2.0 Legislation and statutory guidance

- 2.1 This policy has due regard to legislation and DfE guidance, including, but not limited to, the following:
 - 2.1.1 *Induction for Newly Qualified Teachers (England) Regulations 2012;*
 - 2.1.2 *The Education (Induction Arrangements for School Teachers) (England) Regulations 2012;*
 - 2.1.3 DfE (2018) ‘Induction for newly qualified teachers (England)’;
 - 2.1.4 The Teachers’ Standards (2011) (referred to below as “the relevant standards”);
 - 2.1.5 The Early Career Framework DfE Guidance (2019).

3.0 The statutory induction programme

- 3.1 The statutory induction of an NQT is the bridge between Initial Teacher Training (ITT) and a career in teaching. The academy where the NQT is based will support them in demonstrating that their performance against the relevant standards is satisfactory and equip them with the tools to be a successful teacher.
- 3.2 For a full-time NQT, the induction programme will typically last for a single academic year and they will be issued with a permanent contract at the start of their induction. Part-time NQTs will complete a full-time equivalent. For NQTs beginning their induction programme from September 2021, under the Early Career

Framework, the induction programme will last for two years (or full time equivalent for part-time colleagues).

- 3.3 The induction programme will be quality assured by an appropriate, external body as selected by the CEO (see 4.65 below).
- 3.4 Before an NQT undertakes their induction, they must have QTS status.
- 3.5 Teachers who completed their ITT between 1 May 2000 and 30 April 2001 are also required to pass the numeracy skills test before completing an induction.
- 3.6 Short-term supply teaching of less than one term will not count towards an NQT's induction as the time frame is too short to enable them to demonstrate performance against relevant standards.
- 3.7 NQTs serving induction on a part-time basis are required to complete the induction in a time period determined by the appointed external body.

3.8 Each NQT will:

- 3.8.1 Be provided 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;
- 3.8.2 Have an appointed induction tutor, who will have qualified teacher status (QTS), in line with Section 2.34 (page 16) of 'Induction for Newly Qualified Teachers (England)' (DfE 2018);
- 3.8.3 Have a reduced timetable to enable them to undertake learning activities (no more than 90 percent of the timetable of the school's existing teachers on the main pay range, in addition to the timetable reduction in respect of PPA time; for NQTs beginning their induction programme in 2021, they will receive no more than 95% of the timetable of our existing teachers on the main pay range in their second year of induction on the same basis);
- 3.8.4 Be protected as much as operationally possible from any timetable changes made during an academic year;
- 3.8.5 Take part in similar planning, teaching and assessment processes to other teachers working in similar posts;
- 3.8.6 Not be given additional responsibilities without appropriate preparation and support;
- 3.8.7 Not normally teach outside of the age range and/or, at secondary, the subject in which they were trained as specialists (unless agreed otherwise when appointed), except for their role as a form tutor and their participation in whole school programmes and curriculum enrichment activities, for which they would be supported;

3.8.8 Be given support in developing a positive, effective classroom ethos, promoting positive behaviour and not be left to respond to challenging discipline situations without support or intervention where appropriate.

3.8.9 Be provided with the name and contact details of the appropriate body.

3.9 The induction period for an NQT will:

3.9.1 Enable an NQT to build upon existing knowledge, skills and understanding;

3.9.2 Enable an NQT to feel a sense of belonging within the Academy and WHMAT, the teaching profession and provide a foundation for future CPD;

3.9.3 Enable an NQT to meet identified goals and complete their induction year (or, from 2021, 2 years) to the required standard;

3.9.4 Include the relevant opportunities outlined in the WHMAT Career Pledge to enable the points 3.9.1-3 to happen;

3.9.5 Contain the learning opportunities required by the Early Career Framework as part of an extensive and effective induction programme;

3.9.6 Be systematic, fair and rigorous in the assessment of an NQT's professional practice;

3.9.7 Provide support to NQTs failing to make satisfactory progress and ensure that they are aware of any issues and how to address them as they arise.

4.0 Roles and responsibilities

4.1 **NQTs** are responsible for:

4.1.1 Providing evidence that they have QTS and are eligible to start their induction;

4.1.2 Meeting with their **induction tutor** at the start of the programme to agree on priorities for their programme and keeping these under review;

4.1.3 Discussing and agreeing on their reduced timetable allowance with their **induction tutor**;

4.1.4 Participating fully in the agreed monitoring and development programme, including CPD sessions targeted at new colleagues (see 4.1.10 below);

4.1.5 Providing evidence of their progress against the required standards; it is the intention of WHMAT to eliminate any unnecessary workload: the evidence of routine monitoring should enable NQTs and those assessing them to access evidence with ease, as required;

4.1.6 Raising any concerns that they have with their Induction Tutor promptly. If the concerns relate to the Induction Tutor and cannot be resolved informally with them, then the NQT should report their concerns to the senior line manager of their Induction Tutor or to the head of their academy. If the NQT does not wish to confide in anyone in their academy or is not satisfied with the outcome, they should contact the People Matters team at peplematters@whmat.academy.

- 4.1.7 Participating in scheduled classroom observations, progress reviews and formal assessment meetings;
- 4.1.8 When an induction period will not run over the course of one academic year, agreeing with their induction tutor the start and end dates of the induction period;
- 4.1.9 Agree the dates of any planned absences from work during the period;
- 4.1.10 Retaining copies of all assessment forms;
- 4.1.11 Fully participating in the induction CPD programme:

All NQTs will attend and contribute to a programme of induction and CPD, which will assist them in their development, which they will take part in at their base academy or at another WHMAT academy if appropriate. This will cover all elements of the teachers' standards, and where appropriate, utilise academic research which NQTs are required to engage with (see Early Career Framework).

They will also take part in centrally run NQT sessions, often referred to as 'WHMAT TeachMeets', which are held each half-term. The aims of these sessions will include celebrations of successes and the sharing of ideas and also give the opportunity to learn from more experienced colleagues on areas which will include those listed below, and which will support the fulfilling of WHMAT's stated obligations to colleagues as summarised in the WHMAT Teachers' Career Pledge NQTs and from 2021, the introduction of the Early Career Framework:

Managing workload and own well-being/stress management;
Teaching and Learning;
Safeguarding and pastoral work;
Behaviour for Learning/Classroom management;
SEND;
Assessment;
Career Development.

NQTs are expected to attend all CPD sessions, with any requests for absence given in a timely fashion. If NQTs have attended sessions previously - for example, while on an ITT placement at a WHMAT Academy - they should discuss if they need to attend specific sessions with their induction tutor.

4.2 When the NQT has any concerns, they will:

- 4.2.1 Raise these with their induction tutor as soon as they can. If the concerns are with the Induction Tutor, then the NQT should follow the process outlined in 4.1.6 above;
- 4.2.2 Consult with their contact at the appropriate body at an early stage if there are difficulties with resolving issues with the induction tutor or base academy.

Heads of Academy are responsible for:

- 4.2.3 Ensuring that the NQT is provided with the Safeguarding and Child Protection Policy, Behaviour Policy, Code of Conduct, and Keeping Children Safe in Education: Part one;
- 4.2.4 Ensuring the NQT knows the identity and role of the DSL and any deputies;
- 4.2.5 Ensuring that the NQT knows the academy's response to children who go missing from education;
- 4.2.6 Ensuring that the NQT has been awarded QTS;
- 4.2.7 Clarifying whether the NQT needs to serve an induction period or is exempt from it;
- 4.2.8 Agreeing with the NQT on which body will act as the appropriate body, in advance of the NQT starting the induction programme;
- 4.2.9 Informing the appropriate body of when an NQT is taking up a post in which they will be undertaking induction;
- 4.3.0 Alongside the approving body, ensuring the NQT's post meets the requirements of a suitable post for induction, in line with Section 2.17 (page 11) of 'Induction for Newly Qualified Teachers (England) (DfE 2018);
- 4.3.1 Making sure that the **induction tutor** has received suitable training and has the time to carry out the role effectively;
- 4.3.2 Ensuring that both a personalised induction and CPD programmes are in place;
- 4.3.3 Ensuring that the progress of the NQT is reviewed regularly via termly assessments, observations and feedback about their teaching;
- 4.3.4 Making sure that completed reports are sent to the appropriate body for review;
- 4.3.5 Retaining accurate records of employment that will count towards the induction period;
- 4.3.6 Informing the relevant local academy advisory board about the arrangements which have been put in place to support NQTs who are undergoing induction;
- 4.3.7 Making a recommendation to the appropriate body on whether the NQT's performance is satisfactory or whether the induction period should be extended;
- 4.3.8 Participating in the appropriate body's quality assurance process;
- 4.3.9 In addition, there may be circumstances when the following should be undertaken:
 - Obtaining interim assessments from the NQT's previous post;
 - Promptly alerting the appropriate body when an NQT may not be completing induction satisfactorily;
 - Ensuring that an NQT who may not be performing against relevant standards is observed by a third-party;

- Promptly notifying the appropriate body if an NQT is absent for a total of 30 days or more, since this may impact on the length of the induction period;
- Regularly informing the local academy advisory board about the academy’s induction procedures;
- Discussing with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the NQT’s induction period, e.g. where it is deemed the induction period has been satisfactorily completed;
- Providing interim assessment reports for NQT’s leaving in-between formal assessment periods;
- Informing the appropriate body when an NQT serving induction leaves the academy.

Induction tutors are responsible for:

- 4.4.0 Coordinating, guiding and supporting the NQT’s professional development;
- 4.4.1 Reviewing NQTs’ progress regularly during the induction period;
- 4.4.2 Undertaking three formal assessment meetings over the induction period;
- 4.4.3 Coordinating input from other staff if required;
- 4.4.4 Informing the NQT of the judgements to be recorded in the formal assessment record and inviting the NQT to give their comments;
- 4.4.5 Observing the teaching of the NQT and providing feedback;
- 4.4.6 Letting NQTs know that they may raise concerns about their induction programme and personal progress both inside and outside of the academy;
- 4.4.7 Taking appropriate action if an NQT is facing difficulties;
- 4.4.8 Quality assuring the appointment and work of subject mentors and having regular communication/meetings with them to discuss progress and help provide tailored provision for each NQT. Leadership must ensure subject mentors have time to both support the NQT(s) assigned to them and, when the number of NQTs demands, to have responsibilities from the Induction Tutor delegated to them. Subject mentors can take responsibility for observations, completing formal assessments and communicating regularly with the NQT as described above. However, their contribution must be quality assured by the Induction Tutor, who must ensure clarity and consistency in the input of all subject mentors and ensure an NQT understands the different roles. See also 6.2 below

Appropriate bodies have a quality assurance role and are responsible for:

- 4.4.9 Ensuring that the heads of academy and local academy advisory boards are aware of their responsibilities and are capable of meeting these responsibilities regarding monitoring support and assessment. This includes making sure that each NQT receives a personalised induction programme, designated tutor support and a reduced timetable;
- 4.5 Ensuring procedures in place with regard to support, monitoring, assessment and guidance are fair and appropriate;
 - 4.5.1 Consulting with the **head of academy** on the nature and extent of the quality assurance procedures in the academy;
 - 4.5.2 Taking action to address areas that require further development/support, where an NQT is facing difficulties;
 - 4.5.3 Training **induction tutors** to carry out their role effectively;
 - 4.5.4 Contacting an academy when the academy's responsibilities are not fulfilled;
 - 4.5.5 Ensuring that the **head of academy** has confirmed that the award of QTS has been made;
 - 4.5.6 Ensuring the academy is providing a reduced timetable in addition to planning, preparation and assessment (PPA) time;
 - 4.5.7 Ensuring NQTs are provided with a named contact within the appropriate body to raise concerns if they have any;
 - 4.5.8 Ensuring records and assessment reports of NQTs are maintained;
 - 4.5.9 Ensuring an agreement is reached with the **head of academy** and the NQT to determine where a reduced induction period may be appropriate;
- 4.6.0 Ensuring a final decision is made on whether the NQT's performance is satisfactory against the relevant standards;
- 4.6.1 Ensuring they provide the Teaching Regulation Agency (TRA) with information about NQTs who have started, completed, require an extension, or left partway through an induction period;
- 4.6.2 Ensuring they respond to requests from schools and colleges for support and guidance with regard to the NQT's induction programmes;
- 4.6.3 Responding to requests for assistance and advice with training for **induction tutors**.

The **CEO** is responsible for:

- 4.6.4 Ensuring staff and the academies within WHMAT are compliant with this policy;
- 4.6.5 Appointing the appropriate body or delegating this responsibility;
- 4.6.6 Ensuring the WHMAT academies have the capacity to support the NQT;
- 4.6.7 Ensuring the heads of academy are fulfilling their responsibilities;

- 4.6.8 Investigating concerns raised by an NQT as part of *WHMAT's Grievance Procedures Policy*;
- 4.6.9 Asking for advice from the appropriate body on the academy's induction procedures and the responsibilities of staff involved in the process;
- 4.7 Requesting general reports from the **induction tutors** on the progress of an NQT.

5.0 Suitable posts

- 5.1 **Heads of academy** will determine the suitability of posts for induction, guided by the following considerations and the requirements set out in Section 2.17 (page 11) of 'Induction for Newly Qualified Teachers (England)' (DfE 2018).

The post will:

- 5.1.1 Have an appropriate body to assess the NQT's performance against the relevant standards;
- 5.1.2 Provide the NQT with the tasks, experience and support needed;
- 5.1.3 Ensure the appointment of an **induction tutor** with QTS.
- 5.2 Provide the NQT with a reduced timetable to enable them to undertake learning activities (no more than 90 percent of the timetable of the school's existing teachers on the main pay range, in addition to the timetable reduction in respect of PPA time; for NQTs beginning their induction programme in 2021, they will receive no more than 95% of the timetable of our existing teachers on the main pay range in their second year of induction on the same basis);
- 5.3 Not make unreasonable demands upon the NQT;
- 5.4 Not present, on a day-to-day basis, the NQT with unreasonably demanding discipline problems;
- 5.5 Involve the NQT regularly teaching the same class(es);
- 5.6 Involve planning, teaching and assessment processes similar to those in which other teachers working in similar posts are engaged;
- 5.7 Not involve non-teaching responsibilities without the provision of appropriate preparation and support;
- 5.8 The CEO and/or Academy Advisory Board (AAB) (WHMAT'S local governing body) will be satisfied that the academy in which the NQT is based has the capacity to support the NQT in the role and that the **head of academy** is fulfilling their responsibilities;
- 5.9 Once an NQT has been appointed to a suitable post, the **head of academy** will notify the TRA in advance of the NQT taking up the post;
- 5.10 Upon registration, the NQT will be provided with a named contact to which they may raise any concerns about the induction programme.

6.0 Monitoring, support and assessment

- 6.1 A suitable monitoring and support programme will be put in place for the NQT, which is personalised to meet their CPD needs and this will be underpinned by the opportunities outlined in the relevant section of the WHMAT Teachers' Career Pledge and from 2021, the learning outlined by the Early Career Framework and the requirements of 'Induction for Newly Qualified Teachers (England)' (DfE 2018).
- 6.2 NQTs will be provided with an induction tutor who will provide regular monitoring and day-to-day support, and coordination of assessment. Where possible and appropriate, NQTs will also have a mentor to provide regular support in liaison with the induction tutor. This mentor would be particularly well-placed to support the NQT in their specific role. For example, in secondary, this mentor would be called a 'subject mentor' to support the NQT in their development as a teacher of their specialist area. Where an individual academy is unable to provide a mentor, the possibility of support within WHMAT would be explored. The colleague(s) involved in providing this support will have the time to fulfil this role. This may be reflected in their timetable allocation as part of their substantive role in the academy (e.g. a lead practitioner) but, if not, will have time directly allocated to it. The provision of such support will be part of the working day. See also 4.4.8 above.
- 6.3 Opportunities will be created for NQTs to gain experience and expertise in self-evaluation.
- 6.4 The criteria used for formal assessments will be shared between the NQT and the **head of academy** and agreed in advance.
- 6.5 Formative assessment (e.g. lesson observation, target setting, pupil progress) and summative assessment (termly induction reports) will be used when assessing NQTs.
- 6.6 Observations of NQTs lessons will be conducted, once per half-term as a minimum, alongside a follow-up discussion with their **induction tutor**.
- 6.7 All NQTs will be provided with the opportunity to undertake regular observations of experienced teachers.
- 6.8 All teachers who have a part in the NQT's development will be responsible for assessing the NQT, in order to gain a reliable overall view.
- 6.9 Termly assessment reports will give details of:
- 6.9.1 Areas of strength;
 - 6.9.2 Areas requiring development;
 - 6.9.3 Evidence used to inform judgement;
 - 6.9.5 Targets for coming term (i.e. 'smart' targets);
 - 6.9.5 Support to be provided by the base academy.

7.0 Completing the induction period

- 7.1 NQTs will have completed their induction period when they have served:
- 7.1.1 The full-time equivalent of the standard academy year (usually three terms) or two-years (usually six terms) from 2021; or
 - 7.1.2 A reduced period as agreed with the **head of academy** and the TRA, based on previous teaching experience; or
 - 7.1.3 An extended period as a result of absences occurring during the period; or
 - 7.1.5 An extension following a decision by the appropriate body, or the appeals body.
- 7.2 The appropriate body will make the final decision as to whether or not an NQT's' performance against the relevant standards has been satisfactory, taking into account the recommendations of the **head of academy**.
- 7.3 The appropriate body will make a decision within 20 working days of receiving the head of academy's recommendation. They will then send written notification within three working days of reaching the decision to the NQT and the head of academy.
- 7.4 If the decision is taken to extend the period of induction, the NQT will be informed of their right to appeal against this decision and provided with the name and address of the Teaching Regulation Agency (TRA). Any appeal will be notified within 20 working days or the period for submitting appeals will be deemed to have expired.
- 7.5 Failure to complete the induction period will mean an NQT is no longer eligible to be employed as a teacher.
- 7.6 Where an NQT fails induction and gives notice that they do not intend to exercise their right to appeal, or when the time limit for an appeal expires, WHMAT will dismiss the NQT subject to usual contractual or statutory notice periods
- 7.7 If the appeal is heard but not upheld, the original NQT dismissal will stand.
- 7.8 If the appeal is heard and is upheld, the NQT will remain a WHMAT employee and a professional growth action plan will be agreed to support their ongoing development.
- 7.9 The NQT's name will then be held on the list of persons who have failed to satisfactorily complete an induction period by the TRA.

Exceptional Circumstances

- 7.10 If there is an extended period of school closure which impacts significantly on the period of induction, the Head of Academy will liaise with the appropriate body to agree a sensible, fair and proportionate way forward. This could involve an extension of the induction period or an agreement to shorten it. In the case of the latter, individual academies will ensure the necessary CPD is in place upon

reopening. The CEO would ensure that all academies within WHMAT respond in a similar fashion to ensure equality for NQTs across the MAT.

8.0 Record Keeping

- 8.1 Records will be kept in accordance with *WHMAT's Data Retention Policy* at www.washwoodmat.com policies tab.
- 8.2 Assessment forms will be signed by the head of academy and submitted to the appropriate body in a timely manner.
- 8.3 Assessment forms will be completed at the end of each formal assessment period, stating the date an NQT's employment began, how much of the period has been completed, and any changes in work patterns and absences.
- 8.4 The TRA keeps records of all submitted appeals and will be contacted as needed.
- 8.5 Assessment reports will be retained for six years, as recommended by the DfE.
- 8.6 NQTs will be advised by the base academy to retain their original copies of assessment reports.

9.0 Confidentiality

- 9.1 The induction process and assessments will be not be shared with others involved in the process and will be treated as confidential.
- 9.2 All NQTs will be made aware of who has been granted access to their assessments.
- 9.3 Individual academy advisory boards may request termly reports on the progress of an NQT but cannot automatically have access to this information. The only exception to this is when an NQT has a concern about an assessment, which would require the AAB to access the assessment forms to review the situation.

10.0 Special circumstances

- 10.1 To recognise the experience of teachers who already have significant teaching experience, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term; however, the NQT can still serve a full induction if they wish.
- 10.2 The appropriate body also has discretion to reduce the prescribed induction period by up to 29 days where this is less than a full year and to account for ad hoc absences.
- 10.3 If an NQT is absent for a total of 30 days or more during the induction period, the induction period will be extended by the aggregate of total days absent. This is in addition to any action which may be taken under the WHMAT Sickness Policy.
- 10.4 NQTs who take statutory maternity leave during their induction period may decide whether their induction should be extended accordingly to meet this purpose. Any

outstanding assessments will not be made until the NQT returns to work and has had the opportunity to decide whether to extend induction.

- 10.5 The appropriate body has the option to extend the period after induction has been completed where it would be unreasonable to expect the NQT to have demonstrated satisfactory performance. These may include: illness, personal crisis, disability, a lack of support during induction etc.
- 10.6 If an NQT leaves the Academy before completing their extension, an interim assessment form will be completed by the head of academy and the appropriate body notified.
- 10.7 In circumstances where an NQT may be unable to, or chooses not to, complete their extension period in the same school/academy, the minimum period of employment will still be served as the NQT will be working in a new school/academy.

11.0 Unsatisfactory progress and appeals

- 11.1 Additional monitoring and support measures will be put in place when an NQT is not making satisfactory progress, such as holding meetings between the NQT and the head of academy, organising refresher training and providing more guided supervision. The appropriate body and the head of academy will be satisfied that:
 - 11.1.1 Areas of improvement have been correctly identified;
 - 11.1.2 Appropriate objectives have been set to guide the NQT to perform against the relevant standards;
 - 11.1.3 An effective support program is in place to help the NQT improve performance;
- 11.2 When there are still concerns about the NQT's progress following intervention, the head of academy will explain to the NQT the consequences of failure to complete the induction period satisfactorily, and also discuss the following with them:
 - 11.2.1 The identified weaknesses;
 - 11.2.2 The agreed objectives set in order to have them satisfactorily complete the induction to the required standards;
 - 11.2.3 Details of additional support put in place;
 - 11.2.4 Evidence used to inform the judgement;
 - 11.2.5 Details of the improvement plan for the next assessment period;
 - 11.2.6 If there are serious capability issues, capability procedures may be instigated before the end of the induction, which may lead to dismissal. This does not prevent the NQT from completing their induction at another academy outside of WHMAT.
 - 11.2.7 If the NQT has had their induction extended or has failed it, the appropriate body will inform the NQT of their right to appeal and the time limit for doing so.

12.0 NQT contracts and pay

- 12.1 All NQT recruits will be employed on a permanent contract. In year 1 they will be placed at M1 of the teachers' pay scale.
- 12.2 If an NQT, who is paid on M1, completes their induction period within an academic year (i.e. before the end of the summer term), they would be paid an allowance to make their pay equitable with M2, on a pro rata basis for the remaining period of that academic year following the early completion. They will then move up one point on the pay scale in the normal way the following September in line with other teaching colleagues.

13.0 Monitoring and review

- 13.1 The WHMAT Teacher Induction Working Group, which comprises the Director of People, the Acting Executive Head and induction tutors from each academy, are responsible for reviewing this policy annually to ensure that it complies with legislation, guidance and good practice. This will be carried out in consultation with recognised trade unions and WHMAT employees.
- 13.2 Any changes to this policy will be communicated to all WHMAT employees.

Appendix A - Exemptions

The following lists where a qualified teacher may be employed by the base academy without having satisfactorily completed an induction period:

Exemption	Explanation
A person who was already a qualified teacher on 7 May 1999.	A teacher who gained QTS on or before 7 May 1999 (even if they did not take up their first post until after September 1999).
A person currently undertaking a period of induction.	A teacher who is serving his or her induction period in a permitted setting, including periods which have been extended (including those who have completed an induction period in England or Wales and are awaiting the decision of the appropriate body).
A person waiting for the outcome of an appeal having not performed satisfactorily against the relevant standards.	A teacher who is waiting for the outcome of an appeal against a decision that they have failed to perform satisfactorily against the relevant standards.
A person employed on a short-term supply basis, without undertaking induction.	A teacher who is employed as a short-term supply teacher (working periods of less than one term). This can only be done for five years after the date of award of QTS.
A person employed part-time as a supply teacher whilst also undertaking induction.	A teacher who is employed as a short-term supply teacher on a part-time basis but who is concurrently serving induction. Please note that the five-year limit (see above) does not apply to teachers in this situation.
A person who has satisfactorily completed induction, probation, or the equivalent in certain other countries.	The countries are Wales, Scotland, Northern Ireland, Gibraltar, Jersey, Guernsey, Isle of Man, and Ministry of Defence (MoD) Schools in Germany or Cyprus (these are known as MoD Schools, and were formally known as Service Children's Education (or SCE) Schools).
A person who trained in England, and then subsequently first worked as a teacher in Wales (before 2003).	A teacher who gained QTS in England on or after 7 May 1999 but before 1 April 2003, and who, subsequently, took up their first post in Wales and who has served at least two terms towards their induction.

Exemption	Explanation
<p>A person from the European Economic Area (EEA) (who falls within Part 2 and Chapters 1, 2 and 4 of Part 3 of the European Communities (Recognition of Professional Qualifications) Regulations 2007(b)).</p>	<p>A teacher from the EEA who has applied successfully to the TRA, for QTS, or a teacher from the EEA who has declared successfully to the TRA, to work in England on a temporary basis or teachers who have been granted partial access to the teaching profession in accordance with Part 1 of the European Union (Recognition of Professional Qualifications) Regulations 2015, namely SEND teachers who are qualified only to teach pupils in SEND specialist schools and specialist units within mainstream settings.</p>
<p>A person who became a qualified teacher by virtue of regulation 5 of, and paragraph 12 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an independent school.</p>	<p>A teacher who has been judged by the TRA, as meeting the specified QTS standards, whilst working in an independent school, where the NQT must have:</p> <ul style="list-style-type: none"> • Been employed by an independent school before 1989; and • Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • Been employed in an independent school at the time of recommendation, and the recommendation must have taken place prior to September 2004.
<p>A qualified overseas-trained teacher from Australia, Canada, New Zealand, or the United States of America.</p>	<p>Teachers who have successfully completed a programme of professional training for teachers in Australia, Canada, New Zealand or the USA and who have successfully completed or satisfied any additional conditions required in order to be employed as a qualified teacher on a permanent basis in government-funded schools in that country; and who is not the subject of any decision or pending proceedings that may restrict that person's eligibility to teach in that country.</p>

Exemption	Explanation
An overseas-trained teacher (OTT), from outside the EEA, who has gained QTS and was successfully assessed against the relevant standards as these would apply at the end of induction.	An overseas-trained teacher (from outside the EEA) with at least two years' experience, who has obtained QTS and who has been assessed against the relevant standards for the purposes of induction.
Scottish- or Northern Irish-trained teachers employed in England on or before 7 May 1999.	Teachers who trained in Scotland or Northern Ireland and who were employed as teachers in England before 7 May 1999.
A person who became a qualified teacher virtue of regulation 5 of, and paragraph 13 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an FE school or as an instructor in a school.	<p>A teacher who has been judged by the TRA, as performing satisfactorily against the relevant standards, whilst working in a FE school or as an instructor in a school where the NQT must have:</p> <ul style="list-style-type: none"> • Been employed by an FE school before 1989; and • Gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and • Been employed in an FE school at the time of recommendation, and the recommendation must have taken place prior to September 2004.
<p>A person who has been awarded qualified teacher learning and skills status:</p> <ul style="list-style-type: none"> • On or before 31st October 2014, by the Institute for Learning; or • On or after 1st November 2014, by the Education and Training Foundation 	Teachers who have been awarded Qualified Teacher in Learning and Skills (QTLS) Status by the Society for Education (SET) (formerly the Institute for Learning – IfL) and who hold active membership with the SET.
Completed a course of ITT in Wales before September 2003.	A teacher who completed a course of initial teacher training in Wales before September 2003.