



## **DURANTS SCHOOL – POLICY DOCUMENT**

### **UNQUALIFIED TEACHER (UQT) INDUCTION PROGRAMME<sub>3</sub>**

***Written:** December 2021*

***Agreed by:** Senior Leadership Team*

***Review Date:** November 2025*



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**This policy is to be agreed by the Full Governing Body and will be reviewed annually each December.**

\_\_\_\_\_ Head Teacher \_\_\_\_\_ Date

\_\_\_\_\_ Chair of Governors \_\_\_\_\_ Date



## **STATEMENT OF INTENT**

At Durants School, we recognise that the successful appointment and induction of an Unqualified Teacher (UQT) strongly contributes to both the development of the school and the UQT. UQTs bring new ideas and fresh approaches to teaching. In turn, Durants School endeavours to develop and nurture a promising career.

The induction period for an UQT will:

- Enable an UQT to build upon and develop existing knowledge, skills and understanding;
- Assist an UQT in becoming a full member of the teaching profession and provide a foundation for CPD;
- Enable an UQT to meet identified goals and work towards the required standard;
- Be systematic, fair and rigorous in the assessment of an UQT's professional practice; and
- Provide support to UQTs failing to make satisfactory progress.

This policy has been established to ensure the requirements listed above are met, all parties benefit from arrangements and that all staff members know their roles, responsibilities and expected practice.

## **1 LEGAL FRAMEWORK**

1.1 This policy has due regard to legislation and DfE guidance, including, but not limited to the following:

- DfE (2011) Teachers' standards;
- Education Act 2002; and
- DfE Staffing and Employment Advice for Schools 2018

1.2 This policy makes reference to the following school policies:

- Complaints Procedures Policy; and
- GDPR Compliant Records Management Policy.

## **2 ROLES & RESPONSIBILITIES**

Arrangements for statutory assessment at the end of each key stage are set out in detail in the Standards

2.1 UQTs are responsible for:



- Meeting with their Mentor to agree on priorities for their programme and review these at regular intervals (Mentor meeting will take place once a fortnight);
- Discussing and agreeing on their reduced timetable allowance with their Mentor;
- Participating in the agreed monitoring and development programmes;
- Providing evidence of their progress against the required standards;
- Raising any concerns that they have with their Mentor;
- Consulting the Headteacher if there are difficulties with resolving issues with the Mentor / school;
- Participating in the scheduled classroom observations, progress reviews and formal assessment meetings and;
- Retaining copies of all assessment forms.
- Attending all training delivered by training mentors.
- Completing all tasks set by mentors, by the deadline.

2.2 The Head Teacher is responsible for:

- Ensuring that the UQT is provided with the Safeguarding and Child Protection Policy, Behaviour Policy, Code of Conduct, and Keeping Children Safe in Education: Part one;
- Ensuring the UQT knows the identity and role of the DSL and any deputies;
- Ensuring that the UQT knows the school's response to children who go missing from education;
- Meeting the requirements of a suitable post for induction;
- Making sure that the Mentor teacher has received suitable training and has the time to carry out the role effectively ;
- Ensuring that a personalised training programme is in place;
- Ensuring that the progress of the UQT is reviewed regularly via Mentor meetings, observations and feedback of their teaching;
- Making sure that completed reports are sent to the appropriate body for review;



- Retaining accurate records of employment that will count towards the induction period;
- Informing the Governing Body about the arrangements which have been put in place to support UQTs;
- Making a recommendation to the Governing Body on whether the UQT's performance is satisfactory or requires an extension;
- In addition, there may be circumstances when the following should be undertaken:
  - Obtaining interim assessments from the UQT's previous post;
  - Alerting the governing body when an UQT may not be completing induction satisfactorily;
  - Ensuring that an UQT who may not be performing against relevant standards is observed by a third-party (member of the SLT);
  - Notifying the governing body if an UQT is absent for a total of 30 days or more;
  - Regularly informing the governing board about the school's induction procedures;
  - Discussing with the governing body in exceptional cases where it may be appropriate to reduce the length of the UQT's 'training' period, e.g. where it is deemed the 'training' period has been satisfactorily completed;
  - Providing interim assessment reports for staff moving in between formal assessment periods; and
  - Informing the appropriate body when an UQT leaves the school.

### 2.3 Mentors are responsible for:

- Coordinating, guiding and supporting the UQT's professional development;
- Reviewing UQTs' progress regularly during the 'training' period;
- Undertaking fortnightly meetings with the UQT to set and review targets (working towards meeting the National Teacher's Standards);
- Coordinating input from other staff if required;
- Coordinating observations of experienced teachers and subject leaders by their UQT;



- Observing the teaching of the UQT and providing feedback. This will take place twice per half term. The number of observations may be increased if further support is needed or the UQT is not working towards meeting the Teaching Standards satisfactorily;
- Letting UQTs know that they may raise concerns about their ‘training’ programme and personal progress both inside and outside the school; and
- Taking appropriate action if an UQT is facing difficulties.
- Organise and deliver training including topics such as; Theory of Education, Annual Reviews & EHCPs, Assessment – Using the ‘I Cans’, PBS training; How to write a PBS Plan, Individual Education Plans (IEPs & AET) and Marking & Feedback.
- Set tasks and give feedback appropriate & supportive to the running of their class including, but not limited to, seating plans and class arrangements, planning a lesson, creating workbox tasks, class timetables, prepare workbooks and Asdan/ AQA folders.

2.4 The Governing Body is responsible for:

- Ensuring staff and the school are compliant with this policy;
- Ensuring the school has the capacity to support the UQT;
- Ensuring the Head Teacher is fulfilling their responsibilities;
- Investigating concerns raised by an UQT as part of the school’s Complaints Procedures Policy;
- Requesting general reports from the Mentors on the progress of an UQT.

### **3 SUITABLE POSTS**

3.1 The Head Teacher and Governing Body will determine the suitability of posts for induction, guided by the following considerations. The post will:

- Have an appropriate body to hold the UQT’s performance to the relevant standards and quality-assure the process;
- Provide the UQT with the tasks, experience and support needed;
- Ensure the appointment of an induction tutor with QTS;



- Provide the UQT 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);
- Not make unreasonable demands upon the UQT;
- Not present, on a day-to-day basis, the UQT with unreasonably demanding discipline problems;
- Involve the UQT regularly teaching the same class(es);
- Involve planning, teaching and assessment processes similar to those in which other teachers working in similar posts are engaged; and
- Not involve non-teaching responsibilities without the provision of appropriate preparation and support.

3.2 The Governing Body will be satisfied that the school has the capacity to support the UQT in the role that the Head Teacher is fulfilling their responsibilities.

3.3 Once an UQT has been appointed to a suitable post, the Head Teacher will notify the TRA in advance of the UQT taking up the post.

3.4 Upon registration, the UQT will be provide with a named contact to which they may raise any concerns about the induction programme.

#### **4 MONITORING, SUPPORT & ASSESSMENT**

4.1 A suitable monitoring and support programme will be put in place for the UQT, personalised to meet their CPD needs.

4.2 UQTs will be provided with a Mentor who will provide day-to-day monitoring and support, and coordination of assessment.

4.3 Opportunities will be created for UQTs to gain experience and expertise in self-evaluation.

4.4 The criteria used for formal assessments will be shared between the UQT and the Head Teacher and agreed in advance.

4.5 Formative assessment (eg lesson observations, target setting, pupil progress) and general monitoring of planning, schemes of work, book monitoring will be used when assessing UQTs.

4.6 Lesson observations will take place twice per half term (or more frequently if needed) of UQTs lessons, alongside a follow-up discussion with their mentor.



- 4.7 All UQTs will be provided with the opportunity to undertake observations of experienced teachers.
- 4.8 All teachers who have a part in the UQTs development will be responsible for assessing the UQT, so to gain a reliable overall view.
- 4.9 Mentors will arrange 'Mentor Meetings' with the UQT once per fortnight. This can be increased if the Mentor/ SLT determine that there are concerns regarding the UQT's performance or that they need further support.

## **5 ASSESSMENT ONLY ROUTE**

- 5.1 UQTs at Durants School will be supported to achieve QTS (Qualified teacher Status) via the Assessment only Route (2Schools Consortium).
- 5.2 An UQT at Durants is required to work in the role of UQT for 2 years before applying to the Assessment Only Route.
- 5.3 By the third year as an UQT, it is expected that the UQT will be undertaking the roles and responsibility of a teacher satisfactorily and will be supported to apply for the AOR in order to gain QTS.
- 5.4 If progress is unsatisfactory after three years as an UQT, the UQT may be subject to a performance review or capability procedures. (see Section 7: Unsatisfactory Progress).

## **AOR INFORMATION**

The AO route was developed for very experienced graduates who can demonstrate meeting all the standards for QTS without teacher training.

There are 'unqualified teachers' who may not have QTS (Qualified Teacher Status) but have significant experience of teaching in:

- independent schools
- maintained schools
- as overseas trained teachers (OTT)

## **AOR REQUIREMENTS**

As an accredited provider, 2Schools Consortium can **award Primary QTS** to a person who:

1. Holds a **first degree or equivalent** qualification granted by a UK institution or an equivalent degree or other qualification granted by a foreign institution;
2. Holds a **standard equivalent to a grade 4 in GCSE in Maths, English, and Science**;\*
3. **Provides evidence of [Fundamental Skills](#) in either their application material or their portfolio;**
4. Has evidence to meet the UK [Teachers' Standards](#);
5. Has undertaken a period of practical teaching experience including **planning, teaching and assessment of all primary subjects** for at least **2 years**, such that it meets the specified Teachers' Standards **across two schools and two Key Stages either in the 3-5 or 5-11 primary phase.**





## 6. Does not require any teacher training

### THE PROCESS of AOR

All applicants must provide **evidence of [Fundamental Skills](#)** (on page 2 of the pre- application audit) in either their application material or their portfolio.

All applicants must be placed in and be employed by a school at the time of applying- this could be an independent school, a special school or a PRU.

Durants school will submit a **safer recruitment checklist** to confirm that the necessary employment criteria have been met.

The applicant will attend an **interview** during which their evidence against the Teachers' Standards will be discussed and reviewed. Candidates are encouraged to bring an evidence file (school or university based, with photographic, written evidence and tasks and assignments) with them.

The Head teacher or a member of the School's Senior Leadership Team from the placement school are required to attend the interview as they hold key information with regards to experience and practice of the AOR candidate.

As part of the initial assessment 2Schools Consortium will carry out **two lesson observations** (one hour each in literacy and maths) with written feedback which will inform the **Initial Assessment**. Should the provider identify that training may be required, the application will not be taken forward. To ensure the rigour of our assessment 2Schools Consortium may choose to arrange an additional assessment of the candidate in another setting (this could be a different phase or a different school).

Applicants must have spent time **teaching all primary subjects in two schools** (as specified in ITT criteria 2019, for a minimum of 4 weeks in each) and across the specified primary age range (3-7 or 5-11 years old). Primary assessment will take place across the 3-7, or 5-11 age range. Durants School support the UQTs to secure a second school teaching experience prior to the assessment period.

### THE ROLE OF THE SCHOOL BASED MENTOR (AOR)

The assessment period will last a maximum of 12 weeks from the registration start date- excluding holiday periods (following initial assessment and observations) to their final assessment. The school will identify a skilled mentor who will oversee the professional development of the candidate whilst on the route: the mentor will observe the UQT at least every two weeks (with written feedback) and meet them weekly for a formal meeting.

## 6 RECORD KEEPING

- 6.1 Records will be kept in accordance with the school's GDPR Compliant Records Management Policy.
- 6.2 Assessment forms will be signed by the Head Teacher and submitted to the appropriate body in a timely manner.



- 6.3 The TRA keeps records of all submitted appeals and will be contacted as needed.
- 6.4 Assessment reports will be retained for six years, as recommended by the DfE.
- 6.5 UQTs will be advised by the school to retain their original copies of assessment reports.

## **7 UNSATISFACTORY PROGRESS**

- 7.1 Additional monitoring and support measures will be put in place when an UQT is not making satisfactory progress, such as holding meetings between the UQT and the Head Teacher, organising refresher training and providing more guided supervision. The Mentor and the Head Teacher will be satisfied that:
  - Areas of improvement have been correctly identified;
  - Appropriate objectives have been set to guide the UQT to perform against the relevant standards; and
  - An effective support programme is in place to help the UQT improve performance.
- 7.2 When there are still concerns about the UQT's progress following intervention, the Head Teacher will explain to the UQT the consequences of failure to complete the role of UQT satisfactorily, and also discuss the following with them:
  - The identified weaknesses;
  - The agreed objectives set in order to have them satisfactorily complete the induction to the required standards;
  - Details of additional support put in place;
  - Evidence used to inform the judgement; and
  - Details of the improvement plan for the next assessment period.
- 7.3 If there are serious capability issues, capability procedures may be instigated, which may lead to the UQT reverting back to their previous role. This does not prevent them from working as a UQT at another school.
- 7.4 The governing body will be informed if the school or the UQT takes the decision to resume their previous role.



## **8 MONITORING & REVIEW**

- 8.1 The Governing Body is responsible for reviewing this policy every 2 years.
- 8.2 The effectiveness of this policy will be monitored and evaluated by all members of staff. Any concerns will be reported to the Head Teacher immediately.
- 8.3 Any changes to this policy will be communicated to all members of staff.
- 8.4 The next scheduled review of this policy is November 2025.