

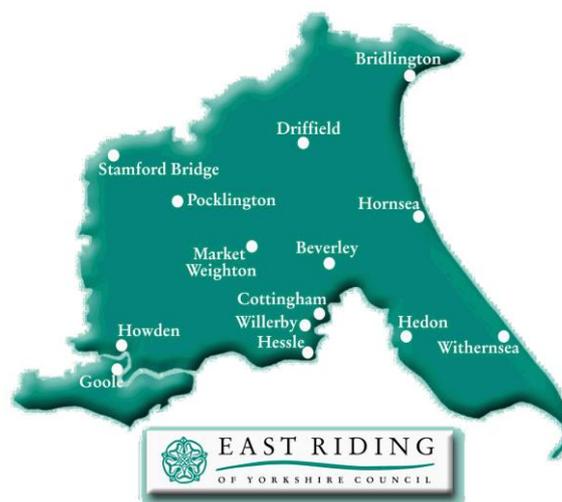


EAST RIDING
OF YORKSHIRE COUNCIL

NQT Induction

Guidance booklet for NQTs

2018-2019



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INTRODUCTION

NQT induction is intended to provide a bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and assessment of performance against the Teachers' standards.

All qualified teachers who are employed in a 'relevant school' in England must, by law, have completed NQT induction satisfactorily. A 'relevant school' is a maintained school or non-maintained special school including a maintained nursery school or a PRU.

This **guidance booklet** is designed to support NQTs through the induction process providing a brief overview of NQT induction and addressing frequently asked questions.

Please note: A more detailed NQT Induction handbook is also available and provides detailed guidance for NQT induction and has been written for Headteachers, Induction coordinators/ tutors, Governors and NQTs) Copies of the NQT handbook (and this booklet) can be found at <http://www.eriding.net> (newly qualified teachers section) or on our NQT manager website (<https://eryc.nqtmanager.com/>)

The statutory documentation which underpins this advice and guidance is as follows:-

1. Statutory guidance on induction for newly qualified teachers (England)

for appropriate bodies, headteachers, school staff and governing bodies.

Revised in April 2018

<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts/>

2. Teachers' standards (Effective from September 2012) DfE

<https://www.gov.uk/government/publications/teachers-standards/>

EAST RIDING OF YORKSHIRE COUNCIL APPROPRIATE BODY

Your school has chosen East Riding of Yorkshire Council as the 'Appropriate body' for your NQT induction.

What is an Appropriate body and what does it do?

An Appropriate body undertakes a range of activities to support NQT induction, both to fulfil its responsibility for quality assurance within the induction process and to enable schools/ institutions to meet their statutory requirements in providing appropriate supervision and training for the NQTs to meet their development needs.

All NQTs **must be registered** with an Appropriate body **before** they can start their NQT induction.

It is the responsibility of the school / setting to register you through our online administration system (NQT manager).

Checks will take place to ensure that you are eligible to start the induction i.e. you have been awarded QTS which means that you have successfully completed your course / training leading to QTS **and** have passed the skills tests. Once checked, your start date will be confirmed by the Appropriate body.

The Appropriate body receives assessment forms, monitors NQTs' progress and makes recommendations to the DfE through the Teaching Regulation Agency (TRA) on whether NQTs have successfully completed their induction.

Useful contact details at the Appropriate body (ERYC LA)

Jane Redfearn (NQT administration)	nqt.admin@eastriding.gov.uk 01482 392506
Address	East Riding Improvement and Learning Service, NQT Induction, School House, Dorset Avenue SKIRLAUGH HU11 5EB 01482 392506
Rebecca Lewis (NQT Lead Co-ordinator)	rebecca.lewis@eastriding.gov.uk 01482 392411
Telephone :	
Mandy Gravil (Improvement Officer – Primary)	mandy.gravil@eastriding.gov.uk 01482 392488
Sarah Smallwood (Improvement Officer – Primary)	sarah.smallwood@eastriding.gov.uk 01482 392469
Michelle Coates (Improvement Officer – Secondary)	michelle.coates@eastriding.gov.uk 01482392468
Kay Ray (Improvement Officer – Secondary)	kay.ray@eastriding.gov.uk 01482392486
Emma Hobbs (Named contact for NQTs)	emma.hobbs@eastriding.gov.uk 01482 392122
Information also available on the following website	http://www.eriding.net/all-ages/nqts/
NQT manager (online administration)	https://eryc.nqtmanager.com/

The Appropriate body provides a **Named Contact (Emma Hobbs)** with whom NQTs can raise issues and concerns about induction which have not been resolved within the school.

NQTs should, in the first instance, raise professional concerns within the school.

The named contact is not directly involved in providing monitoring and support to the NQT or in making decisions about satisfactory completion of induction.

Please see contact details above.

REQUIREMENT TO COMPLETE NQT INDUCTION

1. Do I have to complete NQT induction?

All teachers who qualified after 7 May 1999 must successfully complete NQT induction to teach in a 'relevant' school in England. A 'relevant school' is a maintained school or non-maintained special school including a maintained nursery school or a PRU.

There is no legal requirement to complete an induction period if an NQT intends to work solely in the independent sector including an Academy, a Free School, British Schools overseas (BSOs), an independent nursery school or an FE institution. However, it is common for NQTs to serve their NQT induction in these settings.

There are some exemptions to the requirement to complete a statutory induction (as stated in the Statutory guidance Annex B: Page 36-38) e.g. a person with QTLS and is a member with the IfL.

2. Can I start my NQT induction before confirmation of my QTS?

No. NQTs cannot start induction unless they have been awarded qualified teacher status. Checks will be made by the school and the Appropriate body to verify QTS on registration for NQT induction.

3. Can I start my NQT induction if I haven't successfully passed my skills tests?

No. QTS is only awarded when trainee teachers have successfully completed all aspects of the initial teacher training, including passing the necessary skills tests. Any induction undertaken prior to gaining QTS does not count.

4. Do I have to start my Induction immediately after gaining QTS?

Although NQTs are encouraged to start their induction as soon as possible after gaining QTS, there is no set time limit for starting or completing an induction period.

LENGTH OF THE NQT INDUCTION PERIOD

5. How long does the Induction take?

The length of the induction period an NQT is required to serve is the **full time equivalent of ONE SCHOOL YEAR (i.e. 3 school terms which is around 195 days.)**. The appropriate body makes the final decision about the equivalence to one school year if the NQT serves induction in more than one setting.

An NQT has only one opportunity to complete statutory induction. If failed, the induction cannot be repeated.

6. What is the minimum period of continuous employment that can count towards NQT induction?

The minimum period that can count towards completion of NQT induction is ONE TERM.

7. How long will Part-Time NQTs take to complete the NQT induction?

It is possible to complete an induction programme on a part-time basis. The induction period for a part-time NQT is the full-time equivalent of one full academic year (approx 195 days).

It is the responsibility of the Induction Tutor, Headteacher and NQT to be clear about how long the induction period should last for part-time NQTs and whether the post is suitable for induction.

If schools/ settings are not sure they should check with the appropriate body (this will be automatically worked out on NQT manager)

The ready reckoner below provides some examples.

% of timetable worked	Proportion of timetable worked	Number of days worked per week	Time to complete NQT induction (195 worked days)	Assessment intervals in complete weeks (65 worked days)
100%	1	5.0	39 weeks	13 weeks
80%	0.8	4.0	50 weeks	16 weeks
60%	0.6	3.0	65 weeks	22 weeks
50%	0.5	2.5	78 weeks	26 weeks
40%	0.4	2.0	97 weeks	32 weeks
20%	0.2	1.0	195 weeks	65 weeks

REDUCING OR EXTENDING THE LENGTH OF NQT INDUCTION

8. Can the induction period be reduced?

There are some cases where the Appropriate body is able to reduce the length of the induction period to a **minimum of one term** (based on an academic year of three terms) to recognise significant teaching experience (e.g. after teaching in the independent sector, substantial experience teaching a regular timetable as an instructor in a school or an NQT who has gained QTS via the assessment-only route)

In making such a decision we take into account of advice from the Headteacher / Principal and gain the agreement of the teacher concerned. If a teacher wishes to serve the full induction period they are allowed to do so. This **'fast track' route** has to be agreed **before the start of the NQT induction** (the school submits an application form) The appropriate body will require information about previous experience and evidence of performance e.g. performance management documentation from previous teaching employment.

Fast track is not appropriate for NQTs who are merely performing particularly well during their induction. It is only appropriate in recognition of significant teaching experience.

When agreed, only the final assessment meeting and report will be required with the headteacher's/principal's recommendation on whether the teacher's performance against the relevant standards is satisfactory or whether an extension is required.

The Appropriate body has the discretion to reduce the induction period by **up to 29 days** to take into account **absence** or where the induction period falls short of the full year.

9. Can the Induction period be extended?

It is expected that NQTs will successfully complete their induction period after the equivalent of three terms full-time teaching. It is **rare for the induction period to be extended** for anything other than a high level of absence or maternity leave (see below). However an extension may be agreed by the Appropriate body for other reasons in exceptional circumstances.

i. Extension due to absence from work for 30 school days or more:

If an NQT has been absent from work (for any reason) for 30 school days or more during the induction period with the exception of statutory maternity leave, the induction period is automatically extended by the aggregate total of absences, e.g. if they are absent for a total of 35 days, the extension will be for 35 days.

ii. Statutory maternity leave

If an NQT has a break in their induction which includes statutory maternity leave, she may choose whether or not to have induction extended by the equivalent of the part of her absence which was statutory maternity leave. Any outstanding assessments should not be made until she returns to work and has had the opportunity to decide whether to extend induction. Any such request must be granted. If an NQT chooses not to extend her induction period following an absence of maternity leave she will be assessed on the same basis as any other NQT. It is recommended that any NQT in this situation seeks advice before making such a decision.

iii. A long break in the induction period:

The induction period does not have to be continuous. There is no set time limit for starting or completing an induction period.

iv. Extensions after induction has been completed

The Appropriate Body has the option, when making its decision at the end of the induction period (Statutory Guidance 3.8-3.10), to extend the period.

It determines the length of the extension, the procedure for assessments during it, and the recommendation at its end.

The Appropriate Body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the NQT to have met the relevant standards for other reasons. These might include: -personal crises; illness; disability; other reasons relating to the NQT; issues around the support during induction; or where there is insufficient evidence for a decision about whether the standards have been met.

10. What are the rules on paternity leave?

The induction regulations make no special provision for paternity leave. Paternity absence will be counted as normal absence under the 29 day rule. Absence of 30 days or more requires an aggregated extension to the induction period equal to the period of absence.

EMPLOYMENT COUNTING TOWARDS INDUCTION

11. What periods of employment count towards induction?

It is important that each NQT is in post long enough for those responsible to be able to form a fair and reasonable opinion of his or her work. Regulations therefore specify a minimum period of employment that can be counted towards completion of the induction period an NQT must serve (for both full time and part-time NQTs).

This minimum is **one continuous term or more** (based on an institution that operates three terms in an academic year).

Consequently, provided at the outset an NQT's contract/appointment is for at least a term, an NQT may serve their induction in one, two, three or more institutions. For example an NQT may serve:

- two terms of induction in one institution on one contract, and one term in another;
- one and a half terms in one institution on one contract and one and a half terms in another; or
- three terms in three different institutions on three different contracts.

However, it would not be possible to serve two and a half terms of induction in one institution and the remaining half a term in another. Although the first contract would meet the minimum period criteria, the second would not. NQTs in this situation will, therefore, serve a longer induction in order to complete the induction period.

12. Can supply posts count towards induction?

A supply teaching contract can only count towards the induction if it clear from the outset that the school contract will last for at **least ONE term** and the post is suitable for induction and is within a suitable setting. The Appropriate body must be informed before the post begins.

13. Does short term supply count towards induction?

If an NQT is employed for a period of less than one school term, they cannot start or continue their induction. Short-term supply teaching does not count towards induction.

It is **not** possible to backdate the start of an induction period if a short-term supply contract is extended beyond one term. However, an induction programme can be put in place immediately it becomes clear that the extended contract will continue for sufficient time i.e. for at least a term from the point of change of the contract.

14. How long can I do short term supply?

For teachers gaining QTS on or after 1 September 2007 and have not yet started or completed an induction period , they can undertake short-term supply work of less than one term in a school / setting for a **maximum period of 5 years** from the point of the award of the QTS)

SUITABILITY OF POST FOR INDUCTION

15. How much monitoring and support should I receive during induction and how will my timetable differ from other teachers?

The school / setting must ensure the post is suitable for induction and an effective NQT induction programme is in place by:-

- providing the NQT with a **reduced timetable** to enable them to undertake activities in their induction programme. This should be **no more than 90%** of the timetable of other main pay range teachers and is in addition to the timetable reduction for PPA that all teachers receive.
- providing the NQT with the necessary employment tasks, experience and support to enable them to demonstrate **satisfactory performance** against the **teachers' standards** throughout and by the end of the induction period;
- not making **unreasonable demands** upon the NQT;
- not normally demanding teaching outside the age range and/or subject(s) for which the NQT has been employed to teach;
- not presenting the NQT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involving the NQT in **regularly teaching the same class(es)**;
- expecting similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged;
- not expecting the NQT to be involved in additional non-teaching responsibilities without the provision of appropriate preparation and support
- formally observing the NQT "*at regular intervals*". Good practice would be for this to occur at least half termly.
- ensuring that the **induction tutor** is appropriately trained and has sufficient time to carry out their role effectively (Induction tutors must have QTS)
- ensuring that a suitable monitoring and support programme is in place for the NQT, personalised to meet their professional needs which **must** include observations of experienced teachers in their own school or other institutions.
- carrying out **regular progress reviews** (every half term)
- carrying out **three formal assessments** during induction, one at the end of each assessment period which must be signed by the Head teacher, NQT and Induction tutor / or mentor and submitting them through the online administration system (**NQT manager: <https://eryc.nqtmanager.com/>**) to the Appropriate body.

ROLES AND RESPONSIBILITIES

16. What does an Induction tutor do?

The Induction Tutor has day-to-day responsibility for monitoring, supporting, and assessing an NQT. They should be a member of the teaching staff with the time, skills and authority to carry out the role effectively, including making accurate and fair judgements on progress towards meeting the Teachers' Standards. The Induction tutor could be the Head teacher, Senior leader or teacher with specialised knowledge of the NQT's subject or year group. More detail can be found in the Statutory guidance and NQT handbook.

17. What is the role of the NQT in the induction process?

The role of the NQT during the induction period is to **participate fully** in their induction programme and to work co-operatively with the school in all aspects of their support, monitoring and assessment. The NQT should:

- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance;
- provide evidence of their progress against the relevant standards (best practice to develop an evidence file in a **format agreed with the school**)
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are or may be difficulties in *resolving issues* with their tutor/within the institution ;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period;
- retain copies of all assessment forms

NQTs should keep:-

- Records of Lesson observations
- Lesson plans, records and evaluations particularly showing the impact of any professional development or relating to agreed objectives.
- Copies of progress review meeting documentation and action plans
- Records of the 3 formal assessment meetings and the copies of formal assessment forms (copies are submitted to the Appropriate body)
- Records of courses attended, visits, professional development activities, observations of other staff, self assessment records etc
- Information relating to liaison with others e.g. parents and colleagues
- Evidence from a range of sources will be used to evaluate performance which will include lesson observations.

Appendix A provides a useful check list (page 14-15) (this may help to provide an overview of the Induction process and the expectations)

MAKING THE MOST OF THE REDUCED TIMETABLE

18. How do I use the extra non-contact time?

Every NQT will have a **reduced timetable** to enable them to undertake activities in their induction programme. This should be **no more than 90%** of the timetable of other main pay range teachers and is in addition to the timetable reduction for PPA that all teachers receive.

Here are some examples of how this additional non-contact time might be used

- Attending courses with local authority or external providers
- Planning collaboratively, for example, with induction tutor, with mentor with subject/phase leader, year group/ key stage colleague(s)
- Lesson observations, including discussion before and after observation
 - of colleague(s) in year group/department/ key stage using pre-agreed criteria
 - of other teachers in your school for subject specific development using preagreed criteria
 - of other key stages or classes to help planning for progression
 - of someone else teaching your class
 - of someone teaching a lesson that you have planned
 - of a teacher in a contrasting school using pre-agreed criteria
 - of a teacher in a similar school using pre-agreed criteria
 - of another NQT
- Coaching and support
 - from an experienced teacher , SLE or LA officer/ adviser
 - from the SENCO,
 - for behaviour management
 - on report writing
- Developing strategies for teaching
 - pupils with special educational needs (SEN)
 - pupils with English as an additional language (EAL)
 - more able pupils
 - Team teaching with other NQTs/colleagues with particular expertise
- Personal enquiry and reading; researching websites, observation, discussion, etc
- Reading pupils' previous records and reports
- Analysing marking and record keeping systems in order to improve their own
- Moderation/standardisation meetings
- Planning a lesson based on the thorough assessment of pieces of work
- Looking at resources in school, such as computer software
- Reflecting on progress so far against Teachers' Standards
- Meeting the induction tutor, e.g. for progress review meeting.

THE INDUCTION PROCESS AND ASSESSMENTS

19. Why do I need an action plan?

A meeting will take place at the start of induction where areas for development will be discussed and objectives will be agreed. An *action plan* will be produced to ensure that expectations are clearly recorded and reviewed. A programme of CPD will be agreed to support development. An action plan proforma and an example of a completed action plan can be found on P. 18-19 (Appendix C)

20. What are Progress review meetings? (professional review meetings)

Progress reviews are an opportunity for the induction tutor and NQT to discuss achievements and agree any changes to the action plan in terms of objectives or actions. Progress reviews are usually held **half-termly** (pro rata for part-time NQTs). Schools will have an agreed format for recording discussions and agreed actions.

An example proforma for recording notes from progress review meetings can be found on P.16-17 (Appendix B)

21. How many Formal assessments of progress should I expect?

There will be three formal assessments carried out over the Induction period i.e one per term. **Formal assessment meetings** should take place each term between the NQT and either the Headteacher/Principal or the induction tutor (acting on behalf of the Headteacher).

For an NQT working full-time in an institution operating a three-term year, these would normally take place towards the end of each term. However, for part-time NQTs and institutions with more than three terms in a year, the assessments should be carried out at equidistant intervals throughout the induction period.

An assessment form will be completed and submitted to the Appropriate body after the formal assessment meeting.

There should be **no surprises** for the NQT at these meetings as the NQT will have been kept informed about their progress throughout the assessment period.

The **third formal assessment meeting** is also the final induction period assessment, and will form the basis of the recommendation of the Headteacher/Principal to the Appropriate body as to whether the NQT, having completed the period, has performed satisfactorily against the Teachers' Standards for the completion of induction. Examples of completed formal assessment forms can be found on P.20 -30 onwards (Appendix D)

22. What are Interim assessments used for?

When an NQT leaves a post after completing more than one term in an institution but *before* the next formal assessment would be required, the Headteacher/Principal must complete an *interim assessment*. This should take place before the NQT leaves his or her post in order to ensure that the NQT's progress and performance since the last assessment are captured.

The information recorded on the interim assessment form will serve as a starting point for any future induction mentor, inform the content and structure of the induction programme in any subsequent post, and allow the programme to be tailored to the NQT's priorities for professional development so that induction can be continued effectively.

The number of days completed in this interim period will not count towards the completion of the NQT induction.

23. What happens if I do not get ‘making satisfactory progress’ in one or more of my termly assessments?

The school will discuss how the NQT could improve their performance and agree an updated action plan and additional CPD. Progress towards the objectives set will be monitored closely.

The LA Induction Coordinator at ERYC Appropriate Body will provide the school with advice and support as necessary.

The amount and type of support will vary according to the degree of concern over the performance of the NQT. NQTs can request additional advice from their professional association especially when there are serious concerns.

If the NQT has not made satisfactory progress in 2 assessments, the school will explain the consequences of failure of the induction period and will ensure that further additional support and monitoring is put in place with clear expectations of expected progress within a given agreed time scale. Under these circumstances, it is very important for NQTs to make contact with their professional association. Schools will be giving NQTs every opportunity to raise their performance.

24. What happens if I feel that I am not getting the right sort of support?

NQTs must discuss concerns with the school / induction tutor if they feel that the support is not enabling them to make the required progress or if they are unsure about the progress they are making and their next steps. NQTs must also listen to and act on advice provided to show their commitment to making improvements.

For unresolved issues or concerns about induction, the NQT can contact the ERYC Named contact.

COMPLETION OF NQT INDUCTION

25. How do I access my Certificate when I pass my induction?

Following receipt of the school’s recommendation that an NQT has *successfully completed* induction, the Appropriate Body will update the status of the NQT on the TRA online system to ‘pass’.

The TRA will then send an e-mail to the NQT with a link to their system.

The NQT will open the link to access the TRA system to either save or print the PDF version of their certificate. Please note: NQTs will need to enter their Date of Birth and Teacher Reference Number to access the system.

26. What are the implications should I fail to meet the Teachers’ Standards at the end of my induction period?

Should an NQT fail to complete the induction period satisfactorily, they would still hold QTS status but the NQT would no longer be eligible to be employed as a teacher in a maintained school. Their name is placed on a list held by TRA of persons who have failed to successfully complete their NQT induction.

27. Can an NQT who fails induction appeal against the decision?

An NQT can appeal and should notify the Appropriate Body of intention within 20 days, beginning with the date the NQT receives formal notice of the decision. Section 4 of the statutory guidance on induction for NQTs in England provides more information on the appeals process.

28. If I fail my induction, can I start again?

An NQT has **only one chance** to complete and pass induction. You do have the opportunity to appeal.

APPENDIX A

NQT CHECK LIST (this may help to provide an overview of the Induction process and the expectations)

NQT INDUCTION PROCESS SELF REFLECTION	
Section 1: Introduction and set-up procedures	RAG
Have you been awarded QTS? (including passing the skills tests)	
Has your QTS status been checked by the school?	
Have you been registered with an Appropriate body prior to the start of your post? (the school registers with the ERYC through the online administration system : NQT manager)	
Has the School submitted all relevant details to the ERYC Appropriate body i.e. has your registration / start date for induction been authorised?	
Have you been assigned an induction tutor/induction coordinator? Are you aware of the role of the induction tutor/induction coordinator in your NQT induction?	
Have you been assigned a subject mentor (where appropriate)? Are you aware of the role of the mentor in your NQT induction?	
Do you know how long your NQT induction is likely to be?	
If you are part way through your NQT induction, have you provided your new school with the required information to enable them to request completed and /or interim assessments from your previous school/s?	
Have you a reduced timetable (in addition to the statutory 10% PPA time) i.e. 90% teaching timetable compared to other main scale teachers (Weekly? or Cumulatively?)	
Are you teaching within the age range and subjects for which you have been trained and if not is additional support available?	
Will you be teaching the same class (es) on a regular basis?	
Are you fully familiar with the Teachers' standards? Do you know how these will be used in the Induction process?	
Do you have the details for your named contact at your Appropriate Body? Are you aware of the role of the named contact and when it is appropriate to make contact?	

SECTION 2: The Induction process	RAG
Have you discussed your Career Entry and Development Profile (CEDP) or similar ITT review and development documents, with your induction tutor to identify strengths and areas for development?	
Have you and your Induction tutor / mentor planned an individualised and structured support programme taking into account your experience?	
Have you a schedule of regular meetings timetabled with your induction tutor/ mentor?	
Has your induction tutor produced a Development Action plan with agreed objectives and expected outcomes?	
Has your induction tutor set up a programme of professional progress review meetings? (half termly)	
Do you fully understand when you will be formally assessed and how this assessment will be made and what will happen as a result? (termly)	
Do you know how often you will be observed? Do you know who will be carrying out the observation?	
Do you know when you will receive feedback and in what format?	
Are you participating fully in the agreed monitoring and evaluation programme? Are you fully aware of your role as NQT?	
Are you discussing evidence of progress against the 'Teachers' standards at the review meetings and the formal assessment meetings?	
If you have concerns, have you raised these with your induction tutor?	
Are you keeping a record of all meetings, observations, training and assessments? Are you collecting evidence of progress?	
Are you given opportunities to observe other teachers in the school? Or other teachers in other schools?	
Have you opportunities to work with / meet with other NQTs?	
Are you aware of the NQT development programme offered by the LA, 'Riding Forward' or other providers?	
Are you taking responsibility for your own induction and professional development?	

What is the date and focus (this should relate to objectives in the development/action plan) of formal lesson observation for next period?	
NQT Comments (please tick as appropriate and make any comments)	
<input type="checkbox"/> I receive a 10% reduction in timetable to pursue CPD activities <input type="checkbox"/> I feel well supported and receive the CPD I need to develop <input type="checkbox"/> I have a development/action plan (half termly if I am FTE) <input type="checkbox"/> I am formally observed teaching (and receive detailed feedback) at least each half term <input type="checkbox"/> I participate in Professional Review Meetings (two per assessment period suggested) <input type="checkbox"/> Formal assessment meetings take place each term which I participate in <input type="checkbox"/> I believe that I am making at least satisfactory progress in meeting the Teachers' Standards	
Date for next discussion and review	
Copy to head teacher? YES / NO	
Signed: Induction Tutor	Signed: NQT

Please retain these records (for 6 years) as the Appropriate Body may request them to help inform their final recommendation to the National College for Teaching and Learning

APPENDIX C: EXAMPLE PROFORMA:
NQT INDUCTION DEVELOPMENT/ACTION PLAN

Name of NQT Name of Induction Tutor.....

Period of induction covered (e.g Autumn 1, if FTE).....

Objectives (refer to Teachers' Standards)	Success Criteria (expectations by end of period)	Actions to be taken, when and by whom (inc NQT)	Professional Development to support objective (CPD)	Evidence to be produced by NQT	Review Date

Signature on behalf of School:	Date:	Signature of NQT	Date:
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APPENDIX C (continued)

EXAMPLE (HALF-)TERMLY ACTION PLAN (Primary school)

Name of NQT: X

Name of IT: Y

Second assessment period: Autumn 15

Objectives (with reference to Teachers' Standards)	Success Criteria	Actions to be taken, when and by whom	Professional Development to support objective (CPD)	Evidence to be produced	Review Date
2b be aware of pupil's capabilities and their prior knowledge and plan teaching to build on these.	Clear differentiation for groups of pupils in planning. Evidence of tasks matched to needs of children (inc.SEN) in their books.	NQT X and SLT monitoring of class books. (above average, average, below average). NQT X provide plans which show clear differentiation.	Support from maths and literacy coordinators. Peer observation during NQT time.	Lesson plans. Children's books	23rd October 2015
6c Use relevant data to monitor progress, set targets, and plan subsequent lessons.	Use of AfL to inform future planning (progress drives, maths blue book, reading and writing target cards).	NQT X use progress drives/blue book to inform maths planning. Teacher A to monitor success. Use of target cards in writing sessions. Book scrutiny.	Peer observation during NQT time – observe Teacher A re. use of reading and writing target cards.	Blue book Progress drives Reading and writing target cards.	23rd October 2015
7b Have high expectations of behaviour and establish a framework for discipline with a range of strategies using practise sanction and rewards consistently and fairly.	Reduction of poor low level behaviour in lessons. Consistent use of school sanction and reward system	NQT X to become familiar with school behaviour policy and to apply consistently. NQT X to establish rules with class. Consistent use of sanction and reward system in class. Teacher A support as appropriate in class. Develop IBPs for pupils who require it.	Peer observation of staff during NQT time. CPD re. Behaviour booked with TSA	Evidence of good behaviour for learning and consistent use of sanction reward system through lesson observation. IBPs if appropriate.	23 rd October 2015
Signature on behalf of School: Role:		Date:	Signature of NQT:		Date

APPENDIX D: EXAMPLES OF COMPLETED ASSESSMENT FORMS

Example 1: First assessment format (Secondary) (same format for First, Second and Interim Assessments)

NQT Induction Assessment Form

Assessment for the end of the First Assessment

NQT's Personal Details

Full Name: NQT X
Date of Birth: 14/05/1987
Teacher Reference Number: 0000000
National Insurance Number: XY000000Z
Date of award of QTS: 28/08/2014

Recommendation

The above named teacher's performance indicates that he/she **is making satisfactory progress** against the Teachers' Standards within the induction period

Confirmation of Induction

I confirm that the NQT has received a personalised programme of support and monitoring throughout the period specified below in line with the statutory guidance.

Start Date: 08/09/2014

End Date: 12/12/14

Days Completed: 65

Days Absent: 0

The NQT worked **Full Time** throughout this assessment period

Institution Details

Name: Simply the Best Academy
DfE Number: 000
Head Teacher/Principal: Jonathan Strange
Tutor: Mary Tudor
Address:
School Road,
SKIRLAUGH
HU11 0XX
Telephone: 01482 000000

Appropriate Body

Name: East Riding of Yorkshire Council
Address: NQT Induction,
School House, Dorset Avenue,

SKIRLAUGH.
East Yorkshire
HU11 5EB

Telephone: 01482 392506

Part One: Teaching

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

Strengths

During his first term, X has established a well organised classroom to support and stimulate learning and develop independence (Obs. LW). X puts understanding of safeguarding requirements into practice (referrals to Child Protection Coordinator). He demonstrates a growing understanding of available assessment information and how this can be used (development shown in latest cycle of support). X has also shown that he can use assessment information formatively in planning, teaching, differentiation, questioning, target setting marking and feedback (Mark books).

He models consistent, positive relationships and interactions based on mutual respect and high expectations. (Obs. LW).

Area/s for development

No areas identified

Standard 2 Promote good progress and outcomes by pupils

Strengths

X has demonstrated that he can follow the Marking and Feedback Policy and give learners opportunities to respond and demonstrate progress as can be shown in recorded performances, assessment sheets and planning. X differentiates provision showing that assessment information/assessment for learning strategies are being used effectively (obs and planning). He has shown ability to assess learning and progress against intended outcome in lesson/sequence of lessons and makes adaptations accordingly (obs and planning). In this first period of induction X has developed a positive ethos for learning and demonstrates use of strategies so that learners can e.g. ask questions, take risks, work independently (obs and planning).

Area/s for development

Pacing of activities needs to be improved in lessons especially needs to focus on ensuring that the more able are sufficiently challenged.

Standard 3 Demonstrate good subject and curriculum knowledge

Strengths

X uses his subject knowledge to plan lesson/sequence of lessons to secure pupil progress in that area (Unit of Work, Lesson Plans). He shows understanding of how the subject is assessed and links this to planning/provision (Unit of Work, Lesson Plans). He uses Standard English effectively in communication, planning and resources (obs and planning). X is aware of gaps in his own learning/subject knowledge and is proactive in seeking to address these (re. the use of XXX practical activities)

Area/s for development

Use of the XXXX practical activities in the classroom needs to be improved – Opportunities to use XXXX need to be seized and used as a vehicle to engage.

Standard 4 Plan and teach well structured lessons

Strengths

X effectively briefs and deploys all adults supporting the learning (Partnership documents, TA). He shows he can select resources and activities with care to scaffold learning and demonstrates creativity in adapting lessons according to need and purpose (Lesson Plans). X regularly engages in professional discussions and demonstrates reflective practice and acts upon/amends own plans/practice as a result (adapted lesson plans and resources). He actively participates in subject/key stage meetings, regularly contributing ideas.

Area/s for development

Outcomes need to be more focussed for individual lessons. Planning needs to focus on ensuring that all pupils are challenged sufficiently.

Standard 5 Adapt teaching to respond to the strengths and needs of all pupils **Strengths**

X shows a good understanding of expectations re: progress of potentially vulnerable groups (Assessment sheets, Lesson Plans) and deploys a range of teaching and learning strategies with growing effect (Learning walks, planning).

Area/s for development

None identified

Standard 6 Make accurate and productive use of assessment **Strengths**

X understands statutory assessment requirements, marking criteria, coursework, exams, schemes of work (unit of work, assessment sheets, use of criteria in year 11 lessons). He also understands progression and age related expectations (where available) in his subject area (unit of work, assessment sheets, use of criteria in year 11 lessons). He provides regular and developmental feedback to students (learning walks, observations).

Area/s for development

Use of questioning needs to be developed further to ensure students are not 'given' answers.

Standard 7 Manage behaviour effectively to ensure a good and safe learning environment **Strengths**

X shows a working knowledge of all relevant school policies and uses them appropriately. He promotes and models rules and routines in line with agreed school policy. He also demonstrates ability to manage behaviour in line with policy both in and out of the classroom and models good relationships and conducts in dealings with colleagues and students.

Area/s for development

None identified

Standard 8 Fulfil wider professional responsibilities **Strengths**

During his first term, X has participated in clubs and activities for example, awards evening, showcases, college productions and the college carol service. X also runs a X club which is well attended. X actively participates in and contributes to team meetings and uses the outcomes in his practice. (Lesson Plans TLC's)

Area/s for development

None identified

Part 2: Personal and Professional conduct

Comments

X has developed effective working relationships with the staff , pupils and parents and has been proactive in ensuring that his personal conduct and attitudes are of a high standard.

X presents himself as an excellent role model for all his classes and has ensured that school policies and processes have been adhered to and applied consistently to safeguard the well being of all his pupils (which was very evident on the recent school trip)

Key Targets for next term

Which of these areas for development are causing most concern?

- To plan lessons which *challenge pupils* of all abilities especially the more able
- To ensure that planning is more *outcome focussed* i.e. what the pupils are learning rather than doing.

NQT's Comments

NQT has discussed this report with the induction tutor and/or head teacher.

The NQT has made the following comments on this assessment.

I feel that the report gives a clear indication of the progress I have made this term. I am aware of the areas I still need to develop and have welcomed the support provided by my mentor in the subject area as well as the coordinator. I have found the mixed ability teaching the most challenging and have found that I have focussed too much on ensuring that the lower and middle ability are able to access the work without making sure that the more able are stretched sufficiently and agree that pace of my lessons needs to be addressed as learning time has been wasted especially with class X and Y.

I agree with the comments made.

The NQT will be remaining at this school for the next assessment period.

Signatures

Head Teacher/Principal

Date

DIGITALLY SIGNED

12/12/14

Full Name: Jonathan Strange

NQT

Date

DIGITALLY SIGNED

11/12/14

Full Name: NQT X

Induction tutor

Date

DIGITALLY

11/12/14

Full Name: Mary Tudor

Example 2: Final assessment format (Primary)

NQT Induction Assessment Form

Final Assessment and Recommendation

NQT's Personal Details

Full Name: NQT Y
Date of Birth: 30/06/1990
Teacher Reference Number: 0000000
National Insurance Number: YY000000X
Date of award of QTS: 01/09/2014

Recommendation

The teacher named above has performed satisfactorily against the Teachers' Standards for the completion of induction

Confirmation of Induction

I confirm that the NQT has received a personalised programme of support and monitoring throughout the period specified below in line with the statutory guidance.

Start Date: 13/04/2015
End Date: 17/07/2015
Days Completed: 65
Days Absent: 5
The NQT worked **Full Time** throughout this assessment period

Institution Details

Name: Simply the Best Academy (primary section)
DfE Number: 000
Head Teacher/Principal: Jonathan Strange
Tutor: Richard Lion
Address:
School Road,
SKIRLAUGH
HU11 0XX
Telephone: 01482 000000

Appropriate Body

Name: East Riding of Yorkshire Council
Address: NQT Induction,
School House, Dorset Avenue,

SKIRLAUGH.
East Yorkshire
HU11 5EB

Telephone: 01482 392506

Part One: Teaching

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

Strengths

NQT Y has continued to demonstrate high expectations within the classroom and has built upon the relationships with his/her class. Several parents fed back at Parents' Evening how much their children love being in his/her class. (1A)

Since the start of the NQT year, NQT Y has experienced a wide range of assessment methods and strategies and has become confident in using them to support pupil progress. (1B)

Area/s for development

No areas identified

Standard 2 Promote good progress and outcomes by pupils

Strengths

NQT Y has an improved understanding of his/her children's current working levels and has worked hard to develop strategies to accelerate progress for his/her children across the curriculum. NQT Y has taken part in a further pupil progress meeting with the SLT (5A and B) and has worked individually with the Head teacher to develop strategies for specific groups of children who have not yet made expected progress. (2A)

NQT Y adapts his/her planning frequently to reflect his/her pupils' needs and is now identifying with greater confidence the groups of children who need additional support to achieve their targets. NQT Y has developed the use of guided group work more specifically to target learning. (2B and 2D)

NQT Y rigorously follows the Marking and Feedback policy, giving regular, good quality feedback to the children, including suggestions for next steps in learning. NQT Y gives children regular informal feedback time to act upon his/her marking. (2C, 2E and 6D)

He/She has worked hard to develop group target setting in *Literacy* and has tailored lesson planning to address these targets. He/ She is also using clear success criteria and target cards within lessons and is encouraging children to have a greater understanding of the level that they are working at. (2C and 6C and D)

Area/s for development

To continue to develop the same strategies in Maths to ensure that pupils are clear about the areas they still need to work on.

Standard 3 Demonstrate good subject and curriculum knowledge

Strengths

NQT Y has worked hard to make the curriculum hands-on, interactive and enjoyable for his/her children. He/ She has used a good understanding of the Physical Processes area of the Science curriculum to plan exciting work for the summer term. Literacy continues to be a particular area of interest for him/her and he/ she enjoys planning opportunities to incorporate Reading, Writing, Language and Communication skills into a range of subjects across the curriculum, in line with our creative approach in school. (3A and 3C)

This term, he/ she has identified a need to develop his/her own understanding of XXX which has been recently introduced across school. With support from his/her Mentor, he/ she has sought advice from the coordinator and has observed a lesson and has completed some informal training early in the Summer Term. (3B and 8D).

Area/s for development

To apply the knowledge and understanding gained from the recent training in XXX for day to day use in class.

Standard 4 Plan and teach well structured lessons

Strengths

NQT Y continually reflects on his/her own teaching and is always eager to develop and improve his/her own practice. (4D) This term NQT Y has identified a need to improve the pace and motivation within some of his/her lessons and has effectively set tight time challenges in order to ensure that children work quickly yet efficiently. (4A)

He/ She has continued to set homework every week that supports or extends the work being completed in class and provides regular feedback to inform the children's learning. (4C)

NQT Y has actively participated in team planning meetings, supporting other members of the team with creative ideas and resources and continues to take an active role in staff meetings, contributing ideas and demonstrating positive working relationships with those around his/her. (4E)

Area/s for development

None identified

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

Strengths

NQT Y thoroughly plans his/her lessons and has developed a greater understanding of how to support children with differing needs. NQT Y is continuing to work on ways in which to scaffold learning for lower ability pupils, such as additional support resources and is beginning to use 'something different' to effectively challenge more able learners. (5A and 5D)

NQT Y has gained confidence in following the school Assessment Policy including Assessment for Learning and self and peer assessment. Since the last assessment, NQT Y has completed the end of year assessments with his/her class, as well as two further half-termly writing assessments. Ongoing assessments have been used more effectively to support planning. (5B, 6B and 6C)

This term, NQT Y has again actively sought support and ideas from the *SLT, SENCO and the Ge&T* coordinator in order to support his/her children's varying needs. (5B, C and D)

Area/s for development

None identified.

Standard 6 Make accurate and productive use of assessment

Strengths

NQT Y has developed a much more secure understanding of assessment criteria this term, in particular in relation to *Writing*. He/ She has moderated children's work with other teaching staff and the assessment coordinator and is happy to seek advice when he/ she is not sure about the level a child is working at. He/ She has become more confident to independently and accurately assess children's work. (6A)

NQT Y is more aware of the areas that he/ she needs to continue working on with the children (6C)

He/ she provides regular feedback to learners and has been more effective in feeding back on assessed work and children's levels of attainment so that children have a better understanding of the level at which they are working. (6D)

Area/s for development

None identified

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

Strengths

NQT Y has improved behaviour management within his/her classroom since the start of his/her NQT induction. He/ she has high expectations of the children's behaviour and promotes rules and routines in line with school policy. However, he/ she has identified the need to make his/her expectations clearer for the children and to consistently enforce both rewards and sanctions. Towards the end of the Spring term, he/ she implemented a strategy from an NQT course on Managing Behaviour where he/ she created a display with his/her class that identified unacceptable expected and exceptional behaviours. He/ she implemented the chart immediately in the Summer Term using rewards such as letters or phone calls home and consistent sanctions to reinforce his/her expectations which has proved to be effective.(7A and 7B)

NQT Y readily seeks advice and support from experienced staff and the SLT in dealing with more challenging behaviours and he/ she is happy to liaise with parents in order to support the children within his/her class.NQT Y has tried giving children special responsibilities such as *gardening* to support them in having more positive playtimes (7B and 7C)

He/ she always models good relationships when interacting with both staff and children (7D).

Area/s for development

To continue to ensure that strategies are implemented consistently.

Standard 8 Fulfil wider professional responsibilities

Strengths

NQT Y is a valued member of the school community and he/ she at all times upholds the school's aims, ethos, vision and values. He/ she has supported the choreography when we put on a whole school production of 'School production' in the Summer Term. (8A)

He / she has developed effective professional relationships throughout the school and is proactive in drawing on advice from a range of staff, depending upon their specialism. (8B and 8D)

He/ she has continued his/her positive working relationships with support staff.

He/ she has continued to develop confidence when communicating with the parents and carers of the children in his/her class, completing mid-year/ and end of year reports and a further Parents' Evening. He/ she has immediately followed up on any concerns raised by parents at these meetings and has sought advice from the SLT before the meetings on how to approach more challenging parents. (8D and 8E)

Area/s for development

None identified

Part 2: Personal and Professional conduct

Comments

NQT Y is a valued member of the school community and he/ she at all times upholds the school's aims, ethos, vision and values. He / she has developed effective professional relationships throughout the school and is proactive in drawing on advice from a range of staff, depending upon their specialism. (8

He/ she has continued his/her positive working relationships with support staff.

He/ she developed knowledge, skills and understanding over the year and has successfully completed his/ her induction.

Key targets for further development

1. To accelerate pace for all children by planning tight, focused and well timetabled activities in consultation with support staff.
 - Timetable intervention groups
 - Plan objectives half termly in NQT time to ensure through coverage of the curriculum and fast paced learning
 - Weekly meetings with support staff to discuss children's progress and needs.
2. To continue to develop consistent behaviour management strategies with clear rewards and sanctions.
 - Implementing strategies consistently.

NQT's Comments

The NQT has discussed this report with the induction tutor and/or head teacher.

The NQT has made the following comments on this assessment.

During the last term I feel that I have gained a greater understanding of assessment and how to facilitate progress through clear target setting in terms of the children's levels. From this I have worked hard to make the expectations for the children's levels clear and aim to continue to improve on this in the summer term. I feel that completing the assessments focused the next steps for my teaching and also highlighted focus groups that I will plan for, with the help of my support staff. I was pleased with the reports that I wrote during this term and feel that I now have a better understanding of this process have gained more confidence when communicating with parents as shown at my second parents evening.

I am continuing to communicate and work well with the other members of staff within the school and feel that I participate fully in the whole school life.

I am happy with the report and feel that it reflects the discussions that I have had during the last assessment period and I am clear about my next steps in further developing my practice in my future career.

The NQT will be continuing employment at this school

Signatures

Head Teacher/Principal

Date

DIGITALLY SIGNED

17/07/2015

Full Name: Jonathan Strange

NQT

Date

DIGITALLY SIGNED

15/07/2015

Full Name: NQT X

Induction tutor

Date

DIGITALLY SIGNED

15/07/2015

Full Name: Richard Lion

APPENDIX E: GUIDANCE FOR A SUCCESSFUL NQT INDUCTION

- Be organised to avoid overload.
- Pace yourself and try to maintain a sensible work-life balance.
- Allocate sufficient time for planning and preparation to avoid last minute stress.
- Never be afraid to ask questions or to ask for help.
- Be proactive and honest. If you feel you need support or are worried about something discuss issues with your Induction tutor and don't wait for a formal meeting to raise concerns.
- Spend time getting to know the school and the staff. Try not to work in isolation.
- Use the allocated NQT time wisely to address your specific areas for professional development not just as additional PPA time.
- Listen to advice from colleagues and value observing others.
- Adhere to all school policies, procedures and expectations.
- Build on your strengths and never lose sight of your positive contribution to the school as it is easy to merely focus on the negative.
- Ensure that you demonstrate appropriate professional conduct during and beyond the school day.
- **Enjoy** your NQT induction and make the best use of the personalised professional development.

