

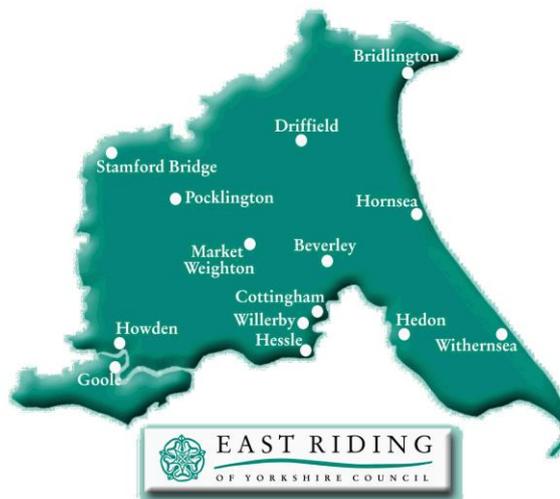


EAST RIDING  
OF YORKSHIRE COUNCIL

# NQT Induction Handbook

**POLICY and PROCEDURE**

**2018-2019**



## INTRODUCTION

This handbook is designed to support all staff involved with NQT induction i.e. Headteachers/Principals, Induction Tutors/Coordinators and Subject Mentors. It has been designed to provide extra guidance and support and is to be used in conjunction with:-

- 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

[\(https://www.gov.uk/government/publications/teachers-standards/\)](https://www.gov.uk/government/publications/teachers-standards/)

### Useful contact details at the Appropriate body (ERYC LA)

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Information also available on the following website	<a href="http://www.eriding.net/all-ages/nqts/">http://www.eriding.net/all-ages/nqts/</a>
<b>NQT manager</b> (online administration)	<a href="https://eryc.nqtmanager.com/">https://eryc.nqtmanager.com/</a>

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## Statutory requirements for NQT Induction

The statutory induction arrangements enable all Newly Qualified Teachers (NQTs) to be provided with support in the first year of teaching, in order to build a firm foundation for their professional career and development.

Statutory 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. The standards set a clear baseline of expectations for the professional practice and conduct of teachers, from the point of qualification.

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

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

However, 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.

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)**. The appropriate body makes the final decision about the equivalence to one school year if the NQT serves induction in more than one setting.

Formal assessments must be submitted to the appropriate body on a termly basis for full-time NQTs through the new online administration system (**NQT manager: <https://eryc.nqtmanager.com/>**)

Dates for submission of assessment forms for part time staff will be calculated according to length of the each assessment period as shown on page 7 and will be calculated automatically through NQT manager.

For **full time NQTs** these assessment should be received prior to the end of each term for 2018 – 2019 as follows:-

Term	Report due date
Autumn Term 2017	14 December 2018
Spring Term 2018	29 March 2019
Summer Term 2018	16 July 2019

*(assumes NQT is full-time and begins induction at the start of a term).*

## ELIGIBILITY TO START INDUCTION

The school/institution has the responsibility to check the following:-

### 1. Has the NQT been awarded QTS and successfully passed the skills tests?

The induction programme can only **start** after the award of Qualified Teacher Status (QTS), which includes the successful completion of a course leading to QTS and completion of the QTS Skills Tests. The Teaching Regulation Agency issue a certificate to confirm QTS (which can be accessed online by the NQTs) and records can be checked online by schools through *Employer Access*.

**The school/setting has a statutory responsibility to check that the NQT has been awarded QTS and is eligible to start induction (see Appendix 1 p.31-32 for additional information about QTS)**

A teacher reference number or a university certificate is not evidence of QTS.

Eligibility to start induction will also be checked automatically online via NQT manager when registering the NQT with the appropriate body.

### 2. Is the NQT exempt from induction?

The following are exempt from the requirement to complete a statutory induction period:

- a qualified overseas trained teacher from Australia, Canada, New Zealand or the USA;
- a qualified teacher from the EEA who has applied successfully to the Teaching Regulation Agency for QTS;
- an overseas trained teacher (from outside the EEA) with at least two years' experience who has obtained QTS from TRA;
- teachers who have been awarded **QTLS** (Qualified Teacher Learning and Skills) by the **Society for Education and Training (previously IfL)** and who are and retain **membership** of the (i.e. Further Education sector);
- For other exemptions please see Annex B of DfE Statutory Guidance for Induction of NQTs (England) (p.36 onwards).

### 3. Is the post suitable for induction?

Any contracted period of employment as a qualified teacher, which from the outset is of **at least one school term**, can count as part of induction, irrespective of whether the employment is full time or part-time, temporary or permanent, provided it is agreed to be a "suitable post for induction".

A post is seen to be suitable if the school/setting:-

- provides 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;
- provides 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;

- does not make **unreasonable demands** upon the NQT;
- does not normally demand teaching outside the age range and/or subject(s) for which the NQT has been employed to teach;
- does not present the NQT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involves the NQT in **regularly teaching the same class(es)**;
- expects similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged;
- does not expect the NQT to be involved in additional non-teaching responsibilities without the provision of appropriate preparation and support;
- formally observes the NQT *“at regular intervals”*. Good practice would be for this to occur at least half termly;
- ensures that the induction tutor is appropriately trained and has sufficient time to carry out their role effectively (Induction tutors must have QTS);
- ensures 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;
- carries out **three formal assessments** during induction, one at the end of each assessment period which must be signed by the headteacher, NQT and Induction tutor/or mentor.

In addition, the governing body must be satisfied that the institution has the capacity to support the NQT and that the headteacher/principal is fulfilling their responsibilities.

A post would **not** be seen to be suitable if:-

- an NQT is employed for a period of **less than one school term** (i.e. they cannot start or continue their induction). **Short-term supply** teaching cannot count towards induction.

(N.B. for teachers gaining QTS on or after 1 September 2007 and have not yet 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)

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.

#### **4. Has the school/institution registered the NQT with the Appropriate Body?**

It is the school's (or setting's) responsibility to **register** their NQT(s) with an appropriate body **before** the NQT can start induction. *Schools will register the NQTs online through NQT manager.* The start date for induction will be determined by the appropriate body and must be agreed in advance with the Headteacher and the NQT.

Registration requires detailed information about the NQT (which includes name, date of birth, contact details including an email address, teacher reference number and national insurance number), the

Induction tutors direct contact details, an outline of the post and information about any completed induction periods in other schools/settings. Where an NQT has already completed part of their induction in another institution, it is the **school's responsibility** to obtain copies of any previous assessment forms (including interim assessments). They should establish how much induction time remains to be served (which will be confirmed on NQT manager) and should alert the new appropriate body where concerns have been raised about the NQT's progress in previous assessments.

## 5. How long will part-time NQTs take to complete the induction programme?

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)

### Ready reckoner

% of timetable worked	Proportion of timetable worked	Number of days worked per week	Time to complete induction programme (195 worked days)	Assessment intervals (induction periods), in complete weeks (65 worked days)
100%	1	5.0	39 weeks	13 weeks
95%	0.95	4.75	41 weeks	14 weeks
90%	0.9	4.5	43 weeks	14 weeks
85%	0.85	4.25	46 weeks	15 weeks
80%	0.8	4.0	50 weeks	16 weeks
75%	0.75	3.75	52 weeks	17 weeks
70%	0.7	3.5	56 weeks	19 weeks
65%	0.65	3.25	60 weeks	20 weeks
60%	0.6	3.0	65 weeks	22 weeks
55%	0.55	2.75	71 weeks	24 weeks
50%	0.5	2.5	78 weeks	26 weeks
45%	0.45	2.25	86 weeks	29 weeks
40%	0.4	2.0	97 weeks	32 weeks
35%	0.35	1.75	111 weeks	37 weeks
30%	0.3	1.5	130 weeks	43 weeks
25%	0.25	1.25	156 weeks	52 weeks
20%	0.2	1.0	195 weeks	65 weeks
15%	0.15	0.75	260 weeks	87 weeks
10%	0.1	0.5	390 weeks	130 weeks

## 6. Does the NQT have significant teaching experience? Is there a possibility of a reduction in the induction period i.e. fast track?

Even though some teachers already have **significant teaching experience** when they enter the maintained sector for the first time, they are still required to serve statutory induction. In such cases, appropriate bodies have discretion to reduce the length of the induction period to a **minimum of one term** (based on an academic year of three terms) to recognise this 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 they must take 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 must be permitted to do so.

The appropriate body will require the school/setting to complete a '**fast track**' form (revised in June 2018) (see **Appendix 2 p.33-35**) to help them make an informed decision to whether this is the most appropriate route. This form must be submitted prior to the start of the induction. 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.

# Roles and responsibilities in the induction process

## The Local Authority acting as the Appropriate Body (AB)

The local authority, as Appropriate Body, is jointly responsible with the headteacher/ principal for ensuring the supervision and training of the NQTs meets their development needs.

The appropriate body has the main **quality assurance role** within the induction process.

Through the quality assurance mechanisms, it strives to ensure that:

- Headteachers/Principals (and governing bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes ensuring that an NQT receives a personalised induction programme, designated Induction tutor/mentor support and a reduced timetable (in addition to PPA);
- Headteachers/Principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- where an NQT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- induction tutors are trained and supported with institutions providing sufficient time to enable the role to be carried out effectively (e.g. AB provide an Induction tutor conference, additional training for new developments e.g. NQT manager system, handbooks for guidance, email / telephone contact with the LA coordinators);
- Headteachers/Principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- the Headteacher/Principal has verified that the award of QTS has been made;
- NQTs' records and assessment reports are maintained;
- agreement is reached with the Headteacher/Principal and the NQT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- a final decision is made on whether the NQT's performance against the teachers' standards is satisfactory or an extension is required and the relevant parties are notified;
- the Teaching Regulation Agency is provided with details of NQTs who have started; completed (satisfactorily or not); require an extension; or left school partway through an induction period maintained through the online data base;
- a **named contact** is provided with whom NQTs can raise issues about induction which *have not been resolved with the school*. This person is not directly involved in providing monitoring and support to the NQT or in making decisions about satisfactory completion of induction. The named contact for the ERYC LA is Emma Hobbs (contact details on page 2) who will be introduced to the NQTs at the welcome meetings scheduled each term.

**Please note:** The **school / institution** should be the *first point of contact* for the NQT and issues should be raised either informally or through the formal progress review meetings. If issues raised are not resolved within the school, the NQT can then contact the named contact.

### **The Appropriate Body:**

- decide, in light of a Headteacher's recommendation, whether an NQT has met the Teachers' standards and notifies the relevant parties;
- decide on the consequences of failure to meet the Teachers' standards, at the end of the induction period, and whether to extend an induction period post completion;
- also respond to requests from schools and colleges for guidance, support and assistance with NQT induction.

### **Service description for ERYC appropriate body**

The appropriate body undertakes a range of activities to support NQT induction, both to fulfil the appropriate body responsibility for quality assurance in induction and to enable schools/institutions to meet their statutory requirements.

These activities include:-

- keeping Headteachers, Induction Tutors and NQTs informed about induction arrangements and changes and providing relevant documentation to guide and inform the process;
- providing each NQT/Induction Tutor/Headteacher with access to an NQT Induction Handbook, Statutory Guidance booklet and NQT manager (secure online database);
- providing telephone help and advice on all induction matters and a central point of contact and information;
- providing **Welcome Events** for NQTs **25<sup>th</sup> September** (Willerby Manor) **and 26<sup>th</sup> September 2018** (Tickton Grange), **15<sup>th</sup> January 2019** (Bishop Burton) and **25<sup>th</sup> September 2019** (Bishop Burton);
- processing, reviewing, monitoring and providing feedback on the termly assessment reports;
- providing guidance on the length of the induction period for part-time NQTs;
- providing training and development for Induction Tutors;
- liaison with other LA services to ensure that schools are given high quality advice and support where necessary;
- coordinating additional support, where necessary, so that schools feel confident in fulfilling their responsibilities to their NQTs;
- providing additional support where an NQT is at risk of not meeting the Teachers' Standards;
- conducting quality assurance activities across the year.

## Quality Assurance Activities

The appropriate body can and will undertake a range of quality assurance activities across the year including:

- sampling at least 10% of the induction provision across the appropriate body through a ½ day visit to the school and audit of induction arrangements (**see Appendix 3: Quality Assurance Audit document and details of the structure of the visit p.38-41**);
- joint lesson observation(s) with induction tutors to quality assure judgements and feedback;
- review of action plans and support in place to ensure that targets, provision, monitoring and support are suitable and in line with requirements.

## APPROPRIATE BODY CHARGES

The following charges for this service shall apply for the academic year 2017- 2018.

**£130 per NQT per assessment period** or part thereof (an assessment period is one term or a period of 65 working days whichever may apply).

*(i.e. for full-time NQTs = £,130 x 3 assessment periods x number of NQTs)*

## ROLES and RESPONSIBILITIES

### The role of the Headteacher/Principal:

The role of the Headteacher/Principal is to ensure that each NQT in their school is provided with an appropriate induction programme, in line with statutory arrangements and recommendations of good practice. It is the Headteacher/Principal who makes a recommendation to the AB, based on rigorous, fair and evidence based assessment procedures, as to whether the NQT has met the Teachers' Standards by the end of the induction period. In order to fulfil this role, the Headteacher/Principal should:

- check that the NQT has QTS and is eligible to start induction, or confirm with the AB whether the teacher needs to serve an induction period;
- register the NQT with an appropriate body before the appointment begins.  
(Failure to register the NQT in advance may result in a delay to the start of induction);
- liaise with, and agree in advance, with the appropriate body over cases where reducing the induction period in recognition of previous teaching experience might be appropriate ( submit a fast track request);
- where relevant, obtain documentation from the NQT's previous employers by contacting the NQT's previous appropriate body. This would include any termly or interim assessment reports and details of absences. The appropriate body should be alerted if concerns have been raised in the previous assessment periods and relevant documentation shared;
- appoint a designated Induction Tutor who is appropriately trained and is allocated sufficient time to carry out their role effectively;
- ensure that the required cycle of observations, progress reviews and formal assessments are scheduled and take place;

- ensure the NQT is provided with a timetable representing no more than 90% of the average contact time normally allocated to more experienced teachers in the school and ensure the release time is protected;
- ensure duties assigned to the NQT are reasonable and the post is a suitable one in which to serve induction;
- ensure that an appropriate personalised induction programme is in place;
- provide the NQT with a way of raising any concerns during their induction period;
- act early, alerting the AB of any NQT who may be at risk of failing to meet the Teachers' Standards;
- observe the teaching of any NQT at risk of failing and ensure third party observation;
- periodically inform the Governing Body of the school's induction arrangements;
- inform the AB when a NQT joins or resigns from the school during the year, or if their induction is interrupted for some reason;
- inform the AB when there is a change to the NQT's contractual status or when there is significant absence, which might exceed 30 days or more across the induction period;
- ensure termly reports are completed in the format agreed with the appropriate body and submit to the AB by the set deadline;
- liaise with other Headteachers and Appropriate Bodies in relation to NQTs employed on a part time basis in more than one school at the same time;
- provide interim assessment reports for NQTs moving schools in between formal assessment periods';
- retain all relevant documentation/evidence on file for **six years**;
- quality assure and evaluate the school's induction programme and procedures.

**(Appendix 4: Example School NQT Induction policy p.42-44)**

## **The role of the Governing Body**

They should:-

- ensure compliance with the statutory guidance;
- be satisfied that the institution has the capacity to support the NQT/s;
- ensure that the Head teacher/ principal is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- investigate concerns raised by an individual NQT as part of the institution's agreed grievance procedure;
- seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process;
- request general reports on the progress of an NQT.

## **The role of the Induction Tutor**

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. **Appendix 11** (details the mentoring standards which are taken from the DfE 'National Standards for school-based initial teacher training (ITT) mentors.' These were implemented in July 2016 and developed by the Teaching School Council in partnership with various stakeholders and leaders. Although they relate to ITT mentors and not NQT Induction mentors and tutors they are still a good reference point and good practise if mentors are still be effective.

In order to do this effectively the Induction Tutor has the following responsibilities to:

- provide the NQT with general information about the school either at an initial visit, or during the first few days of their induction period;
- review the NQT's previous career development information to inform action planning and CPD;
- ensure the NQT knows and understands the roles and responsibilities of all those involved in the induction process and is fully informed about the purpose and process of induction;
- provide or co-ordinate a personalised induction programme for the NQT;
- draw up or co-ordinate staff to draw up a termly action plan with focused development objectives for the NQT;
- draw on the expertise of other staff or partner-schools to contribute to the induction programme;
- meet regularly with the NQT to provide support, guidance and formative feedback (or to co-ordinate other staff to do so);
- undertake focused lesson observations and provide timely and constructive verbal and written feedback;
- carry out regular reviews of progress during the induction period against the NQT's objectives and the Teachers' Standards (see Local interpretation of Teachers' standards for NQTs on website);
- ensure sufficient dated records are kept of all reviews, monitoring, support and assessment;
- undertake 3 formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate;
- ensure termly assessment reports are submitted to the AB, and that the final report is sent within 10 working days of completion of the induction period;
- recognise when early intervention is needed in the case of an NQT who is experiencing difficulties;
- in consultation with the headteacher/principal make arrangements for additional support for the NQT, if necessary;
- inform the AB as soon as possible if there are any concerns about the NQT's ability to meet the Teachers' Standards;
- ensure that all staff involved with the induction of NQTs are well informed and trained to maintain consistency of provision.

## The role of the NQT

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.

In order to do this, NQTs have the following responsibilities:

The NQT should:

- provide evidence that they have QTS (including passing the skills tests) and are eligible to start induction;
- 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);
- 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.

**(Appendix 5: NQT checklist/self reflection re. induction process (revised August 2015) p.45-46)**

## The role of the Teaching Regulation Agency

The Teaching Regulation Agency (TRA) will carry out specific duties in relation to NQT induction on behalf of the Secretary of State eg.

### Statutory

- hearing appeals; and
- ensuring that the names of NQTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

### Non-statutory

- recording the progress of NQTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.

## THE INDUCTION PROCESS

It is good practice for the NQT to be observed formally at least once in each half term so it is important that the induction programme starts from day one to avoid too much “settling in time”. It is important to have good systems with clear expectations in place early. The sooner additional development needs or concerns are raised the more effective intervention strategies can be.

### Initial visit to the school before the start of term

Ideally, an NQT should visit the school in the previous term to familiarise themselves with the environment in which they will be teaching. If this does occur, a possible checklist for the day could be as follows:

- Tour of school to meet staff and pupils
- Meet new class(es) (where possible)
- See new classroom base
- Look at class/student records as appropriate
- Be provided with useful documentation (staff handbook, class/set list, timetable, policies e.g. safeguarding, marking and assessment, etc.)
- Spend time with key staff including Induction tutor
- Provide the opportunity to ask questions
- Provide a contact number where they can discuss any further areas or concerns before the start of term.

The following provides an example format for an induction programme with suggested activities (based on full time equivalent NQT).

### By the end of the second week

- Provide all information about school procedures, routines and school policies (unless already provided and discussed in a visit to the school before the start of term);
- Meet with the NQT for the initial discussion and consider areas for development identified at the end of the ITT and possible CPD needs;
- Confirm a regular meetings schedule (with the Induction tutor or allocated mentor);
- Agree diary dates for the first lesson observation, the setting of initial objectives (drawing up an action plan), progress review meetings and assessment meetings.

### By the end of the fourth week

- Observe the NQT teaching;
- Provide verbal and written feedback on teaching;
- Draw up an action plan with set objectives for the term ahead;
- Agree the date for the next lesson observation;
- Devise an induction programme including:
  - o Planned use of 10% non-contact time
  - o Observation of experienced teachers (compulsory)
  - o Relevant CPD opportunities
  - o Meetings with relevant staff with particular responsibilities e.g. SENCO

### By the end of half-term

- Have met regularly with the NQT to review progress against the Teachers’ Standards;
- Have held a formal Progress Review Meeting (professional review meeting), to consider progress against the Teachers’ Standards, objectives and action plan based on evidence gathered/presented so far;
- Recorded the outcomes of the meetings;

- Informed the Headteacher and AB if concerned about progress of NQT.

### **By the end of the first term**

- Have established a system of regular meetings with NQT;
- Have kept records of meetings, feedback, CPD etc
- Have conducted a second formal lesson observation and provided feedback and agreed dates for next term
- Have reviewed objectives and action plan at a second progress review meeting;;
- Have held a **formal assessment meeting**;
- Discussed and completed the first assessment form, submitted to the appropriate body within 10 working days of the formal assessment meeting by the deadline stated by the AB. (The school/NQT should retain a copies for their records. All records can be downloaded from the online NQT manager);
- Informed the AB NQT Induction coordinator if there are any concerns about the NQT's progress.

### **Second and Third Terms**

Terms 2 and 3 should follow a similar pattern in terms of monitoring, review, support and assessment.

#### **At the start of the second term**

- Meet the NQT to agree the next phase of the induction programme, reflecting any actions and development requirements identified in the first assessment report.

#### **By the end of the second term**

- carry out one progress review meeting per half term, focusing on evidence of the NQT's progress against the Teachers' Standards and development needs;
- towards the end of term, collate relevant evidence to contribute to the formal assessment. Following the meeting, an assessment form must be completed and submitted to the appropriate body. The school/NQT should retain copies.

#### **At the start of the third term**

- meet the NQT to agree the next phase of the induction programme, reflecting any;
- actions and development requirements identified in the second assessment report.

#### **By the end of the third term**

- carry out one progress review meeting per half term, focusing on evidence of the NQT's progress against the Teachers' Standards and development needs;
- towards the end of term, collate relevant evidence to contribute to the formal assessment meeting, following the meeting, an assessment form must be completed. This form must record the Headteacher/Principal's final recommendation as to whether or not the NQT has performed satisfactorily against the Teachers' Standards for the completion of induction;
- Within 10 days of the completion of the induction period, the form must be submitted to the appropriate body (should reach the AB by the deadline set).

**(Appendix 6: An overview of the NQT induction year - key dates (revised July 2017) p.47-48)**

## PERSONALISED PROGRAMME OF SUPPORT AND MONITORING

A suitable monitoring and support programme must be put in place for each NQT, personalised to meet their professional development needs.

This must include:

- support and guidance from a designated induction tutor/coordinator who holds QTS and has the time and experience to carry out the role effectively;
- observation of the NQT's teaching and follow up discussion;
- regular professional reviews of progress;
- NQT's observation of experienced teachers either in the NQT's own institution or in another institution where effective practice has been identified.

A good induction programme will weave together the elements of support and assessment. It will be planned and structured over the year to cover all the key elements required. The individual needs of the NQT will then be met within the context of this overall framework.

The programme is planned by the induction tutor/coordinator together with the NQT and should:

- make effective use of the 10% reduced timetable (which is in addition to PPA time entitlement for every teacher)
- include development opportunities such as: observing more experienced colleagues or those with a specialism e.g. SENCO (home school or other schools);
- participating in more formal training events and courses;
- ensure regular review of progress including observations and feedback;
- take into account the NQT's previous experiences during and, where relevant, since initial teacher training;
- in an FE institution or sixth form college, provide the NQT with the required school/academy experience and placement for teaching children of compulsory school age;
- allow the NQT to make rapid advancement towards excellence in teaching, taking account of the Teachers' Standards;
- provide additional support where difficulties are experienced. If an NQT is at risk of not meeting the Teachers' Standards further support should be planned and arranged, as soon as possible, to help the NQT overcome any difficulties and the AB should be informed.

An example of a structured plan for use of 10% professional development time

	<b>Suggested activities</b>	<b>Notes</b>
<b>Week 1 and Week 2</b>	Focus: Safeguarding, health and safety Read health and safety policy and relevant safeguarding documentation; discuss with induction tutor or appropriate staff member	
	Focus: Induction programme. Review of self-evaluation since ITT; set initial objectives and action plan <i>Observation of teaching and classroom practice by induction tutor or HOD (date/time/focus)</i>	
<b>Week 3</b>	Focus: Teaching and learning. Visit other classrooms and teaching areas. Read teaching and learning policy and discuss with induction tutor	Induction tutor/mentor to arrange details
<b>Week 4</b>	Focus: Assessment <b>Meeting led by assessment coordinator (date/time/location)</b>	
<b>Week 5</b>	Focus: Behaviour management. Read behaviour policy; reflect on own practice; observe (teacher) with focus on positive behaviour management strategies	Induction tutor/mentor to help NQT in arranging obs.
<b>Week 6</b>	Focus: Inclusion <b>Meeting led by Inclusion manager (date/time/location)</b>	
<b>Week 7</b>	Focus: Home-school links <b>Prepare for parents evening</b>	
<b>Week 8</b>	Focus: Induction programme, progress review	
<b>Week 9</b>	Focus: Class teacher/'Tutor/pastoral roles and responsibilities	
<b>Week 10</b>	<b>External course: (selected to meet needs of NQT)</b>	Explain course booking process
<b>Week 11</b>	Focus: ICT and learning resources <i>Observation of teaching and classroom practice by outstanding practitioner re. use of ICT (date/time/focus)</i>	Induction tutor/mentor to help NQT in arranging obs.
<b>Week 12</b>	Focus: Personalising learning <b>Meeting led by SLE(date/time/venue)</b>	
<b>Week 13</b>	Prepare for second review of the term; <i>progress review meeting</i> (date/time/location); <i>formal assessment review meeting – read, discuss and sign assessment form</i> (induction tutor to send submit a copy to appropriate body)	
<b>Week 14</b>	Thoughts/plans/agree objectives and focus areas for professional development time for next term	

### Some examples of how 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 pre-agreed 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;
- 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 (G&T).

- 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.

## **TEACHERS' STANDARDS REGULATIONS**

The Teachers' Standards set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England. They must be used by schools to assess the extent to which Newly Qualified Teachers can demonstrate their competence at the end of their induction period.

The decision about whether an NQT's performance is satisfactory on completion of induction should take into account the NQT's work context and must be made on the basis of what can reasonably be expected of a NQT by the end of their induction period within the framework set out by the standards. Judgements should reflect the expectation that NQTs have effectively consolidated their initial teacher training and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period.

*Local interpretation of the Teachers' standards* for NQT Induction are available in the ERYC guidance booklet (yellow booklet) and on the website (<http://www.eriding.net/educators/nqts.shtml>)

## **EVIDENCE OF PROGRESS AGAINST THE TEACHERS' STANDARDS**

Over the course of the induction period, evidence from day to day practice as well as from the more formal reviews can be used to show how the NQT is making progress against the Teachers' Standards.

There is no requirement to maintain a portfolio of evidence against each standard and there is no prescribed format, it is for the school and the NQT to agree how the evidence will be maintained and what is seen to be appropriate.

**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.

## **OBSERVATION OF CLASSROOM PRACTICE**

Observing the NQT at work is a central part of induction, and an essential ingredient in the development of an individualised programme.

While lesson observations cannot provide all the evidence required to demonstrate an NQT is making progress against the Teachers' Standards, they are an important point of reference for the formal review meetings towards the end of each assessment period.

It is good practice for the first observation of a NQT's teaching to take place by the end of the fourth week in post. This can then be part of the evidence used to identify needs, construct objectives and the action plan and induction programme.

Thereafter you should observe them at least once every half term. Observations can be conducted by the induction tutor/ subject mentor and/or others as appropriate.

Many schools have found it helpful to supplement these more formal observations with 'light touch' visits / drop ins followed by verbal feedback. These visits can be useful when they focus on very specific issues or elements of practice. However it is important that everyone is clear about the role of such visits and they should not replace the more in depth observations.

Observations should focus on particular aspects of the NQT's teaching and the impact on pupil learning. The focus should concentrate on learning and be agreed in advance between the NQT and the observer. The precise choice of focus for the observations should be informed by the requirements of the Teachers' Standards and the NQT's personal objectives. Observations should be supportive and developmental.

NQT and observer must meet to review the teaching observed. Arrangements for review must be made in advance with a brief written record being kept. The feedback should be constructive and developmental, leading to a professional dialogue focused on next steps and, if necessary, a clear understanding of any improvements that should be made.

The following may be useful to consider and ensure the outcome of the discussion is supportive and developmental.

## General points

- Establish at the start of the induction period how the feedback/professional dialogue will be structured.
- Give feedback as soon as possible after the observation somewhere away from others.
- Establish a positive atmosphere and start with the strengths.
- Focus on the 'teaching behaviour' and impact on learners, their enjoyment and progress, not the person.
- Leave the NQT with choices.
- As the year progresses NQTs should be able to take an increasing lead in discussing and reviewing their teaching.

## NQTs may find it helpful to consider the following:

- Reflect on the lesson and the impact of your teaching on the pupils' learning;
- Be clear about what is being said; check out anything you don't understand;
- Ask for any feedback that you would like but have not yet been given;
- Listen carefully to the strengths identified – these will help you to address any areas for development;
- Be clear about the identified targets for development – check before you leave the meeting if you have any unanswered questions or lingering concerns;
- Remember that all teachers continue to grow and develop in their role.

## WRITING AN ACTION PLAN

Schools demonstrating the best induction practice ensure that their NQTs have a **personalised action plan**, which is regularly reviewed and revised. The TRA expects that NQTs will have an action plan as an element of their induction programme.

Each term you and your NQT will need to develop a personalised action plan to meet the identified development objectives. Appropriate objectives provide a basis for reviewing an NQT's progress. By using a format like this, the NQT will be very clear about identified development needs and what is expected of them.

Additionally, if links are made to the Teachers' Standards in action plans, the day-to-day evidence that arises from the actions will become the evidence base for the assessment report.

**(Appendix 7: Provides an example action plan proforma and an example completed action plan p.49-50)**

## RECORD KEEPING

It is important to keep induction records for each NQT and to maintain the confidentiality of these records. The induction tutor/subject mentor should keep the following:-

- a copy of the personalised induction programme
- any notes made at, or following, progress or review meetings
- records of any monitoring activities and copies of the assessment forms.
- details of any professional development offered and/or undertaken, and
- any feedback comments on the induction process.
- **N.B.** The above information is requested by the DfE where an NQT appeals a decision to fail or extend their induction.

Copies of the assessment reports and any supporting paperwork are to be retained in school for a **minimum of six years** (regardless of whether the NQT remains at the school).

## **PROGRESS REVIEWS AND FORMAL ASSESSMENTS**

For full-time NQTs, six half-termly progress reviews (professional reviews) and three formal assessment meetings should be conducted over the induction period. For part-time NQTs, meetings are carried out on a pro rata basis.

After each of the first two formal assessment meetings, the Headteacher/Principal will submit an assessment report on the NQT's progress against the Teachers' Standards to the appropriate body.

At the end of induction, the Headteacher/Principal will recommend whether or not the NQT has performed satisfactorily against the Teachers' Standards for the completion of induction.

In terms of progress review and formal assessment, the statutory guidance places the following expectations on the induction tutor, NQT, Headteacher / Principal and the appropriate body:-

**Induction tutor:** carry out six progress reviews and coordinate three formal assessment meetings

**NQT:** keep a record of, and participate effectively in, the scheduled progress reviews and assessment meetings

**Headteacher/Principal:** ensure termly assessment forms are completed and submitted to the appropriate body, including making the recommendation on whether standards have been met at the end of the period

**Appropriate Body:** maintain records and assessment reports for each NQT undertaking induction. At the end of the induction period, decide whether the NQT has performed satisfactorily against the Teachers' Standards for the completion of induction and notify the relevant parties within the agreed time limits. Provide the TRA with data on NQTs starting or completing induction and those who start and then leave a school/college part-way through an induction period.

### **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 induction plan in terms of objectives or actions. Progress reviews should be held half-termly (pro rata for part-time NQTs) and it is good practice to schedule them in at the start of induction.

The NQT and induction tutor should be properly prepared before the progress review meeting. For the induction tutor, this includes seeking feedback from the NQT's mentor (where they are not the same person) and other colleagues who have, for example, run specialist induction sessions or observed the NQT.

**(Appendix 8: An example Progress Review meeting (Professional Review meeting) proforma p.51-52)**

### **Formal assessments of progress**

There should be **three formal assessment meetings** during the induction period 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.

Where more than one person is involved in providing support and/or assessment, individual responsibilities should be clearly specified and agreed at the beginning of the induction period.

All parties with a role should have clear arrangements for sharing information so that monitoring and assessment is based on, and informed by, evidence from the NQT's teaching and professional development.

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 AB as to whether the NQT, having completed the period, has performed satisfactorily against the Teachers' Standards for the completion of induction.

### **Evidence to be used as the basis for formal assessment**

Each formal assessment meeting should be informed by written reports from at least two observations of the NQT's teaching and two progress review meetings that have taken place during the preceding assessment period. This evidence should emerge from the NQT's everyday work as a teacher and from their induction programme. All judgements made during the induction period should relate directly to the Teachers' Standards. NQTs should be kept up to date so that they are aware of how the induction tutor sees their progress. **Under no circumstances should there be any surprises.**

During the assessment meeting, induction tutors must ensure they tell the NQT the judgements to be recorded in the formal assessment record and submitted by the headteacher/principal to the AB.

The NQT will also be invited to add their comments to the assessment record.

In addition to the reports and records mentioned above, further sources of evidence could include:

- the NQT's lesson plans, records and evaluations;
- assessment records for pupils for whom the NQT has had particular responsibility;
- including test and/or examination results;
- information about liaison with others, such as colleagues and parents, and
- the NQT's self assessment and record of professional development.

Induction mentors may want to collect more evidence in areas where there are concerns about the NQT's progress, to identify better what additional support and action may be needed.

**(see Appendix 9: NQT Assessment Journey p.53)**

### **COMPLETING ASSESSMENT FORMS**

It is essential that ALL sections of the forms are completed appropriately following the prompts on NQT manager.

Some key points:-

- Use the NQT's name within the report;
- Personalise to the individual NQT and the relevant assessment period;
- Use bullet points where appropriate for clarity;
- The text summarising the NQT's progress will be written to address each of the Teachers' Standards showing strengths and areas for development;
- Use and cite evidence to qualify and inform your judgements/comments and list on the form;
- Identify the main areas of success and achievement (be evaluative);
- Identify areas requiring further development, even where satisfactory progress has been made;

- Link any identified weaknesses to clear evidence and a relevant standard and planned support. This is particularly important where concern has been raised and a number of areas have been identified;
- NQTs need to be clear about their development needs;
- Give examples of impact, particularly where targets were met or where there has been a significant impact on learning or the school community;
- Ensure reports build on each other;
- Encourage the NQT to make an evaluative, reflective comment on their report.

All completed forms can be digitally signed by all parties and can be submitted when complete via the online NQT manager system.

**(see Appendix 10: this provides examples of completed assessment forms p.54-64)**

All forms are checked and quality assured by the appropriate body and held securely online. TRA records are updated where appropriate.

The school will receive acknowledgement for the receipt of the assessments for their NQT/s with comments e.g. to confirm submission dates for part time NQTs, guidance on the completion of the form and aspects of good practice.

### **Interim assessments**

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. This is especially important where concerns about progress may have arisen.

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. Where only a short period has elapsed since the last formal assessment and the NQT's progress against the Teachers' Standards has not changed appreciably, the headteacher/principal may choose to refer back to the previous assessment.

The number of days the NQT has worked since the previous assessment must still be recorded on the interim assessment form as any subsequent employers will need this information.

Once the interim assessment form is completed, the NQT will be expected to add their comments before being digitally signed by the Induction tutor, the headteacher/principal and the NQT. Once the form is signed, the assessment is submitted to the AB.

The headteacher/principal should also retain a copy of the completed report for a period of 6 years.

### **COMPLETING THE INDUCTION PERIOD**

When schools submit final assessment forms, the appropriate body makes the final decision as to whether or not an NQT's performance against the standards is satisfactory, drawing on the recommendation of the headteacher/principal.

The headteacher/principal should ensure the assessment form, containing the recommendation, is submitted to the appropriate body within 10 working days of the final assessment meeting. The headteacher/principal and NQT should retain copies.

Within 20 working days of receiving the headteacher's/principal's recommendation, the appropriate body must decide whether the NQT:

- has performed satisfactorily against the standards and thereby satisfactorily completed their induction period

or

- requires an extension of the induction period

or

- has failed to satisfactorily complete the induction period.

The appropriate body will make a written notification of the decision to the induction tutor and the headteacher.

### **Certificates**

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.

If the NQT *fails induction* or has been *granted an extension*, the NQT has a right to appeal to the Teaching Regulation Agency (which is the appeal body)

The NQT must appeal within 20 days of receiving the decision from the appropriate body.

All details can be found at:-

<https://www.gov.uk/newly-qualified-teacher-nqt-induction-appeals>

### **GRANTING AN EXTENSION TO INDUCTION (after the induction period has been completed)**

The appropriate body can, under exceptional circumstances, decide to extend the period of induction. It determines the length of the extension, the procedure for assessments during this time and the recommendation at its end. The appropriate body may decide to grant an extension where there is insufficient evidence on which a decision can be based or it may be unreasonable to expect the NQT to have demonstrated satisfactory performance against the teachers' standards for specific reasons e.g. personal crises, illness, disability, issues around the support received during the induction or insufficient documentation about the NQT's performance.

If an NQT has been granted an extension, the appropriate body will send a formal letter to the NQT with full details to confirm the decision.

### **NQTs CAUSING CONCERN**

The vast majority of NQTs make satisfactory progress during their induction period. However, some may experience difficulties at different stages of their induction, which could put them at risk of not meeting the Teachers' Standards. It is important that NQTs in these circumstances receive *prompt and appropriate support* to enable them to make the necessary improvements.

The overall judgement on induction is formed over three terms and it is important to appreciate that unsatisfactory progress at one stage of the induction period will not inevitably lead to unsuccessful completion of induction. The first and second assessments are interim points in the overall judgement.

If at any time during the induction period there are concerns that the NQT may not perform satisfactorily against the Teachers' Standards for the completion of induction, the school should contact the NQT induction Co-ordinator as early as possible. This should not be left until the final assessment period but be done as soon as concern arises. Unsatisfactory progress at one stage of the induction period does not mean the NQT will fail to complete induction successfully.

It is important that everyone works to help the NQT overcome any difficulties and early notification will assist in this.

Where there are concerns about an NQT's classroom practice, the headteacher/principal must observe the teaching of the NQT in addition to the observations that take place as part of the induction process. Where the induction tutor is the headteacher/principal, a third party should observe the NQT to provide an additional perspective on the NQT's performance. It is usual practice for the AB to be involved in observing NQTs causing concern.

In cases of unsatisfactory progress a more intensive programme of support and monitoring must be put in place to give every opportunity for the NQT to improve their performance and go on to meet the Teachers' Standards.

Experience has also shown that it is important for those who are managing the process in school to:

- ensure areas of weakness are made very clear to the NQT to avoid misunderstanding or lack of awareness of aspects of practice which need improvement, relating them to specific standards;
- provide evidence to support clear and unambiguous judgements against the Teachers' Standards;
- ensure that the NQT Induction Coordinator at the AB is made aware of any concerns at an early stage;
- ensure roles and responsibilities within the process are clear and understood by those involved;
- arrange for a third party to review the evidence and observe the NQT;
- be very specific in the action plan about actions that will be taken to support the NQT's progress and ensure that these happen;
- ensure that additional monitoring is appropriately balanced by increased support;
- keep dated and signed records of any observations, any advice and support given, and the outcomes of any meetings (including progress reviews);
- be positive and encouraging, but at the same time make sure that the NQT understands the implications of continued unsatisfactory progress;
- reinforce with the NQT that whilst the school will support and guide their progress, the NQT must also take responsibility for the induction programme and should view it positively;
- advise the NQT to make contact with their Professional Association representative as an additional source of advice;
- check that the headteacher has communicated, in writing, that the NQT is at risk of not performing satisfactorily against the Teachers' Standards for the completion of induction.

### **Support Strategies for NQTs Experiencing Difficulties**

Having identified that an NQT is experiencing difficulties the sort of strategies to support the NQT towards improvement could include:

- identifying a colleague who will provide non-judgemental support for the NQT and who is not involved in assessing the NQT. This 'buddy' role can be a very valuable addition to existing provision;

- paired observation: the Induction Tutor or another experienced teacher accompanies the NQT for a focused observation of another teacher's effective practice in the same or a different school;
- co-planning and teaching with an experienced colleague at the same or another school;
- attending an external course focusing on the area of concern;
- a team building session if relationships are an issue.

### **Additional guidance on working with NQTs experiencing difficulties**

*It is absolutely vital that early identification of concern is expressed to the appropriate people and that the discussions and concerns are logged, signed and dated by all involved with induction. It is also important to inform the appropriate body/NQT coordinator as soon as possible of the concern.*

### **The Induction Tutor and the NQT need to ensure:**

#### **Early intervention**

- Ensure the support programme is revised and adapted to take account of the needs.
- Ensure that the action plan is revised and success criteria written carefully so that improvements can be identified and acknowledged.
- Ensure plenty of discussion.

#### **Unambiguous accurate records**

- Recognise positive achievements.
- Bring into the open difficulties and weaknesses and plan together constructive ways forward.
- Expose actions to be taken clearly.
- Ensure that what is written has been discussed.

#### **Teachers' Standards**

- Make the Teachers' Standards the main focus.
- Ensure records make this clear, including description of release time to support progress.
- Recommend ongoing self-review process against the Teachers' Standards.

### **The Headteacher, Induction Tutor and the NQT need to ensure:**

- Full awareness of concerns and know how they will be supported.
- Take time to explain that everyone is working to support his/her progress.
- Help the NQT to understand their responsibility to act on advice given, and how to take advantage of the support programme.
- Explain in detail the action plan, review meeting records.
- Emphasise the revised, enhanced support programme.

### **Communication of concerns at an early stage to the Appropriate Body**

- Involve the AB as soon as possible.

#### **Meeting records**

- Communicate more regularly.
- Ensure that records of points are made by all involved, including decisions and plans made.
- Ensure records are signed and dated.
- Keep a note of when these are given to NQT.

### **The Headteacher needs to ensure:**

#### **Support for the Induction Tutor**

- Plan release time in addition to initial allocation.
- Provide advice about next steps.
- Discuss and provide support re NQT's progress.
- Provide support with action plans, observation records and specific targets.

## FREQUENTLY ASKED QUESTIONS

### 1. After gaining QTS, is there a time limit for starting and completing the NQT Induction?

While NQTs are encouraged to start their induction as soon as possible after gaining qualified teacher status (QTS), there is **no set time limit** for starting or completing an induction period.

### 2. Is there a limit on the number of days missed through sickness absence or other ad hoc absences?

Yes, the induction period is automatically extended, prior to completion, when an NQT's absences total **30 days or more**. The induction is 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.

The appropriate body has the discretion to reduce the prescribed induction period by up to 29 days to account for absence (and where the induction period falls short of a full year)

### 3. Do supply teaching posts count towards induction?

If a newly qualified teacher takes up a supply teaching placement contracted for 65 days or more, this forms part of the induction period and they have the same obligations and entitlements as any other NQT. The post must involve regular teaching of the same classes and the Headteacher /Principal must agree, at the start of the period, to take responsibility for the NQT's induction programme. NQTs should not be offered a supply placement that lasts for a term or more involving only day to day cover of absent teachers.

If an NQT begins a supply teaching contract lasting for at least 65 days in a school where they have previously taught on a short-term supply basis, the induction period cannot be "backdated". It will begin from when the NQT's contract for 65 days or more was confirmed and the NQT is registered with the LA. The start of the induction period does not have to coincide with the start of the term.

NB: From September 2012, the regulations regarding eligibility to carry out short-term (less than one term) supply teaching came into force. *These state that a qualified teacher, who has not yet completed an induction period, can undertake short-term supply work of less than one term in a relevant school for a maximum period of 5 years from the point of award of QTS.* This is a fixed time limit with no discretion to extend.

### 4. Can different terms of the induction period be completed in different schools?

Yes. If an NQT leaves a school after one or two assessment periods, the Headteacher/Principal should retain the documentation compiled so far about their support, monitoring and assessment. The Headteacher/Principal of the school in which the NQT recommences their induction period should then obtain those records. This will ensure that each assessment period of the induction period builds on what came before. When an NQT leaves a post after completing more than one assessment period in an institution, but before the next formal assessment is due, the Headteacher/Principal must complete an interim assessment.

### 5. Can the length of the induction period be reduced?

Yes, but only under Special Circumstances. Appropriate Bodies have discretion to reduce the length of the induction period to a minimum of one term (65 days) in recognition of previous significant teaching experience. Schools need to complete a 'fast track' form prior to the start of the induction as the Appropriate body will require evidence of previous experience and performance before reaching a decision.

Appropriate Bodies have discretion to reduce the prescribed induction period by up to 29 days to account of ad hoc absences and where the induction period falls short of the full year.

In both cases schools will need to liaise with the Appropriate Body in advance so that the eligibility and appropriateness of reducing the induction period can be considered and agreed.

#### **6. On what basis will NQTs teach a reduced timetable?**

All NQTs, including those working part-time on a pro rata basis, should have a reduced timetable of 90% of normal average teaching duties in their first year of teaching. The 10% remission from teaching duties should be used for the NQT's induction programme. It should not be used as unspecified non-contact time nor should it be used to cover the teaching of absent colleagues. The release time should be over and above any time normally assigned to teachers in a school for activities such as planning and marking (PPA) and should be used for a targeted and coherent programme of professional development, monitoring and assessment activities.

#### **7. Is it important for NQTs to have an induction action plan?**

Yes, it is recommended that an element of the NQT's personalised induction programme includes an action plan in each assessment period, which identifies their objectives, together with the support that is planned for them. This information should be recorded, using an appropriate format. See example in Appendix 7.

#### **8. How is induction affected by 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 consider 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 i.e. against the standards. It is recommended that the NQT seeks advice in this situation.

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

#### **9. What are the consequences of failure to complete induction satisfactorily?**

Failure to complete the induction period satisfactorily means that the NQT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However this does not prevent them from teaching in independent schools, including Academies and Free Schools. The employer of an NQT who has failed induction must dismiss the NQT within ten working days from the date when the NQT gives notice that they do not intend to exercise their right to appeal, or from the date when the time limit of 20 working days for appeal has expired without an appeal being brought.

If an NQT has failed their induction, and decides to appeal, the employer may dismiss them at that point or continue to employ the NQT pending the outcome of the appeal. If the NQT's appeal is heard, and fails, the employer should dismiss the NQT within ten working days of being told of the outcome of the hearing.

#### **10. Can induction be back dated?**

No. If an NQT begins an induction programme in a school where they have previously taught on a short-term supply basis, the induction period cannot be "backdated". It will begin from when the NQT and the school decide to start an induction programme and the NQT is registered with the AB. The start of the induction period does not have to coincide with the start of the term.

#### **11. What will happen if the NQT's contract changes during induction?**

The appropriate body must be informed immediately. If the contract reduces or increases then the assessment dates will automatically be adjusted to reflect this.

**12. Can an NQT complete their induction in an FE institution? (e.g. 6<sup>th</sup> form college, 16-19 academy etc.)**

Yes, but the institution must ensure that:

- normally no more than 10% of the NQT's teaching is devoted to teaching classes predominantly consisting of pupils aged 19 and over;
- NQTs spend the equivalent of at least 10 days teaching pupils of compulsory school age in a school during their induction;
- they make every effort to provide the NQT with up to a further 15 days experience in a school setting.

## **Appendix 1: Qualified Teacher Status (QTS)**

### **Overview**

Any teacher must have qualified teacher status (QTS) to take up a teaching post in England in a:

- maintained primary school
- maintained secondary school
- maintained special school
- non-maintained special school

The Teaching Regulation Agency (TRA) is the awarding body for QTS.

Once a teacher has gained QTS and are employed to teach in a maintained school in England or Wales, they will be paid under the qualified teachers' pay scales.

### **Teachers who trained in England**

When training is completed, the initial teacher training provider will inform the TRA of the results. This applies to all teacher training routes and to those awarded QTS following Assessment Only route. If successful, the QTS certificate will be available via the online service.

### **Teachers trained or recognised in Scotland or Northern Ireland**

Teachers who trained in either Scotland or Northern Ireland must obtain QTS to take up a teaching post in a maintained school or non-maintained special school in England.

Overseas trained teachers (OTTs) who qualified outside of the European Economic Area (EEA) who have gained recognition as a teacher in either Scotland or Northern Ireland can also apply for QTS in England.

It should take between 2 and 4 weeks to process an application.

### **EEA nationals**

If an EEA member state recognises a person as a qualified school teacher they can apply for QTS in England under the terms of Council Directive 2005/36/EC.

If they trained outside the EEA they can also apply for QTS in England. An EEA member state needs to recognise the qualifications and the person will need 3 years of experience as a teacher in that state.

Swiss nationals are also eligible to apply for QTS in England.

It may take up to 4 months to process the application. The person will not need further training and will be exempt from having to serve a statutory induction period.

If the TRA is unable to award someone QTS, they will need to complete a course of initial teacher training in England.

### **Non-EEA nationals**

If the person trained in a country outside the EEA, they can work for up to 4 years in England as a temporary teacher without QTS. You must have QTS to take up a permanent teaching post in a maintained school.

If they qualified in Australia, Canada, New Zealand or the United States of America (USA), they may be recognised as a qualified teacher and can apply for QTS in England. You will still be required to satisfy any UK Visas and Immigration requirements that may apply to them for the purposes of entering or remaining in the UK to work as a teacher.

If they trained in a country outside of the EEA, other than Australia, Canada, New Zealand or the USA, they need to complete an accredited training programme in England to obtain QTS and take up a permanent teaching post.

If they trained in the EEA but are not an EEA national, they can't apply through the EEA route.

### **Further education teachers**

If the person has qualifications to teach in the further education sector they can work in maintained schools in England as a qualified teacher if they have either of the following:

- The full professional status of qualified teacher learning and skills (QTLS) with the Society for Education and Training (previously IfL)
- QTS (TRA can advise on the most suitable route to assess their previous teaching experience and which teacher training provider to approach)

### **QTLS**

If they have QTLS status and membership of the Society for Education and Training (previously IfL) they will automatically be recognised as a qualified teacher in schools in England. They do not need QTS.

It will be up to schools and local authorities to decide whether they are suitable for a post and to teach a particular subject. They will be exempt from serving a statutory induction period in schools.

### **Independent sector teachers**

If they are from the independent sector, they need QTS to teach in the maintained sector. There are a number of routes which are available to assess previous teaching experience. Advice is available from the TRA to ensure the individual takes the most suitable route.

## Appendix 2

### FAST TRACK application form 2018-2019



**EAST RIDING**  
OF YORKSHIRE COUNCIL

Please submit to your Improvement Officer – contact details below:-

<b>Mandy Gravil</b> (Improvement Officer – Primary)	<a href="mailto:mandy.gravil@eastriding.gov.uk">mandy.gravil@eastriding.gov.uk</a> 01482 392488
<b>Sarah Smallwood</b> (Improvement Officer – Primary)	<a href="mailto:sarah.smallwood@eastriding.gov.uk">sarah.smallwood@eastriding.gov.uk</a> 01482 392469
<b>Michelle Coates</b> (Improvement Officer – Secondary)	<a href="mailto:michelle.coates@eastriding.gov.uk">michelle.coates@eastriding.gov.uk</a> 01482 392468
<b>Kay Ray</b> (Improvement Officer – Secondary)	<a href="mailto:kay.ray@eastriding.gov.uk">kay.ray@eastriding.gov.uk</a> 01482 392486

#### General information

Full guidance on statutory induction can be found at

<http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers>.

Extract from the statutory guidance:

#### Reducing the induction period

3.2 Even though some teachers already have **significant teaching experience** when they enter the maintained sector for the first time, they are still required to serve statutory induction. In such cases, **appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term (based on an academic year of three terms) to recognise this experience.**

3.3 In making such a decision they **must take 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 must be permitted to do so. The appropriate body may wish to consider what **evidence of previous experience and performance** they require in reaching their **decision including performance** management documentation from previous teaching employment. Examples of when this discretion might be considered appropriate include a teacher who has taught in the independent sector or who has gained QTS via the assessment only route.

#### When agreed by the appropriate body:

3.4 In such cases, **only the final assessment meeting and report** (see paras 2.42-2.43) will be required with the headteacher's/principal's recommendation on whether the teacher's performance against the relevant standards is satisfactory or if an extension would be appropriate. The appropriate body will then follow the induction process in the normal way (see paras 2.46-2.55).

<b>NQT personal details:</b>	
<b>Name</b>	
<b>Date of Birth</b>	
<b>Teacher reference number</b>	
<b>Date of QTS</b>	
<b>Appropriate Body</b>	<b>EAST RIDING OF YORKSHIRE COUNCIL</b>
<b>Name of School / Institution</b>	
<b>Full time or Part time post</b>	

**Outline of previous teaching experience**

(Must include: dates of employment, teaching role and timetable commitment )

Date / School	Detail of teaching experience

**Assessment of progress against the Teachers Standards**

(reference to outcomes of appraisal/performance management)

Teachers' standards	Detail
1. High expectations	
2. Progress and outcomes	
3. Subject knowledge	
4. Well-structured lessons	
5. Adapting teaching	
6. Use of assessment	
7. Managing behaviour	
8. Wider responsibilities	

**Comments by the NQT:**

(The NQT should record their comments or observations on their experience to date in the space below )

I have the following comments to make:

I have discussed this report with the induction tutor and/or headteacher:	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
I confirm that that above summary of my prior teaching experience is accurate and correct.	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
I agree to the headteacher's recommendation for 'fast track' with a view to complete the NQT induction in <b>one term</b> .	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

This form should be signed below, unless it is being sent electronically in which case it must be sent from the headteachers/principal's mailbox and copied to the NQT and induction tutor.

Signed: <b>Headteacher/Principal</b>	Date

Full name (CAPITALS)

Signed: <b>NQT</b>	Date

Full name (CAPITALS)

Signed: <b>Induction tutor</b> (if different from head teacher/principal)	Date

Full name (CAPITALS)

Assessment of progress against the Teachers Standards					
(reference to outcomes of appraisal/performance management)					
Teachers' standards	Detail				
1. High expectations					
2. Progress and outcomes					
3. Subject knowledge					
4. Well-structured lessons					
5. Adapting teaching					
6. Use of assessment					
7. Managing behaviour					
8. Wider responsibilities					
<b>Comments by the NQT:</b>					
(The NQT should record their comments or observations on their experience to date in the space below )					
I have the following comments to make:					
I have discussed this report with the induction tutor and/or headteacher:	<table border="1"> <tr> <td><input type="checkbox"/></td> <td>Yes</td> <td><input type="checkbox"/></td> <td>No</td> </tr> </table>	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
I confirm that that above summary of my prior teaching experience is accurate and correct.	<table border="1"> <tr> <td><input type="checkbox"/></td> <td>Yes</td> <td><input type="checkbox"/></td> <td>No</td> </tr> </table>	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
I agree to the headteacher's recommendation for 'fast track' with a view to complete the NQT induction in <b>one term</b> .	<table border="1"> <tr> <td><input type="checkbox"/></td> <td>Yes</td> <td><input type="checkbox"/></td> <td>No</td> </tr> </table>	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No		
This form should be signed below, unless it is being sent electronically in which case it must be sent from the headteachers/principal's mailbox and copied to the NQT and induction tutor.					

Signed: <b>Headteacher/principal</b>	Date
Full name (CAPITALS)	
Signed: <b>NQT</b>	Date
Full name (CAPITALS)	
Signed: <b>Induction tutor</b> (if different from head teacher/principal)	Date
Full name (CAPITALS)	



**Appendix 3 DOCUMENTATION FOR QUALITY ASSURANCE VISIT**

ERYC AB Quality Assurance Self assessment checklist for schools/academies.	Fully in place	Is being addressed	Still to be addressed	Comments
<b>SCHOOL PROVISION</b>				
The school has an identified <b>induction tutor/coordinator</b> and s/he has received appropriate training for the role.				
The school has seen evidence of <b>QTS</b> (including passing the skills tests) for all NQTs enrolled.				
The school has registered the NQT/s with the Appropriate body before or at the start of the induction period on NQT manager. ( <a href="https://eryc.nqtmanager.com/Login.aspx">https://eryc.nqtmanager.com/Login.aspx</a> )				
The school is aware of and uses <b>current NQT guidance documentation</b> from the ER website, and knows how (and when) to raise concerns.				
The NQT(s) is/are aware of the <b>role</b> of the Head teacher, Induction Coordinator and/or Induction tutor/mentor, Governing Body and the Appropriate body in the NQT Induction process.				
The NQT(s) is/are aware of the <b>named contact</b> at the Appropriate body.				
The school has a <b>policy</b> for NQT induction in line with the DfE Statutory guidance.				
The <b>Governing Body</b> has been fully informed about the induction process, has periodical updates on NQT progress and fully understands the GB role in the process.				
The NQT(s) has/have been told <b>how long</b> the induction period is likely to be (especially important for part time staff).				
For NQTs appointed part way through their induction, the school has accessed all assessments from previous posts and is using the information in the development of the programme of support.				
The NQT(s) has/have been provided with a <b>job description</b> which does not make unreasonable demands on them e.g. no additional non-teaching responsibility (unless time and support provided).				
The NQT(s) has/have been provided with a <b>reduced timetable</b> (in addition to PPA time) ie. 90% teaching timetable (applies to FTE and PTE NQTs).				

<b>ERYC AB Quality Assurance</b> <b>Self assessment checklist for schools/academies</b>	Fully in place	Is being addressed	Still to be addressed	Comments
The NQT(s) teach the same classes on a regular basis.				
The NQT(s) is/are teaching within the age range and subjects for which they have been trained (if not, additional support is in place).				
The school has a programme of <b>induction related/professional development</b> activities scheduled in the 10% release time.				
The school have robust systems for monitoring and evaluating the induction process to ensure consistency of provision and judgements for all NQTs. <b>(Internal Quality assurance processes).</b>				
All staff involved with the training, mentoring or support of NQTs have received <b>appropriate training.</b>				
The school has <b>timetabled a schedule of meetings</b> /observations/ progress review meetings for the NQT/s with their Induction tutor/mentor over the term/year.				
The school have a <b>programme of CPD</b> scheduled across the term/year to support NQT development which includes observations of other teachers (in school or in other schools/colleges).				
The Induction tutor/mentor has produced a <b>written action plan</b> for the NQT with clear objectives and review dates (taking into account previous training and identified support needs).				
The school has scheduled regular (at least half termly) <b>formal progress review</b> meetings between the Induction tutor/mentor and the NQT.				
The school observes the teaching of the NQT(s) assessing against the <b>Teachers' Standards 2012</b> at least twice in every assessment period.				
<b>Staff</b> formally observing NQTs must hold QTS, are experienced in carrying out lesson observations and able to provide focussed developmental feedback.				
The school has scheduled a <b>formal assessment meeting</b> for every assessment period with the Induction tutor/mentor and the NQT.				
The school submit termly reports to the AB online through NQT manager in line with the AB guidance re. deadlines, format etc.				

<b>ERYC AB Quality Assurance</b>	Yes	No	Comments
<b>NQT Discussion (questions based around these areas)</b>			
At the start of Induction, QTS and Skills test information checked by the school.			
Likely length of induction.			
Attendance at the AB welcome event.			
Awareness of the ERYC website/NQT information/ AB named contact/NQT manager (online database).			
Awareness of the schools induction policy/statutory guidance.			
Roles and responsibilities of the Head teacher, Induction coordinator/tutor/mentor/Governing body and the AB.			
Reduced timetable/reasonable demands/job description.			
Use of the 10% release time.			
Schedule of meetings/observations/formal reviews/formal assessments.			
Lesson observations (how often, by whom, quality of feedback, actions as a result, impact?)			
Personalised action plan in place with clear objectives, review dates, targets etc.			
View of quality of support.			
View of quality of monitoring and evaluation.			
View of quality of CPD, opportunities to observe other teachers in or out of own school.			
View of opportunities to network with other NQTs.			
Other comments...			

## **Programme for Quality Assurance visit (Primary/Secondary)**

### **Prior to the visit**

- School to complete **Self assessment checklist** prior to the visit and return to the NQT Induction Co-ordinator  
Karen Waterhouse (Primary) ([karen.waterhouse@eastriding.gov.uk](mailto:karen.waterhouse@eastriding.gov.uk))  
Sue Griffiths (Secondary) ([sue.griffiths@eastriding.gov.uk](mailto:sue.griffiths@eastriding.gov.uk))

### **School visit: approx 1 ½ - 2 hours**

- **Meeting with the Induction Tutor (this may be the Head Teacher in some cases** (to review self assessment document and to scrutinise supporting evidence/documentation) (at least **30 mins**)
- **Meeting with NQT(s) for a discussion (30 mins)**
- **Meeting with subject mentors in Secondary (Primary: if appropriate) (15 mins)**
- **Feedback to Induction coordinator (15 mins)**

(If meetings are scheduled in rooms with access to PCs /laptops evidence can be accessed electronically to avoid staff having to print documents)

## Appendix 4

### An Example Policy for the Induction of Newly Qualified Teachers (NQTs) at *Anon School*

#### Rationale

The first twelve months of teaching are not only very demanding but also of considerable significance in the professional development of the new teacher. *Anon school's* induction process ensures that the appropriate guidance, support, training including the development of skills, knowledge, expectations and observations are provided through a structured but flexible individual programme.

This programme will enable an NQT to form a secure foundation upon which a successful teaching career, fulfilling their professional duties, can be built.

#### Purpose

Our school's induction process has been designed to make a significant contribution to both the professional and personal development of NQTs.

The Headteacher and governors will ensure that the induction period will:

- Help the NQT to build upon the knowledge, skills and understanding developed in initial teacher training and provide a foundation for longer term professional development;
- Help the NQT to develop an overview of teachers' roles and responsibilities;
- Provide the NQT with an individualised programme of support appropriate to the needs of the NQT;
- Provide the NQT with appropriate teaching commitment which is no more than 90% of the normal teaching timetable or pro-rata equivalent. In addition to this there will be a 10% PPA time as received by full time teachers;
- Provide the NQT with an Induction tutor (*and/or subject mentor in larger schools*) with day to day responsibility for the induction process;
- Help NQTs meet all the teachers' standards;
- Encourage NQTs to reflect on their own and observed practice;
- Provide opportunities for further professional development based on agreed targets;
- Provide opportunities for NQTs to observe experienced colleagues teaching within the school and in other schools (*in line with the Statutory Guidance on induction for newly qualified teachers England*).

This policy reflects a structured whole school approach to teacher induction and recognises that the quality and commitment of the people who supervise the induction is a crucial factor in its continued success.

#### Roles and Responsibilities

##### **The Governing Body**

The governing body will be fully aware of the contents of the *Statutory Guidance for the Induction for Newly Qualified teachers (England) revised October 2014*, which sets out the school's responsibility to provide the necessary monitoring, support and assessment for NQTs. Careful consideration is given, prior to any decision to appoint an NQT, whether the school currently has the capacity to fulfil all its obligations including a sufficiently trained and experienced induction tutor (*and subject mentors in larger schools*) who is able to take on this role. The governing body will be kept aware and informed about induction arrangements and the results of formal assessment meetings.

The school's Induction Tutor is \_\_\_\_\_.

The Governor with responsibility for NQTs is \_\_\_\_\_

##### **The Head teacher**

The Headteacher at *Anon school* has the responsibility to ensure that the NQT is provided with an appropriate induction programme, in line with the statutory and local guidance which includes:-

- Appointing an appropriately trained induction tutor who is appropriately trained for the role and has sufficient time to carry out the role effectively;  
(In the event of a change of induction tutor, the Headteacher will ensure that the NQT continues to receive high quality support).
- Registering the NQT with an Appropriate Body (AB) prior to the start of induction;
- Ensuring that the NQT is aware that they will be required to complete an induction period of the equivalent of a year and once the induction is successfully completed the teacher (if remaining in the school) will be included in the school's appraisal process;
- Ensuring that the NQT's progress is reviewed regularly, this will include observations of lessons and feedback about the quality of their teaching;
- Ensuring that formal meetings between the induction tutor and NQT take place regularly;
- Ensuring that advice from the AB is sought as soon as possible (and followed) should problems arise with the progress of an NQT which could affect the completion of induction;
- Submission of assessment forms to the Appropriate body reporting on the progress made against the teachers standards and, for the final assessment report, making a recommendation to the Appropriate body whether the NQT has met the requirements for satisfactory completion of the induction period;
- Keeping the Governing body aware and up to date about the induction arrangements and ensuring that any changes to the internal systems do not put the NQT at a disadvantage.

### **Induction Tutor**

The Induction Tutor will:

- Be responsible for the overall day to day management of initiating NQTs into the teaching profession and into systems and structures of the school;
- Implement a personalised support plan negotiated and agreed by the NQT;
- Be responsible for the mentoring and coaching for the NQT's professional development and/or be responsible for ensuring high quality support and guidance from allocated staff e.g. subject mentor;
- Carry out regular professional progress reviews throughout the induction period;
- Undertake 3 formal assessment meetings during the induction period which will focus on progress towards meeting the Teachers' Standards;
- Have responsibility for monitoring progress and maintaining records of monitoring, support and formal assessments;
- Make arrangements for additional support, experience and professional development from outside the school if required (in consultation with senior managers);
- Ensure that the NQT is given early support, advice and guidance on major school issues such as SEND, assessment, record keeping, reporting to parents, behaviour management, child protection procedures and reporting racist incidents;
- Ensure that the NQT is given the opportunity to attend suitable training organised by the internal and external providers (where appropriate);
- Regularly observe teaching (or arrange observations by subject leaders, mentors and/or appropriate senior managers) and provide constructive written and verbal feedback at a time agreed with the NQT prior to the observation. Copies of observation and feedback notes will be given to the NQT and a copy retained by the induction tutor;
- Take prompt, appropriate action if an NQT appears to be having difficulties.

### **NQT**

NQTs are expected to comply with the school's policies and practices and take responsibility for their own professional development and participate fully in the agreed monitoring and development programme.

### **Assessment and Quality Assurance**

There will be three formal assessment meetings conducted over the induction period. Progress review/professional development meetings will be held half termly and will be an opportunity for both the NQT and induction tutor to review progress and agree any changes to the personalised induction programme in terms of objectives and actions. However, the NQT's need for support or development may also prompt additional professional development reviews being scheduled into the personalised induction programme.

Completion of the assessment forms at the end of each assessment period will be informed by evidence of the NQT's professional practice and the outcome of the progress review meetings and lesson observations. Responsibility for assessment will involve all teachers who have a part in the NQT's development in order to gain a reliable overall view. The induction tutor will ensure that assessment procedures are consistently applied.

Termly assessment reports will give details of:

- areas of strength:
  - areas requiring development:
  - evidence used to inform judgement:
  - targets for coming term:
  - support to be provided by the school;
- and will make clear links to the Teachers Standards.

### **At risk procedures**

If any NQT encounters difficulties in their performance against the Teachers' Standards, the following procedures will be put into place.

- An expectation is established that the support provided will enable any weaknesses to be addressed;
- Recorded diagnosis of the exact nature of the problem and advice given on how to redress the problem;
- Agreed, attainable targets for action with specific and practical steps outlined for securing an improvement in practice;
- Experienced colleagues will model aspects of good practice so that the NQT can focus attention on particular areas of teaching through observation;
- Early warning of the risk of failure will be given and the school's concerns communicated to the Appropriate Body without delay;
- Where there are concerns about an NQT's classroom practice, the Headteacher/Principal must observe the teaching of the NQT in addition to the scheduled observations.

Where an NQT has continuing difficulties, further support, advice and direction will be given. Areas of concern will be re-defined and clarified and the necessary improvements required clearly set out.

Where necessary, the Headteacher/Appropriate Body's adviser will support the induction tutor and NQT in observations and planning an appropriate programme to ensure satisfactory completion of the NQT year and that all steps have been taken to improve the situation.

The NQT will be made aware of any concerns, at all stages, throughout the induction process.

### **Addressing NQT Concerns**

If an NQT has any concerns about the induction, mentoring and support programme, these should be raised **within** the school in the first instance. Where the school does **not** resolve them the NQT should raise concerns with the named Appropriate Body contact. Details are found in the ERYC NQT handbook.

### **Implementation and review**

This policy was agreed and adopted in XXX (month) XXX (year). It will be reviewed:

- as part of the school's development cycle by XXX (month) XXX (year)
- prior to this date should there be any changes to statutory requirements.

This policy is based on and follows the guidance and statutory requirements set out in <http://www.education.gov.uk/b0066959/nqt-induction> - 'Statutory guidance on induction for newly qualified teachers (England)'.

## Appendix 5

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 <b>named contact</b> 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 transition 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 developmental 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?	
<b>Are you taking responsibility for your own induction and professional development?</b>	

## Appendix 6

**NQT Induction:** An overview of key dates and activities for Induction tutors and NQTs 2018-2019 (based on FTE contract)  
**(revised June 2018)**

Term	Dates	Activity	Who
Autumn 1	Start of term (Sept 2019)	Registration of NQT/s with Appropriate body/checks carried out	Head teacher/Induction tutor
	Within first 2 weeks	Initial meeting to put in place programme of monitoring and support, agree targets/action plan	NQT and Induction tutor/subject mentor
	Wed 20 <sup>th</sup> September 9.15-12.00 1.30 – 4.00	New to role Induction tutor briefing Additional Induction tutor briefing (for those who missed the July conference)	Head teacher/Induction tutors
	Tuesday 25 <sup>th</sup> & Wednesday 26 <sup>th</sup> September 2018 4 to 6.30pm	NQT welcome events at Willerby Manor/Tickton Grange (Induction tutors are welcome to attend)	NQTs (with Induction tutors)
	Before half term in school	Undertake at least 1 lesson observation	NQT and Induction tutor
	Before half term in school	Hold a professional review meeting/progress review meetings to review targets/action plan	NQT and Induction tutor/ subject mentors
Autumn 2	During second half of term	Undertake at least 1 lesson observation	NQT and Induction tutor/ subject mentors
	During second half of term	Hold professional/progress review meeting	NQT and Induction tutor/ subject mentors
	During second half of term	Hold a formal assessment meeting	NQT and Induction tutor/ subject mentors
	<b>By 14th December 2018</b>	Submit first assessment to AB	Head teacher

Spring term 2019	Tuesday 15 <sup>th</sup> January 2019 (4 to 6.00pm)	New NQT welcome event at Bishop Burton College	NQT's (with Induction tutors)
	During Spring term	Undertake at least 2 lesson observations	NQT and Induction tutor/ subject mentors
	During Spring term	Hold at least 2 professional reviews	NQT and Induction tutor/ subject mentors
	During Spring term	Hold a Formal assessment meeting	NQT and Induction tutor/ subject mentors
	<b>By 29 March 2019</b>	Submit second assessment to AB	Head teacher
<b>Term</b>	<b>Dates</b>	<b>Activity</b>	<b>Who</b>
Summer term 2019	Thursday 25 April 2019 (4 to 6.00pm)	New NQT welcome event at Bishop Burton College	NQT's (with Induction tutors)
	During the Summer term	Undertake at least 2 lesson observations	NQT and Induction tutor/ subject mentors
	During the Summer term	Hold at least 2 professional reviews	NQT and Induction tutor/ subject mentors
	During the Summer term	Hold a final Formal assessment meeting	NQT and Induction tutor/ subject mentors
	Tuesday 9 July 2019	INDUCTION TUTOR CONFERENCE	Headteachers/Induction tutors
	<b>By 16 July 2019</b>	Submit final assessment with recommendation to AB	Headteacher

**Appendix 7: NQT INDUCTION DEVELOPMENT/ACTION PLAN**

Name of NQT ..... Name of Induction Tutor.....  
 Period of induction covered (e.g Autumn 1, if FTE).....

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

Signature on behalf of School:	Date:	Signature of NQT	Date:
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**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
<b>2b</b> 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
<b>6c</b> 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
<b>7b</b> 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 <sup>rd</sup> October 2015
<b>Signature on behalf of School: Role:</b>		<b>Date:</b>	<b>Signature of NQT:</b>		<b>Date</b>



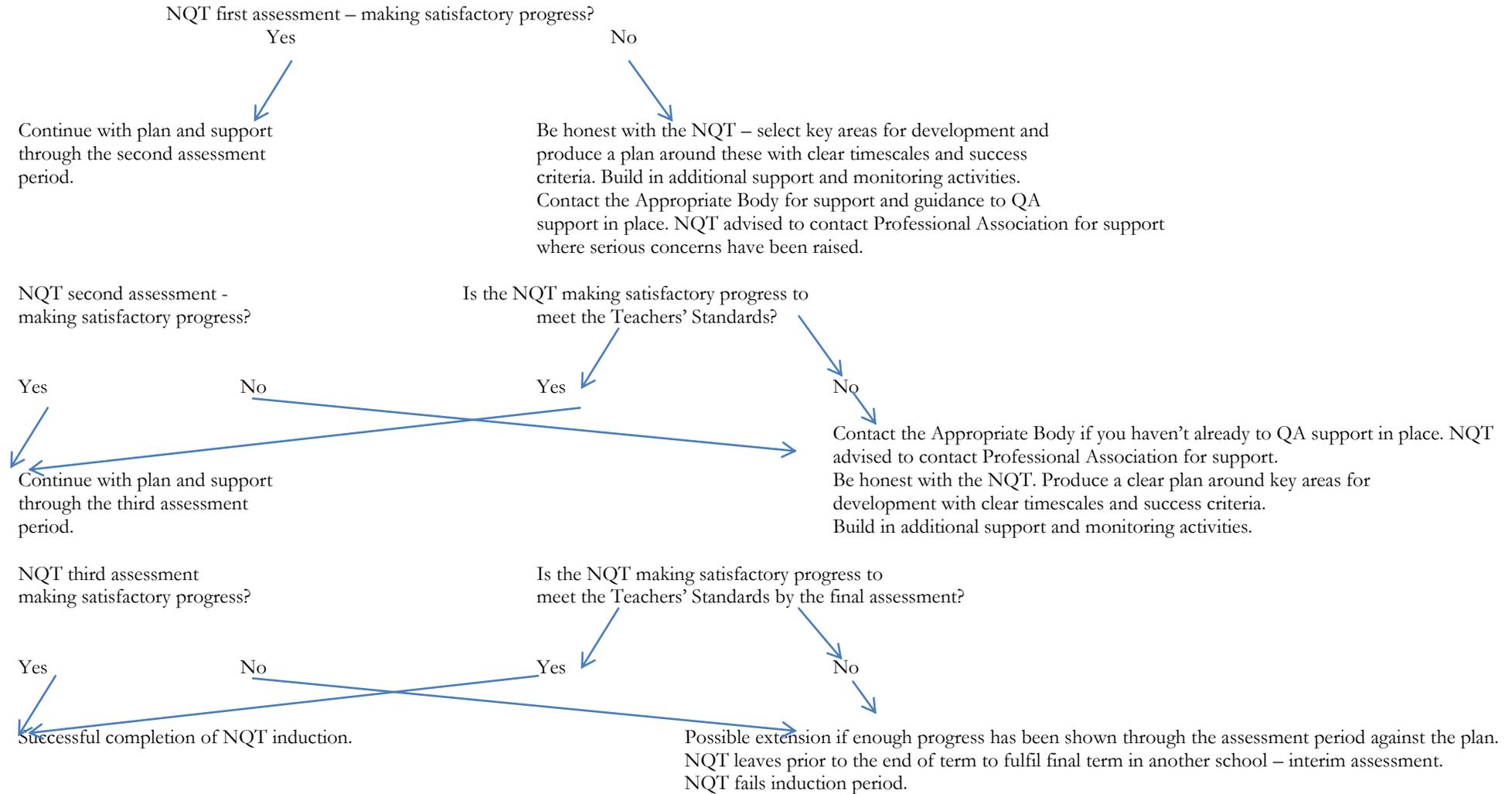
<b>What is the date and focus (this should relate to objectives in the development/action plan) of formal lesson observation for next period?</b>	
<b>NQT Comments</b> (please tick as appropriate and make any comments)	
<input type="checkbox"/> I receive a 10% reduction in timetable to pursue CPD activities <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	
<b>Date for next discussion and review</b>	
<b>Copy to Head teacher? YES / NO</b>	
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 Teaching Regulation Agency.

## Appendix 9

### NQT Assessment Journey

Induction period started – NQT registered and plan in place identifying appropriate support and monitoring activities etc.



## Appendix 10

### EXAMPLE COMPLETED ASSESSMENT FORMS *Format for First, Second and Interim Assessments* *Example shown First assessment (Secondary)*

#### **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

### **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

## An example of the 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

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

### **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

#### Which of these areas for development are causing most concern?

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 11

### **Effective Mentoring**

The following mentoring standards are taken from the DfE ‘National Standards for school-based initial teacher training (ITT) mentors.’ These were implemented in July 2016 and developed by the Teaching School Council in partnership with various stakeholders and leaders. Although they relate to ITT mentors and not NQT Induction mentors and tutors they are still a good reference point and good practise if mentors are still be effective.

#### **The Mentor Standards - ITT**

##### **Standard 1 - Personal qualities**

Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training

The mentor should:

- Be approachable, make time for the trainee, and prioritise meetings and discussions with them;
- use a range of effective interpersonal skills to respond to the needs of the trainee;
- offer support with integrity, honesty and respect;
- use appropriate challenge to encourage the trainee to reflect on their practice; and
- support the improvement of a trainee’s teaching by modelling exemplary practice in planning, teaching and assessment.

##### **Standard 2 – Teaching**

**Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs**

The mentor should:

- support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;
- support the trainee in developing effective approaches to planning, teaching and assessment;
- support the trainee with marking and assessment of pupil work through moderation or double marking;
- give constructive, clear and timely feedback on lesson observations;
- broker opportunities to observe best practice;
- support the trainee in accessing expert subject and pedagogical knowledge;
- resolve in-school issues on the trainee’s behalf where they lack the confidence or experience to do so themselves;
- enable and encourage the trainee to evaluate and improve their teaching; and
- enable the trainee to access, utilise and interpret robust educational research to inform their teaching.

##### **Standard 3 – Professionalism**

**Set high expectations and induct the trainee to understand their role and responsibilities as a teacher**

The mentor should:

- encourage the trainee to participate in the life of the school and understand its role within the wider community;
- support the trainee in developing the highest standards of professional and personal conduct;
- support the trainee in promoting equality and diversity;
- ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children; and
- support the trainee to develop skills to manage time effectively.

**Standard 4 – Self-development and working in partnership**

**Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.**

The mentor should:

- ensure consistency by working with other mentors and partners to moderate judgements; and
- continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.

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