



The Newly Qualified Teacher Handbook 2018 - 2019

National Teaching School
designated by



Department for Education

NEWLY QUALIFIED TEACHERS: A GUIDE TO INDUCTION

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INTRODUCTION

We are delighted to welcome you to your first teaching post. Your first year of teaching will no doubt be exciting, demanding, exhausting and rewarding. It should also be the start of a lifelong commitment to learning for others which will reflect on your own performance.

Your induction period is designed to give you support, encouragement and challenge. You will build on the skills and knowledge you have acquired through your Initial Teacher Training, through observation of others and the feedback from colleagues and pupils in your school.

At the end of each term you will be assessed against the NQT standards and you will be given clear feedback and targets that support you in your development.

Advice and support is available from your Head teacher, your Induction tutor, colleagues in school and PTSA Teaching Alliance, the Appropriate Body, who will be supporting you throughout your induction year and providing regular training.

Hopefully this is an exciting prospect for you but it can also be daunting to go into a new situation where you know that colleagues, pupils, parents and not least yourself, expect a great deal of you. However, every teacher has gone through this stage and whatever size and type of school you find yourself in, people will be supportive and willing you to succeed.

This booklet has been revised to take into account changes in regulations outlined in The Education Induction Arrangements for School Teachers (England) Regulations 2015, and the statutory guidance that came into effect from September 2015. The regulations will next be reviewed in September 2016.

It contains:

- guidance on best practice in the provision of an induction programme;
- extracts from the DfE guidance document on the roles and responsibilities of induction tutor, headteacher and governing body;
- an explanation of the Appropriate Body's roles, responsibilities, procedures and support to schools;
- a list of useful contacts and links.

Much of this advice has been extracted from the NQT statutory guidance document (December 2016 DfE). You can access this document at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/458233/Statutory_induction_guidance_for_newly_qualified_teachers.pdf

We have also included answers to most frequently asked questions in section 6 of this document.

Please note that for NQTs who start on a full time basis for academic year 2017-18, assessment forms will need to be sent to Teaching Alliance by the deadlines below as follows:

Assessment Submission date

Autumn Term 2018: Friday 14th December 2018

Spring Term 2019: Friday 5th April 2019

Summer Term 2019: Friday 12th July 2019

If you have any further questions please do not hesitate to contact one of the team at admin@potteriestsa.org.uk



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WHAT IS INDUCTION?

The purpose of induction

The main purpose of the induction period is to provide a link between your training and your work as a fully qualified teacher. You have already achieved Qualified Teacher Status (QTS) and in the next phase of your development you need to meet the Teachers' Standards as set out in the DfE guidelines. Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue, with monitoring and an assessment of performance against the Teachers' Standards. Your induction programme should enable you to build on and extend the knowledge and skills developed during initial teacher training and provide the foundation for continuing professional and career development. The programme should assist you to perform satisfactorily against the Teachers' Standards by the end of the period and equip you with the tools to be an effective and successful teacher. Each NQT's programme should be tailored to the individual's needs and circumstances and should provide a reduced timetable (and planning, preparation and assessment time) and significant opportunities for you to:

- show your potential;
- make rapid advancement towards excellence in teaching; and
- begin to make a real impact on your school's and pupils' development.

Statutory Requirements for Induction

All teachers who have obtained Qualified Teacher Status (QTS) after 7 May 1999, by whatever route, must complete an induction period if they are to work in maintained schools or in non-maintained special schools in England. The induction period is normally three school terms (or equivalent). In exceptional circumstances, and in recognition of previous teaching experience, the induction period may be reduced. This is at the discretion of the Appropriate Body. There is no set time limit for starting or completing an induction period.

There is no legal requirement to complete satisfactorily an induction period if you intend to work solely in the independent sector including an Academy, a Free School, an independent nursery school or an FE institution.

Eligibility to start induction

The induction period 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 National College for Teaching & Leadership (NCTL) issue a certificate to confirm QTS and you should provide the school with a copy of this certificate. Schools have a statutory responsibility to check that the NQT has been awarded QTS and are eligible to start induction.

It is the school's responsibility to put these arrangements in place, but you can help the school by ensuring that you provide the information schools require to complete the registration form (example on page 6). You will need to provide evidence that you have obtained QTS.

What is QTS?

Qualified Teacher Status is granted by the National College for Teaching and Leadership (NCTL) and is the formal and legal recognition that a person has undertaken recognised training and is properly qualified to teach in schools in England and Wales. Without this, schools can only employ a teacher in an unqualified position for a limited period of time, or in the capacity of “Instructor”. Central to the granting of QTS is the need for teachers to hold a pass on the skills tests, which are undertaken on-line prior to their training. An NQT cannot start a statutory induction period (or part period) in any permitted setting unless he or she has been awarded QTS by the NCTL.

Practical Advice

The induction year needs to be well planned to ensure that you are able to grow and develop in your professional skills. Ideally, each of the elements of the induction programme should be taking place throughout the year so that you have a balanced programme in which each experience reinforces and consolidates previous opportunities. It is important that any particular strand is not left until the end of the period or concentrated at one time of year if you are to gain maximum benefit.

Within this integrated approach, however, it is essential that more intensive support is provided to you during your first few months of teaching. For example, meetings with your Induction Tutor, and observations of your teaching, should be more frequent in the earlier months to ensure that you make good progress from the beginning and are not left floundering. Early observation of your teaching by the Induction Tutor will also help to confirm or amend the targets agreed and to provide early diagnosis, support and intervention if required. The first observation should take place within the first four weeks of your employment.

Some larger schools are able to provide a generic induction programme to their newly qualified teachers. However, this should be additional to, and not instead of, an individualised programme.

The use of non-contact time

Newly qualified teachers should only teach up to 90% of the usual timetable. This recognises the need for new teachers to have quality time for their induction programme. It is important to make best use of this time by carefully planning your induction activities with your Induction Tutor.

In particular, the induction non-contact time should be used to:

- meet regularly with your Induction Tutor;
- meet with other colleagues for example, SENDCO, educational psychologist, governors;
- enable you to observe teaching in other classrooms;
- work alongside other teachers when necessary;
- track pupils through different age groups and/ or subjects;
- hold the half-termly review and termly assessment meetings;
- attend training and development opportunities.

Use the form on the following page to record your activities during the NQT 10% additional non-contact time.

***Record of use of 10% release time to
undertake Induction-related activity***

Date	Description of Activity	Impact and outcomes or cross-references to other document(s), and contribution to NQT Standards

AN OVERVIEW OF THE INDUCTION PROCESS

Planning for the first few days of term

You should make sure that you are provided with:

- A staff list, with responsibilities, including all support staff and their roles.
- The school prospectus.
- Curriculum policies and schemes of work.
- Behaviour policy.
- Learning and teaching policy.
- Safeguarding policy/information and identified school designated person.
- Assessment/marking policies.
- Yearly calendar of school events.
- Any specific information about the pupils they will teach.

It will also be useful to have information about procedures for:

- Registration.
- Fire Drills.
- Lunchtime.
- Assemblies.
- IT access and resource.
- School security issues.
- Meeting with/contacting parents
- Access to and use of telephone and other communication systems (including guidance on social networking)
- First aid.

Within four weeks of starting induction

The first few weeks of appointment should see the completion of five key tasks:

- you have provided proof of QTS ;
- the induction period and end date have been calculated
- an induction tutor has been appointed to carry out delegated tasks;
- the induction tutor has met you and used the Career Entry and Development Profile (CEDP) as a starting point for planning your induction programme;
- key dates are established for regular induction meetings and formal assessment meetings;
- within four weeks of starting, you should be observed teaching and given feedback on your performance.

Half way through your first term have you:

- Established how long your induction will be (part time NQTs)?
- Got a reduced timetable? (90% of the usual teaching load – in other words, that of another colleague in your school who does not have any extra responsibilities).
- Got a designated Induction Tutor who will provide significant support and advice?
- Got an individualised and structured induction programme?
- Been observed teaching by your Induction Tutor or an experienced teacher?
- Made arrangements to observe experienced teachers?
- Taken professional development opportunities to broaden your experience and expertise (both in-house and externally)?

- Set up a file, where you keep records of all meetings, notes and observations connected to your induction?
- Familiarised yourself with the Teachers' Standards for induction?

Within each half term, you should be:

- observed by the induction tutor;
- given feedback on performance and the opportunity to discuss progress;
- given the opportunity to observe an experienced teacher.

Just before the end of each term:¹

- the 'formal assessment' meeting should take place;
- the appropriate assessment form should be completed;
- the form should be sent to the appropriate body within 10 days of the meeting.

Just before the end of the induction period:

- the final assessment meeting takes place;
- the headteacher makes the final recommendation on the success of your induction year;
- the final form is completed, signed by the induction tutor, the headteacher and you;
- the form is sent to the Appropriate Body which decides whether you have been successful;
- the Appropriate Body writes to you shortly afterwards with the result;
- the National College of Teaching & Leadership (NCTL) sends a certificate of induction a few months later.

During the year, an adviser from your Appropriate Body will visit the school to discuss induction procedures with the induction tutor and/or headteacher. If the school requests or if there are identified concerns, they *may* observe you teach, give feedback and provide a summary report to the school which you are entitled to see.

During the year, it is recommended that you have at least one opportunity to observe an experienced teacher in another school.

It is suggested that the tick list given on the following pages is used as an 'aide-memoire' for both induction tutors and yourself. It is not a substitute for a planned calendar of meetings, observations or support activities.

¹ For part-time NQTs, the notion of a three term induction period should be replaced by the notion of a three part induction period which may well spread across more than three academic terms. Formal assessment meetings are therefore likely to take place mid-term.

AN INDUCTION TIMETABLE CHECKLIST

Induction period one

Within the first four weeks

1. The school completes the NQT registration form and sends it to the named contact of your chosen Appropriate Body. ☐
2. A 'professional progress review' meeting where Career Entry and Development Profile (CEDP) and Transition Point Two materials are used to plan for the NQT's development. ☐
3. NQT is observed teaching at least once. ☐
4. Observation is discussed, a record kept and copied to the NQT. ☐



Before end of first term

5. Second 'professional progress review' meeting. ☐
6. NQT is observed teaching at least once more. ☐
7. Observation is discussed, a record kept and copied to the NQT. ☐
8. NQT is given opportunity to observe teaching of experienced colleague(s). ☐
9. The first 'formal assessment' meeting takes place (head, NQT and induction tutor). ☐
 - Assessment form (end of first assessment period) completed, discussed with NQT and signed by him/her). ☐
 - Form copied and sent to the chosen Appropriate Body within 10 working days. ☐
 - Any concerns about the progress of the NQT are discussed with the link person from your chosen Appropriate Body. ☐

Induction period two

Before end of first half term in second term/period

10. At least one 'professional progress review' meeting with headteacher and/ or induction tutor. ☐
11. NQT is observed teaching at least once. ☐
12. Observation is discussed, a record kept and copied to the NQT. ☐
13. NQT is given opportunity to observe teaching of experienced colleague(s). ☐

Before end of second term/period

14. At least one 'professional progress review' meeting with headteacher and/or induction tutor. ☐
15. NQT is observed teaching at least once. ☐
16. Observation is discussed, a record kept and copied to the NQT. ☐
17. NQT is given opportunity to observe teaching of experienced colleague(s). ☐
18. The second 'formal assessment meeting' takes place (head, NQT and induction tutor). ☐
- Assessment form (end of first assessment period) completed, discussed with NQT and signed by him/her). ☐
 - Form copied and sent to the chosen Appropriate Body within 10 working days of the meeting. ☐
 - Any emerging or continuing concerns about the progress of the NQT are discussed with the link person from your chosen Appropriate Body. ☐

Induction period three

Before end of first half term (third term/ period)

19. At least one 'professional progress review' meeting as above. ☐
20. NQT is observed teaching at least once. ☐
21. Observation is discussed, a record kept and copied to the NQT. ☐
22. NQT is given opportunity to observe teaching of experienced colleague(s) (in another school). ☐
23. **NB Any continuing concerns that the NQT is unlikely to successfully complete induction must be communicated by the school to the link person from your chosen Appropriate Body This must allow for at least six weeks for remedial action to be taken in conjunction with the Appropriate Body.** ☐

Before end of third term/period

24. At least one 'professional progress review' meeting as above. ☐
25. NQT is observed teaching at least once. ☐
26. Observation is discussed, a record kept and copied to the NQT. ☐

27 NQT is given opportunity to observe teaching of experienced colleague(s) (in another school). ☐

28 The final 'formal assessment' meeting takes place (head, NQT and induction tutor).

- Induction final assessment form completed, discussed with NQT and signed by him/her. ☐

- Form sent to contact person at the Appropriate Body of your choice, within 10 working days of the assessment meeting. ☐

☐

Completion of induction: Appropriate Body

29. The NQT Monitoring Group consists of representatives of all the Appropriate Bodies and meets every term. This group will decide whether an NQT has passed or failed (or in rare cases should have the induction period extended).

- This should not be before the tenth day since the NQT may submit to the LA, written comment on headteacher's recommendation up to 10 days after the completion of the form by the headteacher.
- Within three days of the decision, the Appropriate Body will inform in writing the NQT, the headteacher and the NCTL.
- If the decision is that the NQT has failed the induction year, then the Appropriate Body will notify the NQT of the right to appeal, including the details of how to appeal and the time limit for doing so. In England, the Appeals Body is the NCTL who will act on behalf of the Secretary of State.

For detail about procedures in the event that a school has recommended that the NQT has not met the standard, refer to *Induction for Newly Qualified Teachers (England) Section 4*, paragraphs 4.1 to 4.7



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ROLES AND RESPONSIBILITIES

Under normal circumstances your induction will last one year. For newly qualified teachers in part-time or temporary employment it is equivalent to a full year's service but posts only count towards this total if they are at least one term's duration. If this is the case the school must provide an induction programme, whether you are employed directly by the school or through a supply agency. You can complete induction in more than one school by aggregating periods of service, providing you meet these conditions. At the completion of induction you will join the school's appraisal programme. The Statutory Guidance and Teachers' Standards provide clear guidance on the respective responsibilities of schools, Local Authorities and you yourself as a newly qualified teacher, in order to ensure that you have the best possible opportunity of making a successful start to your teaching career.

The Appropriate Body (PTSA)

PTSA Teaching Alliance is required to ensure that schools are meeting their responsibilities for the induction of NQTs and to decide, in the light of the Head teacher's recommendation, whether an NQT has satisfactorily completed the induction period.

The Governing Body

When appointing new staff, the governing body should take into account the school's responsibility to provide the necessary monitoring support and assessment for NQTs. The governing body should be able, if it wishes, to seek guidance from their Appropriate Body on the induction arrangements and the roles of those school staff with responsibility for implementing them.

The Headteacher

The headteacher of a school taking on NQTs after 1 September 1999 is responsible, with Appropriate Bodies for the supervision and training of NQTs ensuring that the NQT has an appropriate induction support programme.

The headteacher is responsible for keeping the governing body informed about arrangements for the induction of NQTs and the results of the formal assessment meetings which are held termly.

The headteacher must also recommend to your Appropriate Body whether you have met the requirements for satisfactory completion of your induction support programme.

The headteacher will also need to ensure that all NQTs have appropriate workloads, in support of a reasonable work/life balance, having regard to their health and welfare.

The headteacher must ensure that all NQTs understand the duties and responsibilities schools now have under the Disability Discrimination Act 1995, to provide protection for disabled pupils by preventing further discrimination against them on the grounds of disability. For further information please see 'Useful contacts and links'.

The school must provide:

- a suitable teaching post that is well matched to your training experience;
- a reduced timetable (90% of the usual teaching load – in other words that of another colleague in your school who does not have any extra responsibilities. Note that this is in addition to PPA time);
- a designated Induction Tutor who will provide significant support and advice;
- an individualised and structured induction programme which includes:
 - regular observation of your teaching by other colleagues; eg half termly
 - regular opportunities for you to observe experienced teachers; eg twice termly
 - regular discussion and review of progress with your Induction Tutor; eg weekly moving to fortnightly
 - professional development opportunities to help broaden your experience and expertise;
- a rigorous termly assessment of your progress based on first hand evidence.

The time released by your reduced timetable as an NQT may be used in whatever way is most appropriate to your professional development needs, taking account of the school's context in which you are undertaking induction. However, it is important to ensure that the time is protected, and that it is not used simply as 'non-contact' time. It must be used as part of a coherent induction support programme and distributed appropriately throughout the induction period as best suits both yourself and your school.

The reduced teaching load will apply equally to those NQTs completing induction while working as long term supply teachers (in a post for at least one term) and, on a pro rata basis, to NQTs working part time.

The induction tutor

As a newly qualified teacher you are entitled to a programme of support, monitoring and assessment. This is the responsibility of your Induction Tutor, an experienced colleague appointed to work closely with you during your induction in order to provide professional support and systematic assessment of your progress. Training is usually provided to new Induction Tutors either in-house or by PTSA Teaching Alliance. In some schools the support and assessment functions may be split between different colleagues. Find out if this is the case in your school and the names of those colleagues involved.

The Induction Tutor will provide support for you by:

- Meeting with you shortly after you take up your post to agree a set of targets and an action plan for the beginning of the induction period and meeting regularly with you, formally and informally, to discuss your progress.
- Provide, or coordinate, guidance and effective support, including coaching and mentoring for your professional development – with the appropriate body where necessary.
- Work with you to organise and implement a personalised programme of monitoring, support and assessment that takes into account your identified needs and strengths, the Teachers' Standards and the specific context of the school or academy.
- Organising and co-ordinating the elements of your induction programme, making arrangements for you to observe other colleagues and providing a programme for your non-contact time.
- Carry out regular progress reviews throughout the induction period.
- Undertake three formal assessment meetings during the total induction period, coordinating input from other colleagues as appropriate, ensuring that judgements are fair and based on sound evidence of your teaching.
- Inform you during the assessment meeting of the judgements to be recorded in the formal assessment record and invite you to add your comments.
- Ensure that your teaching is observed and feedback is provided – it is strongly advised that your first observation takes place within the first four weeks of the induction period.
- Ensure that you are aware of how you can raise concerns about your induction programme or your personal progress, through internal and external channels.
- Take prompt and appropriate action if you appear to be struggling.
- Keep dated records of monitoring and guidance, including formative and summative assessment activities undertaken, maintaining accurate records of the activities and outcomes of the induction programme;

The work of the Induction Tutor, and your relationship with them, is crucial to the success of the induction programme. An effective tutor should become an experienced, trusted and critical friend, able to give you empathetic pastoral and professional support.

Record keeping

It is generally good practice to keep a simple record of all meetings and observations held in connection with induction. This is for the protection of both parties if problems arise. It will show the extent to which support has been offered and taken over the induction period and, as such, is strengthened by regular signing and dating by both the NQT and the Induction Tutor. Two copies may be kept, but the document should be seen as confidential. It is vital to keep induction records for each NQT and to maintain the confidentiality of these records. It is advisable that the induction tutor retains the following records and provides a copy of each for the NQT:

- The personalised induction programme
- Any notes made following progress or review meetings
- Records of any observations and copies of assessment forms – in this instance, the NQT should have the original copies of the assessment forms
- Details of any professional development offered and undertaken
- Any feedback comments on the induction process
- It is strongly advised that assessment reports are retained for a minimum of six years.

The Head teacher or the visiting Local Authority adviser may wish to view this evidence.

Cause for concern

If there are concerns that the NQT may not achieve the Teachers' Standards by the end of the induction period, the headteacher/principal should ensure that additional support is arranged immediately. The appropriate body should be informed, and they will ensure that the school/academy is meeting statutory requirements for induction and that concerns are accurately identified, evidenced and linked to the Teachers' Standards.

It is important to remember that unsatisfactory progress at one stage of the induction period does not necessarily mean that the NQT will fail to complete the induction period successfully, so it is crucial that all designated members of staff work together to assist the NQT in resolving any difficulties

You should provide, or co-ordinate, guidance and effective support for the NQT's professional development.

Who can be an induction tutor?

The induction tutor should be a suitably experienced teacher who has considerable contact with you, for example your line manager or a senior member of staff. The headteacher may be the induction tutor, if there is no member of staff within the school that is available/ has the relevant experience, to fulfil the role.

The role of the Mentor

It is important to distinguish between the related roles of mentor and induction tutor even though these roles may be carried out by the same individual. The induction tutor has a specific set of responsibilities and tasks to undertake and these have been clearly identified in the earlier sections of this guidance document. The purpose of this section is to explore those professional characteristics which are usually associated with the role of mentor.

The teacher-mentor link can have a profound impact on professional development and professional satisfaction:

- ideally, all teachers should have a named professional mentor for in-school support;

- the role of the mentor is to oversee and guide the teacher's professional development but not to overtly monitor or evaluate performance (though this may be agreed as an aspect of performance management if appropriate);
- the mentor should allow the teacher's own professional needs to lie at the heart of the support provided;
- the school/mentor/teacher should negotiate and agree how the teacher-mentor support is to be provided and how any funding for support is to be best used;
- the mentor/teacher should agree a professional development plan at the start of each year to outline the support to be provided;
- these processes and plans should be merged with those for appraisal wherever this is appropriate and agreed by the teacher.

Mentoring: qualities of effective mentors

- Confident in their understanding of the characteristics of high quality learning and teaching in the classroom.
- Aware of how different learners learn and able to recognise the different learning styles.
- Confident about their own teaching.
- Open minded and receptive to new ideas and approaches.
- Experienced in evaluating, including through classroom observation.
- Good communicators who are genuinely committed to supporting the development of others.
- Prepared to acknowledge their own development needs and take steps to address them.
- Able to use a range of helping strategies, including providing constructive feedback and engaging in positive dialogue.
- Respect new teachers as professionals.
- Encourage and enable teachers to take increasing responsibility for their own development.
- Recognise and celebrate achievements.
- Are open and honest about areas for improvement.
- Support teachers in making the identified improvements.
- Are aware of the strategies that can be used to provide additional support if a teacher is experiencing difficulties.
- Support the process by efficient time management and record keeping.



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The Career Entry and Development Profile (CEDP)

The Career Entry and Development Profile provides a bridge between your Initial Teacher Training and your first post. It may have a role in providing a structure to help plan and monitor your ongoing professional development during the induction period.

The information in the profile is intended to help your school to:

- allocate you to classes, groups and duties which take account of your strengths and development needs;
- draw up an initial action plan for induction taking account of your own targets, targets identified by the school, and any national initiatives; and
- plan, monitor and support your professional development throughout your induction period.

The profile is intended to help you to:

- target and address your own development needs more accurately and systematically;
- build on your strengths during the induction year; and
- take responsibility for your own professional development from the beginning of your career by establishing the practice of target setting and review, and by establishing a good foundation for performance management.

The CEDP should be seen as a working document that changes throughout the year as skills develop and further needs emerge in relation to completion of the Induction Standards. You will have completed Transition Point 1 at the end of your training course to summarise the strengths and priorities for further professional development that were identified at the end of your training. Make the CEDP available to your Head teacher and/or Induction Tutor as early as possible in the term.

Shortly after you take up your post, you will meet with your Induction Tutor to discuss your profile, agree targets and write action plans for the beginning of your induction period. These should be recorded on Transition Point 2 of the profile. They will be individual to you, based on the priorities identified in Transition Point 1 and on the demands of your first post.

At each Transition Point there is a set of questions designed to help you reflect on your progress and think about your future learning and development. You have the main responsibility for working on your CEDP and you will use the input from your tutors in ITT and your Induction Tutor to help. The profile is flexible and encourages you to decide how to make your notes. You are not expected to write lengthy responses unless you want to. You can write in paragraphs or bullet points, handwritten or word-processed, as you prefer. In addition to noting responses at each of the three Transition Points, you should collect evidence to support your reflections, achievements and plans.

Targets need to be realistic, achievable within the time scales set, and supported by clear success criteria to enable your progress to be monitored and reviewed. They should also have an appropriate element of challenge. Target setting can be difficult but it is worth spending time and effort on agreeing good targets, as they will form the foundation of a successful year. Reviews of progress with your Induction Tutor should take place at half termly intervals if you are working full time.

If you feel this system is not working satisfactorily, you should discuss this with a colleague in school, the named person for your school or perhaps an association representative

What is the CEDP?

The CEDP is primarily available as a package of online materials. These webpages provide information on the CEDP and induction in general. Here the NQT can find descriptions of the processes that they will be undertaking at each of the three transition points, as well as prompt questions to help guide their thinking.

The NQT can use these to record their responses to the questions posed by the profile. They can save drafts, cut and paste from other documents, and attach them to e-mail.

The NQT may want, as part of this process, to produce new material or collect existing evidence. The online package is therefore supported by a structured hard-copy folder, into which the NQT can “build” their profile. In this folder the NQT can keep their responses at each transition point, collect evidence from existing sources, or record where evidence can be found elsewhere.

The profile:

- is focused on the NQT;
- supports the ongoing process of reflection and review;
- is structured as a working resource;
- suggests prompt questions that can be asked at key transition points;
- encourages flexibility; and
- can be used as part of other profiling or recording systems that the NQT’s ITT provider/school/LA or other organisation might introduce them to.

It helps the NQT to:

- build on their achievements and identify their professional development needs;
- make links between their ITT, induction and continuing professional development;
- prepare for meetings with their tutors and induction tutor; and
- set their current priorities in the wider context of career and professional development..

It helps their ITT provider to:

- prepare the NQT to play an active role in their induction period.

It helps the NQT’s school to:

- understand their strengths and experiences by the end of ITT;
- support their professional development;
- support constructive dialogue between NQTs and induction tutors; and
- make links between induction, continuing professional development and performance management.

The Career Entry and Development Profile is not:

- the record of their progress towards meeting the Teachers’ Standards. It should not be used as an assessment tool;
- a reference or testimonial; or
- an isolated document. The NQT’s Profile should be used as part of, and to support, the other professional development processes, tools and records the NQT will use.

Using the CEDP

The Career Entry and Development Profile (CEDP) helps the NQT to make constructive connections between initial teacher training, induction and the later stages of their professional development as a teacher.

Specifically it:

- helps the NQT focus their reflection on their achievements and goals in the earliest stages of their teaching career; and
- helps to guide the processes of reflection and collaborative discussion about the NQT's professional development needs which will take place as part of their initial teacher training and induction programmes.

It therefore plays a central role in the statutory induction requirements for NQTs and is part of a framework within which individual teachers can plan their professional development through their careers.

NQTs are expected to use Transition Point One of the CEDP at the end of initial teacher training to review their progress and think about future development. They are similarly expected to share their CEDP with their school at the start of induction, and to use Transition Point Two for discussing their professional development with their induction tutor.

At the end of their induction period, Transition Point Three can be used to reflect on the induction period and think about the future. The NQT may wish to continue using the CEDP approach in their ongoing professional learning and development.

Transition Point One

Towards the end of their initial teacher training (ITT) programme, they will already have used Transition Point One of the CEDP to reflect on their progress to that point, to identify the strengths in their practice, and to think about where they would most value additional experience and development opportunities in the future. The CEDP asks them to record the key points from these discussions in some form, and this record will be useful in thinking about NQTs' needs during induction.

Transition Point Two

NQTs and their induction tutor should then revisit these issues at the start of the induction period in the light of:

- the particular knowledge, understanding and skills needed to perform well in this specific teaching post;
- the requirements for the satisfactory completion of the induction period;
- the NQT's personal aims for longer-term professional development.

Transition Point Two of the CEDP can be used to prepare for and to structure this discussion.

Transition Point Three

Towards the end of induction, you will support the NQT to look back on their induction period, reflect on their progress during induction and think about their aspirations for their continuing professional development.



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ASSESSMENT OF PROGRESS

Assessment procedures

You will receive ongoing, formative feedback each time you are observed teaching, and the regular review meetings with your Induction Tutor will also be used to monitor your progress. These should give you an accurate, developing picture of your progress and any areas you still need to address.

Formal, summative assessment against the Teachers' Standards will take place three times during your induction period. For full-time colleagues this will be on a termly basis, towards the end of each term. The assessment of your progress during these meetings will be based on observations of your teaching, notes from the review meetings and evidence of the progress that your pupils are making.

Generally:

- the first meeting will focus on the extent to which you are beginning to meet the Teachers' Standards;
- the second meeting will focus on your progress in meeting the Teachers' Standards and identify any major areas which need to be targeted before the end of the induction period;
- if all is well, the third meeting will confirm that you have met the requirements for the induction period. It may also be used to discuss arrangements for the next year including any target setting and the implications of any new responsibilities.

Formal reports

A summary report is completed following each of the formal assessment meetings. You will be asked to sign the report and to add reflections on your progress. You will receive a copy of the report and the Induction Tutor, Head teacher and the Appropriate Body will also hold a copy.

At the end of the induction period and following the third assessment meeting, the Head teacher will make a recommendation to the Local Authority as to whether or not you have satisfactorily completed induction. The Appropriate Body must then decide whether or not to accept this recommendation, and will report its decision to you, your Head teacher and the NCTL.

The Local Authority adviser's Quality Assurance visit

During your induction the school may receive a QA visit from a designated LA adviser. The LA adviser may request to observe at least one NQT during that time.

The main purposes of their visit to the school are to:

- monitor the school's arrangements for induction including the adequacy of the induction programme provided to you;
- possibly observe you teach and provide constructive feedback on the lesson(s) seen;
- verify the school's assessment of your progress and performance;
- help to ensure consistency of assessment and support between schools and NQTs.

If the adviser watches you teach they will provide verbal and written feedback on the lesson. They will discuss your general progress, including the targets agreed with your Induction Tutor, and also meet with your Induction Tutor to discuss your progress and the school's induction arrangements. You should ensure that you can provide written documentation to evidence the Teachers' Standards e.g. observation records, review minutes.

Assessment observations

How often should observations take place and what should be observed?

Your teaching should be observed during the first four weeks in post and thereafter at least once in any six to eight week period, for example, once each half term. Where an NQT works part-time, the interval between observations should be adjusted accordingly, but the first observation should take place in the first half term. Observations should focus on particular aspects of teaching which are agreed in advance between yourself and the observer. The choice of focus for the observations should be informed by (i) the requirements for the satisfactory completion of induction and (ii) objectives for career development.

Who can undertake observations apart from the induction tutor?

The induction tutor is likely to undertake most of the observations of teaching. Other people from within or outside the school who hold QTS may also be involved in observations: for example teachers with particular specialisms or responsibilities. Such observations should be co-ordinated by the induction tutor and/or the headteacher.

What should follow an observation?

There will be a follow up discussion between you and the observer to analyse lessons observed. Arrangements for follow up discussions to observations should be made in advance and a brief written record should be made on each occasion. This record should relate to the objectives for development and indicate where action should be taken. It should show any revisions of objectives.

Professional reviews of progress

How often should these take place?

Professional reviews of progress should take place at intervals throughout the induction period. There should be at least one scheduled professional review meeting in any six to eight week period, for example, every half term. (Where an NQT works part-time, the intervals between professional review meetings should be adjusted accordingly, but the first meeting should take place in the first half term and after that there should be a meeting at least once a term).

What should these reviews involve?

These reviews should be informed by evidence of the NQT's work, for example, observation of teaching. Objectives should be reviewed and revised in relation to the Teacher's Standards and the NQT's needs and strengths. A written record should be kept of progress towards objectives and any new objectives set, as well as identification of the steps to be taken to support the NQT in meeting the objectives.

Formal assessment meetings

How often should these meetings take place and who is involved?

Three formal assessment meetings should take place in the total induction period between the NQT and either the headteacher or the induction tutor acting on behalf of the headteacher. For full-time NQTs in schools operating a standard three-term year, the assessment meetings should be held towards the end of each term. In schools with a different pattern of terms, the assessment meetings should be held at equivalent intervals (for NQTs working part-time and therefore undertaking a longer period of induction, the first and second formal assessment meetings should be distributed evenly and a review meeting should be held at least once each term).

What evidence should be used as the basis of evaluation in formal assessment meetings?

These meetings should be informed by written reports from at least two observations and two progress review meetings that have taken place during the assessment period. Judgements should be based on evidence that has been gathered systematically during the induction period and should relate directly to the Teachers' Standards. These can be found in Appendix 1. Remember, the NQT should be kept updated on how the induction tutor sees their progress – there should be no surprises! Induction tutors must ensure that they tell the NQT during the assessment meeting, the judgements to be recorded in the formal assessment sent to the Appropriate Body.

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

- formal and informal 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;
- lesson plans, records and evaluations;
- Self-assessment and records of professional development.

This evidence should emerge from the NQT's everyday work as a teacher and from his/ her support programme, rather than being compiled solely for assessment purposes: there is no requirement or expectation that the NQT maintain a file of detailed evidence against each of the standards. However, the school and the NQT may agree that they will want to collect more evidence in areas where the NQT or the induction tutor are concerned about progress, so that any additional support that may be needed can be better identified. For additional guidance with examples of possible evidence against the standards (see section 6 in this booklet.)

Completing NQT induction assessment forms

Following the first two formal assessment meetings, the prepared form should be completed by the headteacher (or the induction tutor acting on behalf of the headteacher). These reports should clearly indicate whether, at the time of each assessment, the NQT is judged to be making satisfactory progress toward completing his/her induction support programme successfully by the end of the induction period. (See examples of completed forms in section 6 of this booklet)

The judgement at the end of each term is a summary of progress being made *at the time of the assessment*. It is not a declaration that the NQT has either 'passed' or 'failed' that period of induction, so there is no system of 'two fails and they're out': provided the NQT is meeting the standards by the end of the induction period, he/ she can still be recommended to pass.

The NQT should be encouraged to add comments on the summary of progress presented in the form in the section entitled "NQT's comments".

The headteacher, the induction tutor and the NQT should sign the assessment form (signing the form indicates that the school has shared the form with the NQT, not that the NQT agrees with everything on the form). It should be sent to the Appropriate Body within ten working days of each summative assessment meeting. If, for any reason, any of the parties should refuse to sign the form, the headteacher should still send it to the Appropriate Body within ten working days, with a note explaining why the form has not been signed.

A copy of the completed report should be given to the NQT and one is retained by the headteacher. Additional support and observations may be arranged if your progress towards meeting the Teachers Standards is causing concern.

Please ensure that all assessment forms are completed in full. Missing or inaccurate information may cause a delay in the Appropriate Body's decision.

Unsatisfactory progress

The support and guidance that you receive through your induction programme should ensure that you make steady progress in meeting the Teachers' Standards. If, despite this, your progress is not sufficient, your Induction Tutor will discuss this with you at an early stage. Your specific difficulties will be analysed, targets set and additional support arranged to help you overcome these difficulties. The Local Authority NQT Co-ordinator will be notified and may also provide further guidance.

You will be told at the time of the formal termly assessment if your progress is such that you are in danger of failing to meet the requirements of the induction year and this will be recorded on your assessment form. If this occurs, you may be notified in writing by the Head teacher that you are not progressing satisfactorily towards the Teachers' standards and that the consequences of this could be dismissal, and you may also be observed teaching by the Head teacher. If your progress continues to cause concern, you may be asked to attend a meeting to clarify your situation. The meeting could involve the Head teacher, your Induction Tutor and a Local Authority officer, and you may be accompanied by your Association representative or a friend if you wish.

If progress has not been sufficient by the end of the induction period, the Local Authority has to take account of the school's recommendation and decide whether to terminate the NQT's employment or to offer an extension, although an extension can only be granted in exceptional circumstances. In either situation, you will be informed of your rights of appeal, and what you need to do.

We strongly advise any newly qualified teacher who is experiencing serious difficulties to consult their Association representatives as early as possible, in addition to discussing this with the Induction Tutor.

Local Authority Helpline

The Local Authority has a 'named person' who may be contacted if there are any serious matters affecting your teaching that you feel you need to discuss with someone outside the school and who is not involved in your assessment. Please note that any concerns about the support, monitoring and assessment that you are receiving should be discussed first with your Induction Tutor and any other appropriate school staff. If your concerns go beyond the school systems or you feel your concerns have not been addressed then you may contact the relevant 'named person' who can provide impartial support. Please see Key Contacts on the inside front cover.

NQT Induction Board

This group, made up of representatives from school and the Local Authority, meets each term to discuss any NQTs at risk of not meeting the Teachers Standards and make recommendations for further support during Induction

Where the NQT is deemed not to have completed induction satisfactorily, the school should retain the evidence for that judgement until any appeal process is completed, and the NCTL has confirmed that you have either had full registration confirmed, been de-registered, or have had your induction period extended.

Support Strategies for NQTs Experiencing Difficulties

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

- Identifying a colleague who will provide non-judgemental support for you and who is not involved in the assessment process. This 'buddy' role can be a very valuable addition to existing provision.
- Paired observation: the Induction Tutor or another experienced teacher accompanies you for a focused observation of another teacher's effective practice in the same or a different school.
- Allowing you to observe a skilled practitioner teach your own class
- Unpicking the scope of the Standard(s) to be developed to ensure there is a clear understanding about the teaching and learning behaviours you would expect to see in effective teaching and learning.
- Co-planning and teaching with an experienced colleague at the same or another school.
- A link with a Key Practitioner/LLE/SLE who could observe, be observed by, or team teach with you. The role would be to coach, encourage reflection and evaluation and to give support.
- A visit and advice from an adviser from the Appropriate Body.
- A focused visit to a Teaching School or school with a specialism in the same phase to observe practitioners, with time to discuss planning and strategies.
- Attending an external course focusing on the area of shortfall against the Standards.
- A team building session if relationships are an issue.

Your induction tutor, appropriate body named contact or headteacher should be able to advise, support and guide you to arrange additional support

What if the NQT leaves before completing induction?

The school must complete an interim assessment form before the NQT leaves so that the information can be used by a new school to help ensure the induction programme meets the NQT's needs.



Section 5

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The Appropriate Body

The Appropriate Body has two key responsibilities:

- to assure itself that the schools for which it is responsible understand, and are able to meet, their responsibilities for monitoring, support and guidance and for undertaking a rigorous and equitable assessment of the NQT; and
- to decide, in the light of the headteacher's recommendation, whether an NQT has satisfactorily completed the induction period, and to communicate this decision to the NQT, the headteacher and the NCTL.

The chosen Appropriate Body has the responsibility of deciding whether the NQT has successfully passed the induction year. This decision is based largely on the recommendation it receives from the school, along with the assessments and other information supplied by the school during the year.

To help it make this decision, the Appropriate Body monitors the induction programme provided by schools, and offers advice, support and training to induction tutors and NQTs, as well as other staff involved in the process, such as mentors and headteachers.

What does the Appropriate Body do?

The Appropriate Body will carry out the following in all schools where there is a registered NQT:

- keep a record of the name, DfE reference number, date of birth and national insurance number of each NQT for whom it is the Appropriate Body, and the stage of the induction period which each NQT has reached, based upon information from headteachers;
- carries out termly checks that any NQTs employed by the school are registered for their induction period and ensure their eligibility for induction;
- liaises with another Appropriate Body about an NQT employed on a part-time basis in more than one school at the same time;
- provides a CCPD programme for the development of induction practice and for NQTs' professional development;
- ensures provision of additional support to any school which needs it where an NQT is struggling to meet the required standards;
- provides a named contact on induction matters at the Appropriate Body, with whom NQTs may raise issues about their induction programme where these cannot be resolved satisfactorily within the school.
- makes sure that it is fully aware of the circumstances where any assessment forms have not been submitted or signed;
- retains the assessment reports received on an NQT until the NCTL has confirmed that the NQT will remain registered or has been removed from the register, following the end of the induction period and, where relevant, any appeal process.

What happens when the Appropriate Body carries out a monitoring visit?

It is the intention that the Appropriate Body will undertake monitoring visits to check the quality of the induction process. This may include an observation of teaching, if the school has requested this or if there are concerns about the induction or your progress.

- Induction visits usually take place in the spring or summer terms.
- NQT visits are usually carried out by one of advisers who are part of the Appropriate Body. Where necessary, the visit may be carried out by a relevant subject specialist.
- The adviser from the Appropriate Body contacts the school to arrange a visit, and to negotiate with the school, a timetable that will allow for:
 - scrutiny of NQT records – registration records, assessment forms, a sample of the induction tutor's lesson observation records, the timetable for induction support, the induction programme itself;
 - discussion with the headteacher about key aspects of induction as a leadership and management issue, and to monitor the use of devolved funding;
 - discussion with the induction tutor (where this is not the headteacher) about the detail of induction processes and the assessment of NQT progress;
 - discussion with the induction co-ordinator (where one is in post) about their role in supervising induction tutor/mentor practices;
 - if an observation is required, a joint adviser/induction tutor lesson observation of one NQT of not less than 30 minutes. The main purpose is to validate the accuracy of the tutor's judgement, rather than provide a definitive external judgement of the NQT's competence. Time will need to be allowed for moderation of judgements before feeding back to the NQT. Primary teachers should choose the session. Secondary teachers should choose their preferred subject;
 - a review of the lesson with the teacher and a discussion about induction support (at least 30 minutes, preferably not during the teacher's break or lunch);
 - Summary feedback to the headteacher to confirm the outcomes of the visit;
 - Provision of a written report which will focus on the quality of induction processes, although there will be reference as appropriate to the quality of the NQT's teaching where this has been observed (and a separate copy of the observation record provided for the NQT). Induction will be signed off as 'secure' or 'not secure' and become an issue for improvement and support where it is not. If the Adviser from the Appropriate Body has concerns these will be shared with the school and the NQT and a second visit will be made.
- It must be emphasised that where the Appropriate Body, as a result of monitoring activity in the school that an NQT should be observed in the classroom, this overrides the sampling criteria.
- The discussions with senior staff could be carried out together. Discussions with NQTs must be carried out with each one separately.

Monitoring Group

To support this process the NQT Monitoring Group has been established, which will meet at least once a term to:

- monitor the quality of induction provided by schools, and the progress of NQTs as notified to the Appropriate Body through the assessment forms;
- monitor the support provided by the Appropriate Body in response to requests from schools for further information, advice, guidance and support to their NQTs;
- carry out the duty of the Appropriate Body to make the final decision, based on schools' recommendations as to whether an NQT has successfully completed induction.

This will comprise of representatives from each Appropriate Body, one headteacher/ induction tutor representative from a primary and one from a secondary school, one Workforce Development Officer and a representative from Human Resources to advise on employment matters. A Senior Officer from an Appropriate Body may also attend if requested by the group.

For this group to be effective, schools will need to ensure that they accurately complete interim and final assessment forms and submit them to the Appropriate Body according to the timescales in the DfE guidance (2013).

It is particularly important that the form carries a clear recommendation as to whether an NQT is making satisfactory progress. If the available evidence suggests that the NQT is not making satisfactory progress, then it is better that this is made clear to the NQT so that further action can be taken. Such a recommendation is not regarded as a final, irrevocable decision. If a recommendation is delayed, the NQT can be left assuming the best or fearing the worst.

Role of the Appropriate Body “named person”

The ‘named person’ for NQTs should be contacted if the NQT has concerns about his/her induction. NQTs should be reminded that the role of the contact is to offer a listening ear, and to provide appropriate support to resolve problems. The named person will also work with the monitoring group in an advisory capacity, but will not be responsible for taking decisions about NQT competence, nor carrying out NQT observations. NQTs should be reassured that making contact will not in any way prejudice the decisions made about their progress.

Additional support and guidance

The first point of contact for schools needing assistance with supporting their NQT is the school’s adviser from the Appropriate Body. This officer will consult with the school and assist with any arrangements that need to be made to secure the best support available. For example a more experienced teacher from within the area, may be able to work alongside the NQT, or provide advice to the induction tutor. Where issues arise about induction processes and procedures, these may be referred to the Appropriate Body’s NQT induction co-ordinator.

Additionally, there will be provided a number of professional development opportunities through conferences, meetings and briefings to NQTs and their induction tutors. These will be provided by the Appropriate Body.

All NQTs are entitled to access the same range of professional development opportunities as other staff in the school.

It is essential that where a school believes that an NQT is not making progress and is at risk of failing to perform satisfactorily against the Teacher Standards, this is discussed with the adviser from the Appropriate Body. The purpose of the discussions would be to:

- plan for a higher level of support from the school;
- arrange for any relevant additional support from the Appropriate Body;
- ensure the NQT fully understands their progress, the consequences of failure to reach the particular standard, and their options prior to, and following failure.



Section 6

Appendices

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Registration of NQT


National Teaching School
designated by



**Department
for Education**

The Potteries Teaching School Alliance

School:	DFE Number:	Name of School Contact and Mentor:
	<u>NQT Details</u>	
Title		
Forename		
Surname		
DOB		
Teacher Reference Number		
Teacher Training Provider		
Qualification (PGCE, BA, BEd, Other)		

EXAMPLE		EXAMPLE	
National Teaching School designated by  National College for Teaching & Leadership			
NQT induction assessment for the:			
<input type="checkbox"/> End of first assessment period.			
<input type="checkbox"/> End of second assessment period.			
<input type="checkbox"/> Interim assessment			
Instructions for completion <ul style="list-style-type: none"> Where tick boxes appear please insert "X". The head teacher/principal should retain a copy and send a copy of this completed form to the appropriate body within 10 working days of the NQT completing the assessment period. The original copy should be retained by the NQT. Hard copies will be required at certain stages of assessment, particularly for signature, unless they are submitted on-line with the necessary authentication in place of signatures. Full guidance on statutory induction can be found at http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers. 			
NQT's personal details:			
Full name		Former name(s) (where applicable)	
S			
Date of birth	DfE/teacher reference number	National insurance number	
	/		
Name of institution (e.g. school or college)		DfE institution number (if applicable)	
		909 /	
Appropriate body receiving this report			
Date of award of QTS:			
Recommendation:			
<input checked="" type="checkbox"/>	The above named teacher's performance indicates that he/she is making satisfactory progress against the Teachers' Standards within the induction period.		
<input type="checkbox"/>	The above named teacher's performance indicates that he/she is not making satisfactory progress against the Teachers' Standards for the satisfactory completion of the induction period.		
<input type="checkbox"/>			
<input checked="" type="checkbox"/>			

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.			
Date of start of this assessment period:			
Date of end of this assessment period:			
Number of terms completed during this assessment period			
or			
Number of days that can count towards induction during this assessment period:			
Does the NQT work:			
<input checked="" type="checkbox"/>	Full time	<input type="checkbox"/>	Part time
Number of days of absence during this assessment period			
Assessment of progress against the Teachers' Standards:			
<p>The head teacher/principal or induction tutor should record, in the box below, brief details of the NQT's progress against the Teachers' Standards including:</p> <ul style="list-style-type: none"> • strengths; • areas requiring further development, even where progress is satisfactory (for example aspects of the Teachers' Standards which the NQT has yet to meet); and areas of concern • evidence used to inform the judgements; and, • targets for the coming term. <p>Comments must be in the context of and make reference to each specific Teachers' Standard which can be found at: http://www.education.gov.uk/schools/leadership/deployingstaff/a00205581/teachers-standards1-sep-2012-.</p> <p>Please continue on a separate sheet if required.</p>			
<p>Summary of progress towards the Standards 1 – 8 (Comments must be in the context of and make reference to specific Teachers' Standards).</p> <p>TS 1 S is up-to-date with the safeguarding policies and procedures and has undertaken child protection training online (along with the rest of the school). She knows who to ask for support. S has established safe and purposeful learning environments in which the children feel confident and secure. S has quickly developed a positive relationship with her class, involving them in creating interactive learning areas within the classroom. She has worked hard to create stimulating working walls in her classroom this term and to ensure that her selection of resources and activities is sufficiently varied to engage children of all abilities (classroom display boards, lesson observations, pupil feedback/parent evening feedback).</p> <p>TS 2 S's planning shows an understanding of the prior learning and achievements of the children in her class-particularly in relation to writing (lesson observation, planning records). She keeps accurate records to monitor individuals' progress and is beginning to use mini-plenaries throughout a lesson to</p>			

help shape next steps planning and to enable her pupils to reflect on their progress (lesson observation, planning records, and work scrutiny).

S has attended CCPD to develop an understanding of learning styles and is developing independent learning strategies. This is an agreed area for further development.

TS 3 S has quickly become familiar with the school's Schemes of Work and has secure subject knowledge for the curriculum areas covered this term (planning, lesson observations, notes from tutor meetings). S has attended Phonics training and has a secure knowledge of phonic phase progression. S identifies a need to further develop use of ICT across the curriculum and this is an appropriate focus for next term, particularly in English.

TS 4 S uses a range of strategies to promote curiosity, including role play and fancy dress to inspire interest. She is beginning to use talk partners more frequently so that pupils are gaining in confidence in clearly articulating their views (lesson observation reports, learning walks). S understands and follows the agreed school homework policy. Parental questionnaires evidence high levels of satisfaction that homework is supporting learning. S has offered valuable advice as a PE specialist during recent whole school assessment review.

TS 5 S has responded to the support given, planning more effectively for the ability groups within her class. She has delivered SEAL aspect of the curriculum effectively (lesson observations /learning walks). S is beginning to adapt lessons to ensure that the pace of learning for all groups is maintained and this is an agreed focus for further development next term.

TS6 S has received training and support in understanding and using the school's tracking system (mentor meeting notes, tracker, staff meeting discussions). She has taken part in moderation meetings in order to enhance the accuracy of assessments. Marking is always completed promptly and pupils are responding to prompts given. (book scrutiny)

S uses a range of assessment within each class and is able to give children immediate feedback verbally and using mini plenary within the lessons. Following the AfL training she has a better understanding and uses lesson evaluation effectively to inform her planning. She has begun to collect evidence for APP in her guided reading sessions.

TS 7 S has quickly applied the school's agreed behaviour policy. She has high expectations of behaviour and has established clear rules and boundaries. The children are encouraged to be independent and to co-operate using a variety of circle time activities.

S uses interesting and varied sets of resources and activities to engage and motivate pupils in her lessons (lesson observations, SLT drop in feedback, planning file). She has developed good relationships with her pupils and is experimenting in using varied seating plans for different types of group work (lesson observations, planning file).

TS 8 S is very quick to act upon advice and is not afraid to ask for help. She reviews her teaching and how it relates to the pupils' progress and she is beginning to adapt her strategies accordingly. S has attended school PTA events and has volunteered to arrange a charity fundraising event. S has been a real asset to the school this term. She is flexible and adaptable and is always enthusiastic about whatever she is asked to do.

Areas for development:

TS 2 - Further develop and understanding of how pupils learn and plan for a range of preferred learning styles.

TS 3 - Develop knowledge and use of ICT to support learning and progress across the curriculum.

TS 6 - Develop use of formative assessment in reading to ensure that learning intentions and success criteria are always communicated effectively so that all pupils have a clear understanding of what they need to do to improve.

Personal and Professional Conduct:

S is very professional in her conduct in and around school. S understands and follows school policies in relation to Safeguarding. She has attended the NQT conference focussing on professional behaviour and e-safety. She understands the need for constant vigilance and to record and report incidents relating to child protection (discussions about safeguarding procedures use of risk assessment forms). When working with her induction tutor S is reflective and acts upon advice.

S has shown excellent attendance and punctuality throughout this assessment period.

Comments by the NQT:

The NQT should record their comments or observations on their induction to date.

Please reflect on your time throughout this assessment period and consider whether:

- you feel that this report reflects the discussions that you have had with your induction tutor and/or head teacher during this assessment period;
- you are receiving your full range of entitlements in accordance with regulations and guidance (<http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers>)
- there are any areas where you feel you require further development/support/guidance when looking towards the next stage of your induction. If so, what are these areas?

I have discussed this report with the induction tutor and/or head teacher:

☒

Yes

I have the following comments to make:

Please encourage comments!

Will this NQT be remaining at this school for the next assessment period?

☒

Yes

If not, then please attach details of the school/appropriate body the NQT is moving to, and contact information.

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

Signed: Head teacher/principal	Date
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Full name (CAPITALS)

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Signed: NQT	Date
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Full name (CAPITALS)


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Signed: Induction tutor (if different from head teacher/principal)	Date
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--	--	--

Full name (CAPITALS)

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EXAMPLE		EXAMPLE	
National Teaching School designated by  National College for Teaching & Leadership			
NQT induction assessment for the:			
<input type="checkbox"/> End of first assessment period.			
<input type="checkbox"/> End of second assessment period.			
<input type="checkbox"/> Interim assessment			
Instructions for completion <ul style="list-style-type: none"> Where tick boxes appear please insert "X". The head teacher/principal should retain a copy and send a copy of this completed form to the appropriate body within 10 working days of the NQT completing the assessment period. The original copy should be retained by the NQT. Hard copies will be required at certain stages of assessment, particularly for signature, unless they are submitted on-line with the necessary authentication in place of signatures. Full guidance on statutory induction can be found at http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers. 			
NQT's personal details:			
Full name		Former name(s) (where applicable)	
S			
Date of birth	DfE/teacher reference number	National insurance number	
	/		
Name of institution (e.g. school or college)		DfE institution number (if applicable)	
		909 /	
Appropriate body receiving this report			
Date of award of QTS:			
Recommendation:			
<input checked="" type="checkbox"/>	The above named teacher's performance indicates that he/she is making satisfactory progress against the Teachers' Standards within the induction period.		
<input type="checkbox"/>	The above named teacher's performance indicates that he/she is not making satisfactory progress against the Teachers' Standards for the satisfactory completion of the induction period.		

<input checked="" type="checkbox"/>	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.		
Date of start of this assessment period:			
Date of end of this assessment period:			
Number of terms completed during this assessment period			
or			
Number of days that can count towards induction during this assessment period:			
Does the NQT work:			
<input checked="" type="checkbox"/>	Full time	<input type="checkbox"/>	Part time
Number of days of absence during this assessment period			
Assessment of progress against the Teachers' Standards:			
<p>The head teacher/principal or induction tutor should record, in the box below, brief details of the NQT's progress against the Teachers' Standards including:</p> <ul style="list-style-type: none"> • strengths; • areas requiring further development, even where progress is satisfactory (for example aspects of the Teachers' Standards which the NQT has yet to meet); and areas of concern • evidence used to inform the judgements; and, • targets for the coming term. <p>Comments must be in the context of and make reference to each specific Teachers' Standard which can be found at: http://www.education.gov.uk/schools/leadership/deployingstaff/a00205581/teachers-standards1-sep-2012-.</p> <p>Please continue on a separate sheet if required.</p>			
Summary of progress towards the Standards 1 – 8			
(Comments must be in the context of and make reference to specific Teachers' Standards).			
<p>TS 1 S is up-to-date with the safeguarding policies and procedures and has undertaken child protection training online (along with the rest of the school). She knows who to ask for support. S has established safe and purposeful learning environments in which the children feel confident and secure. S has quickly developed a positive relationship with her class, involving them in creating interactive learning areas within the classroom. She has worked hard to create stimulating working walls in her classroom this term and to ensure that her selection of resources and activities is sufficiently varied to engage children of all abilities (classroom display boards, lesson observations, pupil feedback/parent evening feedback).</p>			
<p>TS 2 S's planning shows an understanding of the prior learning and achievements of the children in her class-particularly in relation to writing (lesson observation, planning records). She keeps accurate records to monitor individuals' progress and is beginning to use mini-plenaries throughout a lesson to</p>			

help shape next steps planning and to enable her pupils to reflect on their progress (lesson observation, planning records, and work scrutiny).

S has attended CCPD to develop an understanding of learning styles and is developing independent learning strategies. This is an agreed area for further development.

TS 3 S has quickly become familiar with the school's Schemes of Work and has secure subject knowledge for the curriculum areas covered this term (planning, lesson observations, notes from tutor meetings). S has attended Phonics training and has a secure knowledge of phonic phase progression. S identifies a need to further develop use of ICT across the curriculum and this is an appropriate focus for next term, particularly in English.

TS 4 S uses a range of strategies to promote curiosity, including role play and fancy dress to inspire interest. She is beginning to use talk partners more frequently so that pupils are gaining in confidence in clearly articulating their views (lesson observation reports, learning walks). S understands and follows the agreed school homework policy. Parental questionnaires evidence high levels of satisfaction that homework is supporting learning. S has offered valuable advice as a PE specialist during recent whole school assessment review.

TS 5 S has responded to the support given, planning more effectively for the ability groups within her class. She has delivered SEAL aspect of the curriculum effectively (lesson observations /learning walks). S is beginning to adapt lessons to ensure that the pace of learning for all groups is maintained and this is an agreed focus for further development next term.

TS6 S has received training and support in understanding and using the school's tracking system (mentor meeting notes, tracker, staff meeting discussions). She has taken part in moderation meetings in order to enhance the accuracy of assessments. Marking is always completed promptly and pupils are responding to prompts given. (book scrutiny)

S uses a range of assessment within each class and is able to give children immediate feedback verbally and using mini plenary within the lessons. Following the AfL training she has a better understanding and uses lesson evaluation effectively to inform her planning. She has begun to collect evidence for APP in her guided reading sessions.

TS 7 S has quickly applied the school's agreed behaviour policy. She has high expectations of behaviour and has established clear rules and boundaries. The children are encouraged to be independent and to co-operate using a variety of circle time activities.

S uses interesting and varied sets of resources and activities to engage and motivate pupils in her lessons (lesson observations, SLT drop in feedback, planning file). She has developed good relationships with her pupils and is experimenting in using varied seating plans for different types of group work (lesson observations, planning file).

TS 8 S is very quick to act upon advice and is not afraid to ask for help. She reviews her teaching and how it relates to the pupils' progress and she is beginning to adapt her strategies accordingly. S has attended school PTA events and has volunteered to arrange a charity fundraising event. S has been a real asset to the school this term. She is flexible and adaptable and is always enthusiastic about whatever she is asked to do.

Areas for development:

TS 2 - Further develop and understanding of how pupils learn and plan for a range of preferred learning styles.

TS 3 - Develop knowledge and use of ICT to support learning and progress across the curriculum.

TS 6 - Develop use of formative assessment in reading to ensure that learning intentions and success criteria are always communicated effectively so that all pupils have a clear understanding of what they need to do to improve.

Personal and Professional Conduct:

S is very professional in her conduct in and around school. S understands and follows school policies in relation to Safeguarding. She has attended the NQT conference focussing on professional behaviour and e-safety. She understands the need for constant vigilance and to record and report incidents relating to child protection (discussions about safeguarding procedures use of risk assessment forms). When working with her induction tutor S is reflective and acts upon advice.

S has shown excellent attendance and punctuality throughout this assessment period.

Comments by the NQT:

The NQT should record their comments or observations on their induction to date.

Please reflect on your time throughout this assessment period and consider whether:

- you feel that this report reflects the discussions that you have had with your induction tutor and/or head teacher during this assessment period;
- you are receiving your full range of entitlements in accordance with regulations and guidance (<http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers>)
- there are any areas where you feel you require further development/support/guidance when looking towards the next stage of your induction. If so, what are these areas?

I have discussed this report with the induction tutor and/or head teacher:

☒

Yes

I have the following comments to make:

Please encourage comments!

Will this NQT be remaining at this school for the next assessment period?

☒

Yes

If not, then please attach details of the school/appropriate body the NQT is moving to, and contact information.

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

Signed: Head teacher/principal	Date
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Full name (CAPITALS)

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Signed: NQT	Date
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--	--	--

Full name (CAPITALS)

--

Signed: Induction tutor (if different from head teacher/principal)	Date
---	------

--	--	--

Full name (CAPITALS)

--

Before returning this form please ensure you have...

Completed **all** sections fully
Included **actual** signatures on the final page
School stamp validation

Incomplete returns may result in a delay in recognition of successful induction



NQT induction: final assessment and recommendation

Instructions for completion

- The appropriate body for statutory induction may personalise and adapt the forms to suit local needs, including use on-line.
- The Department does not provide alternative versions to those already available on the DfE website.
- Where tick boxes appear please insert "X".
- The head teacher/principal should retain a copy and send a copy of this completed and signed form to the appropriate body within 10 working days of the NQT completing the induction period.
- The original copy should be retained by the NQT.
- Hard copies will be required at certain stages of assessment, particularly for signature, unless they are submitted on-line with the necessary authentication in place of signatures.
- Full guidance on statutory induction can be found at <http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers>

Recommendation:

- ☐ The teacher named below has performed satisfactorily against the Teachers' Standards for the completion of induction
- ☐ The teacher named below has **not performed satisfactorily against** the Teachers' Standards for the completion of induction
- ☐ The teacher named below should have their induction period extended

NQT's personal details:

Full name		Former name(s) (where applicable)
<input type="text"/>		<input type="text"/>
Date of birth	DfE/teacher reference number	National insurance number
<input type="text"/>	<input type="text"/>	<input type="text"/>
Name of institution (e.g. school or college)		DfE institution number (if applicable)
<input type="text"/>		<input type="text"/>

Appropriate body receiving this report

Date of start of final assessment period:

Date of end of final assessment period:

Number of terms completed during the final assessment period

or

Number of days completed during the final assessment period

Does the NQT work: ☐ Full time ☐ Part time

Number of days of absence during the (entire) induction period

Confirmation of induction:

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

Include the number of days reduction to the induction period to be served by the NQT where this has been agreed with the appropriate body as outlined in paragraph 3.5 of the statutory induction guidance at

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

If a reduction to the NQT's induction period has been given to reflect previous teaching experience, as outlined in paragraphs 3.2 - 3.4 of the statutory guidance, please give details here:

Assessment of progress against the Teachers' Standards:

The head teacher/principal or induction tutor should record, in the box below, brief details of the NQT's progress against the Teachers' Standards including:

- strengths;
- areas for further development where progress is satisfactory; and areas of concern
- evidence used to inform the judgements; and
- where appropriate, targets to be met.

Comments **must** be in the context of and make reference to each specific Teachers' Standard which can be found at:

<http://www.education.gov.uk/schools/leadership/deployingstaff/a00205581/teachers-standards1-sep-2012>-.

Please continue on a separate sheet if required.

Comments by the NQT:

The NQT should record their comments or observations on their induction to date.

Please reflect on your time throughout your entire induction period and consider:

- Whether you feel that this report reflects the discussions that you have had with your induction tutor and/or head teacher/principal during this assessment period; and,
- you received your full range of entitlements in accordance with regulations and guidance (<http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers>)
- areas where you feel you require further development/support/guidance when looking towards the next stage in your career? Please indicate these are part of your comments in the box below.

I have discussed this report with the induction tutor and/or head teacher/principal:

☐

Yes

☐

No

I have the following comments to make:

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

Signed: **Head teacher/principal**

Date

Full name (CAPITALS)

Signed: **NQT**

Date

Full name (CAPITALS)

Signed: **Induction tutor** (if different from head teacher/principal)

Date

Full name (CAPITALS)

CHECKLIST FOR THE NQT: RECOMMENDED PRACTICE IN INDUCTION

My job

1. I received the following information before I started at the school:
 - school timetables; ☐
 - schemes of work; ☐
 - copies of planning frameworks ☐
 - information about the pupils (assessments/records etc); ☐
 - staff handbook; ☐
 - other information about the school. ☐
2. I have a contract that is clear and straightforward to understand. ☐
3. For part-timers (and those who started mid-term): I know when I will finish my induction period. ☐
4. I have a clear and appropriate job description. ☐
5. I have a timetable that includes 10% NQT time and 10% PPA time. ☐
6. I have been given appropriate support for any extra responsibilities I agreed to take on. ☐
7. I have been given time to read and discuss these 'staff handbook' policies and procedures:
 - safeguarding and child protection (I know who the child protection co-ordinator is and what to do about concerns); ☐
 - parent contact procedures; ☐
 - behaviour policy (rules/rewards/sanctions); ☐
 - sickness and absence policy (I know what to do when I have to report in sick/request an absence); ☐
 - health, safety and emergency (first aid/fire drill/risk assessments). ☐

My induction tutor

8. I have been assigned an induction tutor and/or mentor. ☐
9. My induction tutor and I have had formal assessment meetings. ☐
10. I have regular planned contact with my induction tutor. ☐
11. Meetings with my induction tutor are arranged in advance to an agreed timetable. ☐
12. I have easy informal access to my induction tutor. ☐
13. My induction tutor is supportive, constructive and sympathetic to my needs. ☐
14. I have been observed teaching by my induction tutor (and/or other experienced staff as appropriate) and given helpful feedback. ☐

Assessment and progress

15. My initial development targets were built on the CEDP I had brought from college. ☐
16. I clearly understand what my strengths are and what areas I have to develop. ☐
17. It has been made clear to me how I need to improve, and support has been planned to help me get there. ☐
18. It has been made clear to me that I am/am not making appropriate progress towards successful completion of my induction. ☐

My professional development

19. I have observed others teach and learned from it. ☐
20. I have been taking part in and learned from in-school professional development activities, for example, twilights, development days etc. ☐
21. I have the same opportunity to attend courses as other staff. ☐
22. I have had support to plan for my development next year (if appropriate). ☐

Other support

23. I have easy access to the resources that were in school. ☐
24. I am provided with support for planning. ☐
25. I am able to access a network of other NQTs. ☐
26. My headteacher is available and supportive. ☐
27. I feel able to turn to other colleagues for advice as well as my induction tutor. ☐
28. My contributions to school and staff activities, and to staff meetings are welcomed. ☐
29. When I have a problem, I feel it is dealt with fairly. ☐
30. The induction booklet contains useful information. ☐
31. I have begun to maintain a portfolio that helps me record and plan for my professional development. ☐
32. As appropriate, I have had access to additional Appropriate Body advice and support, for example, advanced skills teachers, advisers, leading teachers. ☐
33. I feel that I can have access to the Appropriate Body 'named contact' if I need it. ☐

APPROPRIATE BODY

NQT INDUCTION AND SUPPORT: MONITORING VISIT RECORD

School:	
LA officer:	
No of registered NQTs:	

DfE number:	
NOR:	
Support level:	
Date of visit:	

SUMMARY JUDGEMENTS

Has the school verified the information provided on the NQT registration forms?

Eg that the NQT has passed the skills tests, does have QTS and agreed the date when the induction period will end

Does the school have any concerns about any of the NQT(s)?

Provide details as necessary

Does the school's induction programme provide appropriate support to the NQT(s)?

Give details where there are shortcomings

Does the school monitor effectively, the progress of the NQT(s) against the Standards?

Give details where there are shortcomings

Where there has been an NQT lesson observation, do the school and LA judgements broadly agree? Give details where there is a discrepancy

Details of additional support to be provided from LIS for any NQT(s) who are not making satisfactory progress (include date for second visit)

Agreed actions – School

Agreed actions – Appropriate Body

COMMENTARY

The arrangements for providing for NQT induction and PPA time:

Induction time clearly written into timetable? Cover arrangements? Any shortfall in what is required?

The induction and professional development programme:

Use the attached checklist as a prompt for discussion and evaluation with both the headteacher / induction tutor and the NQT

Evidence of school's monitoring of progress towards meeting the Teachers' Standards:

What evidence is there? Comment on the quality of the evidence and the judgements the school has made.

Summary of discussion with the NQT:

Use the attached checklist as a prompt for discussion and evaluation with the NQT

NQT LESSON OBSERVATION

Name of NQT: _____

School: _____

Subject/ content/ topic observed: _____

Appropriate
Body officer: _____ Date: _____

Year group: _____ Size of class: _____ Ability of pupils: _____

Summary of feedback to the NQT (and to the school) after the lesson observation
(Use the Teachers' Standards aide-memoire as a basis for judgements)

Strengths *(where at least satisfactory progress towards the Standards is observed)*

Areas for development *(to ensure satisfactory progress towards the Standards, or better)*

Are any of the areas for development a cause for concern that the NQT may not meet the Teachers' standards?

Reference Information

Salary Information

During the period before you take up your appointment it will be useful for you to make arrangements for payment of your salary. You should check with your school which payroll service your school is using.

Pay Day

Pay day for all staff is normally the 27th of each month (or the previous working day if the 27th falls at a weekend or bank holiday), but may vary - check with your school finance officer.

Bank Details

All new employees are required to have their salary paid direct into a bank or building society account.

Salary assessment

Salary is assessed in accordance with the School Teachers' Pay and Conditions Document 2014. Further information can be found on the DfE website. Any queries relating to your salary should be addressed to the Schools finance officer or HR Team.

Teachers' Pension Scheme

All teachers are automatically entered into the Teachers' Pensions Scheme unless they wish to opt out, in which case they must complete an opt out form. It is important to obtain advice from your Professional Association before considering this option.

Joining a Professional Association

It is important that NQTs are made aware of the value of joining a Professional Association. Many schools have representatives available for consultation. Advice and protection can be provided to the NQT in the interpretation of industrial relations legislation, but more importantly, the Professional Association can offer support on a range of issues the NQT may encounter as a new teacher. If you are concerned about not meeting the Teachers' Standards, you are advised to contact your Professional Association representative.

National College for Teaching and Leadership (NCTL)

All teachers must be registered with the NCTL before undertaking their induction. This is important because it is the NCTL which issues the Induction Certificate at the end of the process. The NCTL is also the Appeal Body in the event of any dispute.

NCTL contact details: The National College for Teaching and Leadership can be found at:

<https://teacherservices.education.gov.uk>

Tel: 020 7593 5394

Email: gts.enquiries@education.gsi.gov.uk

USEFUL CONTACTS AND LINKS

Department for Education (DFE)

For information about induction, please contact:

Tel: 0870 000 2288

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

For information on Teachers' Pay and Conditions, please contact:

Tel: 0870 001 2345

Web: <http://www.gov.uk/>

For information on the legal duties of schools not to discriminate against disabled children, please visit the website below:

<http://www.equalityhumanrights.com/>

The National College for Teaching & Leadership

Tel: 0845 609 0009

Teaching unions:

National Association of Head Teachers (NAHT)

Tel: 01444 472472

Email: info@naht.org.uk

Web: www.naht.org.uk

National Union of Teachers (NUT)

Tel: 020 7388 6191

Web: www.teachers.org.uk/index.php

No need to be a member to access. Has an extensive Newly Qualified section

National Association of School Masters Union of Women Teachers (NASUWT)

Tel: 0121 453 6150

Email: nasuwt@mail.nasuwt.org.uk

Web: www.teachersunion.org.uk/homepage.asp?NodeID=42710

No need to be a member to access.

Association of School and College Leaders

Tel: 0116 299 1122

Email: info@ascl.org.uk

Web: <http://www.ascl.org.uk>

Association of Teachers and Lecturers (ATL)

Tel: 020 7930 6441

Email: info@atl.org.uk

Web: www.askatl.org.uk

You don't have to be a member to use this, and it is a well organised site packed with easily accessible information

Voice

Tel: 01332 372337

Email: enquiries@voicetheunion.org.uk

Web: <http://www.voicetheunion.org.uk/>

Other useful sites:

The Independent Schools Council Teacher Induction Panel (ISCTIP):

Tel: 020 7766 7070

Web: www.isc.co.uk

For practical and emotional support for teachers and lecturers (both serving and retired) and their families, regardless of age, length of service or union affiliations you can contact the Teacher Support Network:

Tel: 08000 562 561

Web: <http://www.teachersupport.info/>

Department for Education

www.education.gov.uk

Information and support site for Teachers

www.educationsupportpartnership.org.uk

OFSTED

www.ofsted.gov.uk/

Report site: here you can download the report of any school in the country.

Channel 4 Education web site

www.channel4learning.com

Has a very different 'feel' to the BBC site: more child friendly.

TES jobs site

www.tes.com/jobs

Much easier than trawling through the many jobs sections in the paper version. Also has a good search function for all backdated TES articles.

Area search engine

www.zoopla.co.uk

A very handy site for finding out about where you live (or where you're thinking of moving to). Just key in the post code and you get information on the quality of the local council, crime rates, house prices, where your nearest builder lives ...

Qualifications and Curriculum Authority

www.qca.org.uk/7.html

Government information on qualifications and curriculum. Has useful links to the National Grid for Learning, the Virtual Teachers Centre and other good stuff.

Discovery Education

www.discoveryeducation.com/free-puzzlemaker/

An enormous commercial U.S. site for teachers and parents. Lots of information, but also has a

selection of tools which enable you to make customised worksheets. Makes creating a last minute Wordsearch a piece of cake.

Primary Resources

www.primaryresources.co.uk

Primary lesson plans and worksheets.

Ten survival tips

1. Celebrate what you've already achieved – you've come a long way in the last year.
2. Don't throw anything away!
3. Make a friend of the Site Agent and the office staff.
4. Be friendly to staff, both in and out of your own school – then they will help you.
5. Everyone has a bad day now and then – don't let it get to you.
6. Ask – you'll probably get!
7. There's never a "stupid question"!
8. De-personalise – accept that you will make mistakes.
9. See observations as part of the learning process.
10. Treat each day as a new beginning.

Teachers' Standards Document – Produced by the DfE

This document is presented in three parts, which together constitute the Teachers' Standards: the Preamble, Part 1 and Part 2.

- The Preamble summarises the values and behaviour that all teachers must demonstrate throughout their careers.
- Part 1 comprises the Standards for Teaching;
- Part 2 comprises the standards for Professional and Personal Conduct.

In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the Preamble, and that they have met the standards in both Part 1 and Part 2 of this document.

The new standards are presented as separate headings, numbered from 1 to 8 in Part 1, each which is accompanied by a number of bulleted subheadings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard.

Progression and Professional Development

The new standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification onwards. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working

Note on Terminology Used

Specific terminology used in the standards should be interpreted as having the following meaning:

'Fundamental British values' is taken from the definition of extremism as articulated in the Prevent Strategy, which was launched in June 2011. It includes 'democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs'.

'Parents' is intended to include carers, guardians and other adults acting in loco parentis.

‘Pupils’ is used throughout the standards, but should be taken to include references to children of all ages who are taught by qualified teachers, including those in the Early Years Foundation Stage, and those in post-16 education.

‘School’ means whatever educational setting the standards are applied in. The standards are required to be used by teachers in maintained schools and non-maintained special schools. Use of the standards in Academies and Free Schools will depend on the specific establishment arrangements of those schools. Independent schools are not required to use the standards, but may do so if they wish.

‘Special educational needs’, as defined by the Department for Education’s Special Educational Needs Code of Practice (June 2014), refers to children who have a learning difficulty. This means that they either: have a significantly greater difficulty in learning than the majority of children of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

‘Statutory frameworks’ includes all legal requirements, including but not limited to the requirement to promote equal opportunities and to provide reasonable adjustments for those with disabilities, as provided for in the Equality Act 2010. The term also covers the professional duties of teachers as set out in the statutory School Teachers’ Pay and Conditions Document.

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect,
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions,
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils’ attainment, progress and outcomes,
- plan teaching to build on pupils’ capabilities and prior knowledge,
- guide pupils to reflect on the progress they have made and their emerging needs,
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching,
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings,
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship,
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject,
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics ,

- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- 4 Plan and teach well structured lessons**
- impart knowledge and develop understanding through effective use of lesson time,
 - promote a love of learning and children's intellectual curiosity,
 - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired,
 - reflect systematically on the effectiveness of lessons and approaches to teaching,
 - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- 5 Adapt teaching to respond to the strengths and needs of all pupils**
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively,
 - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these,
 - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development,
 - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- 6 Make accurate and productive use of assessment**
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements,
 - make use of formative and summative assessment to secure pupils' progress,
 - use relevant data to monitor progress, set targets, and plan subsequent lessons,
 - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- 7 Manage behaviour effectively to ensure a good and safe learning environment**
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy,
 - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly,
 - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them,
 - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- 8 Fulfil wider professional responsibilities**
- make a positive contribution to the wider life and ethos of the school,
 - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support,
 - deploy support staff effectively,
 - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
 - showing tolerance of and respect for the rights of others;
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers Standards must operate in the context of teachers' legal rights and contractual entitlements.

Nothing in the professional standards militates against teachers taking lawful industrial action.

EXTRA SUPPORT FOR NQTS IN DIFFICULTY

The vast majority of NQTs will complete the induction period satisfactorily. Nevertheless, some NQTs will, at some stage of their induction support programme, feel that they are not making satisfactory progress, and some will be judged by others to be in this situation. If this occurs early action should be taken in order to support and advise the NQT to make any necessary improvements.

Action in the event of unsatisfactory progress

All NQTs should benefit from observations, professional reviews and formal assessment meetings. However, the headteacher should ensure that procedures are in place in the school to give early warning of any difficulties experienced by the NQT progress towards the Teachers' Standards.

If it becomes apparent that the NQT is not making satisfactory progress, this should result in an immediate stepping up of support systems. These may, for example, include setting more specific or shorter-term objectives, closer monitoring and recording of progress. Concerns should be communicated quickly to all those with responsibilities in the induction process, including the NQT and the school's chosen Appropriate Body. It is especially important that the NQT is aware of the area(s) in which he/she needs to improve practice, and are advised and supported in doing so. There will be a need for additional meetings at agreed intervals to monitor progress. Action should not be delayed until a formal assessment meeting has taken place.

As soon as there is any concern about the NQT's progress, both the headteacher and the Appropriate Body should assure themselves that:

- (i) their assessment of performance is well founded and accurate;
- (ii) areas in which improvement is needed have been correctly identified;
- (iii) appropriate objectives have been set to guide the NQT towards meeting the Standards; and
- (iv) a relevant support programme is in place to help you to meet these objectives.

Please note: Where the induction tutor is not the headteacher, the head should observe the teaching of any NQT considered not to be making satisfactory progress, and review the available evidence. When the induction tutor is the headteacher, the head should ensure that a third party reviews the evidence and observes the NQT.

At the next formal assessment point, if there are still concerns about the NQT's progress, the headteacher should complete the relevant assessment form and send it to the relevant Appropriate Body, indicating that at the current rate of progress the NQT is at risk of not completing his/her induction satisfactorily.

In addition to comments on progress, the report should, in these circumstances, include brief details of:

- identified weaknesses;
- agreed objectives set in relation to the requirements for the satisfactory completion of induction;
- planned support;
- the evidence used to inform the judgement.

The headteacher should explain to the NQT the consequences of failure to complete the induction period satisfactorily (which is that the NQT will be unable to teach at all in any LA maintained school). A copy of the assessment form, setting out the Standards against which progress is unsatisfactory, development objectives and planned support, should be attached to this notification, and a copy of the notification should be forwarded to the chosen Appropriate Body.

Unsatisfactory Progress

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 Standards. It is important that NQTs in these circumstances receive prompt and appropriate support to enable them to make the necessary improvements.

An NQT is not required to have fully met the Teachers' Standards until the end of the induction period. In the first and second assessment periods it is the progress towards satisfactory completion of induction that is being assessed. The overall judgement 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 formal Assessment Forms (AP1 and AP2) are interim points in the overall judgement. If the school ticks the box on the AP1 and AP2, which indicates that the NQT's current progress suggests that he/she may not be able to meet the requirements for the satisfactory completion of the induction period, it is strongly recommended that the Headteacher put in writing, to the NQT, that they are at risk of not meeting the Standards and the implications of failing to meet the requirements at the end of the induction period. It is also necessary for the Headteacher to observe any NQT deemed at risk of failing. If the Headteacher is also the Induction Tutor, a third party will need to provide an additional perspective on the NQT's performance.

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

- Make sure the areas of weakness are made very clear to the NQT to avoid misunderstanding or lack of awareness of the aspects of practice which need improvement.
- Link development areas to specific Teachers' Standards (eg TS 7 Manage behaviour effectively to ensure a good and safe learning environment) with reference to the particular aspects to improve (eg have higher expectations of behaviour, establish clear routines and apply consistently).
- Provide evidence to support clear and unambiguous judgements against the Teachers' Standards.
- Ensure that the Appropriate Body's Co-ordinator for NQT Induction is made aware of any concerns, as soon as possible, so that suitable support and advice can be provided as quickly as possible.
- Ensure that the roles and responsibilities within the process are clear and understood by all those involved.
- Arrange for a third party to review the evidence and observe the NQT (eg an experienced teacher in the school).
- Be very specific in the Action Plan about the 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. Refer to sections 2.53 – 2.55 and 4.1 – 4.7 of Induction for Newly Qualified Teachers (England): Statutory Guidance for Appropriate Bodies, LAs, School Leaders, School Staff and Governing Bodies (2013)
- 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 meeting the Teachers' Standards.

Failure to complete induction satisfactorily - employment consequences

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 or non-maintained special school.

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 expired without an appeal being brought.

If an NQT has failed their induction, and is appealing, the employer may dismiss them at that point or the employer may continue to employ the NQT pending the outcome of the appeal. If the employer continues to employ an NQT who has failed induction pending the outcome of their appeal, the employer is required to restrict the NQT's duties: they must not take responsibility for a class or teach

a subject to a group of children who are not also taught that subject by another qualified and experienced teacher at the school.

It is a legal requirement that the NQT carries out only these restricted duties pending the outcome of their appeal (pursuant to regulation 18 of the Education (Induction Arrangements for School Teachers) (Consolidation) (England) Regulations 2001).

If the NQT's appeal is heard, and fails, the employer should dismiss that NQT within ten working days of being told of the outcome of the hearing.

Appeals

If the NQT chooses to appeal against an extension or against a decision they can do so to the NCTL which acts on behalf of the Secretary of State. Further details can be found at: www.education.gov.uk/dchools/leadership/deployingstaff/b00203887/induction-appeals-procedure.

Notice of appeals must be sent to the Appeal Body within 20 working days of the NQT receiving the decision, although the Appeal Body can extend this time limit if substantial injustice would result from not extending it. The appeal procedure is set out in section 5 of the DfE guidance.

Action in the event of serious capability problems

In a few particularly serious cases, it may become apparent that the education of the children being taught by an NQT is being seriously affected. In such circumstances the head may wish to consider instigating a capability procedure at any stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the NQT remains at the school the induction procedure continues in parallel with the capability procedure.

Before instigating a capability procedure, it is important that the head is assured that the following has taken place:

- a) the NQT's performance has been monitored;
- b) the NQT has been clearly advised about the aspects of their practice which are causing concern and understands the improvements which are expected;
- c) a reasonable and time limited period (at least four weeks) of careful and structured support/training, monitoring, evaluation and evidence gathering has taken place, giving the NQT an opportunity to improve; and
- d) the NQT has been given an informal warning that failure to improve may lead to entry to the formal capability procedure and that this may lead to dismissal.

The induction procedure (enhanced as necessary) should provide the appropriate structure to cover the requirements of points a - c above. It is essential that the warning about the capability procedure and the possibility of dismissal (point d) is given in addition. Guidance on capability should be sought from your HR provider.

If an NQT is dismissed on grounds of capability before the end of the induction period, they may seek to complete induction at another school. The head and LA will, however, need to pass on any induction records and documentation to the new school and Appropriate Body.

Extensions of induction prior to completion

Absence from work for 30 school days or more

If the NQT has been absent from work for 30 school days or more during the induction period, with the exception of statutory maternity leave or paternity leave, the induction period is extended by the aggregate total of absences. For example, if the NQT is absent for a total of 35 days, the extension will be for 35 days.

It is for the relevant Appropriate Body to decide whether the induction support programme can be extended, and then only after its completion (see paragraphs 2.49 to 2.52 of the statutory guidance). The Appropriate Body will determine the length of the extension and the recommendation at the end of it. Factors taken into consideration may include:

- Lack of evidence to make a decision
- Personal crises
- Illness
- Disability
- Issue around lack of support given to the NQT

Extensions in a separate school

It is possible that NQTs who have been offered an extension to induction will not have continued employment in the school in which they need to find other employment in which to complete their induction support programme for the remainder of their induction period.

FREQUENTLY ASKED QUESTIONS

Here are some of the questions many NQTs have asked us in the past. The DfE website also keeps a set of frequently asked questions and updates these regularly.

What constitutes a 90% teaching load?

Compare what a teacher with no extra responsibilities is expected to teach, and reduce this by 10%. For example, if a normal teacher teaches 21 periods out of a 25 period week, your contact should be no more than 19 periods per week. In a primary school this is likely to be equivalent to approximately half a day per week, although it is possible for the non-contact time to be blocked, for example, a day every two weeks. In whatever way the school provides this time for you, it should not be a collection of short sessions, for example, during assemblies.

How long does induction last if I am part time?

The equivalent of one year full time. So, if you are employed for 0.5, the induction will last two years. In this case, the formal review meetings will be termly rather than half termly, and the assessment meetings will be at the end of every two terms, not one. This spreading out of your induction programme also applies to the other elements, for example, observations, although it is possible to arrange for most of your support to take place in the first year. However, you will not officially qualify until the end of the induction period.

Do I have a choice about who my Induction Tutor is?

Not really, as the school will need to make this decision in the light of staff responsibilities and skills. In practice, it is essential that you and your Induction Tutor get on well together and if this is not the case, then you should speak to your line manager about it.

Is my Induction Tutor obliged to take on this role?

No, they should volunteer. They are certainly entitled to training, and this is advisable before the start of the year.

What happens if I leave before the end of the year?

One term spent in a school counts towards completion. This service is transferred to your next appointment, so it is important that you have copies of your records to take to the next school. You will pass or fail on completion of the equivalent of three full time terms. If you leave a post before the end of a term, this term does not count towards your induction period, but your school will need to complete an interim assessment with you.

How often should I be observed?

The Statutory Guidance states that observations should take place “at regular intervals throughout the Induction period”. We recommend that you are observed at least twice in a term, however, you may find you are observed more frequently. As a general rule, you should have as many opportunities to observe others teaching as you do to be observed. In all cases of observation, notes and feedback should be exchanged.

Will I receive a visit from outside my school?

Many schools are setting up exchange support networks and encouraging NQTs to visit other schools. In addition, a Local Authority officer may visit your school to assess the quality of the school’s provision and how accurately it assesses its NQTs.

Do I have an entitlement to attend externally arranged NQT Induction training?

No, this is at your school's discretion. Some schools, especially those with large numbers of NQTs, offer in-house training. However, past NQTs have frequently commented on the value of meeting others from outside their school, and getting a more rounded view of the profession. If you are interested in any continuing professional development opportunities, you should approach your Induction Tutor in the first instance.

Who doesn't need to complete the induction support programme?

You do not have to undertake induction if:

- you obtained QTS on or before 7 May 1999
- you are employed for a period of less than one school term as a short-term supply teacher.
- you have satisfactorily completed induction, probation, or the equivalent, in Scotland, Northern Ireland, Wales, Isle of Man, Guernsey, Jersey, Gibraltar, or a Service Children's Education (SCE) school in Germany or Cyprus (please see Annex B for details);
- you do not yet have QTS, but are employed under special provision in the Education (Teachers' Qualifications and Health Standards) (England) Regulations 1999, eg
 - i) you are in the process of undertaking employment-based training on the Schools Direct Programme. You do, however, need to undertake induction after you have been awarded QTS;
 - ii) you are an instructor employed whilst no suitable qualified teacher is available;
 - iii) you are an overseas-qualified teacher employed for up to four years .
- you are a teacher from the European Economic Area (EEA)
- you are a teacher who does not wish to be eligible to teach in a maintained school or non-maintained special school at any point in your career;
- you are a teacher with restricted responsibilities awaiting appeal against a decision of failure to complete your induction support programme.

Can I undertake induction in more than one school simultaneously?

You can complete your induction support programme through service in more than one school at the same time, as long as you have a contract/supply contract with each of the schools that lasts for at least one term.

The schools will need to arrange for one headteacher and one Appropriate Body to take responsibility for your induction. Where you are employed part-time in more than one school simultaneously (including those employed in both England and Wales simultaneously), the headteacher and the Appropriate Body must agree that your teaching will enable you to meet and show that you are meeting the Teachers' Standards.

Only one headteacher and the Appropriate Body can discharge these responsibilities.

- In relation to an NQT who is undertaking their induction support programme in more than one school, one headteacher should fulfil the induction functions but should:
 - liaise with the other headteacher of schools where the NQT is employed. This also applies in the case of peripatetic teachers;
 - ensure that copies of any relevant reports, records and assessment forms etc are obtained from the NQT's previous school(s) and, where an NQT has undertaken part of their induction in a number of different schools, forward copies of any summative assessment reports to the Appropriate Body;
 - retain copies of any records or summative reports and, where an NQT leaves the school

before completing their induction, forward these to the NQT's new school when requested.

Can I take a break during my induction?

Yes, but during any breaks you cannot teach in maintained schools or non maintained special schools, because you are obliged to continue with your induction if you are in a school where induction is available. It is, however, permissible to do non-inductable short-term supply teaching during a break, provided the five year rule has not expired. It would also be possible to do supply in a school that does not require induction.

When must the induction be started and completed?

There is no longer a time limit for starting or for finishing your induction.

What happens if I start a new contract with less than a term left of my induction to complete?

You must serve an induction for the full term.

Can I count employment as a teaching assistant or cover supervisor towards my induction?

No.

How long must induction last, and how is it calculated?

Normally, an induction period lasts for three terms.

Can induction be extended?

Absence from work for 30 school days or more

If the NQT has been absent from work for 30 school days or more during the induction period, the induction period is extended by the aggregate total of absences. For example, if they are absent for a total of 35 days, the extension will be for 35 days.

What if I go on maternity leave?

If you have a break in your induction which includes statutory maternity leave, you may choose whether or not to have induction extended by the equivalent of the part of your absence which was statutory maternity leave. The final assessment should not be made until you return to work and have had the opportunity to consider whether to extend the induction. Any such request must be granted. If you choose not to extend your induction period following an absence of maternity leave you will be assessed on the same basis as any other NQT. Remember, the choice as to whether to extend your induction is down to you in this instance. For further information on maternity leave please see website at:

http://www.direct.gov.uk/en/Diol1/EmploymentInteractiveTools/DG_065384

Can the length of induction be shortened?

Only in particular circumstances possibly linked to previous experience, or for example, if you will be within 29 days of completion and the post is coming to an end. The school will need to discuss these with the lead person for the chosen Appropriate Body.

If you are granted an extension, must it be in the school where you were working when an extension was granted?

It is possible that NQTs who have been offered an extension to induction will not have continued employment in the school, in which case they need to find other employment in which to complete their induction support programme for the remainder of their induction period.

If an NQT in this position has not reached the end of their contract in the school in which the original

induction period was carried out, but that school does not wish to continue to employ the teacher following an extension of their induction support programme, this would not be dismissal following failure of induction. The school would need to complete the appropriate procedures under Schedules 16 or 17 of the Schools Standards and Framework Act 1998, to terminate the employment on grounds of competence (if appropriate).

What are the rules about supply teaching?

There are two key regulations that need to be borne in mind when schools employ NQTs as supply cover. The first is that you cannot complete induction while working in short-term supply posts. Only those periods of employment, whether full-time or part-time, that are of at least one term (13 weeks) in length can be counted. The second is that you are permitted to work for a period of five years on short-term supply. This period counts from the first day of your employment as a supply teacher.

This means that if you have not completed induction within five years of the first day of supply employment, you can only be employed in a maintained school in a post that can count towards induction. You cannot do short-term supply work at all.

It is not possible for the Appropriate Body to grant an extension to the five year period.

Who is the 'Appropriate Body'?

Appropriate Bodies are allowed to levy a 'reasonable charge'. This will cover the cost of administration, forms, visits and registration with the NCTL.

Appropriate Body for the induction of Newly Qualified Teachers

PTSA Teaching Alliance c/o St Gregory's Catholic Academy Spring Garden Rd Longton Stoke-on-Trent ST3 2QN

Can you complete your induction in an Academy/ Independent school?

The DfE statutory guidance makes clear that you can complete your induction in independent schools, provided that certain conditions are met. One of the conditions is that before induction begins, the school has arranged for an "Appropriate Body" to validate the quality of the induction and to make the final decision on successful completion.

WHAT MONITORING AND SUPPORT SHOULD BE PROVIDED?

When compiling a programme of support, the induction tutor will need to consider arrangements for the NQT to:

- receive information about the school, the specific post and the arrangements for induction, in advance of the first day in post;
- meet with the NQT to discuss the Career Entry and Development Profile (CEDP), and identify individual strengths and development needs, and be given/agree a timetable of observations, reviews and assessment meetings;
- receive information about rights and responsibilities and those of others involved and the nature and purpose of assessment in the induction period;
- participate in the school's general induction arrangements for new staff;
- take part in any appropriate programme of staff training at the school;
- know about any whole school policies, including those on safeguarding and child protection, management of behaviour and health and safety and opportunities for more targeted support/advice in these areas where necessary;
- contribute, with other teachers and school staff, to specific school improvement activities;
- spend time with the school's SENCO to focus on specific and general SEN matters;

- receive, where appropriate, training, development or advice from professionals from outside the school, eg from other schools, Teaching School Alliance support, Local Authority courses and advisers, higher education institutions, Diocesan authorities, professional bodies and subject associations;
- take part in external training events that are relevant to identified individual needs;
- be made aware of the school's grievance procedures and locally agreed capability policy.

The monitoring and support programme for an NQT must include:

- support and guidance from a designated induction tutor;
- the tutor should have the time and experience to provide the necessary support;
- observation of your teaching and follow-up discussion;
- professional reviews of progress;
- observation of experienced teachers.

The NQT should be given opportunities to observe experienced teachers to help develop good practice in specific areas of teaching. This could be in the NQT's own school or in another school where effective practice has been identified. The focus for the observation should relate to the requirements for satisfactory completion of the induction support programme and the NQT's objectives for development.

- **Other targeted professional development activities**
Planned professional development activities should be based on the NQT's priorities for professional development during induction, taking into account the need to build on strengths, address new areas of need due to the particular post, and work towards meeting the Teachers' Standards. In planning the activities that are needed to help the NQT meet your objectives, the NQT and the induction tutor will want to draw on the NQT's thinking at the end of initial teacher training, using the Career Entry and Development Profile. The induction tutor should be focused on helping the NQT to meet the Teachers' Standards.

TEACHERS' STANDARDS FOR NQT INDUCTION

A Tool for Supporting Induction for Induction Tutors and NQTs

This can be used both to inform review and assessment meetings and to record progress. It is not statutory and can be adjusted to meet the schools' needs.



PART 1: TEACHING

SCOPE	POINTS TO CONSIDER	POSSIBLE EVIDENCE	ACTUAL EVIDENCE (Examples)
<p>TEACHERS' STANDARD 1) Set high expectations which inspire motivate and challenge</p> <p>1a) Establish a safe and stimulating environment for pupils rooted in mutual respect.</p> <p>1b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</p> <p>1c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</p>	<p>What factors in the learning environment enable pupils to feel safe, confident and valued?</p> <p>How do you ensure that your teaching practices are fully inclusive?</p> <p>How do you use information from assessment and monitoring in your planning and teaching?</p> <p>How do you communicate, model and promote positive attitudes, values and behaviour which are expected of pupils through your teaching?</p> <p>What in your practice is influenced by your understanding of key school policies?</p>	<p>Personal/Professional conduct in school</p> <p>Contributions within meetings with staff</p> <p>Planning</p> <p>Lesson Observation</p> <p>Student progress data</p> <p>Classroom displays & environment</p> <p>Consistently working within school policies</p> <p>Health & Safety taken into account e.g. in risk assessment</p>	

SCOPE	POINTS TO CONSIDER	POSSIBLE EVIDENCE	ACTUAL EVIDENCE (Examples)
<p>TEACHERS' STANDARD 2) Promote good progress and outcomes by pupils</p> <p>2a) Be accountable for pupils' attainment, progress and outcomes</p> <p>2b) Plan teaching to build on pupils' capabilities and prior knowledge</p> <p>2c) Guide pupils to reflect on the progress they have made and their emerging needs</p> <p>2d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</p> <p>2e) Encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>	<p>How do you monitor the progress of students in your class?</p> <p>What do you do to establish pupils' prior knowledge and capabilities in order to build upon this in your planning?</p> <p>How do you give feedback in a positive, accurate and constructive way?</p> <p>How do you promote the skills necessary for learners to be able to identify the progress they have made?</p> <p>What do learners know about the standards of attainment expected of them in the next stage in learning, or at the point of transition?</p> <p>How do you plan for learners to respond to your feedback?</p> <p>How do you effectively use verbal feedback in your lessons?</p> <p>What professional development opportunities have you undertaken to improve the effectiveness of your teaching?</p> <p>How do you evaluate the impact of your teaching?</p> <p>What aspects of your practice promote the social and emotional aspects of learning?</p> <p>What strategies do you use to develop independent learning?</p> <p>How do you plan and provide for learners to co-operate and collaborate?</p>	<p>Communications with colleagues</p> <p>Communications with parents (written and oral)</p> <p>Feedback from parents</p> <p>Feedback from colleagues</p> <p>Contributions to meetings of working groups</p> <p>Evidence of student progress</p> <p>Planning to support progress for all</p> <p>Book scrutiny</p>	

SCOPE	POINTS TO CONSIDER	POSSIBLE EVIDENCE	ACTUAL EVIDENCE (Examples)
<p>TEACHERS' STANDARD 3: Demonstrate good subject and curriculum knowledge</p> <p>3a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings</p> <p>3b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</p> <p>3c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</p> <p>3d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p> <p>3e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>	<p>What do you do to develop your subject/curriculum knowledge?</p> <p>Can you talk about ways in which you have adapted your practice in response to developments in your subject / curriculum areas?</p> <p>What approaches have you found successful in fostering and maintaining pupil interest in your subject?</p> <p>How do you keep up to date with the latest developments in education?</p> <p>How are cross-curricular approaches effectively reflected in your work?</p> <p>How do you maximise opportunities for learners to develop and use literacy and numeracy skills?</p>	<p>Self review (of teaching and practice)</p> <p>Contribution to objective setting</p> <p>Range of professional development opportunities undertaken</p> <p>Response to feedback from colleague including lesson observations</p> <p>Willingness to approach colleagues</p> <p>Pupil response / engagement (e.g. observation, homework evidence)</p> <p>Lesson planning</p>	

SCOPE	POINTS TO CONSIDER	POSSIBLE EVIDENCE	ACTUAL EVIDENCE (Examples)
<p>TEACHERS' STANDARD 4) Plan and teach well structured lessons</p> <p>4a) Impart knowledge and understanding through effective use of lesson time</p> <p>4b) Promote a love of learning and pupils' intellectual curiosity.</p> <p>4c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</p> <p>4d) Reflect systematically on the effectiveness of lessons and approaches to teaching.</p> <p>4e) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p>	<p>How do you demonstrate good planning?</p> <p>How do you demonstrate a secure knowledge and understanding of the curriculum you teach?</p> <p>How do you ensure that homework is relevant to, and marked to, learner's needs or interests?</p> <p>Do you apply constructive criticism to new ideas, research and approaches and contribute to change and innovation in your school?</p> <p>Are you proactive in seeking, listening to and acting upon advice? (including opportunities for coaching and mentoring, professional dialogue or other professional development activities)?</p> <p>What contributions do you make to, for example, departmental, team, staff, planning or other meetings?</p> <p>What do you do to extend your pupils' learning outside the classroom?</p>	<p>Short/Medium/Long term plans</p> <p>Lesson planning</p> <p>Lesson evaluation</p> <p>Work sampling</p> <p>Lesson observation</p> <p>Homework diaries</p> <p>Parent/Carer feedback</p> <p>Differentiated tasks (including homework)</p> <p>Department minutes, contributions in staff meetings</p> <p>Coaching/Mentoring feedback</p> <p>CPD opportunities</p> <p>Meeting minutes, email correspondence, presentations to staff</p>	

SCOPE	POINTS TO CONSIDER	POSSIBLE EVIDENCE	ACTUAL EVIDENCE (Examples)
<p>TEACHERS' STANDARD 5) Adapt teaching to respond to the strengths and needs of all pupils</p> <p>5a) Know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively</p> <p>5b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.</p> <p>5c) Demonstrate an awareness of the physical, social and intellectual development of pupils and know how to adapt teaching to support pupils' education at different stages of development.</p> <p>5d) Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with EAL; those with disabilities; and be able to use and evaluated distinctive teaching approaches to engage and support them.</p>	<p>How do you support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners?</p> <p>How do you make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment?</p> <p>How can you show that you have taken account of specific needs of individual/groups of pupils within your teaching?</p> <p>How do you show awareness of the school's SEND policy In your planning?</p> <p>How do you demonstrate and show differentiation in your planning and practice?</p> <p>What strategies have you found successful in supporting EAL pupils in your classroom?</p>	<p>Planning, including evidence of differentiation</p> <p>Assessment records</p> <p>Work sampling</p> <p>Lesson observation</p> <p>Involvement in CPD opportunities</p> <p>Interaction with SENCo and EAL co-ordinator (as appropriate)</p> <p>TA deployment and feedback</p>	

SCOPE	POINTS TO CONSIDER	POSSIBLE EVIDENCE	ACTUAL EVIDENCE (Examples)
<p>TEACHERS' STANDARD 6: Make accurate and productive use of assessment</p> <p>6a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</p> <p>6b) Make use of formative and summative assessment to secure pupils' progress</p> <p>6c) Use relevant data to monitor progress, set targets and plan subsequent lessons</p> <p>6d) Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback</p>	<p>How do you use information from assessment and monitoring in your planning and teaching?</p> <p>How is the school assessment policy/practice evidenced in your planning?</p> <p>How does your planning and teaching show progression towards national levels and/or public examinations?</p> <p>How do you assess achievement both within lessons and in pupils'/students' work?</p> <p>How do you use assessment as part of your teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching?</p> <p>How do you work with relevant colleagues to access and use local and national data?</p> <p>When, where and how do you use formative and summative assessment in your teaching?</p> <p>How can you show that data informs your planning?</p> <p>How do you give feedback in a positive, accurate and constructive way?</p>	<p>Planning</p> <p>CPD/Staff development activities</p> <p>Lesson observation</p> <p>Work sampling</p> <p>Whole school/department moderation</p> <p>Assessment records</p>	

SCOPE	POINTS TO CONSIDER	POSSIBLE EVIDENCE	ACTUAL EVIDENCE (Examples)
<p>TEACHERS' STANDARD 7) Manage behaviour effectively to ensure a good and safe learning environment</p> <p>7a) Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</p> <p>7b) Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</p> <p>7c) Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p> <p>7d) Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.</p>	<p>How have you demonstrated the effective use of the school's behaviour management policy?</p> <p>What factors in the learning environment enable pupils to feel safe, confident and valued?</p> <p>What strategies do you use to encourage appropriate behaviour?</p> <p>How do you support learners to take responsibility for their own behaviour?</p> <p>How effectively do you establish and build relationships with pupils and colleagues?</p>	<p>Lesson observations</p> <p>Classroom displays</p> <p>Seating plans</p> <p>Behaviour records/logs</p> <p>CPD linked to behaviour management</p>	

SCOPE	POINTS TO CONSIDER	POSSIBLE EVIDENCE	ACTUAL EVIDENCE (Examples)
<p>TEACHERS' STANDARD 8: Fulfil wider professional responsibilities</p> <p>8a) Make a positive contribution to the wider life and ethos of the school.</p> <p>8b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.</p> <p>8c) Deploy support staff effectively</p> <p>8d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</p> <p>8e) Communicate effectively with parents with regard to pupils' achievements and well-being.</p>	<p>How do colleagues e.g. teaching assistants/department staff, know what you want them to do in order for learners to achieve learning outcomes?</p> <p>How can you demonstrate that you are able to collaborate and cooperate effectively with colleagues and other professionals?</p> <p>How do you involve them in planning and the assessment and recording of pupil progress?</p> <p>How do you use and organise resources, including support staff, to support personalisation?</p> <p>How do you liaise with relevant colleagues to assist in supporting the range of learning and developments needs?</p> <p>How do you know that you fully utilise the skills and expertise of your support staff?</p> <p>How can you demonstrate that contributions from colleagues impact on your teaching?</p> <p>What do you think other team members value about your contributions?</p> <p>How effectively do you establish and build on your relationships with parents and carers, engaging with them in a respectful and trusting manner?</p> <p>Do you actively promote strategies by which the learner can be supported at home in other out of school situations?</p>	<p>Planning</p> <p>Assessment</p> <p>Lesson observation including deployment of TA support</p> <p>Professional development</p> <p>Communication with colleagues</p> <p>Communication with parents</p>	

PART 2: PERSONAL AND PROFESSIONAL CONDUCT

SCOPE	POINTS TO CONSIDER	POSSIBLE EVIDENCE	ACTUAL EVIDENCE (Examples)
<p>9) Teachers must uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school.</p> <p>9a) Treating pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position</p> <p>9b) Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</p> <p>9c) Showing tolerance of and respect for the rights of others</p> <p>9d) Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</p> <p>9e) Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law</p>	<p>How does your teaching reflect mutual respect and tolerance of different faiths and beliefs?</p> <p>How can you demonstrate that you are aware of local and national legal requirements which guide the teaching profession, including the safeguarding and well-being of children and young people?</p> <p>How can you demonstrate your awareness of legislation governing the teaching profession e.g. Children Act 2004; Safeguarding children in education (DfE2004) and linked Local Authority guidance?</p> <p>What are the possible signs of neglect, physical, emotional and sexual abuse?</p> <p>How would you pass on any concerns you had about an individual?</p> <p>How have you been made aware of school policy and procedures? E.g. Student disclosures and confidentiality</p> <p>How do you liaise effectively with key people in your workplace?</p> <p>Do you know who the appropriate colleagues are who provide/can access specialist support?</p>	<p>Professional development</p> <p>Updated pupil records</p> <p>Response to possible incidents (safeguarding and child protection)</p> <p>Communications with colleagues</p> <p>Contributions to meetings</p> <p>Lesson observation</p> <p>Learner feedback</p> <p>Child Protection training</p> <p>Safeguarding training</p> <p>Record of having read school policies and other key documents</p>	

	Is your teaching impartial and reflective of school policy and procedures? e.g. PSHE		
SCOPE	POINTS TO CONSIDER	POSSIBLE EVIDENCE	ACTUAL EVIDENCE (Examples)
10) Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality	<p>How do you demonstrate a clear understanding of the school's ethos, policies and practices?</p> <p>Does your attendance and punctuality meet the expectations of the school?</p>	<p>Professional development contributions to meetings.</p> <p>Communication with colleagues</p> <p>Attendance records</p> <p>Induction tutor meeting minutes</p> <p>Homework diaries</p> <p>Parent/carer/learner feedback</p>	
SCOPE	POINTS TO CONSIDER	POSSIBLE EVIDENCE	ACTUAL EVIDENCE (Examples)
11) Teachers must have an understanding of and always act within the statutory frameworks that set out their professional duties and responsibilities.	<p>How can you demonstrate your practice and awareness of the statutory frameworks?</p>	<p>Parent/carer/learner feedback</p> <p>Professional development</p> <p>Contribution to meetings</p> <p>Communications with colleagues</p> <p>Induction tutor meeting minutes</p>	

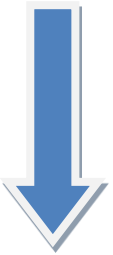
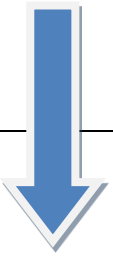


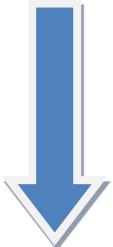
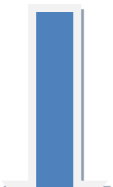
NQT Induction time line 2018/19


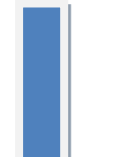
The following assumes a full-time NQT working in a school or college operating a three-term year. For part-time NQTs, the following should be carried out at equidistant intervals throughout the induction period.

	Checklist	Additional Guidance	Local CPD events	GCC QA	Notes
Before NQT Starts	Before term 1 <ul style="list-style-type: none"> <input type="checkbox"/> Check NQT has QTS <input type="checkbox"/> Register NQT with Appropriate Body (AB) 				



	<ul style="list-style-type: none"> □ Check NQT has Career Entry Development Profile (CEDP) and/or action plan and development plan □ Ensure additional 10% timetable reduction for NQT induction □ If part-time, work out assessment period for induction 				
Autumn 1 	Autumn 1 <ul style="list-style-type: none"> □ Set objectives for CEDP transition point 2 □ Ensure NQT has school handbook, copy of NQT policy, details of main policies and practice in school □ Formal observation of the NQT's teaching practice during their first four weeks in post. Have a follow-up discussion, providing written feedback against the Teachers' Standards. □ Informal observation □ Seek CPD opportunities with the NQT keeping a written log of progress towards objectives □ Meet to review progress and objectives 	By the end of the first four weeks that the NQT is in post: <ul style="list-style-type: none"> • Meet the NQT to review their self-evaluation following ITT and agree priorities for the personalised induction programme • Agree the pattern of observations and review for the first term • Complete the first term's personalised programme and ensure copies are given to NQT and headteacher/principal • Carry out an initial observation of the NQT 		Registration forms processed	
Autumn 2 	Autumn 2 <ul style="list-style-type: none"> □ Formal observation of the NQT's teaching practice within four weeks of the beginning of term. Have a follow-up discussion, providing written feedback against the Teachers' Standards. □ Ensure NQT attends local CPD events □ Seek other CPD opportunities □ Meet for progress review and review objectives 	By the end of the Autumn 2: <ul style="list-style-type: none"> • Carry out one progress review meeting per half term, focusing on evidence of the NQT's progress towards meeting the Teachers' Standards and development needs • Towards the end of term 2, collate relevant evidence to contribute to 			

	<ul style="list-style-type: none"> □ Assessment meeting with NQT, induction tutor and or headteacher to discuss progress □ First assessment form completed, due reference made to Teachers' Standards. □ NQT assessment forms should be returned by Friday, 14th December 2017 via the headteacher's email to: office@stwilfridsnewman.co.uk 	<p><i>the formal assessment meeting</i></p> <ul style="list-style-type: none"> • <i>Following the meeting, an assessment form must be completed and a copy sent to the AB. The school should retain a copy and the NQT should be given the original</i> 		Assessment forms processed and QA-ed	
Spring 1 	<p>Spring 1</p> <ul style="list-style-type: none"> □ Formal observation of the NQT's teaching practice. Have a follow-up discussion, providing written feedback against the Teachers' Standards □ Ensure NQT observes other lessons within and outside of the department/age range □ Meet to review progress and objectives 	<p>At the start of the second term:</p> <ul style="list-style-type: none"> • <i>Meet the NQT to agree the next phase of the induction programme, reflecting any actions and development requirements identified in the first assessment report</i> 		Schools receive feedback as appropriate	
Spring 2 	<p>Spring 2</p> <ul style="list-style-type: none"> □ Ensure NQT attends local CPD events □ Formal observation of the NQT's teaching practice within four weeks of the beginning of term. Have a follow-up discussion, providing written feedback against the Teachers' Standards □ Meet for progress review and review objectives 	<p>By the end of Spring 2:</p> <ul style="list-style-type: none"> • <i>Carry out one progress review meeting per half term, focusing on evidence of the NQT's progress towards meeting the Teachers' Standards and development needs</i> • <i>Towards the end of term, collate relevant evidence</i> 		Appropriate body monitoring visits	

	<ul style="list-style-type: none"> □ Assessment meeting with NQT, induction tutor and or headteacher to discuss progress □ Second assessment form completed, due reference made to Teachers' Standards. <p>NQT assessment forms should be returned by Friday, 16th March 2018 via the headteacher's email to: office@stwilfridsnewman.co.uk</p>	<p><i>to contribute to the formal assessment</i></p> <ul style="list-style-type: none"> • <i>Following the meeting an assessment form must be completed and a copy sent to the AB. The school should retain a copy and the NQT should be given the original</i> 		Assessment forms processed and QA-ed	
Summer 1 	<p>Summer 1</p> <ul style="list-style-type: none"> □ Formal observation of the NQT's teaching practice. Have a follow-up discussion, providing written feedback against the Teachers' Standards. □ Ensure NQT observes other lessons within and outside of the department/age range □ Meet to review progress and objectives 	<p>At the start of Summer 1:</p> <ul style="list-style-type: none"> • <i>Meet the NQT to agree the next phase of the induction programme, reflecting any actions and development requirements identified in the second assessment report</i> 		Schools receive feedback as appropriate	
Summer 2 	<p>Summer 2</p> <ul style="list-style-type: none"> □ Ensure NQT attends local CPD events □ Formally observe the NQT within four weeks of the beginning of term. Have a follow-up discussion, providing written feedback against the Teachers' Standards □ Meet for progress review and review objectives 	<p>By the end of Summer 2:</p> <ul style="list-style-type: none"> • <i>Carry out one progress review meeting per half term, focusing on evidence of the NQT's progress towards meeting the Teachers' Standards and development needs</i> • <i>Towards the end of term, collate relevant evidence</i> 			

<ul style="list-style-type: none"> □ Assessment meeting with NQT, induction tutor and or headteacher to review the year, and confirm Teachers' Standards met satisfactorily □ Final assessment completed with headteacher's recommendation, due reference made to Teachers' Standards. □ NQT assessment forms should be returned by Friday 13th July 2018 via the headteacher's email to: office@stwilfridsnewman.co.uk □ AB to consider recommendation and informs NQT, headteacher and National College for Training & Leadership of decision 	<p><i>to contribute to the formal assessment meeting</i></p> <ul style="list-style-type: none"> • <i>Following the meeting, an assessment form must be completed and a copy sent to the AB. The school should retain a copy and the NQT should be given the original</i> • <i>This form must record the headteacher/principal's final recommendation as to whether or not the NQT has met the Teachers' Standards</i> 		<p>Final Assessment forms processed and QA-ed</p>	
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This document has been designed for schools and teachers to reflect on practice, track progress and set targets during the NQT Induction Year: it should be used as an auditing tool to monitor progress rather than a tick sheet. Adopt a 'best fit' approach that relies on the professional judgement of the NQT Mentors and SLT. This document can be used as a tool for monitoring progress over time, with future targets and observations focussing on areas identified for improvement. The judgements will be reflected on the assessment forms

	In Line with NQT Expectations (expectation for passing NQT Year)	Above NQT Expectations	Exceeding NQT Expectations
Progress Linked to standards: 1, 2, 4, 5, 6	Learning is planned so that appropriate tasks are identified to meet the learning needs of individual pupils.	Teaching is flexible and responsive to a large majority of pupils' learning needs and the progress they are making due to teachers matching pupils' individual needs.	Differentiation allows almost all pupils to make good progress due to teachers using strategies that match individual needs accurately.
	Teachers sometimes give pupils time within lessons to review their learning.	Teachers give sufficient time for pupils to review what they are learning and to develop further.	Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely.
	The majority of pupils make satisfactory progress with a minority of pupils making good progress in relation to the learning objective.	A large majority of pupils make good progress in relation to the learning objective/success criteria.	Most pupils are making rapid and sustained progress, in relation to the learning objective/success criteria.
	Progress, in relation to the learning objectives, is reviewed with the class e.g. during the plenary.	Progress is regularly reviewed, during the lesson, with pupils e.g. prior to the next stage of the task.	Most pupils independently identify and take their next steps in learning to make good progress
Planning Linked to standards: 1, 4, 5	Tasks are qualitatively different rather than merely longer	Lesson plans make reference to personalised tasks for different groups of learners.	A minority of pupils are involved in planning based on an understanding of their own learning needs.
	Some pupils or particular groups are making inadequate progress because teaching does not fully develop their knowledge, understanding and skills sufficiently.	In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills.	Teachers introduce subject content progressively and constantly demand more of pupils.
	Teachers use their subject knowledge to develop/adjust their plans which sometimes supports learning and engages pupils' interest.	Teachers in most subjects use their secure subject knowledge to plan effectively and set challenging tasks that sustains pupils' interest and challenges their thinking.	Teachers demonstrate deep knowledge and understanding of the subject they teach and plan astutely and set challenging tasks
	Planning is not yet effective and time within lesson is not always used productively. Resources do not always support progress in lessons.	Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Resources mostly aid learning.	Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well.
	Teachers sometimes develop reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is beginning to enable them to tackle unfamiliar words.	Teachers develop reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is effective in enabling them to tackle unfamiliar words.	Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.

	In Line with NQT Expectations (expectation for passing NQT Year)	Above NQT Expectations	Exceeding NQT Expectations
Conditions for learning Ethos Attitudes Learning Environment Routines & behaviours Linked to standards: 1, 7, part two	Teachers have high expectations of some pupils.	Teachers have high expectations of all pupils	Teachers have consistently high expectations of all pupils' attitudes to learning.
	Teachers have expectations of behaviour but are not always upheld in the classroom. Some rules are enforced but not always consistent.	Pupils focus well on their learning because teachers reinforce expectations for conduct. Most rules within the classroom are adhered to.	Teachers manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
	Displays exemplify a positive attitude to learning.	Displays reflect the learning process as well as the content and the expectations for pupils' learning and pupils use them to support their learning.	Displays are interactive and developmental, in that pupils are required to respond and react to them
	There is an expectation on the part of teachers that all pupils will take an active part in learning.	Teaching uses a range of approaches that ensure all pupils take an active part in their learning.	Although skills taught are determined by the teacher, pupils take the leading role in deciding the context/content/choice of resources.
	The learning process is valued by pupils with some limited opportunities for developing independence.	There is a supportive atmosphere that allows pupils to make and learn from mistakes. Teaching generally promotes resilience, confidence and independence when tackling challenging activities.	There is an emphasis on shared learning, analysis and discussion within the classroom. Teaching promotes resilience, confidence and independence when tackling challenging activities.
	Some pupil's behaviours to learning are poor. The teacher sometimes encourages pupils' to have a more positive attitude and try hard in their work.	Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress in their work.	Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work.
	Pupils are beginning to develop the capacity to learn from mistakes and they are becoming keen learners who want to find out more. Some are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.	Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.	Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
Prior learning Linked to standards: 2, 4, 5, 6	The teacher explains and the majority of pupils recognise the context of what is being learned and how it links to past and future learning (big picture).	Most pupils can relate their learning to past and present experiences and can relate this learning to other subjects due to teachers' knowledge and accurate assessment of prior skills and knowledge.	Most pupils understand how the learning relates to key concepts and skills they are developing due to teachers' knowledge and accurate assessment of prior skills and knowledge.

	In Line with NQT Expectations (expectation for passing NQT Year)	Above NQT Expectations	Exceeding NQT Expectations
Learning objectives and success criteria Linked to standards: 1, 2, 6	Most pupils know what they have to do and some have an understanding of what they are trying to learn.	Most pupils have a clear understanding of what they are trying to learn.	Most pupils are confidently able to discuss their learning using appropriate terminology.
	Learning objectives and outcomes are clear and appropriately challenging and teaching is well focused.	The teacher explains the learning objectives and success criteria and checks pupils' understanding.	The teacher provides opportunities for pupils to explore and create the objectives and success criteria.
	Success criteria are focused on learning and shared with all pupils.	Teachers evaluate and refine their own success criteria with most pupils.	Most pupils are involved in designing success criteria and encouraged to self/peer assess according to these.
Talk for learning Linked to standards: 2, 3, 4, 5, 6	Teachers use specific strategies to provide opportunities for discussions related to learning (whole class, group or paired). There is an appropriate balance between teacher and pupil talk.	Teachers use skilful questioning, appropriate resources and engaging activities to ensure that in paired or group discussions most pupils contribute & learn from each other. Pupils have time to think about their answers.	A minority of pupils initiate and lead whole class discussions; group discussions are self-determined and governed.
	In whole class discussions, almost all pupils listen to others. The majority are confident to contribute and talk about their work.	The majority of pupils talk as part of their learning and about their learning.	The majority of pupils independently talk and reflect on their learning.
Questioning Linked to standards: 2,3,4,5,6	Teachers make regular use of open and closed questioning, in all parts of the lesson to check pupils' progress, achievement and understanding.	Pupils' responses to key questions are used to inform further discussions.	Pupils ask their own questions as well as valuing and listening to each other's comments.
	Teachers listen to, observe and question pupils during the lesson but do not always use the information gathered to reshape tasks and explanations to improve learning. This sometimes leaves pupils not making progress in lessons.	Teachers listen to, carefully observe and skilfully question pupils during the lesson in order to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts.	Teachers systematically and effectively check pupils' understanding throughout the lesson to ensure rapid progress.
	Teachers sometimes do not tackle misconceptions which lead to some children misunderstanding concepts.	Teachers tackle misconceptions and build on pupils' strengths.	Teachers use questioning highly effectively and demonstrate understanding of the ways pupils' think about subject content.
Working together, engagement, application and concentration Linked to standards: 4, 7, 8, part two	Most pupils can work together, are engaged in learning and not easily distracted. Staff and pupils treat each other with respect.	In whole class, group or paired discussions most pupils develop their thinking and learn from each other. They are eager to learn and work well	A minority of pupils are confident to take risks by sharing partially formed thinking or constructively challenging others.
	Teachers work to ensure that most pupils want to work hard and improve but with limited success.	Teachers and other adults create a positive climate for learning and pupils are interested and engaged.	Teachers and other adults generate high levels of engagement and commitment to learning.
	Strategies used enable pupils to make satisfactory progress	Effective teaching strategies used so that pupils learn well in all lessons	Well-judged and often inspirational teaching strategies are used so all pupils make rapid progress

	In Line with NQT Expectations (expectation for passing NQT Year)	Above NQT Expectations	Exceeding NQT Expectations
Support for learning Linked to standards: 4,7,8 part two	All pupils know what support is available to them and make use of it.	Most pupils have strategies that enable them to independently access support from a variety of sources.	A minority of pupils are pro-active in taking responsibility for their own learning.
	Extra adults are used to gather evidence of pupils' learning.	Extra adults in the classroom are used to monitor and evaluate pupils' learning to inform future planning	Extra adults are acutely aware of pupils' capabilities, prior learning and understanding; they plan very effectively to build on these.
	Targeted support and interventions allow some pupils to make progress. Teacher doesn't always identify pupils quickly enough to enable progress.	Appropriately targeted support and interventions are well matched so that the majority of pupils make progress. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.	Sharply focussed and timely support and interventions match individual needs so that they learn exceptionally well in lessons. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
Feedback Linked to standards: 2, 3, 4, 6	Teachers monitor pupils' work during lessons, pick up general misconceptions and adjust their plans accordingly to support learning.	Teachers listen to, observe and question groups of pupils during lessons in order to reshape tasks and explanations to improve learning.	Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with striking impact on the quality of learning.
	Some pupils are informed about their progress and some pupils understand how to improve through marking and dialogue with adults.	Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.	Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
	Learning is effectively reviewed in the plenary and misconceptions are sometimes identified and addressed.	Insights gained from day-to-day strategies inform planning and teaching <i>within</i> a learning activity or lesson, for the next lesson and the next phase of learning.	There is <i>planned</i> time for teachers and peers to review progress against success criteria and provide oral feedback to pupils, who then act upon it.
	Some pupils understand how to improve their work through feedback but the Teacher does not always give high quality feedback to allow for the pupil to progress or the teacher doesn't always allow time to respond to feedback.	Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.	Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
Targets Linked to standards: 1, 2, 4, 6	Teachers differentiate targets for different groups and all pupils know their curricular targets	All pupils are supported to understand the steps towards the curricular target through teacher feedback, both oral and written	Almost all pupils are able to articulate their success against their curricular targets and know their next steps in learning to progress.
	Teachers review progress against targets and let pupils know how they are doing.	Teachers and pupils review progress against targets together.	Teachers and pupils use evidence to evaluate progress together and to define the next steps.
Homework Linked to standards: 2,6	Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils but doesn't always link to developing or consolidating learning.	Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.	Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.

	In Line with NQT Expectations (expectation for passing NQT Year)	Above NQT Expectations	Exceeding NQT Expectations
Parents Linked to standards: 6, 8 , part two	The Teacher gives parents basic information about how their child is progressing, how their child is doing in relation to the standards expected, but doesn't always clarify what their child needs to do to improve.	The Teacher gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.	Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

An NQT is below expectations if one of more of the following is present:

- Most pupils, or a significant specific minority of pupils, make less than satisfactory progress, whether this is due to unsatisfactory progress, whether this is due to unsatisfactory teaching or the impact of bad behaviour
- Pupils' overall behaviour or attitudes are unsatisfactory, and the tone of the lesson does not support the development of pupils' personal qualities
- The health or safety of the pupil is endangered
- The teaching is unsatisfactory. This will cause the pupils' progress to be unsatisfactory, but occasionally progress will be satisfactory in spite of the teaching due to the good attitudes of the pupils.
- Below expectation teaching is likely to have one or more of the following:
 - Weak knowledge of the curriculum leading to inaccurate teaching and low demands on pupils
 - Work badly matched to the pupils' starting points
 - Ineffective classroom management of behaviour
 - Too many pupils fail to work effectively unless closely directed by an adult and give up easily.
 - Pupils do not enjoy the activities provided, which is reflected in poor completion of tasks across a range of subjects
 - Methods which are poorly geared to the learning objectives or fail to gain the interest and commitment of the pupils
 - Inadequate use of resources, including assistants and the time available
 - Assessment takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve

