

# **Warwickshire Local Authority**

## **Guidance for Schools on Newly Qualified Teacher (NQT) Induction**

**Updated August 2011**

*Working for  
Warwickshire*



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All NQTs should raise concerns about their induction and support arrangements with their school in the first instance and subsequently with the local authority using the contact details above. Your well-being and employment matter to us, so please get in touch if necessary.

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# Introduction

Induction provides a bridge from Initial Teacher Training (ITT) to effective professional practice and ensures that the future professional and career development of individual teachers is built on a firm foundation. By the end of the induction period, all NQTs must be able to demonstrate that they have met the core standards and have continued to meet Qualified Teacher Status (QTS) standards awarded at the end of ITT. Following a successful induction, NQTs will have full registration with the General Teaching Council for England (GTCE)\*.

All NQTs who were awarded Qualified Teacher Status (QTS) after 7 May 1999 must complete an induction period of three terms if they wish to be employed in a maintained school or a non maintained special school.

This guidance provides information for all those involved in the induction process in Warwickshire and sets out how NQTs should be supported, monitored and assessed during their induction period.

Headteachers, induction tutors and NQTs are strongly recommended to read the TDA 'Statutory Guidance on Induction for Newly Qualified Teachers in England' (2008) as this expands the guidance contained in this document. An electronic copy of the statutory guidance has been sent from the local authority to all schools within the Warwickshire footprint and the document can be downloaded online from [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications) search ref: DCSF-00364-2008.

Induction should consist of an individualised programme of guidance, support, monitoring and assessment. Monitoring and assessment can be carried out according to the five themes as identified in the TDA booklet 'Supporting the Induction Process' or the three sections of the core standards. Three formal assessments must be completed during the induction period and sent to the local authority (the Appropriate Body). The deadline for assessment forms in academic year 2011/12 is:

Autumn Term                      Friday 9<sup>th</sup> December 2011

Spring Term                        Friday 23<sup>rd</sup> March 2012

Summer Term                      Friday 13<sup>th</sup> July 2012

(Induction tutors with NQTs undertaking induction as part time teachers should contact Jo Lawton for assessment deadlines)

\* The responsibility of the GTCE with regard to the supply, retention and quality of the teaching workforce is due to be incorporated into the work of the new Teaching Agency from 1<sup>st</sup> April 2012.

# Key Principles

- Support during the induction period must build on the QTS standards gained at the end of ITT and take account of the core standards so that by the end of induction NQTs can demonstrate that they have met the core standards.
- NQTs should use the Career Entry and Development Profile (CEDP) with their induction tutor at the beginning of the induction period to support their reflections and help identify key objectives for development. Induction tutors and NQTs should agree between three and five objectives and these should be written into an action plan (Appendix 4). Objectives can be short, medium or long term. When there is sufficient evidence that the NQT has met the objective, this can be replaced by another following agreement between the NQT and their induction tutor.
- NQTs should not undertake performance management. The NQT action plan sets out when and how performance will be monitored and assessed.
- In Warwickshire, we advise that alongside an action plan, all NQTs are offered an induction programme to ensure a firm foundation into the teaching profession. An example of an autumn term induction programme is set out in Appendix . Some elements of an induction programme can be delivered to groups of NQTs across a cluster of schools or across departments in a large secondary school. NQTs usually welcome the opportunity to network with other NQTs.
- NQTs must have a reduction of 10% of their teaching timetable in relation to other teachers in their school. This reduced timetable should be used to support professional development needs as identified in the action plan and induction programme. The 10% reduction is in addition to the 10% PPA time that all teachers are entitled to.
- The timetable for NQTs must allow them to regularly teach the same classes and must not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.
- If it becomes apparent that the NQT is making insufficient progress and might be unlikely to meet the core standards, this must be communicated to the NQT and the local authority as soon as possible. The NQT must be clear about which areas they need to improve and they must be given appropriate support. Schools should also suggest that the NQT contacts their professional association for advice and support.

# Roles and Responsibilities

## The Headteacher

The headteacher/principal of a school taking on NQTs is responsible for supervision, training and assessment of NQTs. Headteachers can delegate tasks, but not the responsibility.

Headteachers should:

- Inform the local authority about NQTs joining or leaving the school. Ensure a NQT registration form is completed prior to NQTs undertaking induction and send the completed registration form to Jo Lawton (NQT administrator) at the local authority. If an NQT has come from another school during the induction period, confirm how much of the induction period has to be completed and obtain copies of previous assessment forms.
- Check at interview that NQTs have their pass certificates for all skill tests and have therefore been awarded full Qualified Teacher Status (QTS)
- Ensure NQTs have a timetable of no more than 90% of the timetable of other mainscale teachers in the school in addition to 10% PPA time. The time should be used as part of a coherent induction programme that is distributed appropriately across the induction period as best suits the NQT and the school.
- Identify an induction tutor with the appropriate skills and abilities to support an NQT and ensure they are up to date with the statutory requirements and have the time for ongoing support and monitoring
- Ensure that each NQT has an appropriate induction programme and action plan which builds on their CEDP and includes dates of all review and formal assessment meetings.
- Ensure each NQT is observed teaching within the first four weeks in post and at least once each half term thereafter
- Keep the governing body informed of the school's arrangements for NQT induction and the results of all formal assessments.
- Where an NQT is not making satisfactory progress and the induction tutor is someone other than the headteacher/principal, the headteacher must observe the NQT in addition to the observations which take place as part of the induction process and review the available evidence. Where the induction tutor is the headteacher, they must ensure that a third party who holds QTS, reviews the evidence and observes the NQT. If the NQT is not making the required progress towards meeting the core standards, the assessment must be clear about the areas of concern.
- Where there are concerns that an NQT may not meet the core standards by the end of the induction period, the headteacher must act early to ensure further support is arranged and inform the local authority. Extensions to the regulatory induction period must involve the local authority and can only be granted in circumstances laid out in the statutory guidance.
- Ensure assessment forms are sent to the local authority by the date specified and that copies are made available to the NQT.

## **The Induction Tutor**

Being an induction tutor is a multi-faceted role which involves supporting, coaching, managing and assessing so that the NQT has the best chance to meet the core standards by the end of the induction period. The induction tutor should be a member of the teaching staff with the knowledge, skills, resources and time to carry out the role effectively including making rigorous and fair judgements.

The induction tutor should:

- Be familiar with the statutory guidance, core standards and the Warwickshire guidance documents
- Develop an action plan, which builds on the Career Entry and Development Profile (CEDP). The action plan should identify objectives, success criteria and support as well as detailing dates of review meetings and assessment meetings (see appendix ).
- Develop an induction programme to be delivered across the school or across the professional learning community (see appendix )
- Ensure the NQT has a copy of the statutory guidance and the Warwickshire guidance on NQT induction and that the NQT understands the roles and responsibilities of all involved in their induction, including their own responsibilities
- Ensure the induction programme incorporates time for the NQT to be clear about all school policies especially policies and procedures on child protection and safeguarding, health and safety, teaching and learning and SEN and inclusion
- Ensure observations of the NQT's teaching take place half termly and that the NQT is provided with copies of written feedback
- Make fair and rigorous judgements about the progress the NQT is making against the core standards during the six review meetings (appendix ) and three formal assessment meetings to be undertaken during the induction period. Reviews and assessment meetings should co-ordinate input from other colleagues and include any relevant evidence from monitoring as set out in the action plan. Ensure records of all reviews and assessments are dated and kept in the school
- Support the headteacher in making the final assessment judgement at the end of the induction period
- Support the headteacher to ensure that assessment forms are sent to the local authority by the date specified and that copies are made available to the NQT.
- In a further education institute or sixth form college, ensure the NQT is provided with the required school experience placement for teaching students of compulsory age.

## **Mentor**

The role of the mentor is that of a professional 'buddy' to support and advise the NQT on a regular basis. The school does not have to provide a mentor for each NQT although feedback from NQTs shows this role is generally valued. Mentors should keep brief dated notes of the advice given to the NQT. Mentors should not make judgements about the NQT's work, but induction tutors may ask for details of the advice offered and the NQT should be made aware of this.

## **The Local Authority**

The appointment of an Appropriate Body is a statutory requirement for the induction period of newly qualified teachers and the Appropriate Body makes the final decision as to whether an NQT has met the core standards on the recommendation of the headteacher/principal.

It is for schools to ensure that they commit appropriate resources to induction and for the AB to ensure quality of this induction provision.

### **Appropriate Body administrative responsibilities**

As part of their administrative role, the AB is required to:

- decide whether to give a NQT an extension to continue supply work and notify them of the decision
- reach agreement with an independent school, further education (FE) college or Academy to act as the AB
- register the NQT for induction and check with the school that they have qualified teacher status (QTS) and completed any skills tests
- provide the NQT with a named contact within the AB
- provide the General Teaching Council for England (GTCE) with details of NQTs undertaking induction
- maintain records and assessment reports for each NQT undertaking induction and retain these for a period of six years
- monitor the number absences the NQT has and determine if they need a pre-completion extension, notifying the NQT accordingly
- approve any cases for a reduced induction period and record any decisions on the assessment form
- at the end of the induction period decide whether the NQT has met the core standards and notify the NQT and the school of the decision
- decide, if appropriate, whether to extend the induction period after the final assessment and notify the NQT and the school of the decision
- notify the GTCE within three days of the decision to fail or extend the NQT's induction period, and
- provide the GTCE with documents or evidence as required in the case of an NQT appealing against a decision that they have failed the induction period.

### **Support and monitoring responsibilities**

As part of the support and monitoring role, the AB needs to:

- ensure that all posts occupied by NQT are suitable for induction
- ensure the headteacher/principal and induction tutor are aware of, and capable of meeting, their responsibilities
- confirm and monitor that the NQT receives their statutory entitlements, including a reduced timetable and planning, preparation and assessment (PPA) time
- ensure that, and make arrangements for, NQTs undertaking induction in a sixth form or FE college spend at least 10 days teaching children of compulsory school age
- provide support and guidance for schools and further education institutions
- provide training and support for NQTs and induction tutors

- act early in cases where an NQT is experiencing difficulties, and ensure timely assessments are fair
- contact the institution and take appropriate action where an institution appears not to be providing an appropriate programme of support

### **Quality assurance responsibilities**

The AB has the main quality assurance role during the induction period and is required to:

- consult on a regular basis with the headteacher on the nature and extent of the quality assurance procedures it operates. Institutions are required to work with the AB to enable it to discharge its responsibilities effectively
- to quality assure the institution's induction programme and inform the institution of the nature and extent of any monitoring visits
- ensure the headteacher is aware of and is capable of meeting their responsibilities for monitoring, supporting and assessing NQTs
- to quality assure the institution's induction programme and inform the institution of the nature and extent of any monitoring visits
- ensure the headteacher is aware of and is capable of meeting their responsibilities for monitoring, supporting and assessing NQTs
- ensure that the NQT has a personalised induction programme
- check the monitoring, support, assessment and guidance procedures in place are fair and appropriate
- reflect on patterns of practice for monitoring the work of institutions for which the AB is responsible. Some ABs may focus on induction as part of a regular scheduled visit. Others may concentrate on those institutions where the need for additional support has been identified and monitor a sample of other institutions to ensure consistency of assessment
- be satisfied that special measure schools or schools deemed inadequate are offering the NQT the same quality experience available to other NQTs
- respond to requests from institutions for guidance, support and assistance with NQTs on the induction programme
- respond to requests for assistance and advice with training induction tutors
- act quickly on any information provided by an institution about an NQT making insufficient progress towards meeting the core standards
- ensure relevant objectives and a support programme is put in place to help any unsatisfactory NQTs and address areas in his or her performance that require further development, and
- where an institution is not providing an appropriate programme of support, the AB must contact the institution and raise their concerns in writing.

## **The Governing Body**

The governing body must be satisfied their institution has the capacity to support an NQT taking into account the school's responsibilities to provide the necessary support, monitoring and assessments. Governors can request general reports on the progress of an NQT on a termly basis, but are not automatically entitled to access individual assessment forms. If the governing body has any concerns or questions about the induction arrangements, they can seek advice from the local authority.

## **The Newly Qualified Teacher should:**

- Ensure they have passed all skills tests prior to induction and that they are registered with the GTCE. They should provide this evidence to the school.
- Ensure they have given copies of previous assessments to the new school when they have moved schools during the induction period
- Work with their induction tutor to create an action plan to set objectives and success criteria based on their CEDP or previous formal assessment report.
- Participate fully in the school's induction programme for NQT induction and take increasing responsibility for their own professional development as the induction programme progresses
- Participate effectively in support and monitoring actions including the six scheduled classroom observations, six review meetings and three formal assessment meetings. Retain copies of all monitoring and assessment documentation
- Find out about school policies and procedures
- Raise any concerns with the school as soon as possible, or if necessary with the named contact within the local authority
- Ensure contact details with the GTCE are as accurate and up to date as possible so that their induction certificate can reach them as soon as possible.

# Raising Concerns

## Schools

Early action must be taken when concerns arise within the school and /or from the NQT about progress in meeting the core standards.

Problems must be clearly identified and must be discussed with the NQT as soon as possible so that there is time to remedy any weaknesses. The school should be clear about how they plan to support the NQT to address the areas of concern and how the impact of the extra support will be monitored. The action plan may need to be amended by introducing more specific short term objectives (with relevant success criteria) and more intensive support mechanisms. The headteacher must observe the teaching of an NQT where concerns have been raised and where the induction tutor is the headteacher, a third party should carry out the observation.

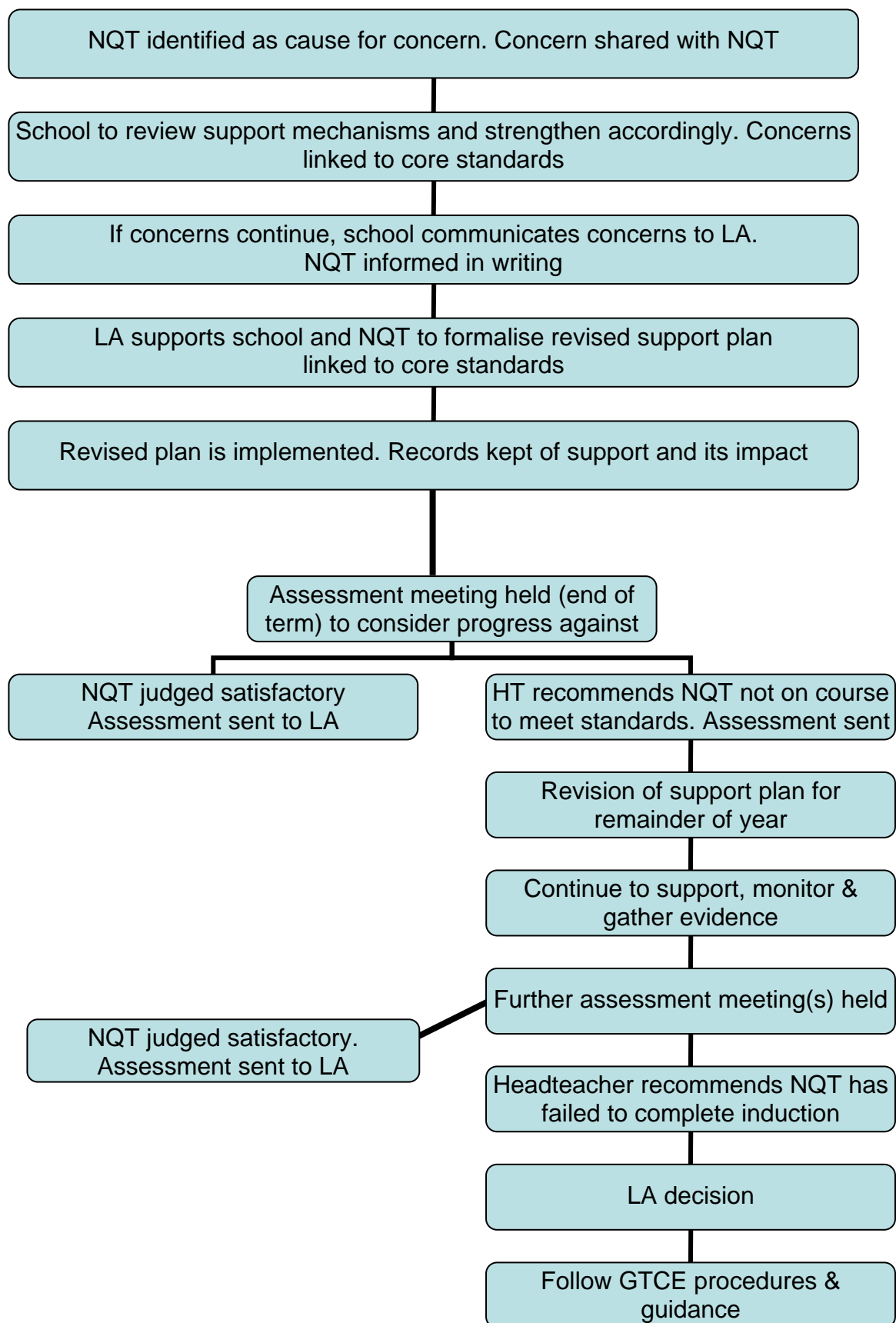
If there is any doubt that the NQT may not meet the core standards by the end of the induction period, the headteacher must inform the local authority and advise the NQT to involve their professional association as soon as possible. Local authority co-ordinators will visit all schools where concerns have been raised about progress to offer support and advice as necessary and to view the evidence in relation to the school's judgements to ensure the assessment is well founded and accurate.

Where progress has not been sufficient for a particular term, the end of period assessment form must reflect this and indicate on the first page in the appropriate box that the NQT may not/has not met the core standards. The school should ensure that sufficient time is given for the NQT to add their comments and ensure the form is signed and dated by the NQT before it is sent to the local authority. The headteacher and NQT should retain copies of assessment forms.

*If the NQT is absent from school during the time the assessment form is completed and the school is unsure whether to send the form to the NQT or not, the school should contact the local authority for advice.*

Following the third and final formal assessment, the local authority acting as the Appropriate Body and drawing on the recommendation of the headteacher makes the final decision as to whether or not an NQT has met the core standards. The local authority can also decide to extend the induction period and determine the length of the extension. The local authority must notify the GTCE within three days following a decision to fail or extend an induction period and must notify the NQT in writing explaining the NQT's right to appeal against the decision.

# Action in the event of unsatisfactory progress



# Appendices

## Appendix 1: Core standards

Monitoring and assessment can be carried out according to the three areas of the core standards or the five themes as identified in the TDA booklet, 'Supporting the Induction Process: TDA Guidance for Newly Qualified Teachers'

The three areas of the core standards: <ul style="list-style-type: none"><li>• Professional Attributes</li><li>• Professional Knowledge and Understanding</li><li>• Professional Skills</li></ul>	The five Themes from the TDA booklet: <ul style="list-style-type: none"><li>• Developing Professional and Constructive Relationships</li><li>• Working within the Law and Frameworks</li><li>• Professional Knowledge and Understanding</li><li>• Professional Skills</li><li>• Developing Practice</li></ul>
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**Appendix 2: NQT registration form** – please ensure the Teacher Reference Number (TRN), surname and date of birth boxes are filled in correctly. Without these we are unable to register the NQT with the General Teaching Council (GTC).

## Appendix 3: essential checklist for schools

## Appendix 4: an example of an induction programme for period 1 and suggestions for topics to be included in induction programmes in periods 2 and 3

Many topics in an NQT induction programme are generic and therefore the programme may be delivered to NQTs in all departments in a secondary school and to all NQTs working within a professional learning community or group of schools working together. Alternatively, schools can also employ professional consultants to deliver their NQT induction programme.

## Appendix 5: proforma for an action plan

Newly qualified teachers undertaking induction should not participate in performance management. As part of the schools induction, an individualised action plan should be developed by the induction tutor and the NQT. The action plan should identify between three and five objectives, based on identified issues and should also include success criteria so that the NQT and induction tutor can measure progress effectively. Objectives should be challenging, realistic and precise and linked to the core standards. At the start of their induction period, NQTs should be encouraged to reflect on their professional experience to date and use their Career Entry and Development Profile (CEDP) in order to identify objectives for their action plan. Schools should ensure that appropriate support is available to enable NQTs to meet their objectives and ensure that NQTs are clear about how the impact of the support given will be monitored and evaluated. The Warwickshire action plan pro forma also includes space for induction tutors to detail dates of review meetings and formal assessment meetings.

## Appendix 6: examples of an action plan with objectives, success criteria, support and monitoring actions

### **Appendix 7: lesson observation form**

A full-time NQT's teaching should be observed during their first four weeks in post and then once each half term. Where an NQT works part time, the intervals between observations will need to be adjusted, but the first observation should still be undertaken in

the first six to eight weeks. *All lesson observations relating to NQT induction should be carried out against the core standards* and should include the NQT's personal objectives as outlined in the action plan whenever possible. Foci for lesson observations should be agreed with the NQT in advance. The pro forma in appendix 6 lists core standards that may be evident during a lesson observation.

Following each lesson observation, the NQT should meet with the observer at a mutually convenient time to receive feedback.

### **Appendix 8: proforma for a record of a professional review meeting**

Induction tutors must hold professional review meetings at the end of each half term. The purpose of the review meeting is to evaluate the evidence and to form a judgement about the NQT's progress against the success criteria and objectives in the action plan and to consider evidence of progress against other core standards as appropriate. Any concerns about the NQT's progress must be raised and logged during the review meeting and the NQT's induction action plan should be amended or revised to take account of emerging priorities. *The review meeting record must be signed by the NQT and the induction tutor.*

### **Appendix 9: assessment form for end of first and second period and for an interim assessment**

The formal assessment meeting must take place at the end of each term. The meeting brings together evidence from review meetings and any other evidence of the NQT's progress in meeting the core standards. It is good practice to show the NQT a draft of the formal assessment report at this meeting and to ensure the NQT is clear about the school's recommendation. NQT's must be given sufficient time to discuss the report and to comment on their induction and on the school's judgement. Completed formal assessment reports must be signed by the headteacher, induction tutor and the NQT. Once the form is signed, the NQT should be given the original and a copy must be sent to the Appropriate Body (local authority) by the dates set out at the beginning of this guidance document or if the NQT is part time, the report should be sent on the date specified. The headteacher should also retain a copy of the formal assessment report.

An interim assessment must be completed when an NQT leaves a post after completing more than one term, but before the next formal assessment would be required. The interim assessment should be signed by the headteacher and the NQT should be invited to add their comments before signing the form. Once the form is signed the NQT should be given a copy and a copy must be sent to the local authority.

### **Appendix 10: final assessment form**

Following the third and final assessment meeting, the final assessment form should be completed recording the headteacher's final recommendation as to whether or not, upon completion of the induction period, the NQT has met the core standards. The NQT must sign the form and should be invited to add their comments. The headteacher must ensure that a signed copy of the assessment form is sent to the Appropriate Body by the date

specified. The school should retain copies of all assessments and supporting evidence for six years.

**Appendix 11: contact details for professional associations (trades unions)**

**Appendix 12: career entry development profile (CEDP) 2011/12**

The CEDP is primarily an online resource and is aimed at trainee teachers and NQTs. It encourages individuals to focus on achievements and goals early on and discuss professional development needs with their induction tutors.

# Professional Standards for Teachers Core



# Introduction

## Professional Standards for Teachers in England from September 2007<sup>1</sup>

### Bringing coherence to the professional and occupational standards for the whole school workforce

1. The framework of professional standards for teachers will form part of a wider framework of standards for the whole school workforce. This includes the Training and Development Agency for Schools' (TDA) review of the national occupational standards for teaching/classroom assistants and the professional standards for higher level teaching assistants in consultation with social partners and other key stakeholders and a review of leadership standards informed by the independent review of the roles and responsibilities of head teachers and the leadership group.

#### What these standards cover

2. The framework of professional standards for teachers set out below defines the characteristics of teachers at each career stage. Specifically it provides professional standards for:

- the award of Qualified Teacher Status (QTS) (Q)
- teachers on the main scale (Core) (C)
- teachers on the upper pay scale (Post Threshold Teachers) (P)
- Excellent Teachers (E)
- Advanced Skills Teachers (ASTs) (A).

3. Professional standards are statements of a teacher's professional attributes, professional knowledge and understanding, and professional skills. They provide clarity of the expectations at each career stage. The standards are not to be confused with and do not replace the professional duties contained in the School Teachers' Pay and Conditions Document, which sets out the roles and responsibilities of teachers.

4. The framework of standards below is arranged in three interrelated sections covering:

- a. professional attributes
- b. professional knowledge and understanding
- c. professional skills.

#### How the standards will be used

5. The standards provide the framework for a teacher's career and clarify what progression looks like. As now, to access each career stage a teacher will need to demonstrate that he/she has met the relevant standards. The process for this varies depending on the standards concerned. Teachers seeking Excellent Teacher or AST status need to apply and be assessed through an external assessment process. Teachers seeking to cross the threshold are assessed by their head teacher. The standards for Post Threshold Teachers, Excellent Teachers and ASTs are pay standards and teachers who are assessed as meeting them also access the relevant pay scale.

6. The standards clarify the professional characteristics that a teacher should be expected to maintain and to build on at their current career stage. After the induction year, therefore, teachers would be expected to continue to meet the core standards and to broaden and deepen their professional attributes, knowledge, understanding and skills within that context. This principle applies at all subsequent career stages. So, for example, teachers who have gone through the threshold would be expected to meet the core and post-threshold standards and to broaden and deepen their professional attributes, knowledge,

<sup>1</sup> The framework as a whole, as set out here, applies in England only. The standards for Post Threshold Teachers, Excellent Teachers and ASTs are pay standards (as set out in the School Teachers' Pay and Conditions Document) and apply in England and Wales.

understanding and skills in that context. There are no new criteria for pay progression for teachers paid on the upper pay scale in the 2006 School Teachers' Pay and Conditions Document.

7. The standards will support teachers in identifying their professional development needs. Where teachers wish to progress to the next career stage, the next level of the framework provides a reference point for all teachers when considering future development. Whilst not all teachers will necessarily want to move to the next career stage, the standards will also support teachers in identifying ways to broaden and deepen their expertise within their current career stages.

8. All teachers should have a professional responsibility to be engaged in effective, sustained and relevant professional development throughout their careers and all teachers should have a contractual entitlement to effective, sustained and relevant professional development throughout their careers. There should be a continuum of expectations about the level of engagement in professional development that provides clarity and appropriate differentiation for each career stage. The expectations about the contribution teachers make to the development of others should take account of their levels of skills, expertise and experience, their role within the school, and reflect their use of up-to-date subject knowledge and pedagogy.<sup>2</sup>

9. In all these cases, performance management is the key process. Performance management provides the context for regular discussions about teachers' career aspirations and their future development, within or beyond their current career stage. The framework

of professional standards will provide a backdrop to discussions about how a teacher's performance should be viewed in relation to their current career stage and the career stage they are approaching. The relevant standards should be looked at as a whole in order to help teachers identify areas of strength and areas for further professional development. For example, a teacher who aspires to become an AST will need to reflect on and discuss how they might plan their future development so they can work towards becoming an AST, and performance management would provide evidence for the teacher's future application.

10. All qualified teachers in maintained schools and non-maintained special schools are required to be registered with the GTCE. To maintain registration they must uphold the GTCE's Code of Conduct and Practice for Registered Teachers.

11. The recommendation for the award of qualified teacher status and registration with the GTCE is made by an accredited Initial Teacher Training (ITT) provider following an assessment which shows that all of the QTS standards have been met. The Newly Qualified Teacher (NQT) may then begin the induction period. NQTs will not be required to meet fully the core standards until the end of their induction period. The core standards underpin all the subsequent standards and, where there is no progression at subsequent career stages, are valid at all points of teachers' careers within both their immediate workplace and the wider professional context in which they work. Each set of standards builds on the previous set, so that a teacher being considered for the threshold would need to satisfy the post-threshold standards (P) and meet the core standards (C);

<sup>2</sup> Extract from the Rewards and Incentives Group's (RIG) evidence (Section 9 'The New Teacher Professionalism') to the School Teachers' Review Body (STRB) on 25 May 2005.

“Core standards underpin all the standards and are valid at all points of a teacher’s career”



a teacher aspiring to become an Excellent Teacher would need to satisfy the standards that are specific to that status (E) and meet the preceding standards (C and P); and a teacher aspiring to become an AST would need to satisfy the standards that are specific to that status (A) as well as meet the preceding standards (C, P and E) – although they can apply for an AST post before going through the threshold. In practice, the standards relating to the excellence of their own teaching are common to ASTs and Excellent Teachers; the three additional AST standards are focused on their ability to carry out their work with other schools and on their leadership role.

12. The framework of standards is progressive, reflecting the progression expected of teachers as their professional attributes, knowledge, understanding and skills develop and they demonstrate increasing effectiveness in their roles. Post Threshold Teachers are able to act as role models for teaching and learning, make a distinctive contribution to raising standards across the school, continue to develop their expertise post threshold and provide regular coaching and mentoring to less experienced teachers. Excellent Teachers provide an exemplary model to others through their professional expertise, have a leading role in raising standards by supporting improvements in teaching practice and support and help their colleagues to improve their effectiveness and to address their development needs through highly effective coaching and mentoring. ASTs provide models of excellent and innovative teaching and use their skills to enhance teaching and learning by undertaking and leading school improvement activities and continuing professional development (CPD) for other teachers. They carry out developmental work across a range of

workplaces and draw on the experience they gain elsewhere to improve practice in their own and other schools.

13. All the standards are underpinned by the five key outcomes for children and young people identified in Every Child Matters and the six areas of the Common Core of skills and knowledge for the children’s workforce. The work of practising teachers should be informed by an awareness, appropriate to their level of experience and responsibility, of legislation concerning the development and well-being of children and young people expressed in the Children Act 2004, the Disability Discrimination Acts 1995 and 2005 and relevant associated guidance, the special educational needs provisions in the Education Act 1996 and the associated Special Educational Needs: Code of Practice (DfES 2001), the Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000, and the guidance Safeguarding Children in Education (DfES 0027 2004).

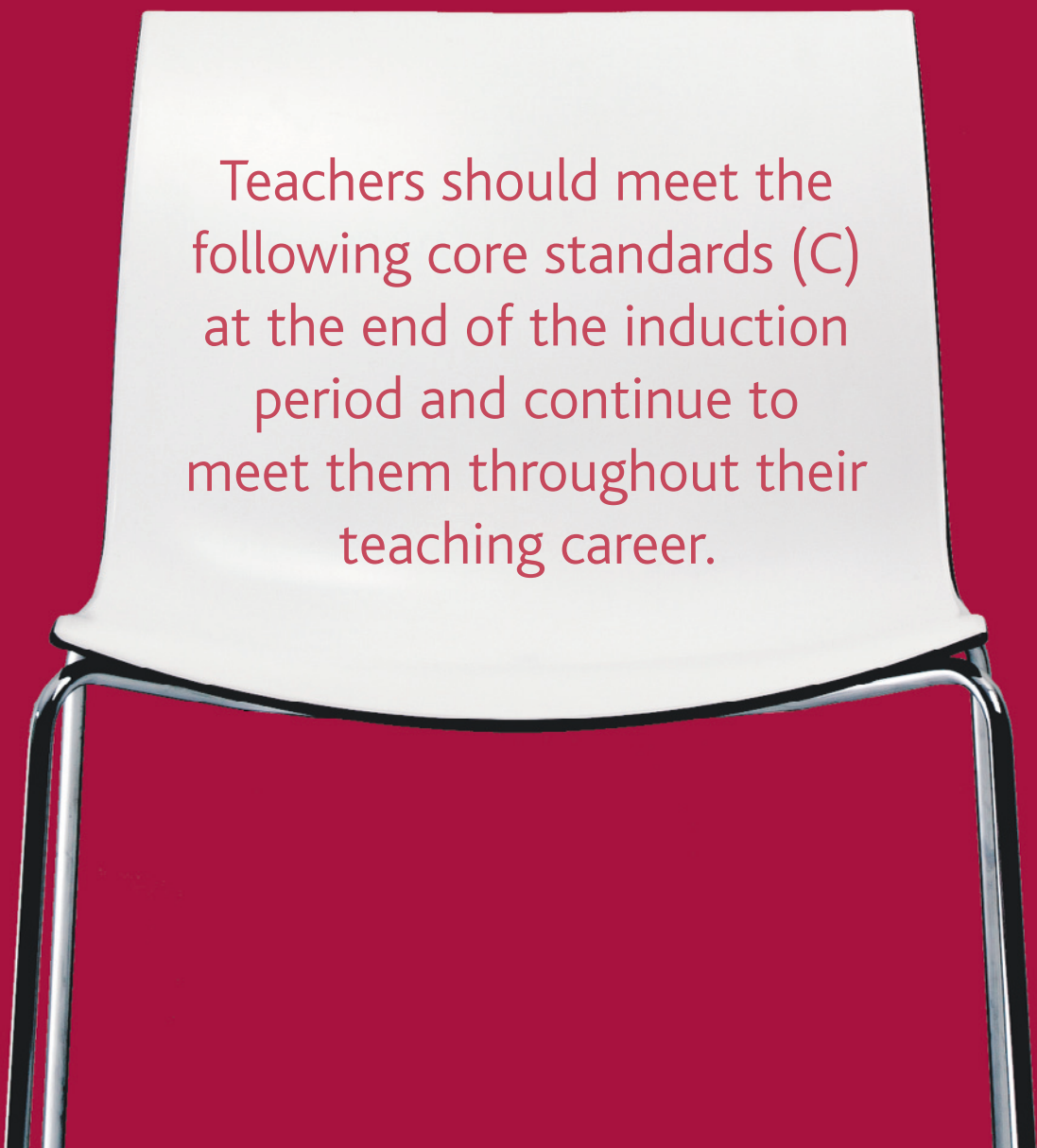
14. The professional standards must operate in the context of teachers’ legal rights and contractual entitlements.

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

## Note on the terminology used in the standards

- The term 'learners' is used instead of 'children and young people' when learning per se is the main focus of the standard. It refers to all children and young people including those with particular needs, for example, those with special educational needs, looked after children, those for whom English is an additional language, those who are not reaching their potential or those who are gifted and talented.
- The term 'colleagues' is used for all those professionals with whom a teacher might work. It encompasses teaching colleagues, the wider workforce within an educational establishment, and also those from outside with whom teachers may be expected to have professional working relationships, for example early years and health professionals and colleagues working in children's services.
- The term 'classroom' is used to encompass all the settings within and beyond the workplace where teaching and learning take place.
- The term 'workplace' refers to the range of educational establishments, contexts and settings (both in and outside the classroom) where teaching takes place.
- The term 'subjects/curriculum areas' is used to cover all forms of organised learning experienced across the curriculum. For example, areas of learning in the foundation stage, broad areas of curricular experience and learning through play in the early years, thematically structured work in the primary phase, single subjects, vocational subjects and cross-curricular work in the 14–19 phase.
- The terms 'lessons' or 'sequences of lessons' are used to cover teaching and learning activities wherever they take place, whatever their nature and length, and however they might be organised, and are applicable to all educational phases and contexts.
- Where the phrase 'parents and carers' is used, it is understood that the term 'parents' includes both mothers and fathers.
- The term 'well-being' refers to the rights of children and young people (as set out and consulted upon in the Every Child Matters: Green Paper and subsequently set out in the Children Act 2004), in relation to:
  - physical and mental health and emotional well-being
  - protection from harm and neglect
  - education, training and recreation
  - the contribution made by them to society
  - social and economic well-being.
- The term 'personalised learning' means maintaining a focus on individual progress, in order to maximise all learners' capacity to learn, achieve and participate. This means supporting and challenging each learner to achieve national standards and gain the skills they need to thrive and succeed throughout their lives. 'Personalising learning' is not about individual lesson plans or individualisation (where learners are taught separately or largely through a one-to-one approach).

# Core



Teachers should meet the following core standards (C) at the end of the induction period and continue to meet them throughout their teaching career.

# Professional attributes

All teachers should:

## Relationships with children and young people

C1

Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

C2

Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

## Frameworks

C3

Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

## Communicating and working with others

C4

- (a) Communicate effectively with children, young people and colleagues.
- (b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- (c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.

C5

Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

C6

Have a commitment to collaboration and co-operative working where appropriate.

## Personal professional development

C7

Evaluate their performance and be committed to improving their practice through appropriate professional development.

C8

Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.

C9

Act upon advice and feedback and be open to coaching and mentoring.

## Professional knowledge and understanding

All teachers should:

### Teaching and learning

C10

Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

### Assessment and monitoring

C11

Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.

C12

Know a range of approaches to assessment, including the importance of formative assessment.

C13

Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

C14

Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

## Subjects and curriculum

C15

Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.

C16

Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

## Literacy, numeracy and ICT

C17

Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

## Achievement and diversity

C18

Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

C19

Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

C20

Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.

C21

Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

## Health and well-being

C22

Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

C23

Know the local arrangements concerning the safeguarding of children and young people.

C24

Know how to identify potential child abuse or neglect and follow safeguarding procedures.

C25

Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

## Professional skills

All teachers should:

### Planning

C26

Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.

C27

Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.

C28

Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

## Teaching

C29

Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:

- (a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion
- (b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
- (c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills
- (d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
- (e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.

C30

Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

## Assessing, monitoring and giving feedback

C31

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.

C32

Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

C33

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.

C34

Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

## Reviewing teaching and learning

C35

Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.

C36

Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

## Learning environment

C37

- (a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- (b) Make use of the local arrangements concerning the safeguarding of children and young people.
- (c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.

C38

- (a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- (b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.

C39

Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

## Team working and collaboration

C40

Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

C41

Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

The TDA is committed to providing accessible information. To request this item in another language or format contact TDA corporate communications at the address below or e-mail [corporatecomms@tda.gov.uk](mailto:corporatecomms@tda.gov.uk)

Please specify what you require and provide your name and contact information.

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# NQT REGISTRATION FORM

Please complete this form for each NQT as they are appointed and send it to Joanna Lawton at address shown at end of this form. This information is vital and enables us to fulfil our statutory duties with regard to NQT Induction. Please complete the form as fully as possible, noting the statutory information required to process the NQT with the GTCE. Please forward any missing information as soon as received.

<b>NQT Name</b>					
<b>Maiden name if applicable</b>					
<b>Nat Ins Number</b>		<b>Date of Birth</b>			
<b>TRN number (STATUTORY)</b>		<b>School DfEE No</b>			
<b>School</b>		<b>Start Date</b>			
<b>Induction Tutor</b>					
<b>Induction Mentor if different from tutor</b>					
<b>Gender</b>	Male <input type="checkbox"/>	Female <input type="checkbox"/>			
<b>Contract type</b>	Permanent <input type="checkbox"/>	Temporary <input type="checkbox"/>	<b>Give contract end date</b> .....		
<b>Contract</b>	Full Time <input type="checkbox"/>	Part Time* <input type="checkbox"/>	<b>Please state fte eg 0.4</b> .....		
<b>Employer</b>	WCC <input type="checkbox"/>	Supply Agency <input type="checkbox"/>	<b>Name</b> .....		
<b>Initial Training Establishment</b>					
<b>Date QTS awarded (STATUTORY)</b>					
<b>Have you previously been registered as an NQT?</b> Yes <input type="checkbox"/> No <input type="checkbox"/> (If yes state local authority, school name & address with start and finish dates)					
<b>How many Induction Period Assessments have been completed? .</b> If establishment outside Warwickshire please forward copies					
<b>Have you had an interim assessment report?</b> If so please state how many days it covers and send a copy					
<b>Secondary Teachers please state specialism/subject taught</b>					
<b>Key Stages(s)</b>	Early Years <input type="checkbox"/>	KS1 <input type="checkbox"/>	KS2 <input type="checkbox"/>		
	KS3 <input type="checkbox"/>	KS4 <input type="checkbox"/>	KS5 <input type="checkbox"/>	Post 16 <input type="checkbox"/>	



## Essential checklist for schools

		Yes	No
1.	Our school has a copy of the annually updated Warwickshire Guidance for Induction tutors and mentors and we are aware of our roles and responsibilities.		
2.	I have seen evidence that every NQT has passed the relevant skills test, prior to appointment and can therefore start their induction.		
3.	Every NQT is registered with the GTCE. (This also applies to NQTs who qualify outside of England.)		
4.	If the NQT has come from another school or local authority during their induction period, we have obtained copies of all previous assessments. We have/will send copies to the local authority		
5.	Each NQT is receiving a reduced timetable (no more than 90% of the average contact time) which is protected and used to support CPD. <b>This is in addition to PPA time.</b>		
6.	Every NQT has an induction tutor with the appropriate skills, time and experience to fully undertake their role.		
7.	The induction tutor(s) has a copy of the Warwickshire Guidance, the core standards, and the assessment forms, and is aware of their roles and responsibilities.		
8.	Every NQT has made their Career Entry and Development Profile (CEDP) available to their induction tutor and this has been used to outline the initial CPD programme for each NQT.		
9.	Every NQT has an individualised induction plan with agreed objectives, success criteria, support and monitoring actions. The plan must contain the dates of lesson observations, progress reviews and formal assessment meetings.		
10.	Each NQT has been observed during the first half term, and they will receive regular formal half termly observations and feedback as part of their induction programme.		
11.	The NQT induction tutor has attended training in the last 2 years.		
12.	Our school has an induction policy, which includes NQTs.		
13.	We are clear about the deadlines for end of period assessments and these need to be sent to the local authority once the assessments have taken place.		
14.	If the NQT is working part time, we have agreed how long their induction programme will be and when formal assessments will be carried out.		
15.	We understand that if we have concerns about the progress of any NQT at any stage during their induction, we will contact the Local Authority as soon as possible.		

An example of an induction programme for newly qualified teachers during their first term

*Note: This programme is in addition to the personalised action plan which should be written jointly by the induction tutor and NQT. NQTs should also attend all relevant whole staff and departmental training.*

In advance of the first day in post, NQTs should receive information about the institution, their post and the arrangements for induction

Week 1	Focus: Teaching and Learning Tour of the school including visits to classrooms and teaching areas. Read school's Teaching and Learning policy and discuss with tutor	Induction tutor
Week 2	Focus: Overview of induction programme and development of personalised action plan for term 1 Dates/times for lesson observations and review meetings. Looking after yourself – sources of help in school including the named contact at the Appropriate Body	Induction tutor
Week 3	Focus: Safeguarding, Health and Safety Read Health and Safety policy and relevant Safeguarding documentation and discuss with induction tutor or relevant staff member	Induction tutor or relevant staff member
Week 4	Focus: Assessment  Observation of teaching, against the core standards. The focus for the observation should be agreed in advance.	School assessment co-ordinator  Induction tutor
Week 5	Focus: Behaviour Management Read Behaviour Management policy; reflect on own practice; observe teacher with a focus on positive behaviour management strategies	Induction tutor/mentor to arrange observation and support observation if necessary
Week 6	Focus: Inclusion, including support in understanding provision maps	Inclusion co-ordinator/SENco/ Gifted and Talented lead teacher
Week 7	Focus: Home/school links Prepare for Parents' Evening	Induction tutor/mentor
Week 8	Focus: Review Meeting 1 Evaluate progress against objectives in the NQT's induction action plan	Induction tutor
Week 9	Focus: Personalised Learning: strengthening planning and teaching to meet the needs of all pupils	Leading teacher/AST/senior teacher/outstanding teacher
Week 10	Focus: ICT and learning resources	ICT lead teacher
Week 11	Observation of teaching against the core standards. The focus for the observation should be agreed in advance and should relate to the objectives in the NQT's current action plan.	Head teacher/induction tutor
Week 12	Focus: Develop understanding of the role of teaching assistants and staff from support services working in the school	Person responsible for co-ordinating the work of teaching assistants. Teacher from a support service
Week 13	Focus: Review Meeting 2 Evaluate progress against objectives in the NQT's induction action plan	Induction tutor
Week 14	Revise induction action plan and finalise induction programme for following term	Induction tutor

**Suggestions for areas to include in an NQT induction programme for the second and third terms:**

- Supporting pupils for whom English is a second language
- Supporting vulnerable pupils especially looked after children, pupils with SEN/LDD and G and T pupils.
- Training, where appropriate, from professionals outside the school/ college, e.g. from other schools and colleges, local authorities, higher education institutions, Diocesan authorities, professional bodies and subject associations
- Role of governors
- Social networking and the appropriate use of ICT
- CPD opportunities and how to apply
- Writing reports to parents
- Understanding council and D. of E. policies
- The institution's grievance policy and locally agreed capability policy

## Warwickshire Local Authority Action Plan for NQT Induction



Name of School \_\_\_\_\_

Name of NQT \_\_\_\_\_

Year Group Taught \_\_\_\_\_

The induction action plan should be linked to the Core Standards and completed jointly by the Induction Tutor and NQT. The plan should be based on a review of the NQT's strengths and areas for development identified in the Career Entry and Development Profile. The recommended number of objectives is three to five. Objectives will often relate to more than one core standard and will address short, medium or long term needs within the induction period. Effective objectives are challenging and realistic; precise, focussed and framed in a way that leads to clear evaluations about achievement.

Objective 1:

Target date for achievement:

<b>Success Criteria:</b> (how achievement towards objectives will be evident)	<b>Resources and actions to be taken to support progress:</b> (who needs to do what and when)	<b>Details of monitoring activities, with dates to gather evidence</b> (lesson observations; workbook scrutiny; evaluations of planning; feedback from pupils...)	<b>Evaluations of progress towards meeting success criteria and objectives</b> (to be completed following monitoring activities and at Review Meetings)

Objective 2:

Target date for achievement:

<b>Success Criteria:</b> (how achievement towards objectives will be evident)	<b>Resources and actions to be taken to support progress</b> (who needs to do what and when)	<b>Monitoring activities to gather evidence</b> (lesson observations; workbook scrutiny; evaluations of planning...)	<b>Evaluations of progress towards meeting success criteria and objectives</b> (to be completed following monitoring activities and at Review Meetings)
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Objective 3:

Target date for achievement:

<b>Success Criteria:</b> (how achievement towards objectives will be evident)	<b>Resources and actions to be taken to support progress</b> (who needs to do what and when)	<b>Monitoring activities to gather evidence</b> (lesson observations; workbook scrutiny; evaluations of planning...)	<b>Evaluations of progress towards meeting success criteria and objectives</b> (to be completed following monitoring activities and at Review Meetings)
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Objective 4:

Target date for achievement:

<b>Success Criteria:</b> (how achievement towards objectives will be evident)	<b>Resources and actions to be taken to support progress</b> (who needs to do what and when)	<b>Monitoring activities to gather evidence</b> (lesson observations; workbook scrutiny; evaluations of planning...)	<b>Evaluations of progress towards meeting success criteria and objectives</b> (to be completed following monitoring activities and at Review Meetings)
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Objective 5:

Target date for achievement:

<b>Success Criteria:</b> (how achievement towards objectives will be evident)	<b>Resources and actions to be taken to support progress</b> (who needs to do what and when)	<b>Monitoring activities to gather evidence</b> (lesson observations; workbook scrutiny; evaluations of planning...)	<b>Evaluations of progress towards meeting success criteria and objectives</b> (to be completed following monitoring activities and at Review Meetings)
--	---	---	--

Signature on behalf of the school \_\_\_\_\_

Date \_\_\_\_\_

Signature of NQT \_\_\_\_\_

Date \_\_\_\_\_

## Warwickshire Local Authority Action Plan for NQT Induction



Name of School \_\_\_\_\_

Name of NQT \_\_\_\_\_

The induction action plan should be linked to the Core Standards and completed jointly by the Induction Tutor and NQT. The plan should be based on a review of the NQT's strengths and areas for development identified in the Career Entry and Development Profile. The recommended number of objectives is three to five. Objectives will often relate to more than one core standard and will address short, medium or long term needs within the induction period. Effective objectives are challenging and realistic; precise, focussed and framed in a way that leads to clear evaluations about achievement.

**Objective 1: use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners (Core standard 36b)**

Target date for achievement: 09.12.11

Success Criteria: (how achievement towards objectives will be evident)	Resources and actions to be taken to support progress: (who needs to do what and when)	Details of monitoring activities, with dates to gather evidence: (lesson observations; workbook scrutiny; evaluations of planning; feedback from pupils...)	Formal Review Meetings:
<p>There is a brisk start to the lesson with pupils settling down quickly and focussing on the teacher.</p> <p>Pupils almost never talk over the teacher or over other pupils.</p> <p>Pupils are clear about what they are learning and they know what they are expected to do</p>	<p>Observations of good/outstanding teachers Miss B. on 20.09.11 at 9.15am and Mr F. on 21.10.11 at 11.00am to observe lesson start (Supported by Induction Tutor)</p> <p>Coaching session, with Mr A. (SENco) on school behaviour policy on 04.10.11 at 3.00pm: see week 5 of induction programme.</p> <p>Regular meeting (weekly) with teacher mentor to review behaviour in NQT lessons and to receive advice on developing appropriate behaviour strategies to deal with specific issues.</p>	<p>Lesson observations with feedback on progress against meeting the objective:</p> <ul style="list-style-type: none"> <li>• 26.09.11 at 10.30am</li> <li>• 25.11.11 at 2.15pm</li> </ul> <p>At least 3 'drop in' sessions by induction tutor or mentor or head teacher to monitor behaviour against success criteria</p> <p>Feedback from pupils during lessons</p> <p>Workbook scrutiny by senior staff with feedback on overall progress of pupils. 07.11.11 at 3.30pm</p>	<p>Progress Review Meeting 1: 21.10.11 at 9.00am</p> <p>Progress Review Meeting 2: 05.12.11 at 9.00am</p> <p>Formal Assessment Meeting 1: 15.12.11 at 9.00am</p>

Objective 2:

Target date for achievement:

<b>Success Criteria:</b> (how achievement towards objectives will be evident)	<b>Resources and actions to be taken to support progress</b> (who needs to do what and when)	<b>Monitoring activities to gather evidence</b> (lesson observations; workbook scrutiny; evaluations of planning...)	<b>Evaluations of progress towards meeting success criteria and objectives</b> (to be completed following monitoring activities and at Review Meetings)
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Objective 3:

Target date for achievement:

<b>Success Criteria:</b> (how achievement towards objectives will be evident)	<b>Resources and actions to be taken to support progress</b> (who needs to do what and when)	<b>Monitoring activities to gather evidence</b> (lesson observations; workbook scrutiny; evaluations of planning...)	<b>Evaluations of progress towards meeting success criteria and objectives</b> (to be completed following monitoring activities and at Review Meetings)
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2

Objective 4:

Target date for achievement:

<b>Success Criteria:</b> (how achievement towards objectives will be evident)	<b>Resources and actions to be taken to support progress</b> (who needs to do what and when)	<b>Monitoring activities to gather evidence</b> (lesson observations; workbook scrutiny; evaluations of planning...)	<b>Evaluations of progress towards meeting success criteria and objectives</b> (to be completed following monitoring activities and at Review Meetings)
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Objective 5:

Target date for achievement:

<b>Success Criteria:</b> (how achievement towards objectives will be evident)	<b>Resources and actions to be taken to support progress</b> (who needs to do what and when)	<b>Monitoring activities to gather evidence</b> (lesson observations; workbook scrutiny; evaluations of planning...)	<b>Evaluations of progress towards meeting success criteria and objectives</b> (to be completed following monitoring activities and at Review Meetings)
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Signature on behalf of the school \_\_\_\_\_

Date\_\_\_\_\_

Signature of NQT \_\_\_\_\_

Date\_\_\_\_\_



Warwickshire Local Authority Action Plan for NQT Induction



Name of School \_\_\_\_\_ The City Academy \_\_\_\_\_

Name of NQT \_\_\_\_\_ J Smith \_\_\_\_\_

The induction action plan should be linked to the Core Standards and completed jointly by the Induction Tutor and NQT. The plan should be based on a review of the NQT's strengths and areas for development identified in the Career Entry and Development Profile. The recommended number of objectives is three to five. Objectives will often relate to more than one core standard and will address short, medium or long term needs within the induction period. Effective objectives are challenging and realistic; precise, focussed and framed in a way that leads to clear evaluations about achievement.

Objective 1: To plan for progression within a lesson and across a series of lessons Target date for achievement: 9/12/11

Success Criteria:	Resources and actions to be taken to support progress:	Details of monitoring activities, with dates to gather evidence	Evaluations of progress towards meeting success criteria and objectives
<ul style="list-style-type: none"> <li>• JS writes appropriate learning objectives</li> <li>• Almost all pupils are able to state what they are learning and how they will know when they are successful</li> <li>• Pupils are given tasks which are capable of supporting the planned learning</li> <li>• JS is able to demonstrate a secure knowledge of the aspect of the programme of study being delivered (KS3 Forces)</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor session on L.O.s looking at school's policy and guidance documents (period 2 9<sup>th</sup> Sept)</li> <li>• Mentor session – feedback on L.O.s from a number of lesson plans (period 2 16<sup>th</sup> Sept)</li> <li>• Further mentor sessions as required</li> <li>• Lesson observation (Dr. A – p4 20<sup>th</sup> Sept) with specific focus in sharing of learning objectives</li> <li>• Mentor session to follow up on above (p2 23<sup>rd</sup> Sept)</li> <li>• Mentor support with task setting and adapting schemes of work (30<sup>th</sup> Sept)</li> <li>• Coaching session with Mrs. B (after school 27<sup>th</sup> Sept) on the teaching of forces) &amp; use of KS3 Framework</li> </ul>	<p>Lesson observations (period 5 22<sup>nd</sup> Sept &amp; period 1 3<sup>rd</sup> November) both by Induction tutor &amp; feedback from pupils during lessons</p> <p>Scrutiny of lesson plans (Mr C) 4<sup>th</sup> Oct</p> <p>Scrutiny of pupils' work (part of department monitoring) w.c. 10<sup>th</sup> Oct</p>	<p>Review meeting 1 – 17<sup>th</sup> October 2011 period 3</p> <p>Review meeting 2 – 11<sup>th</sup> December 2011 period 4</p> <p>Assessment meeting 18<sup>th</sup> December 2011 period 4</p>

## Monitoring progress against the Core Standards: lesson observation form

The lesson observation form includes core standards that should be evident when planning for and during a lesson.

NQT: \_\_\_\_\_

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

Subject	Year Group	Pupil Grouping	Number in group	Other adults and roles	Total observation time

### Comments

<p><b>Developing professional and constructive relationships</b></p> <p>C1 Has high expectations and constructive relationships            C4 Communicates effectively with learners            C38-39 Manages learners behaviour constructively by:</p> <ul style="list-style-type: none"> <li>▪ Establishing a clear positive framework for discipline</li> <li>▪ Using a range of techniques and strategies</li> <li>▪ Promoting self control, independence and co-operation</li> <li>▪ Developing social and emotional skills</li> </ul> <p>C41 Managing the work of colleagues ensuring they are appropriately involved in supporting learning</p>	
<p><b>Working within the law and frameworks</b></p> <p>C37 Establishes a purposeful and safe learning environment</p>	

<p><b>Professional knowledge and understanding</b></p> <p>C15 Has secure knowledge and understanding of the pedagogy related to subject and national strategies  C17 Uses ICT to support teaching  C19 promotes equality and inclusion</p>	
<p><b>Professional Skills</b></p> <p>C26 Plans for progression within the lesson and across a series of lessons  C27 Provides opportunities to develop literacy, numeracy, ICT, thinking and learning skills  C28 Plans, sets and assesses homework, coursework that extends pupils' learning  C10, 29 and 30 Teaches challenging, well organised lessons demonstrating:</p> <ul style="list-style-type: none"> <li>▪ a range of strategies and resources</li> <li>▪ meeting learning objectives</li> <li>▪ clear introduction of new ideas and concepts</li> <li>▪ adaptation of language, use of explanations, questions, discussions and plenaries</li> <li>▪ effective management of individuals, groups and whole classes</li> <li>▪ engaging and motivating</li> </ul> <p>C31-34 Uses assessment techniques appropriately to:</p> <ul style="list-style-type: none"> <li>▪ set challenging learning objectives</li> <li>▪ monitor progress and attainment</li> <li>▪ provide verbal/written feedback</li> <li>▪ enable pupils to reflect on their learning</li> <li>▪ diagnose learners' needs and plan future teaching</li> </ul>	
<p><b>Feedback/dialogue</b></p> <p>Developing practice  C7 Evaluates their performance  C35 Reviews the effectiveness of their teaching and its impact on learners' progress</p>	

Record of professional review meeting between NQT and induction tutor

NQT: \_\_\_\_\_

Induction tutor: \_\_\_\_\_

Date: \_\_\_\_\_

Term one		Term two		Term three	
Review 1	Review 2	Review 3	Review 4	Review 5	Review 6

*Please circle as appropriate*

Objectives reviewed in relation to evidence:

Objective 1

Objective 2

Objective 3

Objective 4

Objective 5

New needs identified and/or revised objectives to be included in the induction action plan:

Evidence presented in relation to progress against other Core Standards:

Any concerns raised by the induction tutor:

Any concerns raised by the NQT:

Date/time/venue for next professional review meeting:

Signed by  
Induction tutor:  
NQT:

**Linda Stock, NQT Induction Tutor**  
**Warwickshire County Council**  
**Saltisford Office Park**  
**Ansell Way, Warwick, CV34 4UL**



## NQT Induction assessment for the:

- End of first assessment period.
- End of second assessment period.
- Interim assessment

### Instructions for completion

- 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.
- Full guidance on statutory induction can be found at [www.teachernet.gov.uk/induction2008](http://www.teachernet.gov.uk/induction2008).

### NQT's personal details:

Full name		Former name(s) (where applicable)	
<input type="text"/>		<input type="text"/>	
Date of birth	DCSF/teacher reference number	National insurance number	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Name of institution (e.g. school or college)		DCSF institution number (if applicable)	
<input type="text"/>		<input type="text"/>	
Appropriate Body receiving this report			
<input type="text"/>			
Date of award of QTS: <input type="text"/>			

### Recommendation:

- The above named teacher's progress indicates that he/she **is making satisfactory progress towards meeting the Core Standards** within the induction period.
- The above named teacher's progress indicates that he/she **may not be able to meet the Core Standards** for the satisfactory completion of the induction period.

I confirm that the NQT has experienced support and monitoring in line with the statutory guidance ([www.teachernet.gov.uk/induction2008](http://www.teachernet.gov.uk/induction2008)).

Date of the beginning of this assessment period:

Number of terms completed during this assessment period (usually one term or two terms – see statutory guidance paragraphs 2.45 and 2.46):

or

Number of days completed during this assessment period (where the period is calculated in days – see statutory guidance paragraph 2.47 – 2.53):

Date of end of this assessment period:

Does the NQT work:  Full time  Part time

Number of days of absence during this assessment period

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## Additional information

The A-E scale below is intended to offer an early indication of the NQTs ability to meet the Core Standards within the induction year and the level of support needed, It will not be used in any way by the Local Authority as an indication of the NQTs longer term potential or capability. Once the NQT has met the Induction Standards, this information becomes redundant and will not be referred to again.

Please tick the appropriate statement.

In relation to the Core Standards, the NQT:

- A Has considerable strengths
- B Has many strengths with a few areas for development that are being addressed easily
- C Has strengths. Some of development have been met and some still to work on
- D Sufficient areas of development to warrant additional support from within the school
- E Considerable areas for development required

## Assessment of progress against the Core Standards:

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

- strengths;
- areas requiring further development, even where progress is satisfactory (for example aspects of the Core Standards which the NQT has yet to meet);
- evidence used to inform the judgements; and,
- targets for the coming term.

In completing this box, use as headings either the three areas of the new Professional Standards Framework ([http://www.tda.gov.uk/upload/resources/pdf/s/standards\\_core.pdf](http://www.tda.gov.uk/upload/resources/pdf/s/standards_core.pdf)), or the five themes as outlined in *Supporting the induction process: TDA guidance for newly qualified teachers* ([http://www.tda.gov.uk/upload/resources/pdf/c/core\\_standards\\_guidance.pdf](http://www.tda.gov.uk/upload/resources/pdf/c/core_standards_guidance.pdf)).

Comments **must** be in the context of and make reference to specific Core Standards. Please continue on a separate sheet if required.

<p><b>The three areas of the new Professional Standards Framework:</b></p> <ul style="list-style-type: none"><li>• Professional Attributes</li><li>• Professional Knowledge and Understanding</li><li>• Professional Skills</li></ul>	<p><b>The five Themes from <i>Supporting the induction process: TDA guidance for newly qualified teachers</i>:</b></p> <ul style="list-style-type: none"><li>• Developing Professional and Constructive Relationships</li><li>• Working within the Law and Frameworks</li><li>• Professional Knowledge and Understanding</li><li>• Professional Skills</li><li>• Developing Practice</li></ul>

## 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 ([www.teachernet.gov.uk/induction2008](http://www.teachernet.gov.uk/induction2008));
- 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  No

I have the following comments to make:

Will this NQT be remaining at this school for the next assessment period?  Yes  No

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 Headteacher/principal's mailbox and copied to the NQT and Induction Tutor.

Signed: **Head teacher/principal**

Full name (CAPITALS)

Date

Signed: **NQT**

Full name (CAPITALS)

Date

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

Full name (CAPITALS)

Date

## **NQT Induction: final assessment and recommendation**



### **Instructions for completion**

- 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.
- Full guidance on statutory induction can be found at [www.teachernet.gov.uk/induction2008](http://www.teachernet.gov.uk/induction2008).

### **Recommendation:**

The teacher named below has **met** the Core Standards for the satisfactory completion of induction

The teacher named below has **not met** the Core Standards for the satisfactory completion of induction

### **NQT's personal details:**

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

Appropriate Body receiving this report

Date of the beginning of the final assessment period:

Number of terms completed during the final assessment period (usually one term or two terms – see statutory guidance paragraphs 2.45 and 2.46):

or

Number of days completed during the final assessment period (where the period is calculated in days – see statutory guidance paragraph 2.47 – 2.53):

Date of end of the final assessment period:

Does the NQT work:  Full time  Part time



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 ([www.teachernet.gov.uk/induction2008](http://www.teachernet.gov.uk/induction2008)),
- 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 Headteacher/principal's mailbox and copied to the NQT and Induction Tutor.

Signed: **Head teacher/principal**

Full name (CAPITALS)

Date

Signed: **NQT**

Full name (CAPITALS)

Date

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

Full name (CAPITALS)

Date

## Professional Associations

We advise all newly qualified teachers to join a professional association. Local authority co-ordinators work closely with our colleagues in schools and with representatives of professional associations to ensure all newly qualified teachers receive appropriate support and advice especially when problems arise.

Contact name	Union	Email	Telephone
John Collins	Association of Teachers and Lecturers (ATL)	<a href="mailto:jcollins@warwickshire.atl.org.uk">jcollins@warwickshire.atl.org.uk</a>	02476 320602
Sam Kincaid	National Association of Schoolmasters Union of Women Teachers (nasuwt)	<a href="mailto:sam.kincaid@nasuwt.net">sam.kincaid@nasuwt.net</a>	02476 346976
Shirley Beaumont	National Association of Schoolmasters Union of Women Teachers (nasuwt)	<a href="mailto:shirleyb@nasuwt.net">shirleyb@nasuwt.net</a>	02476 346976
Tony Souter	National Union of Teachers (NUT)	<a href="mailto:nutnwar@aol.com">nutnwar@aol.com</a>	07802 983089
Max Hyde	National Union of Teachers (NUT)	<a href="mailto:max@piscator.demon.co.uk">max@piscator.demon.co.uk</a>	07721 835439
Dick Colligan	Voice the union	<a href="mailto:dickcolligan@voicetheunion.co.uk">dickcolligan@voicetheunion.co.uk</a>	01132 378026

[www.teachersupport.info](http://www.teachersupport.info) – gives information, support and counselling services 08000 562561



Name:

## Transition point 1: As you approach the award of QTS

The notes page below provides space for you to make annotations that will act as an aide-memoire to your thinking. Alternatively, you may wish to write more extensively in response to the questions. You are encouraged to choose your own format or to adapt this format. The following questions are not an exhaustive list; you can of course add your own.

1 At this stage, which aspect(s) of teaching you do you find most interesting and rewarding?

What has led to your interest in these areas?

How would you like to develop these interests?

2 As you approach the award of QTS, what do you consider to be your main strengths and achievements as a teacher?

Why do you think this?

What examples do you have of your achievements in these areas?

3 In which aspects of teaching would you value further experience in the future?

For example:

- Aspects of teaching about which you feel less confident, or where you have had limited opportunities to gain experience;
- Areas of particular strength or interest on which you want to build further.

At the moment, which of these areas do you particularly hope to develop during your induction period?

4 As you look ahead to your career in teaching, you may be thinking about your longer term professional aspirations and goals. Do you have any thoughts at this stage about how you would like to see your career develop?

Transition point 1 as you approach the award of QTS

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Date

Note down your response to the questions, where you might find evidence to support your thinking, and/or the reasoning that led you to this response:

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### Summary check – How well have you:

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- Reflected on your broader experience and the relevant skills and expertise you have developed?
- Thought about why you are particularly motivated towards some particular aspects of teaching?
- Identified why you want to find out more about, or gain more experience and expertise in, some areas of teaching?

## Summary of your initial teacher training

If you wish, you can complete this summary of your initial teacher training programme, so that you will have an agreed record of the coverage of your ITT programme that you can refer to in future discussions with your induction tutor.

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Training provider / recommending body

---

Title of ITT programme

---

Length of programme in years and months

---

Is your training full-time or part-time?

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Date of successful programme completion

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age ranges covered	Foundation Stage	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	16 – 19

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Specialist subject(s), if applicable

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Other information about your teacher training programme<sup>1</sup>

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<sup>1</sup> For example: distinctive features of training and / or school experience; additional qualifications during the course; coverage of non-core subjects; details of school placements – eg. year groups and subject(s) taught.



Name:

## Transition point 2

Discussing with your induction tutor your priorities for induction and how these relate to, build on, or differ from the priorities you identified at transition point 1.

The notes page opposite provides space for you to make annotations that will act as an aide-memoire to your thinking. Alternatively, you may wish to write more extensively in response to the questions. You are encouraged to choose your own format or to adapt this format. The following questions are not an exhaustive list; you can of course add your own.

### 1 At the moment, what do you consider to be your most important professional development priorities during your induction period?

Why are these issues the most important for you at this time? In thinking about this consider:

- your responses at transition point 1;
- the post in which you are starting your induction period;
- any feedback you have already had from your induction tutor or other colleagues;
- your self review against the QTS and induction standards.

### 2 How have your priorities changed since transition point 1?

- the pupils you will be teaching: for example, their attainment levels; the proportion of pupils who are gifted and talented or who have special educational needs; the number of pupils who speak English as an additional language,
- the context of the school: for example, its phase, size, geographical area, Organisation,<sup>2</sup>
- the subject(s) and year group(s) you will be teaching,
- the courses and schemes of work you will be using,
- the resources to which you will have access to support pupils' learning,<sup>3</sup>
- responsibilities you will be taking on,
- your career plan.

### 3 How would you prioritise your needs across your induction period?

What do you feel should be the short-term, medium-term or long-term priorities?

For example, are there any new needs and what is your reasoning for prioritising in areas for development related to: this way?

### 4 What preparation, support or development opportunities do you feel would help you move forward with these priorities?

- Newly qualified teachers should not normally be required to teach subjects and/or age ranges outside their trained specialisms without the provision of additional

support.

- Newly qualified teachers should not normally be asked to take on additional non-teaching responsibilities without the provision of additional support.

## Transition point 2

Date

---

Note down your response to the questions, where you might find evidence to support your thinking, and/or the reasoning that led you to this response:

---

**Summary check – How well have you:**

- Considered background information about your new school and pupils?
- Prepared for your discussions with your induction tutor, deciding how to share your CEDP and other supporting information with them?
- Engaged in productive discussion and negotiation with your induction tutor?

**Confirmation of Transition point 2**

Your induction tutor and you should sign below to confirm that you have jointly discussed your early priorities for professional development, and that you have begun to plan an individualised induction programme in order to meet these priorities.

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Signature of Newly Qualified Teacher

Date

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Name (in block capitals)

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Signature on behalf of the school

Date

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Name (in block capitals)

Job Title

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