



The Rural Learning Alliance
Newly Qualified Teachers Induction Handbook
2019/2020



Supporting Excellence
Sharing Expertise

www.ruralllearningalliance.org.uk



National
Teaching
School

Foreword - Welcome to all New NQTs

Dear Colleague,

I am delighted to welcome you on behalf of The Rural Learning Alliance to your new teaching post. We are pleased that you have chosen the teaching profession as your career! Many congratulations on getting to this point and successfully achieving the challenging standards of Qualified Teacher Status.

As an Appropriate Body, the RLA is very proud of the excellent standards in the schools with which we work, whether maintained, academies or independent, across Cumbria. These standards are clearly a reflection of the quality of the workforce in these schools and the expertise which schools deploy to develop their teachers. As an NQT you are especially valued for your unique ability to offer an energetic freshness of approach alongside a wealth of creative suggestions and ideas to enrich the quality of learning for our children and young people. We appreciate and embrace this key expertise, which will allow the schools to continue to meet these standards.

I sincerely hope that you will find the handbook of real use. The NQT section in particular has been specifically designed with you as the clear focus and will help to guide and assist you through the key aspects of your first year of teaching. It is, however, only a small part of the support offered to you. The staff in your school, particularly your assigned Induction Tutor, are there to help steer you through the year and to offer vital help and advice. Our friendly and supportive NQT Induction Team are also on hand to answer any questions or queries that may arise. Please do not hesitate to contact us at any time.

All the best with your induction year!

Yours sincerely,

Christine Boucetla – NQT/RQT support officer for the RLA
Jillian Harrison-Longworth - NQT/RQT support officer for the RLA

Directors of the Rural Learning Alliance

The NQT Induction Service

“We are delighted that you have chosen the RLA as your Appropriate Body. This section introduces you to our work and to your NQT Induction Team. It also provides you with information about the benefits of your induction year, designed to encourage that important work / life balance.”

Your Appropriate Body: The Rural Learning Alliance

The legal role of the Appropriate Body has been taken up by the Rural Learning Alliance as part of its statutory duty.

The RLA is a charitable trust that provides a wide range of products and services to schools in Cumbria. The RLA is made up of head teachers from the primary and secondary school sectors and independent educational consultants. The RLA has the interests of the wide variety of communities and children and young people it serves at the heart of its operations. It also aims to provide an agile, flexible, proactive and innovative service to schools in response to the changing needs of the educational landscape. The RLA seeks to use the skills, talents and expertise from a range of school and service members for the good of all schools, children and young people. By making links between all members and customers, the RLA promotes innovation, creativity and a high level of skills development that is tightly focused on school improvement.

As the Appropriate Body, the RLA works to provide all participating schools with the reassurance of support for their new teachers and their mentors and a great NQT induction experience. The RLA guarantees support to schools in providing best practice to developing the careers of teachers new to the profession. Where processes are excellent, we endeavour to share and promote these to other schools, enabling them to work together to the benefit of teachers refining their craft. In its legal capacity, the Appropriate Body supports schools and teachers in their difficult moments, providing guidance to ensure a smooth induction and take any remedial action to address any issues.

Your Key Contacts

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The Induction Process

This section of the handbook is designed to give everyone involved in the induction process an overview of what to expect.

The Induction Process

Many schools believe that the NQT induction is the responsibility of the whole school. The programme may be coordinated by one person, but a variety of people contribute to mentoring, demonstrating, encouraging, assessing and reporting. Such a rich fabric of support is essential, but it is imperative that everyone involved has a thorough understanding of the whole induction process and of his or her own roles and responsibilities.

What is the purpose of the NQT Induction Year?

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 core standards.

Each NQT's induction programme should enable the NQT 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 the NQT to meet the core standards by the end of the period and equip him or her with the tools to be an effective and successful teacher. Each NQT's programme should be tailored to meet their individual needs and circumstances and should provide a 10% reduced timetable (as well as planning, preparation and assessment time) and significant opportunities for the NQT to:

- Show their potential;
- Make rapid advancement towards excellence in teaching; and
- Begin to make a real impact on their school's and pupils' development.

Why does an NQT have to complete induction?

Subject to the exceptions listed in Annex B of the "Statutory Guidance..." document, a qualified teacher cannot be employed as a teacher in a relevant school in England unless he or she has satisfactorily completed an induction period in accordance with the induction regulations and its guidance. This requirement applies regardless of the route by which the individual gained Qualified Teacher Status.

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. It is essential that Headteachers/Principals check and confirm the individual's QTS before an appointment is offered, either by writing to or telephoning NCTL, or, where the institution or their Appropriate Body has access to it, checking the NCTL online database. Please note that the NCTL write to all NQTs to confirm their QTS.

Appropriate Bodies must always confirm that the NQT's QTS has been checked when registering the NQT.

Please note that a teacher reference number does not mean the NQT has been awarded QTS.

Who must complete induction?

The regulations list categories of teachers who are exempt from the requirement to complete an induction period (See Annex B of the Guidance). Any teacher who is not exempt from serving induction is only legally able to start the induction period once they have been awarded QTS by NCTL. The requirement to hold QTS before starting induction applies to all permitted settings.

There are a few instances where you will not need to complete induction. These are if:

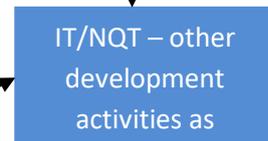
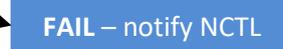
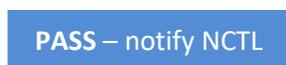
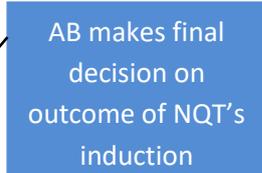
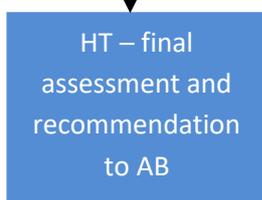
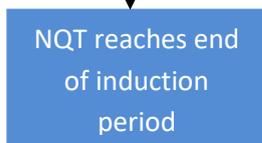
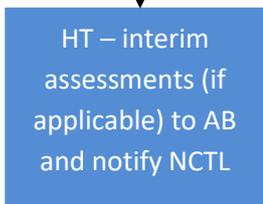
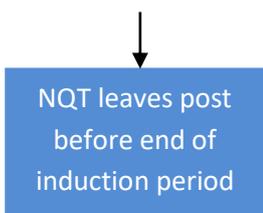
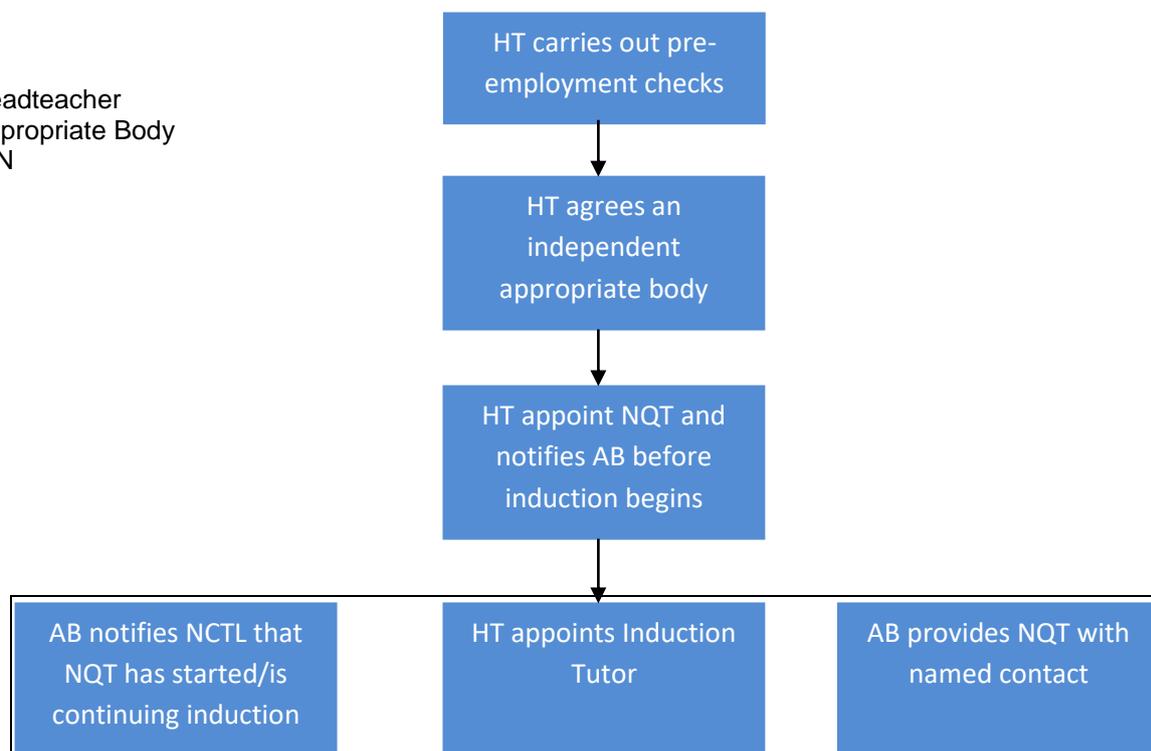
- You gained QTS before 7 May 1999;
- You are a qualified teacher from the European Economic Area (EEA);
- You are a qualified teacher from a country outside the EEA who has at least two years' experience and have simultaneously been assessed by the NCTL as meeting QTS and the Induction Standards;
- You are an overseas qualified teacher employed as an unqualified teacher. In this instance, you can be employed for up to four years only. After this period, if you wish to continue working as a teacher, you will need to gain QTS and successfully complete the Induction Standards.

If you fall into any of the categories above or in Annex B of the Guidance, you must check your status with the NCTL. You must successfully complete your induction if you want to continue teaching in a maintained school or a non-maintained special school.

Overseas Trained Teachers

Please refer to guidance on the Government website www.gov.uk/qualified-teacher-status-qts to find out about applying for QTS.

Key:
 HT – Headteacher
 AB – Appropriate Body
 NCTL – N



Who is involved in the process and what are their responsibilities?

The NQT

Before the period starts:

- Check that they have passed all skills tests prior to starting the induction period;
 - Check with the NCTL that they have been awarded QTS before starting an induction period;
- and
- Provide evidence that they have QTS and are eligible to start induction.

Once the period has started:

- At the earliest opportunity following appointment meet with their induction tutor to discuss and agree priorities for their induction programme and development, and keep these under review;
- Agree with their tutor how best to use their reduced timetable allowance;
- Build on the strengths and areas for development identified by their training provider;
- Monitor their progress against the Teacher Standards;
- Participate fully in the school's monitoring and development programme;
- Raise any concerns with their induction tutor as soon as practicable;
- Consult their Appropriate Body named contact at an early stage where there are or may be difficulties in resolving issues with their tutor/within the institution;
- Keep track of and participate effectively in the scheduled classroom observations, 6 progress reviews and 3 formal assessment meetings;
- Agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- Retain copies of all assessment forms and other documentation. This, along with tracking start and end dates for the induction period is especially important in cases where the NQT has a break/change of employer during the induction period.

The Induction Tutor

The induction tutor (or the headteacher where he/she carries out this role) provides the NQT with day-to-day monitoring and support and must:

- Provide, or coordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the Appropriate Body where necessary);
- Carry out a minimum of 6 reviews of progress during the induction period;
- Undertake 3 formal assessment meetings during the total induction period, coordinating input from other colleagues as appropriate (normally three termly, or pro rata for part-time staff);
- Undertake a minimum of 6 observations of the NQT's teaching and provide the NQT with copies of written summaries;
- Ensure NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
- **Take prompt and appropriate action where an NQT appears to be experiencing difficulties; and**
- Ensure completed assessment reports/forms are sent to the Appropriate Body by the appropriate deadlines.

Headteacher

Before the induction period starts:

- Clarify whether the teacher needs to serve an induction period or is exempt;
- Where the teacher does need to complete an induction period, check with the NCTL that the NQT has QTS, has passed the relevant skills tests in good time before the NQT's statutory induction period starts, and is registered with them;
- Notify the Appropriate Body with the notification form when an NQT who is taking up a post in which they will be undertaking induction, joins the school/college before the appointment begins;
- Ensure the NQT's post is a suitable post in which to serve induction;
- Ensure that an appropriate induction programme is in place;
- Ensure the NQT has both a reduced timetable and ppa time as necessary; and
- Where relevant obtain documentation from the NQT's previous post including any interim assessment and details of absences, and take this into account in determining the length and nature of the NQT's induction programme and period.

Once the induction period starts:

- Appoint an induction tutor (who must hold QTS) and ensure that an appropriate cycle of observations, 6 progress reviews and 3 formal assessments is scheduled (ideally in advance) and takes place;
 - Ensure the induction tutor is appropriately trained and has time to carry out their role;
 - Act early, alerting the Appropriate Body when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily;
 - Ensure third-party observation of a NQT whose progress towards meeting the standards may be at risk;
 - Maintain accurate records of periods of employment that will count towards the induction period and when NQTs leave the school part way through a period;
 - Monitor absences and notify the Appropriate Body as soon as absences reach 30 days or more, cumulatively;
 - Periodically inform the governing body about the school's induction arrangements;
 - Ensure timely assessment reports are completed (on pro-rata time scale for part-time staff) and sent to the Appropriate Body as required;
 - Participate appropriately in the Appropriate Body's quality assurance procedures;
 - Consult and agree with the Appropriate Body the exceptional cases where it may be appropriate to shorten the induction period;
 - Within 10 days of the NQT completing the induction period, make a recommendation to the Appropriate Body on whether the NQT has met the core standards, using agreed forms;
 - Provide interim assessment reports for staff moving in between formal assessment periods and notify the Appropriate Body when an NQT serving induction leaves the school/college;
- and
- Retain all relevant documentation/evidence on file for six years.

In addition to the above FE and Independent School Headteachers/Principals should:

- Agree, in advance of the NQT starting the induction programme, which authority will act as the Appropriate Body;
- Agree the scale and nature of any charges for services provided by the AB; and
- Ensure the NQT's post and responsibilities comply with the specific requirements for FE institutions and independent schools.

The Governing Body:

- Must ensure compliance with this guidance, and in particular ensure that the headteacher/principal is fulfilling his or her responsibility to provide any NQTs serving induction in the institution with a suitable post (including a reduced timetable and ppa) and the necessary support, monitoring and assessment;
- Can request general reports on the progress of an NQT but are not automatically entitled to have access to an individual's assessment forms;
- Investigate concerns raised by an individual NQT; and
- Seek guidance from the Appropriate Body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process.

The Appropriate Body

The Appropriate Body, along with the headteacher/principal, is jointly responsible for the supervision and training (professional development) of the NQT during induction and has the main quality assurance role. The Appropriate Body must:

- Confirm that the headteacher/principal has checked the NQT has QTS (including the relevant skills tests);
- Register the NQT with the NCTL;
- Provide the NQT with a named contact(s) within the Appropriate Body with whom the NQT may raise concerns about their induction programme, where the institution does not resolve them;
- Confirm and monitor that the NQT (in a maintained school) is working to a 90% timetable and has ppa time, or in a further education institution or independent school, has a reduced timetable on a comparable basis to that required in maintained schools;

- Offer advice and, where practicable and possible, direct help to FE institutions (including sixth form colleges) to assist them in finding schools for NQTs to spend their mandatory ten days teaching children of compulsory school age;
- Maintain records and assessment reports for each NQT undertaking induction for whom it acts as Appropriate Body;
- Assure itself that headteachers/principals, induction tutors and governing bodies are aware of, and are capable of meeting their responsibilities;
- Act early in cases where an NQT may be experiencing difficulties, to ensure the assessments are fair, and that support is appropriate;
- Where an institution appears not to be providing an appropriate programme or support, contact the institution to raise its concerns immediately (in writing, as appropriate) well before the end of the NQT's induction period or part period.
- As appropriate and as agreed, provide institutions with guidance, support and assistance in relation to NQT induction programmes, and training for teachers e.g. for induction tutors;
- Monitor/write to notify relevant NQTs about pre-completion extensions;
- Approve cases where shortening an induction period in exceptional circumstances is required and record the decision on the relevant assessment form;
- At the end of the period decide whether the NQT has met the core standards and notify the relevant parties within the agreed timelines;
- Decide whether to extend an induction period post-completion and notify the relevant parties within the agreed timelines;
- Provide the NCTL, via the termly data returns, with electronic lists of NQTs who have met the standards, and details of those NQTs who leave a school partway through an induction period;
- Notify the NCTL within 3 days of reaching a decision, of those NQTs whom the Body judges to have failed induction, or of those whose period the Body decides should be extended; and
- In relation to independent schools and FE institutions, reach agreement with headteachers and principals to act as the Appropriate Body, including agreeing the scale and scope of any charges to be made.

When must an NQT complete induction?

There is no time limit for starting and finishing induction. However, it is recommended that where an NQT takes a significant gap in employment before completing then extra training should be considered by the NQT and the employing school.

In order to complete each of the three assessment periods, an NQT must have demonstrated that they have completed between 60-65 days for each period. In order to qualify for full QTS the NQT must have completed 195 days teaching in total. If the NQT is working part time then this may be over two years.

Please note that guidance changes on a regular basis. Please check the NCTL website (www.education.gov.uk/getinto-teaching) for up to date information. The latest statutory guidance can also be found on nqt.learningtrust.net

What does the induction programme involve?

Your induction programme is an individualised programme of monitoring, support and assessment. The induction programme must enable you to show that you meet all of the Teacher Standards. However, the programme will also be tailored to meet your needs and the needs of the school. It is vital that you work with the school to identify strengths and areas for development early to inform the development and support programme you need.

As an NQT, you have specific time that is set aside for induction activities. This time should not be used for teaching activities and not admin duties. Induction activities might include:

- Working with others in the department or the school to plan lessons and programmes of work;
- Observing more experienced teachers within the school or in other schools;
- Visiting other schools and educational settings;
- Taking part in formal training events and courses;
- Meeting your induction tutor to review progress and consider your development needs.

You will be monitored and assessed throughout your induction. This will include having regular review meetings with your induction tutor, being observed, and being formally assessed. The monitoring and assessment process provides you with an opportunity to see how the school is judging your performance and progress throughout the

year. This means that you should be able to identify if there are likely to be any problems with your induction and, if needed, take action to address any concerns.

What do the Standards require?

The Teacher Standards are complete in that there is an expectation that all teachers can meet them throughout their careers. The Standards recognise that, as an NQT, you will be taking on roles and responsibilities that it was not appropriate for you to undertake as a trainee teacher. Whilst you may begin the induction year able to meet most of the Standards, this year is about supporting your ability to acquire new skills, develop your knowledge and understanding and sustain your development as a professional. All assessments of your progress will be done against the Standards, and you are expected to maintain a portfolio of evidence against the Standards.

How can you track your progress?

You are advised to keep good records of your year, to maintain a portfolio of meeting notes, observation feedback, an evaluation and review document and any other useful document. You are expected to build your portfolio around the Standards. More detail on this is covered later in the handbook.

Teacher's Standards

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:

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.

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes;
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- 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.

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.

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).

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.

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.

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.

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.

What happens if an NQT fails to meet the Teacher Standards?

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.

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 in making progress towards the Standards.

Early warning and excellent communication to all involved is the key!

What to do if you are not satisfied with your induction

You should take increasing responsibility for your professional development as your induction support programme progresses. If **you** are not satisfied with the content and/or delivery of the programme of monitoring, support and assessment being provided during your induction, please act as quickly as possible – remember this is **your induction**. It is far better to raise any concerns at an early stage.

- Talk to your Induction Tutor/Mentor;
- Talk to a colleague;
- Raise issues with the appropriate senior school staff;
- Contact either Chris Boucetla or Jillian Harrison-Longworth from the RLA by email:

cboucetla1@btinternet.com

jhl1@ymail.com

Action in the event of unsatisfactory progress

If it becomes apparent that the NQT is not making satisfactory progress, this should result in an immediate stepping up of support and monitoring. This may, for example, include setting more specific or shorter-term objectives, closer monitoring and recording of progress. Action should not be delayed until a formal assessment meeting has taken place. It is better to bring forward a formal review meeting.

Concerns should be communicated quickly to all those involved in the induction process, including the NQT and the Appropriate Body.

It is especially important that the NQT is aware of the area(s) in which they need to improve their practice, and is advised and supported in doing so. There will be a need for additional meetings at agreed intervals to monitor progress.

As soon as there is any concern about the NQT's progress, the Headteacher and the RLA, as the Appropriate Body, need to assure themselves that:

- The assessment of the NQT as not achieving the teacher standards is well-founded and accurate;
- Areas in which improvement is needed have been correctly identified;
- Appropriate objectives have been set to guide the NQT towards meeting the standards; and

- A relevant support and monitoring programme is in place to help the NQT to meet these objectives.

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. Where the Induction Tutor is the Headteacher, they 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 First/Second Assessment Form and send it to the Appropriate Body indicating that at their current rate of progress the NQT is at risk of not completing their induction satisfactorily. A formal letter should also be written from the Headteacher to the NQT to inform them of this decision and to outline the consequences of failing to meet the Standards by the end of term 3.

If the concerns are being made at the end of the second term, the school and NQT must agree a personal development plan that clearly identifies the NQT's areas of weakness (referenced to the teacher standards), the support to be provided and the monitoring to be undertaken. A copy of this plan could accompany, or follow, the Second Assessment Form when it is sent to the Appropriate Body.

It is also advised that the NQT involves their relevant professional association.

How the Appropriate Body can help

In the event of an NQT requiring additional support over and above that normally provided by the school it is imperative that you contact us immediately. We will be available at all times to discuss any perceived problems or issues which you may have.

Following your initial contact it is likely that we will arrange some or all of the following support:

- Visit by a SLE from a Teaching School Alliance;
- Visit by NQT Induction Coordinator.
- Visit by RLA

Ways in which the above visitors can offer support:

- Joint planning of lessons with the NQT;
- Team teaching;
- Teaching of lessons whilst observed by the NQT;
- Observation of the NQT's lesson and feedback focussing on specific targets.

Visits can be one-off or arranged in a series, as appropriate. It is important that these visits are structured, thus briefings need to take place prior to the meetings.

Discussion and reflection will take place after the lesson and will be clearly related to the Standards.

Formal actions of the Appropriate Body (AB)

On the receipt of a first assessment form indicating the likelihood of not meeting the standards:

A phone call to the Induction Tutor to discuss the school's evidence, support and monitoring plans, and if any outside support is required.

On the receipt of a second assessment form indicating the likelihood of not meeting the standards:

- The school should provide the AB with an action plan for the support and monitoring of the NQT;
- The AB will discuss options with the school to ensure it is doing the best it can for the NQT and will broker any outside support as well as observation from the Induction Tutor to validate the school's judgements;
- Prior to the final assessment, the AB will visit the school to review all records and processes to ensure the process is sound.

On receipt of a failed assessment in the third term:

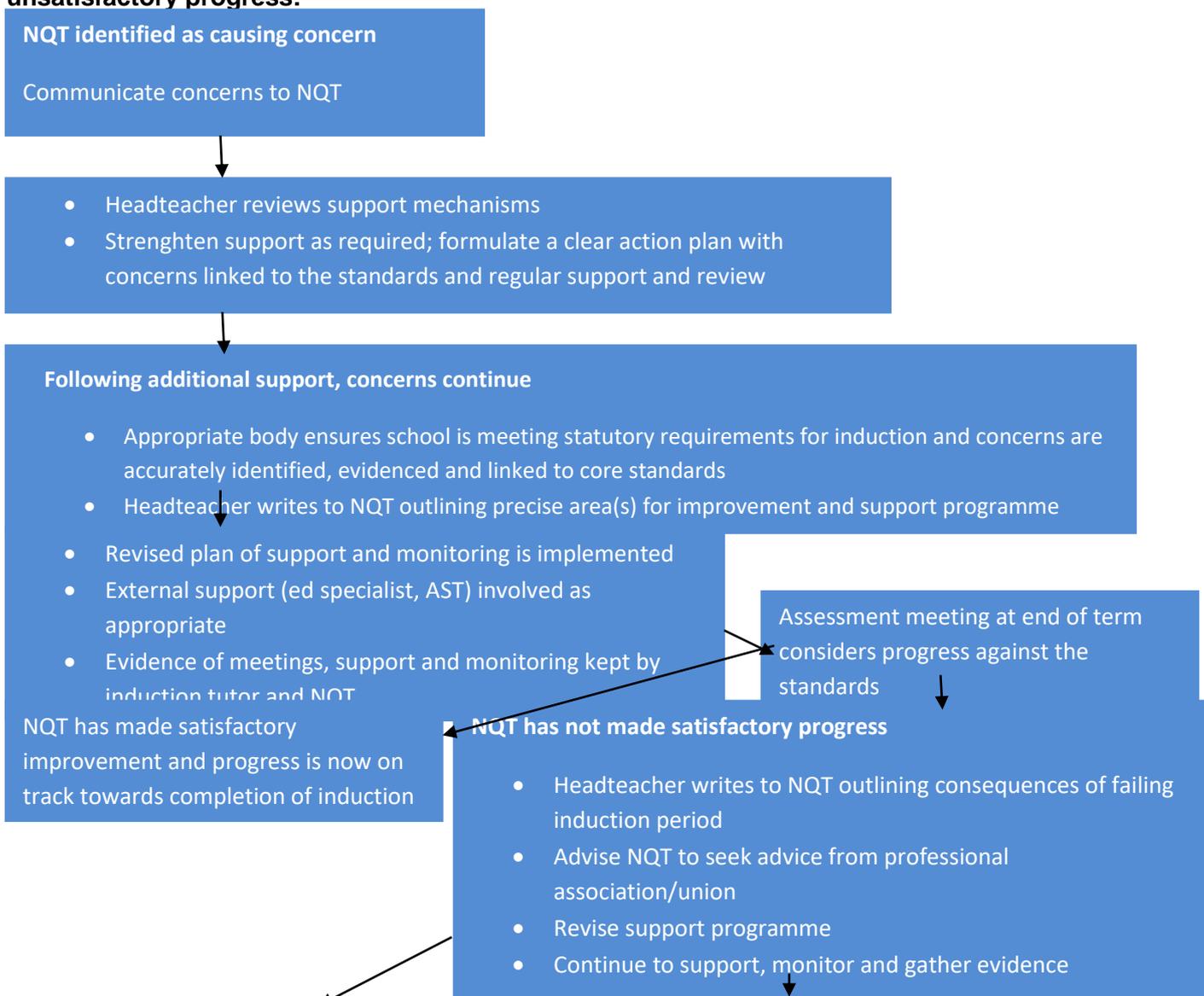
- The school will provide the AB with their evidence for failing the NQT;
- The NQT has the right to submit their own evidence;
- The AB will decide whether or not the NQT has met the standards within 20 days and will write to the NQT, the Headteacher and the employer (if other than the school or LA) informing them of their decision and their recommendation for action. The AB will have three options:

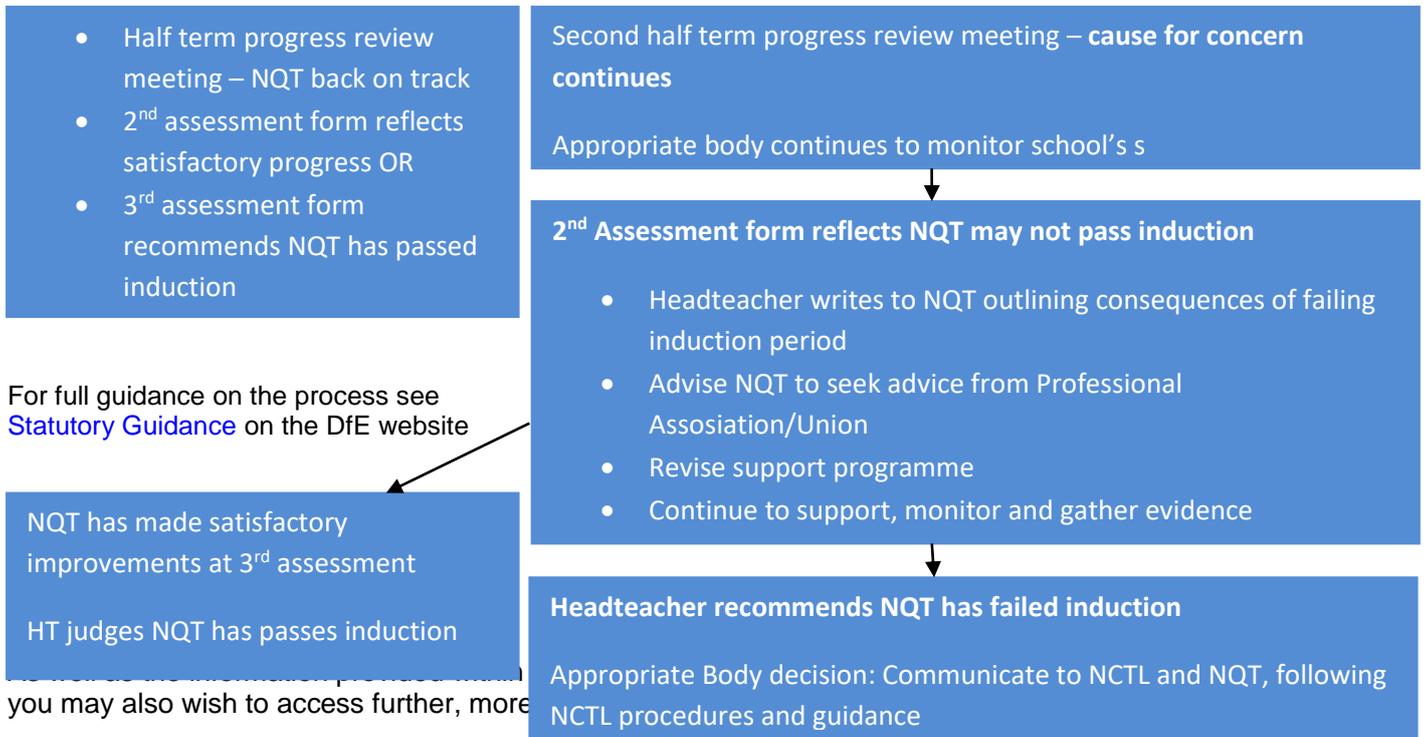
1. To fail the NQT;
2. To extend the period of induction to enable further support;
3. To pass the NQT.

- The AB will inform the NCTL of its decision within 3 days and the 20 day appeal period for the NQT will begin.
- The NQT has the right of appeal to the TA. The process for appealing can be found online at the following address www.gov.uk/newly-qualified-teacher-nqt-induction-appeals

Please contact Christine Boucetla on 07506663955 to discuss any issues and arrange further support.

The following diagram is a useful quick-reference guide to the process in the event of unsatisfactory progress:





**Support and Guidance can be provided by:
Agency Telephone Address Website**

DfE (Departmentfor Education)
0370 000 2288

DfE
Ministerial and Public
Communications Division
Department for Education
Piccadilly Gate
Store Street
Manchester
M1 2WD

<https://www.gov.uk/government/organisations/department-for-education>
<https://www.education.gov.uk/help/contactus>

National College for Teaching and Leadership (NCTL)
0207 593 5392
And
0300 7900225

National College for Teaching and Leadership
53-55 Butts Road
Earlsdon Park
Coventry
CV1 3BH

<https://teacherservices.education.gov.uk/>
www.education.gov.uk/contactus/nctl
Email teacher.induction@education.gsi.gov.uk

**Useful websites
Teaching Information Line**

An advice line of the NCTL for teachers seeking advice about the profession.
Telephone 0845 6000 991

Times Educational Supplement

The weekly newspaper has a regular NQT section

www.tes.co.uk

Teachers' Professional Associations Association of Teachers and Lecturers (ATL), 7 Northumberland Street, London WC2N 5DA

Telephone 0207 930 6441

www.atl.org.uk

National Association of Schoolmasters and Union of Women Teachers (NASUWT)

Rose Hill, Rednall, Birmingham B45 8RS

Telephone 0121 453 6150

www.nasuwt.org.uk

National Union of Teachers (NUT)

Hamilton House, Mabledon Place, London WC1H 9BD

Telephone 0207 388 6191

www.teachers.org.uk

Voice – the Union for Education Professionals

2 St James' Court, Friar Gate, Derby DE1 1BT

Telephone 01332 372337

www.voicetheunion.org.uk

The Rural Learning Alliance Induction Programme for NQTs

What is the purpose of the Induction Programme?

The NQT Induction Programme builds on what NQTs have learned in meeting the Standards for the Award of QTS and supports them in using and applying their knowledge and skills in the context of the classroom.

The NQT Induction Programme provides:

- A bridge from initial training to support NQTs establishing themselves as teachers in participating schools.
- Structured support and guidance to help NQTs develop as confident professionals.

What will it involve?

Every NQT participating in the Induction process is invited to attend the welcome conference free of charge to the school.

The RLA Induction Programme is designed to complement the school-based induction

programme. It comprises:

- An initial half day conference to welcome all new NQTs and their mentors to Cumbria,
- A full day of training with a key-note speaker and opportunities for you to reflect on your professional development needs;
- 8 Half day network meetings
- An NQT handbook;
- An extensive range of optional training sessions to meet the objectives identified in your initial planning;
- Support available to your school and mentor if required;
- Other training and development support as required;
- A final celebration of your first year and the opportunity to consider your options for planning year 2.

Costs

Schools are able to subscribe to the programme, or purchase individual sessions that are the most relevant to individual NQT's needs.

The cost of the programme for 2019-2020 is £300 per year. Schools are invoiced £100 per completed assessment form.

NQT CPD Courses

All NQT training courses for the academic year 2019-2020 are free to schools as part of the RLA support package.

Regular email reminders will go out to schools and NQTs of any forthcoming training events. A full list of training dates for the year are emailed out at the end of the summer term prior to them starting in the September.

As well as contacting you directly about any changes to date, new courses and any changes to course details, updates will be advertised via the RLA website. Please check this regularly.

The NQT Checklist – First Priorities

Here is a quick and easy checklist to make sure that you are eligible to start your induction support programme and that you are fully aware of your roles and responsibilities. **Any questions in bold are prerequisites i.e. if the answer is NO, you cannot start your induction, and any induction that you undertake will be invalid and have to be repeated!**

All other questions highlight the essential elements of a successful induction support programme.

You need QTS to register for the Induction Year. If you do not have QTS, discuss this with your Headteacher immediately.

Question	Tick when done	Date Action to be taken
Has information about the school, policies and procedures been shared prior to the first day in post?		
Has the Appropriate Body been notified that you have started your induction? Check with your Head or Mentor. The school must do this otherwise your induction period may be invalid.		
Are you receiving a reduced timetable? This should be 90% with 10% allowed as release time for professional development (In addition to PPA time).		
Have you been assigned an Induction Tutor/Mentor?		
Does the Induction Tutor/Mentor have all the information/knowledge needed to be effective?		
If you did it as part of your training, have you discussed your Career Entry and Development Profile (CEDP) with, and made it available to, your Induction Tutor/Mentor?		
Have you familiarised yourself with the Teacher Standards		
Do you have the details for your named contact at your Appropriate Body (see this handbook)?		
Have you and your Induction Tutor/Mentor planned an individualised and structured induction support programme?		
Have regular meetings been set up between you and your Induction Tutor?		
Has your Induction Tutor/Mentor set up a programme of assessment, observations and feedback/progress reviews?		
When putting together a programme of support, the Induction Tutor will need to make		

arrangements early on for the NQT to:		
<ul style="list-style-type: none"> • Have shared information about the school, the post and the arrangements for induction, in advance of the first day in post; • Meet with the Induction Tutor to discuss their individual strengths and development needs; • Receive and agree a timetable of observations, reviews and assessment meetings; • Agree a personalised development plan setting out clear objectives and success measures; • Receive information about their rights and responsibilities and those of others involved, and the nature and purpose of assessment in the induction period; • Participate in the school's/college's general induction arrangements for new staff; • Take part in any appropriate programme of staff training or improvement activities at the institution; • Be made aware of any institution-wide 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; • Spend time with the school's special educational needs (SEN) coordinator to focus on specific and general SEN matters; • Receive, where appropriate, training development or advice from professionals from outside the school/college e.g. from other schools and colleges, LAs, Higher Education institutions, Diocesan authorities, professional bodies and subject associations; • Take part in external training events that are relevant to identified individual needs. 		
If you are undertaking your induction part-time, have you established how long your induction Support programme will be? Please contact Christine Boucetla- chrisboucetla1@btinternet.com		
Are you fulfilling your roles and responsibilities as an NQT? (See Section 2).		

First priorities – Getting it right at the start

The first few weeks in post can be very demanding for any teacher but they are particularly demanding for NQTs. Whilst seeking to establish yourself successfully with both pupils and colleagues in the school you will be trying to familiarise yourself with school routines and procedures. For this reason we have devised the following checklist, which you may wish to use as a prompt to provide you with the information you will require to be as prepared as possible.

Your school may choose to provide you with copies of some of this information or they may simply decide to discuss them with you.

There may also be other areas or topics that you wish to discuss. Please feel free to ask any relevant questions that you feel will help you with your induction year.

It is a good idea to note below where you can access the information.

Observation of the NQT's teaching practice

A full-time NQT's teaching should be observed during their first four weeks in post, and thereafter at least once in any six to eight week period (once every half-term in an institution operating a three-term year). Where the NQT works part-time, the intervals between observations will need to be adjusted to reflect that induction is being served over a longer time frame, but the first observation should still take place in the first six to eight weeks. Observations should focus on particular aspects of the NQT's teaching which are agreed in advance between the NQT and the observer.

The choice of focus for the observations should be informed by:

- The requirements of the Teacher Standards and
- The NQT's personal objectives for career development.

Observations should be supportive and developmental.

Gathering Essential Information

Information	Source of information	Tick when provided
<p>Whole School Issues</p> <ul style="list-style-type: none"> • Information about staff responsibilities in the school; • Relevant school policy documents, particularly related to behaviour, Health and Safety etc; • School syllabuses and schemes of work for the year group(s) that you will be teaching; • School diary / forward planner; • A copy of your personal timetable and class lists. 		
<p>People in School</p> <p>It will be important for the NQT to be introduced to the personnel in the school and understand their responsibilities including:</p> <ul style="list-style-type: none"> • Headteacher; • Deputy / Assistant Headteachers(s); • Senior Teacher(s); • Induction Tutor; • SENCO; • Heads of Curriculum Area / Department; • Health and Safety – teacher responsibilities; • Learning Support Assistants; • School Secretary and administrative staff; • Caretaker / cleaner-in-charge; • Lunchtime Supervisors. 		
<p>School Community</p> <ul style="list-style-type: none"> • Age range of pupils in the school; 		

<ul style="list-style-type: none"> • Socio-economic background of pupils; • Ethnic composition; • Home-schools links. 		
<p>The Day to Day Activities</p> <ul style="list-style-type: none"> • School / department rules / guidelines; • Registration, notification of pupils' absences and collection of monies; • Time of breaks and lunch; • Procedures for wet breaks and lunchtime; • Details of staff duties; • Procedures for fire drill and what to do in the event of an accident or other emergency or medical matters; • Staff meetings, department / year / team meetings; • Availability of stock and equipment; • Assemblies and who takes them; • Parent evenings / consultations and report writing; • Library systems; • Use of shared resources; • Child protection; • The procedure to follow if you are ill or unable to be at school. 		

Information	Source of information	Tick when provided
<p>School Organisation</p> <ul style="list-style-type: none"> • Curriculum documentation, schemes of work and, where appropriate, teachers handbooks; • Administrative procedures, such as registration, school visits, whether on or offline; • Teaching timetable for secondary NQTs and timetables on whole school use of areas such as the hall, specialist / shared areas, computers, music resources etc. for primary NQTs; • Records for last year's work; • General school information issued to parents; • Procedures for pupil tracking; • Procedures for record keeping; • Availability of teaching assistants and technicians. 		
<p>Policies</p> <p>The following will be relevant:</p> <ul style="list-style-type: none"> • Behaviour (sanctions and rewards); • Record keeping (your own and pupils'); • Assessment; • Homework; • Marking pupils' work; • Inclusion; • Presentation of pupils' work; • Display; • Visits and journeys; • Toilet visiting; • Communication with parents; 		

<ul style="list-style-type: none"> • Visitors in school (including parental and other help in class); • Medicine in school; • Money / mobile phones in school; • Extra-curricular activities; • Use of exercise books / folders / papers. • Safeguarding policies 		
<p>Information about the location and use of Resources</p> <p>It will be helpful to know the following:</p> <ul style="list-style-type: none"> • What equipment and other materials are available and how to obtain them; • Reproduction of work sheets and resources; • Criteria for and access to the photocopier and other equipment used for the production of resources; • Where audio visual equipment is stored and how to book it; 		
<p>School Organisation</p> <ul style="list-style-type: none"> • Curriculum documentation, schemes of work and, where appropriate, teachers handbooks; • Administrative procedures, such as registration, school visits, whether on- or offline; • Teaching timetable for secondary NQTs and timetables on whole school use of areas such as the hall, specialist / shared areas, computers, music resources etc. for primary NQTs; • Records for last year's work; • General school information issued to parents; • Procedures for pupil tracking; • Procedures for record keeping; • Availability of teaching assistants and technicians. 		

Keeping Your Own Portfolio

NQTs are advised to keep a record of their own progress. Not only is it important that you know and can provide evidence that the statutory requirements are being fulfilled by your school, it is also important that you are being reflective in reviewing and evaluating your progress, building on your strengths and addressing areas for development. The various checklists provide you with key documents to keep in your portfolio, but the following should be seen as guidance for what could be in a portfolio. You are not legally required to keep a portfolio, but it is seen as good practice and a useful tool for establishing your autonomy and control over your development as a teacher.

Documents	Essential Desirable?
Key School documents linked to your Induction	D
School Induction programme	D
A termly action plan for your development	E
A shorter term action plan where appropriate or determined by school practice (half-termly, fortnightly, weekly)	D
A CPD log, evaluating the usefulness and application of what you learn on courses	D
Evidence of progress:	
Sample lesson plans	E
Official written observation feedback	E
Personal evaluation of lessons	E
Mentor meeting notes, including action points	E
NQT Notification Form – <i>for registering with the AB</i>	Required
NQT Induction Assessment Forms:	Required
Term 1	
Term 2	
Final Pass	
Final Fail	

Interim	
Standards Self-reflection Review form	D
NQT Self analysis form – <i>based on standards and an alternative to the two above</i>	D
Audit of Development Needs	D
Professional Development Log	D
Record of professional review meeting	D
Agreed record of a mentoring session	D
Guidance for writing NQT reports	D
A personal development plan – <i>for short-term development issues</i>	D
A sample induction plan – <i>showing possible meetings throughout the year</i>	D

Organising your Portfolio

This is personal choice, but it is important that the evidence you keep; how you reflect on your progress; your approach to evaluating success and impact, can all be shared and discussed with your mentor. Many NQTs, backed by school expectations, organise their files either by chronological development, or by the Teacher Standards. This can be done by separating your file by individual standard.

The Induction Tutor

What are your responsibilities?

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

You should have the skills, expertise and knowledge to work effectively in this role. In particular, you should be able to make rigorous and fair judgements about the NQT's progress in relation to the Teacher Standards.

You will play a key role in providing assessment throughout the NQT's induction programme.

You are likely to undertake most of the observations of the NQT's teaching. Professional reviews of progress should take place at intervals throughout the induction support programme.

You should keep a dated and signed copy of all reports on observations, review meetings and objectives for a period of 5 years. A note should be kept of any other evidence used. A copy of the assessment forms, usually one at the end of each term must be sent to the appropriate body within 10 working days of the review meeting. The review meeting needs to occur before the end of each period (usually each term).

You are responsible for sending assessment forms at the appropriate times to the Appropriate Body. The National College (NCTL) requires an official return of data from the AB on a termly basis. This deadline is approximately a month into the next term. Any assessments returned after that will have to wait until the following term, delaying the issuing of certificates if it is the final report.

Check that the NQT is given the appropriate:

- Time for inclusion and PPA;
- Observations;
- Regular reviews;
- Clear targets for development with identified support;
- Assessments are completed and sent in to the Appropriate Body.

The Induction Tutor Checklist – First Priorities

Here is a quick and easy checklist to make sure an NQT is eligible to start their induction period and that you are fully aware of your roles and responsibilities to ensure a successful Induction Year. **Any questions in bold are prerequisites i.e. if the answer is NO, the NQT cannot start their induction, and any induction that they undertake will be invalid and have to be repeated!** If there are any non-bold questions for which you tick NO, please refer to the relevant section of the Statutory Guidance to find out what to do next.

Question	Tick When Done	Date Action to be Taken
Your NQT needs QTS to register for the Induction Year. If they do not have QTS, discuss this with your Headteacher immediately.		
Has information about the school, policies and procedures been shared prior to the first day in post.		
Has an Appropriate Body been notified that they have started their induction? The school must do this otherwise the induction period may be invalid.		
Are they receiving a reduced timetable? This should be 90% with 10% allowed as release time for professional development (in addition to PPA time)		
Have they been assigned a Mentor?		
Does the induction Tutor have all the information/knowledge needed to be effective?		
Have they discussed their Career Entry and Development Profile (CEDP) with, and made it available to, you or the Mentor?		
Have they familiarised themselves with the Teacher Standards? Have you?		
Do you have the details for your named contact at your Appropriate Body? (See this handbook).		
Have you and your NQT planned an individualised and structured induction support programme?		
Have regular meetings been set up between you and your NQT?		
Have you set up a programme of assessment, observations and feedback/progress reviews for your NQT?		
<p>When putting together a programme of support, the Induction Tutor will need to make arrangements early on for the NQT to:</p> <ul style="list-style-type: none"> • Have shared information about the school, the post and the arrangements for induction, in advance of the first day in post; • Meet with the induction tutor to discuss their individual strengths and development needs; • Receive and agree a timetable of observations, reviews and assessment meetings; • Agree with their Induction Tutor a personalised development plan setting out clear objectives and success measures; • Receive information about their rights and responsibilities and those of others involved, and the nature and purpose of assessment in the induction period; • Participate in the school's/college's general induction arrangements for new staff; • Take part in any appropriate programme of staff training or improvement activities at the institution; • Be made aware of any institution-wide 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; • Spend time with the institution's special educational needs (SEN) coordinator to focus on specific and general SEN matters; • Receive, where appropriate, training development or advice from professionals from outside the school/college e.g. from other schools and colleges, LAs, Higher Education institutions, Diocesan authorities, professional bodies and subject associations; • Take part in external training events that are relevant to identified individual needs. 		
If they are undertaking their induction part-time, have you established with them how long the induction support programme will be?		
Are they aware of and fulfilling their roles and responsibilities as an NQT? (See Section 2). Are you		

The Induction Year Checklist – Term 1 Meeting the Standards

The NQT should review the provisions of the advice manual and should ensure that they are familiar with the requirements of the Teacher Standards.

The Career Entry and Development Profile, or other completion profile from their ITT provider should be discussed with the Induction Tutor.

Objectives for induction should be set based upon the strengths and weaknesses identified in initial discussions/observations.

The objectives should be agreed with the NQT. The objectives should make clear what resources will be made available to support the NQT. The NQT should receive a written copy of the objectives for induction identified by the school.

The induction programme should provide for:

- 90% teaching timetable;
- Named Induction Tutor;
- Individualised Induction Programme;
- Schedule of meetings with Induction Tutor;
- Classroom observation programme;
- Review meetings every 6-8 weeks;
- Termly assessment meetings;
- Written progress reports;
- Additional support in cases of difficulty;
- A named contact at the Appropriate Body.

Initial observation of the NQT should take place within their first four weeks in post. Observations should then take place every 6-8 weeks.

Observations should be followed by a review meeting with the induction tutor. A written report of the meeting should be given to the NQT as soon as possible after the meeting.

The induction objectives and support should be reviewed and revised as necessary.

The NQT should keep a copy of the interim review report.

A meeting to discuss progress should be held immediately before the end of the first term, with an interim review before the first half term break.

The NQT induction assessment proforma should be completed by the Headteacher, Induction Tutor and NQT.

The form should be used to identify the NQT's strengths and weaknesses. It should also provide an indication of the support planned for the NQT and targets for the coming term.

The NQT should use the form to express any concerns about the operation of the induction programme, their support needs or any other matter. It is helpful to both the school and the Appropriate Body if the NQT also acknowledges the support and help given by the school.

The NQT should keep a copy of the induction assessment form for future reference.

Contact from the Appropriate Body will be made with the Induction Tutor where the form indicates that the NQT may not achieve standards.

Checklist – Terms 2 and 3

**Induction Term 2
Progress on Teacher Standards**

**Induction Term 3
Progress on Teacher Standards**

Observation of the NQT's practice should take place within six weeks and be followed by a review meeting with the induction tutor. A written report of the meeting should be given to the NQT as soon as possible after the meeting. The induction objectives and support should be reviewed and revised as necessary. The NQT should keep a copy of the interim review report.

Observation of the NQT's practice should take place within six weeks and be followed by a review meeting with the Induction Tutor. A written report of the meeting should be given to the NQT as soon as possible after the meeting. The induction objectives and support should be revised as necessary. The NQT should keep a copy of the interim review report.

A further meeting to discuss progress should be held immediately before the end of the second term.

A further meeting to discuss progress should be held immediately before the end of the third term.

The NQT induction assessment pro forma should be completed by the Headteacher, Induction Tutor and NQT at the end of the second term.

As appropriate, the NQT induction summary statement pro forma should be completed by the Headteacher, Induction Tutor and NQT at the end of the third term to recommend that the NQT has met the standards.

The form should be used to identify the NQT's strengths and weaknesses. It should also provide an indication of the support planned for the NQT and targets for the coming term. Where the form indicates that the NQT may not achieve the standards, the Appropriate Body would like a copy of the support and monitoring plan for the third term.

As appropriate, the Headteacher, Induction Tutor and NQT should complete the pro forma to recommend the failure of the NQT to complete the induction satisfactorily. The school should specify the reasons why it is recommended that the NQT has failed to meet the Teacher Standards in three areas: (1) planning, teaching and class management; (2) monitoring assessment, recording, reporting and accountability; (3) other professional issues. The school should provide evidence to support any judgements made.

The NQT should use the form to express any concerns about the operation of the induction programme, their support needs or any other matter.

The NQT should use the form to express any comments about the induction programme and their treatment. The NQT should contact their union Regional Centre for advice and support.

The NQT should be given and should keep a copy of the induction assessment form for future reference.

If the NQT is not likely to meet the standards, the Appropriate Body will make contact to discuss support and a review of the school's procedures.

The NQT should be given and should keep a copy of the final assessment form for future reference.

In-School CPD – Devising a Successful Induction Programme

As part of the school's duty to their NQT(s), it is important that you think about creating a varied and stimulating Induction Programme.

The NQT should be encouraged to play an active role in helping to plan the learning and development opportunities, which will help them to build on their strengths and meet their needs. It is advisable to discuss this in your first formal meeting at the start of induction.

- Accurate identification of an NQT's needs allows both the school and the NQT to:
- Make the best use of an NQT's abilities and skills;
- Build on ITT to allow continued improvements in their quality of teaching.

At the end of their initial teacher training the NQT may have formally reflected on their progress, strengths and their development areas for the future. This should be revisited at the start of induction whilst taking into account the:

- Knowledge, skills and understanding needed to perform successfully in this teaching post;
- Teacher Standards;
- NQT's view of their long-term CPD requirements.

We advise that you record with your NQT the professional development that they will undertake in their 10% release time. A copy of this should be filed in the NQT's Professional Portfolio and used as evidence to demonstrate their professional development. You may choose to do this on the **Professional Development Log**.

Regular review of CPD needs will be required throughout the course of the induction programme as an NQT's requirements can change dramatically throughout the induction period as they grow in confidence and gain more experience. This should be addressed in the Professional Review Meetings.

Examples of CPD Opportunities

- Attending courses with RLA or Teaching School Alliances;
- Planning collaboratively, for example with your induction tutor or subject leader;
- Shadowing a colleague;
- Lesson observations, including discussion before and after observation;
- Being observed (by Induction Tutor and other colleagues for example a Teaching Excellence Practitioner);
- Coaching and support from a Teaching Excellence Practitioner (TEP), the SENCo, or the Behaviour Coordinator;
- Developing strategies for teaching pupils with special educational needs and disabilities (SEND), with English as an additional language (EAL) or more able pupils (G&T);
- Team teaching with other NQTs/colleagues with particular expertise;
- Personal enquiry and reading; researching websites, observation and discussion;
- Studying for an accredited qualification;
- Gaining experience of pastoral duties/form tutor role;
- Improving generic aspects of teaching e.g. AfL, creativity, thinking skills, Social and Emotional Aspects of Learning (SEAL), equal opportunities and diversity;
- Participating in planning and delivering INSET;
- Planning/organising special events, for example school fetes or curriculum days;
- Establishing networking groups with other NQTs or visiting/liasing with other schools;
- Reading pupils' previous records and reports;
- Analysing marking and record keeping systems in order to improve your own;
- Moderation/standardisation meetings;
- Planning a lesson based on the thorough assessment of pieces of work;
- Shadow a meeting with outside agencies, e.g. social workers, speech therapists and educational psychologists;
- Gaining experience in managing support staff;
- Looking at resources in school, such as computer software;
- Liasing with exam boards;
- Helping to arrange offsite visits.

Completing the Assessment Forms

First and Second Assessment Forms should be completed in full during your termly Review Meeting.

It is important to ensure that the assessment procedures used to make the judgements are:

- Fair – involving more than one observer/assessor as appropriate;
- Rigorous – undertaking a formal review and referencing the Teacher Standards;
- Transparent – all relevant parties have viewed and agreed the comments.

It is especially important on all the assessment forms to:

- Include the Teacher Reference number of the NQT;
- Sign and date the form (NQT and Induction Tutor);
- Reference against the Teacher Standards so that we (the Appropriate Body) can confidently recommend to the NCTL that the NQT has successfully completed induction;
- Allow the NQT to make comment in the space provided on the form;
- Send the reports to Christine Boucetla - cboucetla1@btinternet.com within 10 working days of each summative assessment review meeting.

The NQT should sign the assessment form to confirm that he or she is aware of the contents of the form. The assessment forms can be signed electronically, providing the procedure for this is agreed between the institution and the Appropriate Body, and that when the institution forwards the form to the Appropriate Body it is copied to the NQT.

When Will You Receive the Induction Certificate?

Once we have received all three assessment reports, we will:

- Enter this information on to our central spreadsheet;
- Inform the NCTL that the NQT has successfully met the Teacher Standards;
- Send both the Headteacher and NQT an email to inform them that we have forwarded the recommendation of successful completion to the NCTL (if you do not receive this letter please contact us as it is likely that we have not received the final assessment reports.)

Once the NCTL has confirmed the final result they will issue a confirmation email directly to the NQT. The letter will confirm completion of induction and give details of how NQTs can print off their certificates. Therefore it is essential that NQTs keep their contact details with the NCTL as accurate and up-to-date as possible.

Frequently Asked Questions

What happens if I have concerns?

- In the first instance talk the issue through with your Induction Tutor or line manager or Headteacher as appropriate.
- If you feel that you cannot talk to any of these, contact your Professional Association or the Appropriate Body.
- The relationships with your Induction Tutor and mentor must be good.
- Whatever action you take; do so quickly before any problem escalates.

What is the Career Entry and Development Profile (CEDP) and how will it help me?

The CEDP is a professional development tool that has been used by ITT providers to help you identify your professional development needs. The CEDP focuses on three transition points: the end of Initial Teacher Training, the start of induction, and towards the end of induction. The CEDP is intended to help you make links between your Initial Teacher Training, induction and your future development as a teacher. It is NOT an assessment tool, nor is it a record of progress, or reference. You should not regard the CEDP as a form to fill in, but should use it to help you clarify your achievements and your goals. With the new ITT provisions coming into place, it is likely that the CEDP will fall into disuse, but it is still a useful document if you can get hold of a copy. We keep it on nqt.learningtrust.net

The CEDP can help both you and the school to understand your strengths and experiences. You should use the CEDP to identify and respond to questions, to support your reflections on your development and progress and to guide the discussions that you have with your Induction Tutor about your progress and your support needs.

How much time should I get for induction activities?

The School Teachers' Pay and Conditions Document places a statutory duty on Headteachers to ensure that NQTs' teaching time does not exceed 90% of the average teaching time in the school. This means that the school is obliged to give you this time for the purpose of induction activities.

Is induction time the same as PPA time?

Schools must provide all teachers with 10% guaranteed time for planning, preparation and assessment (PPA). This may not last much longer as a statutory requirement. As an NQT, at least 10% of your timetabled teaching time must be allocated for the purpose of PPA. This means that as an NQT you should receive 10% time for PPA calculated as a proportion of the time you are timetabled to teach. PPA time is additional to the time NQTs must receive for their induction.

Who decides how my time for induction activities is spent?

The DfE, through the National College (NCTL), stated that the time should be used in whatever way is most appropriate to the needs of the individual and their schools. This means that both the school and the individual NQT have a role in identifying induction activities. However, in reality, the school will have the final say in determining which activities are undertaken and when. Some schools may decide to allocate the time into one- or two-day blocks across the year; others may follow a weekly half-day release pattern or distribute time in single periods across each week. Some training needs may be better met through specific activities such as visits to other settings that last a whole day or longer. A school may, therefore, wish to identify a half-day session per week for such activities or 'bank' the activities. It is worth negotiating particular activities, such as visiting an NQT in another school.

You should ensure that the 10% time for induction activities is not used for teaching duties. Also ensure that you identify your training and support needs and that your Induction Tutor knows about these.

What should I do if I am not getting the 10% reduction in teaching time?

Your first step should be to raise your concerns with your Induction Tutor and/or your Headteacher. You should point out that it is a statutory entitlement, and that not getting the time may have an impact on your ability to meet the Induction Standards and, therefore, on your future career in teaching. If this is not successful, or you feel that you are unable to do so, your second step is to consult the Appropriate Body through the Induction Coordinator. Finally, you should consult your Professional Representative about the difficulties that you are experiencing. It would be helpful to keep a record of your teaching load so that you can clearly demonstrate what is being asked of you.

What should I receive when I begin my induction programme?

As soon as you begin your induction programme you should expect to receive advice on the following:

- Timetabling of lessons, support arrangements, the name and contact details for your Induction Tutor, and a schedule for meetings and formal assessments;
- Reporting arrangements, entitlements to pay during sickness absences, and contacts for other absences;
- Arrangements for salary payments, provision for pensions and other entitlements;
- Health and safety, equal opportunity, drugs, bullying and behaviour management policies;
- Other relevant policies including arrangements for cover, child protection amongst others;
- The nature of the contract of employment, a list of duties and management arrangements.

Are there things that I should not be expected to do?

It is important that you are not given a job description that makes unreasonable demands on you whilst you are an NQT. This applies if you are working full-time or part-time, if you are working in a permanent post or on long-term supply. Whilst it may be hard to determine what is and is not reasonable, normally an NQT should serve the induction period in a post which:

- Does not demand teaching outside the age range and subject(s) for which the NQT has been trained;
- Does not present the NQT on a day-to-day basis with acute or especially demanding discipline problems;
- Involves regular teaching of the same class(es);
- Involves similar planning, teaching and assessment processes to those in which teachers working in substantive posts in the school are engaged; and
- Does not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

However, if an opportunity comes your way to undertake a piece of work that enhances your role and you feel able to undertake it, do so.

How do I calculate my Induction period and assessment dates if I am part-time?

When your school registers you with the Appropriate Body (RLA), the school will be advised as to the length of your induction period and the dates when your three assessments are due. If you are still unsure, please contact Christine Boucetla on chrisboucetla1@btinternet.com



Department
for Education

Teachers Standards

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
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 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 can be found on the GOV.UK website - <https://www.gov.uk/government/publications/teachers-standards>