## NQT Handbook Contents

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Welcome
Welcome to the Chiltern Teaching School Alliance (CTSA).

The CTSA is a cross-phase and cross-regional alliance with Challney High School for Boys, supported by its partner school, Denbigh High as the lead school. Challney Boys was designated a National Teaching School in the first cohort, from September 2011.

A number of strategic partners, who are also members, oversee the work of the alliance and take responsibility for aspects of the provision. Together, and with our strategic partners, we provide training and support and identify and co-ordinate expertise by using the best teachers and leaders to focus on the ‘Big 3’

- Initial Teacher Training
- Continuing professional development
- School-to-school support

Our alliance is very well-positioned to be at the forefront of educational developments through links with Challenge Partners, a national network of schools as well as other national networks such as Leading Edge and Leadership Partner Schools. The engagement with schools across the country enables our alliance to share existing knowledge, generate new learning and provide support within and beyond the alliance.

We began operating as an Appropriate Body for the induction of NQTs, through Challney High School for Boys, as soon as it became possible for Teaching Schools to offer this facility in September 2012.
Section 1 - Introduction and summary of statutory requirements for induction

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Introduction

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NQTs Who Move Schools During Induction

This section will help you to use this portfolio effectively. It will provide you with background information on the induction of newly qualified teachers and a guide to help you plan the year. It will also inform you of the statutory requirements for the induction of newly qualified teachers.
Introduction

The Teachers’ Standards were introduced in 2012, replacing the previous framework against which the progress of NQTs was assessed. The Standards set out what you must know, understand, and be able to do in order to complete induction successfully. During your induction period you should build on what you achieved during your initial teacher training; the Standards reflect the characteristics expected of you as you begin to work more confidently and independently as a teacher.

The Teachers’ Standards provide an important focus for the professional development of NQTs during the induction period. All teachers should be able to draw on the support and expertise of their colleagues. In particular, the statutory induction arrangements place a responsibility on schools and Appropriate Bodies to provide NQTs with the professional development opportunities they need in order to meet the Teachers’ Standards and to show that they are doing so.

The induction period normally lasts for three school terms. To complete induction successfully, you must show by the end of it that you are meeting the Standards consistently and independently. The induction period may occasionally be extended if at the end of that time you have not been able to meet all Standards but can argue on appeal that there are extraordinary circumstances to account for this, which are acceptable as justification to the Appropriate Body.

A summarised version of the Teachers’ Standards can be found in Section 6 of this handbook. The statutory guidance on induction for newly qualified teachers can be downloaded from the Department for Education website (see introduction under ‘useful contacts’).
Statutory requirements for induction

Statutory requirements for the monitoring and support and assessment programme of newly qualified teachers include:

- the appointment of a designated induction tutor within the school who is able to offer structured professional support.

- a teaching timetable equivalent to 90% of that normally allocated to teachers in the school. This release time should be spread evenly through the year or allocated in blocks of whole days at regular intervals during each term; this release entitlement is over and above the contractual entitlement to PPA time.

- provide the NQT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout and by the end of the induction period.

- regular contact with the same class or classes.

- similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the school are engaged.

- observation of the NQT’s work and follow up discussion. It is recommended that this should take place within the first four weeks of induction, and at least once a half-term thereafter. These observations and discussions should be recorded.

- opportunities for the NQT to observe experienced teachers.

- half-termly professional reviews of progress, which are informed by evidence of the NQT’s work. These reviews should take place in a pre-arranged meeting between the NQT and their induction tutor, and feed into revised objective setting. The NQT should be provided with a written copy of the notes of these meetings.

- professional development opportunities based on the NQT’s strengths and areas for development. These will be based on records brought from initial training (ITT) as well as the requirements of the Teachers’ Standards. Plans for professional development should be updated in the light of any new or revised objectives that emerge and are agreed over the course of the induction period.

- rigorous and fair assessment of the NQT’s professional practice including formal assessment meetings at the end of each term.
Roles and responsibilities

Headteachers / Principals

The Headteacher/Principal is, along with the Appropriate Body, jointly responsible for the monitoring, support and assessment of the NQT during induction, and should:

- confirm that the NQT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the NQT starting the induction programme, which body will act as the Appropriate Body;
- notify the Appropriate Body when an NQT is taking up a post in which they will be undertaking induction;
- meet the requirements of a suitable post for induction;
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure an appropriate and personalised induction programme is in place;
- ensure the NQT’s progress is reviewed regularly, including through observations and feedback of their teaching;
- ensure that termly assessments are carried out and reports completed and sent to the Appropriate Body;
- maintain and retain accurate records of employment that will count towards the induction period;
- make the governing body aware of the arrangements, that have been put in place to support NQTs serving induction;
- make a recommendation to the Appropriate Body on whether the NQT has met the relevant standards or requires an extension;
- retain all relevant documentation/evidence/forms on file for six years; and
- participate in the Appropriate Body’s quality assurance procedures.

There may also be circumstances where the Headteacher/Principal should:

- obtain interim assessments from the NQT’s previous post;
- 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 an NQT who may be at risk of not meeting the standards;
- notify the Appropriate Body as soon as absences total 30 days or more;
- periodically inform the governing body about the institution’s induction arrangements;
- advise and agree with the Appropriate Body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- provide interim assessment reports for staff moving in between formal assessment periods; and
- notify the appropriate body when an NQT serving induction leaves the institution.

In addition to the above, Headteachers/Principals of FE institutions, academies, independent schools and nursery schools must also ensure the NQT’s post and responsibilities comply with the specific requirements for statutory induction in these settings.
Governing Bodies

The Governing Body:
• should ensure compliance with this guidance;
• should be satisfied that the institution has the capacity to support the NQT;
• should ensure the Headteacher/Principal in fulfilling their responsibility to meet the requirements of a suitable post for induction;
• must investigate concerns raised by an individual NQT as part of the institution’s agreed grievance procedures;
• can 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; and
• can request general reports on the progress of an NQT.

Induction Tutors and Mentors

The Induction Tutor (or the Headteacher if carrying out this role) should:
• provide, or co-ordinate, guidance and effective support including coaching and mentoring for the NQT’s professional development (with the Appropriate Body where necessary);
• carry out regular progress reviews throughout the induction period;
• undertake three formal assessment meetings with the mentor and NQT during the total induction period co-ordinating input from other colleagues as appropriate (normally three termly, or pro rata for part-time staff);
• inform the NQT during the assessment meeting the judgements to be recorded in the formal assessment record and invite NQTs to add their comments;
• ensure that the NQT’s teaching is observed and feedback provided;
• 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; and
• take prompt, appropriate action if an NQT appears to be having difficulties.
• support mentors in making judgements about an NQTs’ performance

Newly Qualified Teachers

The NQT must:
• provide evidence that they have QTS and are eligible to start induction;
• meet with their Induction Tutor to discuss and agree priorities for their induction programme and keep these under review;
• agree with their Induction Tutor how best to use their reduced timetable allowance;
• provide evidence of their progress against the relevant standards;
• participate fully in the agreed monitoring and development programme;
• raise any concerns with their Induction Tutor as soon as practicable;
• consult their Appropriate Body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution;
• keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
• read, sign and comment on termly assessment forms, and retain copies.
The ‘Appropriate Body’ (in this instance, the Teaching School designate for the Chiltern Teaching School Alliance – currently Challney High School for Boys)

The Appropriate Body must ensure that:

- Headteachers/Principals (and Governing Bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
- where an NQT may be experiencing difficulties action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- Induction Tutors are trained and supported including being given sufficient time to carry out the role effectively;
- Headteachers/Principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- any agreement entered into with either the FE institution or the independent school’s governing body is upheld;
- the Headteacher/Principal has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the NQT is provided with a named contact(s) within the Appropriate Body;
- FE institutions (including sixth form colleges) are supported in finding schools for NQTs to spend their mandatory ten days teaching children of compulsory school age in a school;
- NQTs’ records and assessment reports are maintained;
- agreement is reached with the Headteacher/Principal and the NQT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- a final decision is made on whether the NQT has met the relevant standards for satisfactorily completing induction or an extension is required and the relevant parties are notified; and
- the NCTL is provided with details of NQTs who have started; completed (satisfactorily or not); require an extension; or left school partway through an induction period.

The Appropriate Body should also (as local capacity, resources and agreements allow):

- respond to requests from schools and colleges for guidance, support and assistance with NQTs’ induction programmes; and
- respond to requests for assistance and advice with training for Induction Tutors.
## Induction year planner

### Before the NQT takes up the post:

<table>
<thead>
<tr>
<th>Headteacher</th>
<th>Induction Tutor</th>
<th>NQT</th>
<th>Appropriate Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Designate Induction Tutor(s)</td>
<td>• Familiarise self with statutory induction requirements</td>
<td>• Study school and induction documentation</td>
<td>• Register NQTs</td>
</tr>
<tr>
<td>• Register NQTs with AB, check NCTL database for confirmation that they have gained QTS</td>
<td>• Contact NQT with information about school, class(es) and induction arrangements</td>
<td>• Make contact with Induction Tutor</td>
<td>• Provide information on courses for NQTs and Induction Tutors</td>
</tr>
<tr>
<td>• Ensure NQTs’ duties match training and so not place unreasonable demands on them</td>
<td>• Arrange for NQT to visit the school if possible</td>
<td>• Visit the school if possible</td>
<td>• On request, provide individual advice on induction process and suitable appointments</td>
</tr>
<tr>
<td>• Arrange for cover for 10% induction release time (timetable should be no more than 90% average contact time of experienced staff; 10% induction time is in addition to statutory PPA time)</td>
<td></td>
<td>• Begin to consider strengths, needs and longer term professional development</td>
<td></td>
</tr>
<tr>
<td>• Make sure school can provide all the requirements of statutory induction (arrange for support from outside school if necessary)</td>
<td></td>
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</tr>
<tr>
<td>• Provide NQT with job description</td>
<td></td>
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</tr>
<tr>
<td>• Inform NQT of school’s procedures for raising concerns about induction</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
**Term 1 – first half term:**

<table>
<thead>
<tr>
<th>Headteacher</th>
<th>Induction Tutor</th>
<th>NQT</th>
<th>Appropriate Body</th>
</tr>
</thead>
</table>
| • Ensure NQTs’ induction programme is in place and that support activities begin straight away | • Welcome and introduce NQT to staff  
• Ensure NQT is familiar with induction requirements  
• Ensure NQT understands school policies and procedures  
• Set up timetable of regular meetings (weekly or fortnightly) with NQT  
• Observe NQT’s teaching within first four weeks (record kept)  
• Draw up individualised induction support programme and action plan  
  o Use of 10% release time  
  o Involve other staff eg SENCO  
  o Arrange for NQT to observe experienced teachers  
  o Refer to Teachers’ Standards  
  o Courses/CPD  
• First professional review meeting (record kept) | • Familiarise self with school policies and procedures  
• Ask for advice and clarification when necessary  
• Participate fully in induction programme  
• Undertake initial self-review against Teachers’ Standards  
• First professional review meeting (record kept) | • Provide further information and reminders of requirements, as necessary  
• Provide ongoing programme of CPD courses for NQTs and Induction Tutors  
• Submit data return of registered NQTs to NCTL |
### Term 1 – second half term:

<table>
<thead>
<tr>
<th>Headteacher</th>
<th>Induction Tutor</th>
<th>NQT</th>
<th>Appropriate Body</th>
</tr>
</thead>
</table>
| • Ensure first assessment meeting takes place (towards end of term)  
• complete and send first term assessment form using NQT Manager site. | • Observe NQT’s teaching, or arrange for suitably experienced colleague to observe (record kept)  
• Second professional review meeting (record kept), revising individualised action plan  
• Prepare for first assessment meeting  
• First assessment meeting (towards end of term); written record to Headteacher | • Undertake half-term’s self-review and prepare evidence for review meeting  
• Second professional review meeting (record kept), revising objectives in induction support plan  
• First assessment meeting (towards end of term; keep copy of report) | • Receive assessment forms within ten working days of formal assessment meeting; monitor NQT progress |

### Term 2 – first half term

<table>
<thead>
<tr>
<th>Headteacher</th>
<th>Induction Tutor</th>
<th>NQT</th>
<th>Appropriate Body</th>
</tr>
</thead>
</table>
| • Continue to ensure release time and support programme in place throughout induction  
• Ensure school’s assessment of NQTs is rigorous and fair | • Arrange for observation of NQT’s teaching  
• Revise ongoing support programme to meet new objectives  
• Continue ongoing monitoring and support  
• Third professional review meeting (record kept), reviewing induction support plan | • Reflect on first term’s successes. Continue involvement in Term 2 induction programme  
• Undertake half-term’s self-review and prepare evidence for review meeting  
• Third professional review meeting (record kept) | • Monitor first term assessment forms and follow up  
• Discuss/arrange additional support for schools where difficulties exist  
• Provide individual advice on request  
• Continue support through CPD courses for NQTs and Induction Tutors |
Term 2 – second half term:

<table>
<thead>
<tr>
<th>Headteacher</th>
<th>Induction tutor</th>
<th>NQT</th>
<th>Appropriate Body</th>
</tr>
</thead>
</table>
| • Ensure second assessment meeting takes place  
  • Complete second assessment form using NQT Manager site. | • Arrange for observation of NQT’s teaching  
  • Reflect on NQT’s successes and needs  
  • Fourth professional review meeting (record kept)  
  • Prepare for second assessment meeting  
  • Second assessment meeting (towards end of term; written record to Headteacher) | • Undertake half-term’s self-review and prepare evidence for review meeting  
  • Fourth professional review meeting (record kept)  
  • Second assessment meeting (towards end of term; keep copy of report) | • Continue to monitor provision of induction support  
  • Receive assessment forms within ten working days of formal assessment meeting; monitor NQT progress |

Term 3 – first half term:

<table>
<thead>
<tr>
<th>Headteacher</th>
<th>Induction Tutor</th>
<th>NQT</th>
<th>Appropriate Body</th>
</tr>
</thead>
</table>
| • Arrange external observation of NQTs who may be at risk of failing to complete induction satisfactorily | • Arrange for observation of NQT’s teaching  
  • Revise ongoing support programme to meet NQT’s needs  
  • Fifth professional review meeting (record kept) | • Reflect on second term’s successes. Continue involvement in Term 3 induction programme  
  • Undertake half-term’s self-review and prepare evidence for review meeting  
  • Fifth professional review meeting (record kept) | • Monitor second term assessment forms and follow up  
  o Unsatisfactory progress  
  o Incomplete forms  
  o Forms not received  
  • Continue ongoing advice and support |
Term 3 – second half term:

<table>
<thead>
<tr>
<th>Headteacher</th>
<th>Induction Tutor</th>
<th>NQT</th>
<th>Appropriate Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate school’s induction process</td>
<td>Sixth professional review meeting (record kept)</td>
<td>Evaluate school’s induction programme (with Induction Tutor)</td>
<td>Evaluate AB’s support for schools with NQTs</td>
</tr>
<tr>
<td>Ensure final assessment meeting takes place (towards end of term)</td>
<td>Prepare for third assessment meeting</td>
<td>Undertake half-term’s self-review and prepare evidence for review meeting</td>
<td>Receive induction summary statements within ten working days of final assessment meeting</td>
</tr>
<tr>
<td>Complete final report through NQT Manager site.</td>
<td>Third assessment meeting (towards end of term)</td>
<td>Sixth professional review meeting (record kept)</td>
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<tr>
<td></td>
<td>Evaluate school’s induction programme (with NQT)</td>
<td>Third assessment meeting (towards end of term)</td>
<td></td>
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<tr>
<td></td>
<td>Begin work on NQT’s objectives for second year in teaching</td>
<td>Begin work on objectives for second year of teaching</td>
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<tr>
<td>End of term 3:</td>
<td></td>
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</tr>
<tr>
<td>Headteacher</td>
<td>Induction Tutor</td>
<td>NQT</td>
<td>Appropriate Body</td>
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<tr>
<td>Ensure experience of induction this year feeds into planning for subsequent years</td>
<td>Celebrate success of induction process</td>
<td>Celebrate successful first year of teaching</td>
<td>Make decision, based on Headteacher’s recommendation, about satisfactory completion of induction</td>
</tr>
<tr>
<td>Inform Governing Body of satisfactory completion of induction</td>
<td>Identify areas for subsequent development and inform Headteacher</td>
<td>If unsatisfactory decision, may decide to appeal to the NCTL</td>
<td>Inform NQTs and Headteachers of decision</td>
</tr>
<tr>
<td></td>
<td>Introduce NQT to school’s appraisal processes</td>
<td></td>
<td>Inform NCTL</td>
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</tbody>
</table>
Monitoring of statutory induction arrangements

The criteria below are given as guidance and will be useful for schools when they are monitoring the effectiveness of their induction arrangements. CTSA will use the same criteria as part of their quality assurance arrangements.

<table>
<thead>
<tr>
<th>Pre-Appointment</th>
<th>Criteria</th>
<th>Achieved</th>
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<tbody>
<tr>
<td></td>
<td>The school is aware of requirements for NQT induction, including the reduced timetable</td>
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<tr>
<td></td>
<td>The school has checked qualifications of NQT including that they hold QTS. Trainees without full qualifications cannot be employed as NQTs, and without the skills tests they cannot be employed in any teaching capacity.</td>
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<td></td>
<td>The post matches shortlisted NQT's experience and initial training (in relation to ages and subjects taught)</td>
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<td></td>
<td>The Headteacher is confident the school can provide the NQT with the necessary breadth of experience needed to meet the induction standards</td>
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<tr>
<td>Before taking up post</td>
<td>The school’s induction policy sets out clear processes and procedures for NQT induction and is in line with statutory requirements</td>
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<tr>
<td></td>
<td>NQT registration forms have been completed and returned to the AB</td>
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<td></td>
<td>Responsibilities for induction have been allocated and the NQT informed</td>
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<td></td>
<td>Training needs of Induction Tutors and mentors have been identified</td>
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<td></td>
<td>All staff are aware of their duty to contribute to the induction programme of newly qualified teachers, as required</td>
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<td></td>
<td>An action plan to meet training needs of Induction Tutors and mentors has been completed</td>
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<td></td>
<td>NQTs have been provided with a job description</td>
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<td></td>
<td>NQTs have been provided with information about the school, including key documents and policies</td>
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<td></td>
<td>If possible and practical, arrangements have been made for the NQT to spend time in the school</td>
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<td></td>
<td>Arrangements for next term’s reduced timetable have been made to cover both induction and PPA time</td>
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<td></td>
<td>A means of organising relevant paperwork has been established, including NQT guidance, proformas and report forms</td>
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<td></td>
<td>Key staff, in particular Induction Tutors and mentors, are familiar with the Teachers’ Standards</td>
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<tr>
<td>Terms 1 – 3 of period</td>
<td>NQTs are familiarised with:</td>
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<tr>
<td>-----------------------</td>
<td>------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• school policies and procedures</td>
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<td></td>
<td>• Teachers’ Standards</td>
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<td></td>
<td>• their entitlement to support, guidance and monitoring</td>
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<td>• the assessment arrangements</td>
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<td>• the school’s procedures for raising concerns</td>
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<td></td>
<td>• how, and in what circumstances, they should access the AB’s named person</td>
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<td></td>
<td>• NQT Handbook</td>
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</tbody>
</table>

An appropriate induction programme has been planned, to include:

- regular access to a designated Induction Tutor
- observation and feedback
- observation of experienced teachers
- professional reviews of progress
- professional development and training
- time with school SENCO

Arrangements have been made to observe the NQT within the first four weeks and at least half termly thereafter

The half termly review meetings are taking place

<table>
<thead>
<tr>
<th>Term</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting 1</td>
<td>Meeting 1</td>
<td>Meeting 1</td>
</tr>
<tr>
<td>Meeting 2</td>
<td>Meeting 2</td>
<td>Meeting 2</td>
</tr>
</tbody>
</table>

The NQT’s objectives are revised if necessary following review meetings

Assessment meetings have taken place

<table>
<thead>
<tr>
<th>Term</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
</tr>
</tbody>
</table>

Arrangements are clear for quality assurance within the school, with moderated assessment undertaken as appropriate to support the Induction Tutor’s judgement

The assessment meetings are based on evidence gathered from observation, pupils works and notes of review discussions with the Induction Tutor

The assessment forms are completed, signed by all parties, and sent to the AB within the agreed timescale.

The NQT is making progress and has received positive feedback from the school

The NQT has made a positive evaluation of their induction programme

The induction programme and reduced teaching timetable is being monitored and reviewed as appropriate
<table>
<thead>
<tr>
<th><strong>At the end of the induction period</strong></th>
<th>The Headteacher has informed the AB if an NQT leaves before the end of the induction period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The summary assessment statement at the end of term 3 has been completed and sent to the AB within 10 working days of completion of the induction period</td>
</tr>
<tr>
<td></td>
<td>The NQT is aware of the recommendation made to the AB as to satisfactory or unsatisfactory completion of the induction period</td>
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<tr>
<td></td>
<td>The NQT has received notification of the AB’s subsequent decision</td>
</tr>
<tr>
<td></td>
<td>The school has evaluated its provision for induction, drawing on views of all involved</td>
</tr>
<tr>
<td></td>
<td>Professional development beyond induction has been discussed with NQTs and objectives set for the second year of teaching.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>In the case of difficulties</strong></th>
<th>The AB has been alerted if an NQT is not making satisfactory progress</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Additional support needs have been identified and the induction programme has been revised accordingly</td>
</tr>
<tr>
<td></td>
<td>In aided schools, the Diocesan Adviser has been informed and advice sought</td>
</tr>
<tr>
<td></td>
<td>Any concerns raised by the NQT have been addressed</td>
</tr>
<tr>
<td></td>
<td>The Headteacher has arranged external observation of any NQT deemed likely to fail or making unsatisfactory progress</td>
</tr>
<tr>
<td></td>
<td>The NQT is aware of the processes for appeal if aggrieved by the final decision</td>
</tr>
</tbody>
</table>
Management implications for the statutory induction arrangements for NQTs

**Making an appointment:** have qualifications including confirmation of the award of QTS been checked? Is the post suitable for an NQT? Does the school have the capacity to take on an NQT? Are NQTs who apply suited to and trained for the post?

**Understanding roles and responsibilities:** NQT, Mentor, Induction Tutor, Headteacher, Governing Body, Appropriate Body.

**Selection of Induction Tutors/Mentors:** who is the best person for the job? What is the best way the school can manage the NQT’s induction? Are teachers aware of the professional development opportunities that being an Induction Tutor brings?

**Support for Induction Tutors/Mentors:** training, release time, support from management, opportunities for further professional development and accreditation.

**Quality assurance across the school:** what systems are there for ensuring that all NQTs benefit from quality support and monitoring? What systems are there for ensuring consistency where the school has more than one NQT?

**Release time:** entitlement for all, the need to keep a log. Will the school be including course attendance within release time or in addition?

**Meeting statutory requirements:** ensuring systems work and key events take place.

**Assessment issues:** ensuring rigorous and fair assessment against the Teachers’ Standards.

**NQTs who move school mid-induction:** ensuring entitlement and assessment of progress, ensuring the next school receives copies of assessment reports.

**Celebrating success:** moving into the second year, taking on more responsibility in second year, continuing professional development.

**Encouraging NQTs to build networks:** subject areas, local schools, similar schools.

**Encouraging Induction Tutors to build networks:** perhaps having own sessions as part of NQT networking.
NQTs who move schools during induction (including supply teaching)

It is possible to complete the induction period in more than one school, although this may not be the most preferable option for all NQTs. If an NQT does move schools during induction, there are some important points to remember:

a) Only periods of employment of one term or more count towards the induction period. If a post is initially taken as a short-term supply post, for just a few weeks for example, and later it is agreed to last for a further period of a term or more, only the period after that agreement will form part of the induction period, that is to say induction cannot be back dated. If there is an agreement in a maintained school for the NQT to work for at least a term, it is mandatory for the school to take the NQT through induction for that period.

b) An NQT can take a break between the terms of induction.

c) Periods of employment do not have to coincide with school terms, but they must be of at least a term in order to count towards induction. So if, for example, an NQT leaves after two and a half terms they will then need to complete a further full term’s induction elsewhere.

d) There is a limit on the amount of short-term supply teaching (i.e. periods of less than a term) that can be done without having completed an induction period. An NQT has up to five years from the date of being awarded QTS, during which time they may do short-term supply work. After this five-year period and if induction has not been completed, the NQT may only be employed in maintained schools on contracts which are for at least a term and which thus count towards the induction period.

Headteachers’ responsibilities

It is the Headteacher’s responsibility when NQTs move schools during induction to retain copies of assessment forms and forward them to the next school when requested. It is important that this is done as promptly as possible, so that there is as much continuity as possible for the NQT during the induction.

If there have been concerns about progress at a previous school, the Headteacher should alert the AB about these at the earliest possible time.

Headteachers should also ensure that an NQT who moves schools during induction is provided with sufficient additional introductory support, especially where some time has passed between the two periods of service.

When an NQT is appointed after completing part of their induction elsewhere, it is vital that the employing Headteacher requests the induction records from the previous school(s) and/or Appropriate Body.

Joining a school mid-year

It should be recognised that there can be additional challenges for an NQT who joins a school during the academic year. Other classes and teachers are well settled and there are no shared feelings of a new start and reminders of policies and agreed practice.

NQTs in this position should be provided with sufficient additional support to help them make a good start to their induction period.
Similarly schools must adjust timetables to ensure that NQTs who start mid-year receive their full entitlement to the 10% release time. The requirement that an NQT should not be given a job description which makes unreasonable demands is particularly pertinent when appointments are made mid-year. Classes may have previously been taught by experienced teachers for whom the classes and timetable were established earlier in the year.
Section 2 - Your roles and responsibilities in school

Contents

Finding out about your school

On appointment to your school (checklist)

Names and contacts

The aim of this section is to help you gather together all the things you need to know about your new school, to enable you to make a confident start at the beginning of the new term.
Finding out about your school

This prompt sheet will help you to find out essential information about your school. Use it to make notes.

The context of your school

What links are there with
• parents and carers?
• schools in other phases?
• other children’s service providers / links?
• clusters and consortia of schools?
• further and higher education institutions?
• the wider community?
• industry?

How will the established links affect your work in the school?

Organisation for learning

Schools organise pupils and classes in a variety of different ways in order to maximise opportunities for pupils to achieve success.

In your school, for example, are the pupils taught via
• mixed ability grouping?
• mixed age classes (primary and special)?
• setting or banding for specific subjects?
• mixed arrangements for pupil grouping?

Learning and management policies

Your school has policies for whole school issues, subjects and cross-curricular themes; you should have been provided with these.

You will need to become familiar with these policies in order to work within them and plan your contribution to them. You particularly need to look at and understand the policies for
• the subjects you will be teaching
• assessment
• information and communication technology across the curriculum
• health and safety
• behaviour and discipline
• homework
• cultural and racial equality/inclusion
Special needs provision

In making differentiated provision for the pupils you teach you will need to know what specialist support is available to you. Find out:

- who is the Special Educational Needs Co-ordinator (SENCO) or Inclusion Co-ordinator in your school;
- how the SEN Code of Practice is applied in the school;
- what the procedure is for identifying and supporting pupils with Special Educational Needs;
- how Individual Educational Plans (IEP) are written, used and reviewed;
- whether pupils with special needs are withdrawn for periods of intensive support;
- if there is a system of classroom support from teachers and teaching assistants and how and when you will be supported;
- how educational psychologists and other professionals support schools;
- if there is a resource bank of specialist materials or equipment available in your school to extend and support pupils of all abilities.
**On appointment to your school**

Before taking up your appointment or early in the first term you should be provided with the following documents and information. Ask your Headteacher or Induction Tutor to ensure you have everything you need.

Please tick once you have the following information:

<p>| | |</p>
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<tbody>
<tr>
<td></td>
<td>Safeguarding and Child protection procedures and the designated person/people for reporting concerns</td>
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<td></td>
<td>School prospectus</td>
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<td></td>
<td>Staff handbook</td>
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<tr>
<td></td>
<td>School policy documents and expected practice e.g. behaviour, internet usage</td>
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<tr>
<td></td>
<td>Subject policies, handbooks and schemes of work</td>
</tr>
<tr>
<td></td>
<td>Planning guidelines and formats</td>
</tr>
<tr>
<td></td>
<td>Teaching, learning &amp; assessment policies</td>
</tr>
<tr>
<td></td>
<td>Information about classes/groups to be taught e.g. assessments, targets</td>
</tr>
<tr>
<td></td>
<td>Details of vulnerable children in your class, children who are collected by a specific parent / carer etc</td>
</tr>
<tr>
<td></td>
<td>Information about children on the SEND register in your class</td>
</tr>
<tr>
<td></td>
<td>Details of pupil groups in your class e.g. EAL, FSM, Pupil Premium</td>
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<tr>
<td></td>
<td>Your timetable</td>
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<td></td>
<td>Details of your form class</td>
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<tr>
<td></td>
<td>Fire drill and lockdown procedures</td>
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<tr>
<td></td>
<td>School uniform policy</td>
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<tr>
<td></td>
<td>Guidance on how to complete the attendance and any other register</td>
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<tr>
<td></td>
<td>School calendar and staff meetings / briefings schedule</td>
</tr>
<tr>
<td></td>
<td>Laptops, key entry fobs and keys</td>
</tr>
<tr>
<td></td>
<td>Arrangements for photocopying and reprographics</td>
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<tr>
<td></td>
<td>Availability and location of resources</td>
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<tr>
<td></td>
<td>Display policy</td>
</tr>
<tr>
<td>Presentation guidelines, including handwriting</td>
<td></td>
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<td>------------------------------------------------</td>
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<tr>
<td>Adult support available, with role and timetable</td>
<td></td>
</tr>
<tr>
<td>Who to call if you are unwell</td>
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<tr>
<td>Where to send children who are unwell</td>
<td></td>
</tr>
<tr>
<td>When school is open over the holiday</td>
<td></td>
</tr>
<tr>
<td>Computer network details for storage of information e.g. planning, and VLE login / email</td>
<td></td>
</tr>
<tr>
<td>Timing for weekly events e.g. assemblies, breaks</td>
<td></td>
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<tr>
<td>Duty arrangements</td>
<td></td>
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<tr>
<td>Lunchtime arrangements</td>
<td></td>
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<tr>
<td>Wet break/lunchtime arrangements</td>
<td></td>
</tr>
<tr>
<td>Arrangements for the first day, for example assembly, induction of new children</td>
<td></td>
</tr>
</tbody>
</table>
Names and contacts

Complete this sheet as a useful record for future reference.

School name:

Address:

Telephone number:

Fax number:

Email address:

Headteacher:

Deputy Headteacher(s) / Assistant Headteacher(s):

Your Induction Tutor(s):

Your Head of Department/Key Stage Co-ordinator:

School administrative staff:

Caretaker/School Site Manager:

Chair of Governors:

Other contacts:

As a newly qualified teacher you are advised to take up membership of a professional association (union). Details of the various organisations will be available in your school.
Section 3 - Your induction year

Contents

Your induction year

A  Review meetings: setting objectives and writing action plans
   Formats for action planning
   A tool for supporting induction for Mentors, Induction Tutors & NQTs
   Prompt questions for self-review

B  Assessment of your progress against the Teachers’ Standards
   Where progress is less than satisfactory
   Development strategies:
   a) Observing experienced teachers
   b) Evaluating your own teaching

In this section you will find guidance and resources to help you keep a record of your professional development and the monitoring, support and assessment your school provides for you.
Your induction year

Congratulations on your appointment as a newly qualified teacher. During this year you will be supported by your Induction Tutor and other colleagues in and beyond the school.

There will be statutory meetings and assessments during the year, but you will also receive a lot of other help and support.

Everybody involved in the induction process has a responsibility: the LA, your Headteacher, your Induction Tutor and of course YOU.

This section contains advice and materials to help to monitor and evidence your progress and development over this important year.

There are proformas you can use to

- record your objectives and action plans
- help you to evaluate your teaching
- record what you learn from observations of experienced teachers
- evaluate the impact of your professional development

This section also contains information about statutory assessment arrangements during induction.
A Review meetings: setting objectives and writing action plans

When: every half term

The DfE Guidance on the induction of NQTs states that you should meet with your Induction Tutor for professional review meetings regularly, and it is recommended that this should be at least every six to eight weeks (ie approximately every half term). At these meetings your objectives and your induction action plan will be reviewed to take account of your progress and any new priorities and needs that have emerged.

Remember that it is important to build on your strengths as well as making sure that you receive support in the areas where you feel less confident or need more experience. Regular reviews of your objectives will help you to track your achievements as you gain further experience and develop greater expertise. Your Induction Tutor will also feedback evidence to you, for example from classroom observations and this will inform your thinking about the next stage of your induction programme.

In preparation for your professional review meetings you may find it helpful to think about each of your objectives and identify the progress you have made. Some of your objectives may be partially met, some completely. Longer term objectives will require more time and support before you can be confident that you have fully met them. It is also important for you and your Induction Tutor to evaluate the support that has been provided. You should identify particularly helpful development opportunities for future reference. Any perceived shortfalls should be discussed and recorded at review meetings so that your school can take steps to ensure that support is re-established or re-organised, as required.

Engaging with this self-review process will enable you to provide specific evidence of progress towards and within the Teachers’ Standards.

Setting your objectives with your Induction Tutor and/or Mentor

Two possible formats are provided in this guide, or you may choose to record your agreed objectives in another way. The Teachers’ Standards should form the basis for your action plans and self-review of progress, and you may find it helpful to refer to the Teachers’ Standards grid provided in this guide.

Agreeing objectives
Your objectives should be negotiated between you and your Induction Tutor. It is important that you take note of your Induction Tutor’s views as well as stating your needs and requesting the guidance and support you feel you need.

Short, medium and long-term objectives
At the beginning of your first term, the most helpful objectives will be short-term and can be achieved and reviewed after a few weeks, and certainly by the end of the first half term. Later on in the first term once you have settled in and feel part of the school, and you have received feedback from observations of your teaching, you should set more challenging medium and longer term objectives.
Making objectives specific and achievable
To make sure your objectives are as useful to you as possible, try to state clearly what you are setting out to achieve. Remember to identify the small steps you will need to take towards longer term development.

Writing success criteria
The success criteria should state how you will know you have achieved your objectives. It is helpful to think about what an observer would expect to see as evidence that you have achieved your objective.

Building on your strengths
Make sure that at least one of your objectives is focused on an area of strength. In this way you will extend and develop your expertise in an area in which you are relatively confident and have particular interests or talents.

Support to help you meet your objectives
Your Induction Tutor will discuss with you the support the school can provide to enable you to work towards your objectives. Over the year this support may include
- structured time to reflect on your practice with your Induction Tutor;
- guidance from your Induction Tutor and other colleagues on whole school issues;
- observation of teaching and feedback focused on your objectives;
- staff meetings, workshops, school-based in-service training CPD;
- opportunities to attend CPD courses for newly qualified teachers and any other appropriate courses;
- continued help to improve planning and teaching;
- opportunities to observe experienced teachers;
- specific guidance at key points in the year;
- opportunities to discuss with senior staff in school your progress towards objectives as well as difficulties you may be experiencing.

Evidence of professional development
Although your Induction Tutor will help you, it is important that you take responsibility yourself for maintaining evidence of your progress and development over the year. Evidence of success could be found in
- your own notes, reflections and lesson evaluations;
- notes of discussion with your Induction Tutor and others who advise you;
- written feedback from your Induction Tutor and others who have seen you teaching;
- feedback from pupils and parents;
- examples of children’s work;
- examples of planning, assessment and record keeping;
- a record of your professional development opportunities during the year;
- a list of any extra-curricular activities you have undertaken;
- details of any further responsibilities you have taken during the year;
- the Teachers’ Standards self-reviews;
- records of your professional review meetings;
- your termly review sheets;
- copies of reports from assessment meetings
- the induction assessment forms completed at the end of each term.
Review meetings: preparing for your meeting

Questions for you to think about

1. Think about the progress you have made towards achieving your objectives over the past six-eight weeks. How do you know you have progressed? Why have you been able to make this progress?

2. Which of your professional development opportunities have had the most impact on you and your teaching? Why were they so helpful? Have any of your support activities been less helpful? Why do you think that was?

3. Are there any objectives, or aspects of objectives, where you have made less progress than you expected? How do you know? Why do you feel this has happened?

4. What further support would you find valuable? What else do you need to do to build on your achievements and to improve your progress towards your objectives?

5. What new objectives should be set for the next stage of your induction period? These might, for example, relate to

   - priorities you identified in your training year but have not yet been addressed;
   - new or unexpected priorities; or
   - objectives which have been adapted and carried over from an earlier action plan.

   Why are these important for you now?

Setting objectives and writing action plans for the induction period

- Two proforma follow, to help you do this. Use one or both of them as you prefer, or devise your own recording system.
- Setting objectives and writing action plans for the induction period
- Proforma 1: this allows you to summarise all your objectives on one sheet.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Success criteria</th>
<th>Actions to be taken and by whom</th>
<th>Resources</th>
<th>Target date for achievement</th>
<th>Review date</th>
<th>Evaluation of progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
</table>

Signature on behalf of school .................. Date ............... Signature of NQT .................. Date .............
Setting objectives and writing action plans for the induction period

Proforma 2: this enables you to draw up an action plan for each objective that you set.

Objective:

Success criteria:

Actions to be taken and by whom:

Resources needed:

Target date for achievement:

Review date:

Evaluation of progress

Objective met: YES NO

Objective carried forward to next action plan: YES NO

Confirmation of objectives set

1

2

3

Signed (NQT):

Signed (Induction Tutor):

Date:
Review of objectives

Details and dates:

Signed (NQT):

Signed (Induction Tutor):

Date
A Tool for Supporting Induction for Induction Tutors and NQTs

The grid that follows should not be taken as a checklist of everything you must do or know to meet each standard or criterion for assessment. It is intended to provide a handy reference which you and your tutor can use to focus your discussion around different areas, in your half-termly self-review exercises and assessment meetings.

Use the grid to record when this type of evidence has been accumulated by putting a date (month/year) in the appropriate column. You may also find it convenient to use the grid as an aide-memoire in your own self-review, noting your judgements in one colour of ink or font, and adding to or amending them in the light of subsequent discussion with your Induction Tutor. Your tutor will want to discuss with you what evidence you have for your own judgements, and you could if you wish record this on the grid using codes such as the following:

ITT  Evidence from your initial training
CEDP Transition points and discussion
SR Self review
PRM Professional review meetings
O Lesson observations
AM Assessment meeting
F Feedback from colleagues on your practice
W Pupils’ work
P Planning
AR Assessment and record keeping
E Evaluations of teaching, collaborative working and sharing practice
CPD Continuing professional development activities
RP Reporting to parents and carers
TE Teaching environment

This can be used both to inform review and assessment meetings and to record progress. It is not statutory and can be adjusted to meet the schools’ needs.
# TEACHERS' STANDARDS FOR NQT INDUCTION

## PART 1: TEACHING

<table>
<thead>
<tr>
<th>SCOPE</th>
<th>POINTS TO CONSIDER</th>
<th>POSSIBLE EVIDENCE</th>
<th>NOTES/EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHERS’ STANDARD 1</strong>&lt;br&gt;Set high expectations which inspire motivate and challenge</td>
<td>1a) Establish a safe and stimulating environment for pupils rooted in mutual respect.</td>
<td>Personal/Professional conduct in school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</td>
<td>Contributions within meetings with staff</td>
<td></td>
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<tr>
<td></td>
<td>1c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</td>
<td>Planning</td>
<td></td>
</tr>
<tr>
<td><strong>STANDARD:</strong> Fully met</td>
<td>What factors in the learning environment enable pupils to feel safe, confident and valued?</td>
<td>Lesson Observation</td>
<td></td>
</tr>
<tr>
<td>On track</td>
<td>How do you ensure that your teaching practices are fully inclusive?</td>
<td>Student progress data</td>
<td></td>
</tr>
<tr>
<td>Target</td>
<td>How do you use information from assessment and monitoring in your planning and teaching?</td>
<td>Classroom displays &amp; environment</td>
<td></td>
</tr>
<tr>
<td>Not yet covered</td>
<td>How do you communicate, model and promote positive attitudes, values and behaviour which are expected of pupils through your teaching?</td>
<td>Consistently working within school policies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What in your practice is influenced by your understanding of key school policies?</td>
<td>Health &amp; Safety taken into account e.g. in risk assessment</td>
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</tr>
<tr>
<td>SCOPE</td>
<td>POINTS TO CONSIDER</td>
<td>POSSIBLE EVIDENCE</td>
<td>NOTES/EXAMPLES</td>
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</tbody>
</table>
| **TEACHERS’ STANDARD 2**  
Promote good progress and outcomes by pupils | | | |
| 2a) Be accountable for pupils’ attainment, progress and outcomes | How do you monitor the progress of students in your class? | Communications with colleagues | |
| | What do you do to establish pupils’ prior knowledge and capabilities in order to build upon this in your planning? | Communications with parents (written and oral) | |
| | How do you give feedback in a positive, accurate and constructive way? | Feedback from parents | |
| | How do you promote the skills necessary for learners to be able to identify the progress they have made? | Feedback from colleagues | |
| | What do learners know about the standards of attainment expected of them in the next stage in learning, or at the point of transition? | Contributions to meetings of working groups | |
| | How do you plan for learners to respond to your feedback? | Evidence of student progress | |
| | How do you effectively use verbal feedback in your lessons? | Planning to support progress for all | |
| | What professional development opportunities have you undertaken to improve the effectiveness of your teaching? | Book scrutiny | |
| | How do you evaluate the impact of your teaching? | | |
| | What aspects of your practice promote the social and emotional aspects of learning? | | |
| | What strategies do you use to develop independent learning? | | |
| | How do you plan and provide for learners to cooperate and collaborate? | | |

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<thead>
<tr>
<th>STANDARD:</th>
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</thead>
<tbody>
<tr>
<td>Fully met</td>
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<td>On track</td>
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<tr>
<td>Target</td>
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<tr>
<td>Not yet covered</td>
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<tr>
<td>SCOPE</td>
<td>POINTS TO CONSIDER</td>
<td>POSSIBLE EVIDENCE</td>
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</tbody>
</table>
| TEACHERS’ STANDARD 3  
Demonstrate good subject and curriculum knowledge  
3a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject and address misunderstandings  
3b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship  
3c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject  
3d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics  
3e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | What do you do to develop your subject/curriculum knowledge?  
Can you talk about ways in which you have adapted your practice in response to developments in your subject / curriculum areas?  
What approaches have you found successful in fostering and maintaining pupil interest in your subject?  
How do you keep up to date with the latest developments in education?  
How are cross-curricular approaches effectively reflected in your work?  
How do you maximise opportunities for learners to develop and use literacy and numeracy skills? | Self review (of teaching and practice)  
Contribution to objective setting  
Range of professional development opportunities undertaken  
Response to feedback from colleagues including lesson observations  
Willingness to approach colleagues  
Pupil response / engagement (e.g. observation, homework evidence)  
Lesson planning |

<table>
<thead>
<tr>
<th>STANDARD:</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully met</td>
<td></td>
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<tr>
<td>On track</td>
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<tr>
<td>Target</td>
<td></td>
</tr>
<tr>
<td>Not yet covered</td>
<td></td>
</tr>
</tbody>
</table>
# Teachers’ Standard 4

Plan and teach well structured lessons

1. **Impart knowledge and understanding through effective use of lesson time**
2. **Promote a love of learning and pupils’ intellectual curiosity.**
3. **Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.**
4. **Reflect systematically on the effectiveness of lessons and approaches to teaching.**
5. **Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).**

### How do you demonstrate good planning?
- **How do you demonstrate a secure knowledge and understanding of the curriculum you teach?**
- **How do you ensure that homework is relevant to, and marked to, learner’s needs or interests?**
- **Do you apply constructive criticism to new ideas, research and approaches and contribute to change and innovation in your school?**
- **Are you proactive in seeking, listening to and acting upon advice? (including opportunities for coaching and mentoring, professional dialogue or other professional development activities)?**
- **What contributions do you make to, for example, departmental, team, staff, planning or other meetings?**
- **What do you do to extend your pupils’ learning outside the classroom?**

### Evidence

- **Short/Medium/Long term plans**
- **Lesson planning**
- **Lesson evaluation**
- **Work sampling**
- **Lesson observation**
- **Homework diaries**
- **Parent/Carer feedback**
- **Differentiated tasks (including homework)**
- **Department minutes, contributions in staff meetings**
- **Coaching/Mentoring feedback**
- **CPD opportunities**
- **Meeting minutes, email correspondence, presentations to staff**

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<th>SCOPE</th>
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<tbody>
<tr>
<td><strong>TEACHERS’ STANDARD 4</strong></td>
<td>How do you demonstrate good planning?</td>
<td>Short/Medium/Long term plans</td>
<td></td>
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<tr>
<td>Plan and teach well structured lessons</td>
<td>How do you demonstrate a secure knowledge and understanding of the curriculum you teach?</td>
<td>Lesson planning</td>
<td></td>
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<tr>
<td>4a)</td>
<td>How do you ensure that homework is relevant to, and marked to, learner’s needs or interests?</td>
<td>Lesson evaluation</td>
<td></td>
</tr>
<tr>
<td>4b)</td>
<td>Do you apply constructive criticism to new ideas, research and approaches and contribute to change and innovation in your school?</td>
<td>Work sampling</td>
<td></td>
</tr>
<tr>
<td>4c)</td>
<td>Are you proactive in seeking, listening to and acting upon advice? (including opportunities for coaching and mentoring, professional dialogue or other professional development activities)?</td>
<td>Lesson observation</td>
<td></td>
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<tr>
<td>4d)</td>
<td>What contributions do you make to, for example, departmental, team, staff, planning or other meetings?</td>
<td>Homework diaries</td>
<td></td>
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<tr>
<td>4e)</td>
<td>What do you do to extend your pupils’ learning outside the classroom?</td>
<td>Parent/Carer feedback</td>
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</table>

**Standard:**

- **Fully met**
- **On track**
- **Target**
- **Not yet covered**

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</table>
| **TEACHERS' STANDARD 5**  
Adapt teaching to respond to the strengths and needs of all pupils  
5a) Know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively  
5b) Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these.  
5c) Demonstrate an awareness of the physical, social and intellectual development of pupils and know how to adapt teaching to support pupils’ education at different stages of development.  
5d) Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.  
**STANDARD:** | How do you support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners?  
How do you make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners’ progress and levels of attainment?  
How can you show that you have taken account of specific needs of individual/groups of pupils within your teaching?  
How do you show awareness of the school’s SEND policy In your planning?  
How do you demonstrate and show differentiation in your planning and practice?  
What strategies have you found successful in supporting EAL pupils in your classroom? | Planning, including evidence of differentiation  
Assessment records  
Work sampling  
Lesson observation  
Involvement in CPD opportunities  
Interaction with SENCo and EAL co-ordinator (as appropriate)  
TA deployment and feedback | |
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</table>
| **TEACHERS’ STANDARD 6**  
Make accurate and productive use of assessment  
6a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.  
6b) Make use of formative and summative assessment to secure pupils’ progress  
6c) Use relevant data to monitor progress, set targets and plan subsequent lessons  
6d) Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback | How do you use information from assessment and monitoring in your planning and teaching?  
How is the school assessment policy/practice evidenced in your planning?  
How does your planning and teaching show progression towards national levels and/or public examinations?  
How do you assess achievement both within lessons and in pupils’/students’ work?  
How do you use assessment as part of your teaching to diagnose learners’ needs, set realistic and challenging targets for improvement and plan future teaching?  
How do you work with relevant colleagues to access and use local and national data?  
When, where and how do you use formative and summative assessment in your teaching?  
How can you show that data informs your planning?  
How do you give feedback in a positive, accurate and constructive way? | Planning  
CPD/Staff development activities  
Lesson observation  
Work sampling  
Whole school/department moderation  
Assessment records | |

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<th>STANDARD:</th>
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<td>POINTS TO CONSIDER</td>
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</table>
| **TEACHERS’ STANDARD 7**                                            | **Manage behaviour effectively to ensure a good and safe learning environment**  
7a) Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy  
7b) Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.  
7c) Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.  
7d) Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary. |                                                                                     |                                                                                      |
| **STANDARD:**                                                       | **DATE**                                                                                                                                            | **FULLY MET**                                                                      |                                        |
| Fully met                                                          |                                                                                                                                                    | Lesson observations                                                              |                                       |
| On track                                                           |                                                                                                                                                    | Classroom displays                                                               |                                       |
| Target                                                             |                                                                                                                                                    | Seating plans                                                                    |                                       |
| Not yet covered                                                    |                                                                                                                                                    | Behaviour records/logs                                                         |                                       |
### TEACHERS’ STANDARD 8
**Fulfil wider professional responsibilities**

8a) Make a positive contribution to the wider life and ethos of the school.
8b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
8c) Deploy support staff effectively
8d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
8e) Communicate effectively with parents with regard to pupils’ achievements and well-being.

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<th>NOTES/EXAMPLES</th>
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<tbody>
<tr>
<td><strong>How do colleagues e.g. teaching assistants/department staff, know what you want them to do in order for learners to achieve learning outcomes?</strong></td>
<td></td>
<td>Planning</td>
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<td><strong>How can you demonstrate that you are able to collaborate and cooperate effectively with colleagues and other professionals?</strong></td>
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<td>Assessment</td>
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<td><strong>How do you involve them in planning and the assessment and recording of pupil progress?</strong></td>
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<td>Lesson observation including deployment of TA support</td>
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<tr>
<td><strong>How do you use and organise resources, including support staff, to support personalisation?</strong></td>
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<td>Professional development</td>
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<tr>
<td><strong>How do you liaise with relevant colleagues to assist in supporting the range of learning and development needs?</strong></td>
<td></td>
<td>Communication with colleagues</td>
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<tr>
<td><strong>How do you know that you fully utilise the skills and expertise of your support staff?</strong></td>
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<td>Communication with parents</td>
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<td><strong>How can you demonstrate that contributions from colleagues impact on your teaching?</strong></td>
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<td><strong>What do you think other team members value about your contributions?</strong></td>
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<tr>
<td><strong>How effectively do you establish and build on your relationships with parents and carers, engaging with them in a respectful and trusting manner?</strong></td>
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<td><strong>Do you actively promote strategies by which the learner can be supported at home in other out of school situations?</strong></td>
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### PART 2: PERSONAL AND PROFESSIONAL CONDUCT

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</table>
| **9)** Teachers must uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school.  
9a) Treating pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher’s professional position  
9b) Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions  
9c) Showing tolerance of and respect for the rights of others  
9d) Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs  
9e) Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law | How does your teaching reflect mutual respect and tolerance of different faiths and beliefs?  
How can you demonstrate that you are aware of local and national legal requirements which guide the teaching profession, including the safeguarding and well-being of children and young people?  
How can you demonstrate your awareness of legislation governing the teaching profession e.g. Children Act 2004; Safeguarding children in education (DfE2004) and linked Local Authority guidance?  
What are the possible signs of neglect, physical, emotional and sexual abuse?  
How would you pass on any concerns you had about an individual?  
How have you been made aware of school policy and procedures? E.g. Student disclosures and confidentiality  
How do you liaise effectively with key people in your workplace?  
Do you know who the appropriate colleagues are who provide/can access specialist support?  
Is your teaching impartial and reflective of school policy and procedures? e.g. PSHE | Professional development  
Updated pupil records  
Response to possible incidents (safeguarding and child protection)  
Communications with colleagues  
Contributions to meetings  
Lesson observation  
Learner feedback  
Child Protection training  
Safeguarding training  
Record of having read school policies and other key documents | |
<p>| <strong>STANDARD:</strong> | <strong>DATE</strong> | | |
| Fully met | | | |
| On track | | | |
| Target | | | |
| Not yet covered | | | |</p>
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<tr>
<td><strong>10)</strong> 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</td>
<td>How do you demonstrate a clear understanding of the school’s ethos, policies and practices? Does your attendance and punctuality meet the expectations of the school?</td>
<td>Professional development contributions to meetings. Communication with colleagues Attendance records Induction Tutor meeting minutes Homework diaries Parent/carer/learner feedback</td>
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<tr>
<td><strong>11)</strong> Teachers must have an understanding of and always act within the statutory frameworks that set out their professional duties and responsibilities.</td>
<td>How can you demonstrate your practice and awareness of the statutory frameworks?</td>
<td>Parent/carer/learner feedback Professional development Contribution to meetings Communications with colleagues Induction Tutor meeting minutes</td>
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<td><strong>STANDARD:</strong></td>
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Standard for teachers’ professional development

‘Every teacher needs to improve, not because they are not good enough, but because they can be even better’ (Dylan William)

The Teacher Standards set out a number of expectations about professional development already. For example, teachers should:
- keep their subject knowledge and skills up to date and be self-critical;
- take responsibility for improving teaching through professional development, responding to advice and feedback;
- demonstrate knowledge and understanding of how pupils learn and how this will impact on their teaching;
- have a secure knowledge of subject and curriculum areas;
- reflect on the effectiveness of teaching.

And all this is underpinned by, and requires that:
- Professional development must be prioritised by school leadership.

<table>
<thead>
<tr>
<th>Part of Standard for teachers’, professional development</th>
<th>Explanation</th>
<th>Examples of evidence</th>
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<tbody>
<tr>
<td>Part 1 - Professional development should have a focus on improving and evaluating pupil outcomes.</td>
<td>Make professional development objectives clear for staff and ensure links are shown between activities and intended outcomes. Ensure professional development activities are matched to teachers experience, knowledge and</td>
<td>Teachers should make sure they are clear about the expected outcomes of professional development activities. They should continually apply formative assessment to monitor the progression and impact and; Pupil assessment, exam results etc. Mark books showing progress ion in a particular area. Description of coaching work with a colleague.</td>
</tr>
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</table>
needs
Ensure professional development activities are designed and evaluated in terms of impact on teachers, school and pupils.

Select complementary activities aligned to and overall objective for their practice, school and pupils.

Part 2 - Professional development should be underpinned by robust evidence and expertise.

Draw on expert input to ensure activities are clear about how and why practices work
Provide opportunities for participant feedback, linking teacher practice to pupil experiences/outcomes
Ensure teachers can adapt pedagogy appropriate to the context

Teachers should find out how and why practices work and how they should implement them in different contexts
Seek feedback on their practice and support their evaluation of the impact on pupil outcomes and the school
Improve their pedagogy and subject knowledge

Evidence of attendance at external courses.
Evidence of reading/research on expert practice.

Part 3 - Professional development should include collaboration and expert challenge.

Structure sustained collaboration to enable participants to draw on evidence and expertise and to refine and adapt practice
Ensure professional development activities include external challenge to thinking
Encourage participants to analyse evidence form classroom implementation

Teachers should seek expert support and challenge
Seek activities which allow adaptation of approaches for the classroom
Implement practices with peers and discuss the impact

Description of coaching or mentoring work, e.g. working with a trainee or NQT.
Participation in ‘Lesson Study’ or other structured lesson observation.

Part 4 - Professional development

Design regular coherent programmes
Ensure shorter activities have

Teachers should find programmes that stretch over a period of time – 2 terms

OTP/ITP for developing teaching.
Leadership programmes that
<table>
<thead>
<tr>
<th>programmes should be sustained over time.</th>
<th>a more narrow goal or form part of a wider programme Ensure that other work pressures do not detract from the achievement of professional development objectives</th>
<th>typically and provide sustained ongoing support Translate ideas into practice and make time for ongoing practice and review</th>
<th>contain an element of school improvement (e.g. a project recorded over time to improve an aspect of teaching or leadership).</th>
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<tbody>
<tr>
<td>Part 5 - Professional development must be prioritised by school leadership.</td>
<td>Prioritise evidence informed development Build a culture of trust, professional engagement and challenge with evidence and knowledge Ensure school subject, phase and individual development plans are coherent and supported.</td>
<td>Teachers should take responsibility for their own professional development Engage openly in discussion about the impact of teaching practice in a culture of trust, respect and scholarship Fully commit to professional development and challenge poor and ineffective practices</td>
<td>School policies showing commitment to CPD. Impact statements from Performance Management.</td>
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Prompt questions for self-review

In addition to using the grid as a handy reminder of the Teachers’ Standards, you may in your half-termly self-reviews want to ask yourself the following kinds of question, noting down the answers for discussion with your Induction Tutor.

My knowledge and understanding of ____________________________ subject(s) has improved in the following ways:

• __________________________________________________________

• __________________________________________________________

I consider my planning to be very good / good most of the time / reasonable with some weaknesses / in need of major improvement.

The following are examples of my improved planning:

• __________________________________________________________

• __________________________________________________________

My classroom management has improved in the following ways:

• __________________________________________________________

• __________________________________________________________

My assessment, monitoring and recording of pupils’ progress have improved in the following ways:

• __________________________________________________________

• __________________________________________________________
This term I have gained greater understanding of the following **school policies and procedures:**

- 
- 

The following are examples of ways I am developing positive **relationships with parents:**

- 
- 

I consider my **personal organisation** (including administrative efficiency) is very good / good most of the time/ reasonable with some weaknesses / in need of major improvement.

I have made the following **contributions to the school** (beyond my own classroom):

- 
- 

I have worked together with colleagues and shared effective practice in the following ways:

- 
- 

The other areas I am pleased with are:

- 
- 

The areas I need to develop next term are:

- 
- 

B Assessment of your progress against the Teachers’ Standards

*When: at the end of each term*

Your school is responsible for ensuring that rigorous and fair judgements are made about your performance as a newly qualified teacher using national standards.

There will be an assessment meeting at the end of each term with your Induction Tutor and/or a member of senior management.

The meetings should follow this pattern:

**End of term 1**

This meeting will focus on the extent to which you are making progress against the Teachers’ Standards.

**End of term 2**

This meeting will assess your progress against the Teachers’ Standards. By now you should have a clear idea of what needs to be done to address any gaps.

**End of term 3**

This final meeting will determine whether the school is recommending that you have met all the requirements for satisfactory completion of the induction period.
Where progress is less than satisfactory

The vast majority of newly qualified teachers will make good progress and will complete their induction period satisfactorily.

However, some new teachers may experience difficulties and will be assessed as making unsatisfactory progress towards meeting the requirements for satisfactory completion of induction.

1. Unsatisfactory progress at an earlier point during the induction period does not inevitably lead to unsatisfactory completion of induction. The important point is that everyone involved must work positively towards improving the areas of identified weaknesses.

   It is undoubtedly a difficult situation for an NQT who has had an unsatisfactory progress report. However, it is also vital that an NQT in this position acts upon the advice given and takes full advantage of their support programme to move forward positively and successfully.

2. If you are an NQT in this position and you do not feel that the induction support and assessment procedures in the school are adequate or appropriate you should:

   • first raise your concerns with the school. You should have been told the school’s procedures for raising concerns when you started work there. Keep a note of when you raised the issue and what happened as a result; then

   • if you do not consider that your concerns have been addressed, you should contact the CTSA named contact Karen Bateman, Director of Training and Professional Development at Challney High School for Boys, by telephoning 01582 599921.

3. If difficulties persist as the year progresses, it is particularly important for everyone concerned to keep rigorous dated records of what objectives have been set and what support has been offered, and with what outcomes. This is so that the facts are clear in the event of any appeal against eventual failure to the Appropriate Body.

   If an appeal is made, the Induction Co-ordinator at CTSA in consultation with those concerned and in full consideration of the evidence presented, will make a decision as to whether an extension of the induction period should be offered to the NQT.
Development strategies

a) Observing experienced teachers

Opportunities to observe experienced teachers should be included as part of your induction programme. Although you will have had similar opportunities during your initial training, now that you are teaching your own class(es), you will find it very useful to learn from observation of experienced colleagues.

Your Induction Tutor will help to organise these opportunities for you, though you will also have to take a degree of responsibility for co-ordinating with your colleagues! Some of the observation will be in your own school, but it can also be very helpful to visit other schools to compare approaches and experience different settings.

Observation opportunities in your own school include:

Secondary

- tracking a pupil through a school day
- observing a class you teach being taught a different subject
- observing within your own department / faculty

Primary

- observing a colleague teaching a subject where you feel less confident
- observing in the same year group as you teach
- comparing approaches in other year groups
- observing another teacher / consultant teach your class

Opportunities to learn from observation in other schools include:

- advanced skills teachers
- teachers in Leading Edge or specialist schools
- leading expert teachers (primary)
- observations in another key stage, for example partner schools
- your year group / subject taught in another school
- teachers in other CTSA schools or schools within your school’s cluster / consortium network.

Remember
You will learn more from the observation if you have a clear focus. You may find it useful to use the proforma on the next page to record what you have learnt from the observation.
It can be daunting even for an experienced teacher to have another teacher looking at their practice, so make time to thank them, giving examples of the things you found particularly interesting or useful.

**Observing experienced teachers: record of observation**

Date: ____________________ Year group: ____________________

Subject: ____________________ School: ____________________

Focus of the observation: ________________________________________

Ideas and approaches I found useful:

________________________________________________________________

Ideas to discuss with my Induction Tutor:

________________________________________________________________

Changes I will make to my own teaching / class management following this observation:
b) Evaluating your own teaching

Although it is a time consuming exercise and not something which can be done in detail for every single lesson, evaluation is a necessary and worthwhile part of a teacher’s professional development. It is only by evaluating and reflecting on one’s own practice that teaching and learning can improve. We all learn from our mistakes as well as from things which go well.

At the end of the lesson it is worth making brief notes of things which go well, and things which do not work out as you had hoped. Did the class respond well? Did they understand the tasks? What did they achieve? Were the tasks suitably differentiated? Make notes to suggest how you might do things differently, or make notes of strategies or techniques which were particularly successful.

Deeper evaluation – a possible approach

At the end of a week, choose two lessons. One should be a lesson which you feel went particularly well, and one with which you were less satisfied.

Look closely at your aims and objectives for each lesson, look at your resources and the structure of the lesson. Ask yourself the following questions.

- Did I use assessments from previous lessons to inform my planning?
- Did all the pupils make progress?
- Did I fulfil all the aims and objectives of the lesson? If not, which were not fulfilled?
- What did pupils learn? How do I know?
- Were the resources appropriate and had I forgotten anything?
- Did the time-plan work?
- Were the materials and tasks suitable and suitably differentiated?
- Were my instructions to the pupils clear?
- Did the pupils settle down well to the tasks?
- Did I handle a particular pupil well / badly?
- What improvements can I make?
- How will I use assessments from this lesson to inform future planning?
- What should I repeat?

You will find the answers to some of the questions different in the two lessons. This should pinpoint areas which you need to look at, and give you ideas of how you can move forward.

Every teacher at every level of experience will have lessons with which they are not completely happy. It is only by evaluation that we can improve on practice.
## Lesson evaluation

**Date:** ____________________  **Subject:** ____________________

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<th>Context</th>
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### Planning, preparation, appropriateness

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<th>Introduction</th>
<th>Main Activities</th>
<th>Conclusion</th>
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### Learning: pupil progress; behaviour

### Other reflections

### Overall evaluation

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<th>Areas to develop</th>
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## Record of professional development

This record should include any courses attended, school-based training sessions, working parties / task groups / visits to other schools, details of school-based development work.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of activity</th>
<th>Location / provider</th>
<th>What did I learn?</th>
<th>How will I use it?</th>
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<tr>
<td>Extra-curricular involvement</td>
<td>Pupils</td>
<td>When</td>
<td>Activity</td>
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</tbody>
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Section 4 - End of year review and further Professional development

Contents

Reviewing your first year of teaching

Identifying objectives for your second year of teaching (RQT)

Successful completion of your induction year

Where next?

- Reflecting on progress
- Maintaining a professional portfolio throughout your career
- The appraisal process

*This section will help you to review your whole year as a newly qualified teacher and to plan for your continuing professional development.*
Reviewing your first year of teaching

As you come towards the end of your first year of teaching, it is important to make time to reflect upon the successes and challenges of the year, and to prepare to move forward confidently into the next stage of your teaching career.

To help you to do this you should look closely at your progress throughout the year using:

- your Standards self-review summary and half-termly self-reviews;
- records of feedback on observations of your work;
- written feedback from colleagues;
- your half-termly professional reviews and termly assessments;
- your record of professional development during the year.

Identifying objectives for your second year of teaching (RQT)

As a reflective teacher, you will want to ensure that you continue to reflect upon your practice and work towards professional development objectives throughout your career.

When setting objectives for your second year of teaching, you should take into account:

- your individual needs established by your end of year review;
- school priorities as identified in your school development plan;
- training priorities which have been identified nationally, focusing on particular needs, for example literacy, numeracy, ICT, special educational needs.

The format on the following page can be used to set your objectives and may form the basis for your ongoing performance review.
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Resources</th>
<th>Success criteria</th>
<th>Action to be taken and by whom</th>
<th>Review date</th>
<th>Target date for achievement</th>
</tr>
</thead>
</table>

Objectives and action plan for your second year of teaching
Successful completion of the induction period

Congratulations on completing your induction year!

As a record of your success you should insert here:

- the letter from the Appropriate Body confirming your successful completion of the induction period.

- The certificate from the National College of Teaching & Leadership to confirm your successful completion of induction (you will need to log on to the Teacher Self Service Portal to access and print this)

- Your own thoughts on this important year.
B Where next?

When: as you enter your second year of teaching as a recently qualified teacher (RQT)

Reflecting on progress

You should now be used to evaluating evidence of your progress. You are probably comfortable about challenging yourself professionally and take a constructive view of the feedback you receive from colleagues and the other professionals who observe and comment on your work. As you continue to develop your analytical and reflective skills you will strengthen and improve your own performance as a result. As you gain further experience, you will also be able to work with other colleagues to support them in the process of review and professional development planning.

If you wish, look back to pages 3.22-3.29 to remind yourself about some useful strategies for continuing to develop professionally.
Maintaining a professional portfolio throughout your career

As you move into your second year of teaching you may wish to continue using a professional development record. For example, your school may have introduced you to a portfolio system or you may wish to continue with a method that you used as a trainee teacher or newly qualified teacher.

This record will help you to:

- recognise and celebrate your achievements;
- identify your professional development needs;
- map your career progression;
- chart progress against the Teachers’ Standards;
- encourage reflection on professional capability;
- influence the development of your school.

Why maintain a Professional Development Record?

To prepare evidence for:
- a job interview;
- a threshold application;
- pay scale progression;
- annual performance review;
- accreditation of professional learning;
- NPQH assessment

To plan for the development of your career by:
- recording your career history;
- collecting evidence of your current achievements;
- showing skill acquisition and improvement in areas specified in the national standards for the teaching profession;
- reflecting on your progress as a teacher.

To plan your training and development by:
- focusing on your current role and responsibilities;
- reflecting on teaching and learning;
- analysing your strengths and areas for development with a team leader, mentor or colleague;
- identifying and targeting professional learning and development activities;
- identifying appropriate further qualifications and planning for them;
- producing evidence of progress against targets.
The Appraisal process

The completion of induction does not mean the end of the twin processes of monitoring and support for your ongoing professional development and performance.

The appraisal process sets a framework for teachers and their team leaders to agree and review priorities and objectives within the overall framework of a school's development plan. It focuses attention on more effective teaching and leadership to benefit pupils, teachers and schools.

The system supports teachers in raising standards by ensuring they have clear objectives and an opportunity for regular professional discussions with their team leaders about their work and professional development. Performance review outcomes can be used to inform pay decisions.

It can be expressed using the following headings:

**Purpose**: providing quality time with a Team Leader (mentor) to reflect on core purpose and objectives around learning and teaching

**Pride**: time, both formal and informal, to recognise and celebrate success and achievements

**Professionalism**: deepening understanding of what it means to do the right things in the right way for the right reasons

**Performance**: opportunities for constructive feedback to help maintain standards and strive for improvement and development in one’s own practice.
Section 5 - Mentoring: the roles of the Induction Tutor and NQT Mentor

Contents
The role of the Induction Tutor
The knowledge and skills of an Induction Tutor
Checklist of Induction Tutor tasks
Induction Tutor log/action plan
Proforma for record of mentoring session
Classroom observation
Lesson observation record
Professional review meetings
Summative assessment meetings
Procedures for supporting NQTs who are not making satisfactory progress throughout their induction period
Reviewing the year: reflecting on professional development

This section includes information and guidance to help the Induction Tutor set up and develop the monitoring, support and assessment arrangements for the induction year.
The role of the Induction Tutor

Statutory requirements for induction set out the responsibilities of Induction Tutors. The Induction Tutor has day-to-day responsibility for the monitoring, support and assessment of the NQT.

The Induction Tutor needs to be fully aware of the requirements of the induction period and to have the skills, expertise and knowledge they need to work effectively in the role. In particular, they should be able to provide or co-ordinate guidance and support, and to make rigorous and fair judgements about the new teacher’s performance in relation to the Teachers’ Standards.

Induction Tutors should ensure the following activities take place.

**Individualised induction programme**
- based on NQT’s strengths and needs as identified in school and on training record
- recorded on action plan format
- reviewed and revised at half-termly review meetings
- offers in-service training (school-based and external)
- ensures NQT fully involved and understands own rights and responsibilities
- draws on expertise of other staff, including SENCO
- provides opportunities for observation of experienced teachers
- develops NQT’s skills of self-evaluation
- uses standards for induction

**Observation of the NQT’s teaching**
- each half term (minimum) with first observation within first four weeks
- using standards for induction for focus
- recorded as evidence for professional review meetings
- select proformas or use alternative format (optional proforma included on page 5.11)

**Review of the NQT’s progress**
- frequent feedback from Induction Tutor
- half-termly professional review meeting must be recorded
- considers evidence of progress
- formative process
- further information in this section

**Assessment of the NQT’s achievements**
- summative assessment meeting towards the end of each term
- may involve Headteacher/member of senior management team
- term 1, term 2 induction assessment form
- term 3 induction summary statement
- signed by NQT, Headteacher and Induction Tutor
- copy sent to AB within ten working days and by the end of each term.
The knowledge and skills of an Induction Tutor

Use this list to think through your knowledge, skills and experience. Then discuss your development needs with your staff development manager or Headteacher.

Sound knowledge and understanding of the requirements for induction, which enable the Induction Tutor to:
- work with the Teachers’ Standards at the appropriate level for induction
- co-ordinate day-to-day monitoring, support and assessment
- work in consultation with the NQT, ensuring they are fully informed about the programme.

Good communication skills which mean the Induction Tutor can:
- listen actively
- provide clear oral and written feedback
- draw on the expertise of others to contribute to the NQT’s induction
- explain and discuss school policies and procedures
- ensure that the Headteacher is kept informed of the NQT’s progress.

Sound professional knowledge, which enables the Induction Tutor to:
- analyse needs, negotiate and set clear targets
- undertake well-focused observations
- provide constructive and evaluative feedback
- make rigorous and fair assessments of the NQT’s practice
- identify potential difficulties and ensure timely support is provided.

Sound professional practice, which means the Induction Tutor can:
- provide guidance on planning, teaching and assessment
- link theory with practice
- demonstrate up-to-date knowledge of the curriculum for the age group or subjects the NQT teaches
- challenge and offer ideas for developing practice
- show commitment to the wider role of the teacher.

Good interpersonal skills, which ensure the Induction Tutor is:
- positive
- approachable
- able to make her/himself available.
A checklist of Induction Tutor tasks

This checklist may be helpful to you in sequencing the various tasks associated with your role. Decide how you will prioritise them and set them in a time framework which is manageable for you and also meets the needs of your newly qualified teacher.

<table>
<thead>
<tr>
<th>Task</th>
<th>On NQT’s appointment</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare relevant ‘in-house’ information</td>
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<tr>
<td>Identify own training needs and arrange courses or support. Ensure relevant staff are aware of new standards</td>
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<tr>
<td>Discuss and negotiate any entitlements for the NQT, for example rent or mortgage subsidy. <strong>NB</strong> You will need to discuss the in-house position before discussing these issues with the NQT.</td>
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<tr>
<td>Co-ordinate guidance and effective monitoring and support for the NQT by:</td>
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<tr>
<td>• arranging an informal welcome meeting with colleagues, governors and other teachers new to the school.</td>
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<tr>
<td>• providing the NQT with information on class(es) to be taught</td>
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<td>• ensuring that the NQT has adequate resources to support their teaching</td>
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<td>• arranging weekly meetings with your NQT</td>
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<tr>
<td>• arranging half-termly professional review meetings – dates in diaries</td>
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<tr>
<td>• arranging termly assessment meetings – dates in diaries</td>
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<tr>
<td>• organising classroom observations and support. Select proformas for recording</td>
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<tr>
<td>• beginning the process of self-review, objective setting and action planning</td>
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<tr>
<td>• discussing Teachers’ Standards with NQT</td>
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<tr>
<td>• discussing standards self-review summary</td>
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<tr>
<td>• ensure NQT is registered with AB</td>
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<tr>
<td>• ensure sufficient records are being kept to inform termly assessments</td>
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<tr>
<td>• ensure assessment forms are completed on time and sent to AB</td>
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</tbody>
</table>

Identify the information required and meet with your NQT to discuss (as appropriate):
<table>
<thead>
<tr>
<th>Task</th>
<th>On NQT’s appointment</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• marking and assessment</td>
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<tr>
<td>• recording and monitoring attendance</td>
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<tr>
<td>• record keeping</td>
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<tr>
<td>• liaison with parents</td>
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<td>• report writing</td>
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<tr>
<td>• supporting SEN pupils</td>
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<tr>
<td>• other aspects relating to Teachers’ Standards</td>
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<tr>
<td>Revise objectives and individual action plans (half termly)</td>
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<tr>
<td>Maintain an overview of NQT’s planning and evaluation</td>
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<tr>
<td>Draw on the expertise of other staff to contribute to the induction programme</td>
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<tr>
<td>Check on the reflective elements being contributed to the portfolio</td>
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<tr>
<td>Discuss accreditation issues</td>
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<tr>
<td>Review CPD experiences</td>
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<tr>
<td>Establish contact with other NQTs and mentors</td>
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</tbody>
</table>
## Induction Tutor log

You may wish to use this page to record your mentoring activities as a more detailed diary of the induction monitoring process.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity (observation/discussion/ Feedback/review of objectives)</th>
<th>Actions</th>
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<tbody>
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</tbody>
</table>
Induction Tutor action plan

Autumn/Spring/Summer Term (highlight as appropriate)

During this term I will:

•

•

•

•

In order to do this I will need the following support from the school:

•

•

•

•
Proforma for record of mentoring session

Date: 

Focus: 

Agenda:

•

•

•

Summary and links to targets reviewed

Agreed actions

Signed ___________________________  ___________________________

NQT  Mentor/Induction Tutor
Classroom observation

The NQT should be observed teaching at least once each half term, including in the first four weeks in post. If the NQT is at risk of failing the induction year, more frequent observations with supportive, constructive feedback may be appropriate.

Observations should focus on particular aspects of the NQT’s teaching. The choice of focus for the observations should be informed by the requirements for the satisfactory completion of the induction period and by the NQT’s objectives for development. The NQT and the observer should have a follow-up discussion to analyse lessons observed. Observations should follow arrangements that are agreed in advance and a brief written record should be made on each occasion. This record should relate to the NQT’s objectives for development and indicate where action should be taken. It should show any revision of objectives.

The Induction Tutor is likely to undertake most of the observations of the NQT’s teaching. Other people from within or from outside the school may also be involved in observations: for example teachers with particular specialisms or responsibilities, members of the school’s senior management team, advanced skills teachers or Specialist Leaders of Education. Such observations should be co-ordinated by the Induction Tutor.

Useful steps in setting up a classroom observation:
- agree the focus;
- agree the lesson to be observed;
- agree the role of the observer in the classroom (e.g. ‘fly on the wall’ or participating);
- carry out the observation, making a written record;
- give brief informal feedback at the end of the lesson;
- give detailed constructive feedback as soon as possible, basing feedback on facts and not opinions;
- summarise the main points, agree objectives and actions to be taken, and set a focus for the next observation.

Giving and receiving feedback after observation

Giving positive feedback is straightforward. Giving less positive feedback is more difficult, but to help the NQT’s development, it is important to give an honest, constructive response to the lesson you have observed.

The following points may be helpful to you when you are giving feedback on lesson observations to your NQT:
- always start with positive comments about the lesson. List what went well, then move on to ‘even better if’. Restate the positive elements of the lesson at the end of your feedback;
- prioritise issues and be concise;
- comment objectively on what happened, rather than giving opinions;
- involve the NQT fully in the feedback by asking them to comment on their performance. This will often mean they identify difficulties themselves. However, if they are unaware of problems, you will need to point them out;
- listen carefully, using appropriate body language;
- clarify, re-state and summarise issues;
- discuss areas for improvement, and identify actions to be taken;
- do not allow the discussion to become unproductively prolonged;
- record your discussion using the summary of classroom observation.
The proforma that follows may be helpful to you in recording your observations and summarising the feedback and discussions you have with your newly qualified teacher. This is provided as a guide, but you may have other proforma available within your school that you prefer to use, particularly if you wish your observation to have a particular focus.
# NQT Induction: Lesson Observation Record

Focussed on those teachers’ standards which can normally be observed during a lesson

<table>
<thead>
<tr>
<th>NQT:</th>
<th>Observer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Date &amp; duration:</td>
</tr>
<tr>
<td>Subject:</td>
<td>Focus Targets:</td>
</tr>
<tr>
<td>Class/Year Group incl. number of pupils:</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Context:**

---

## Part one: Teaching

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

---

**Comments**
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.

### 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.
- 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

- make use of formative and summative assessment to secure pupils' progress.
- 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.

<table>
<thead>
<tr>
<th>8 Fulfil wider professional responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</td>
</tr>
<tr>
<td>- deploy support staff effectively</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Part two: Personal and professional conduct</th>
</tr>
</thead>
</table>

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.
### Feedback

**Strengths**
- 
- 
- 

**Areas for Development**
- 
- 
- 

### Agreed Actions
- 
- 
- 

Signed:...........................................  (NQT)  Date:

Signed:...........................................  (Observer)  Date:
Professional review meetings

Professional review meetings are an integral part of the induction programme and should take place each half term. There will, of course, be more frequent informal discussions that review the NQT’s progress, but formal professional review meetings ensure that the NQT and Induction Tutor have time to think about the NQT’s teaching in a focused way.

Professional review meetings should:

- draw on evidence from different sources
  - lesson plans
  - assessment records, marked work and reports
  - pupils’ work
  - notes from lesson observation and feedback
  - notes made by the NQT to support the work of teaching assistants
  - evaluations made by the NQT, for example, from self-review or INSET activities
  - observations of the NQT’s interactions with parents and carers;
- identify strengths and areas for further development;
- explore, across the full range of the NQT’s teaching, issues arising from specific points in the lesson(s) observed;
- look at progress in relation to the Teachers’ Standards;
- consider medium and long-term development as well as short-term goals;
- review and revise objectives and action plans for the NQT’s professional development
- review the NQT’s support programme and ensure that it matches the NQT’s changing needs and priorities.

It is important that a written account is kept of professional review meetings and copied to NQT and Induction Tutor. A suggested format can be found on the next page.

The outcomes of professional review meetings will feed into the termly formal assessment meetings.

Additional guidance

In the sub-section “A tool for supporting induction” from page 3.9 you will find a series of prompt questions to use in review meetings with NQTs.
## Record of professional review meeting

<table>
<thead>
<tr>
<th>Term one</th>
<th>Term two</th>
<th>Term three</th>
</tr>
</thead>
<tbody>
<tr>
<td>review 1</td>
<td>review 2</td>
<td>review 3</td>
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<tr>
<td>review 4</td>
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<td>review 5</td>
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<td>review 6</td>
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</tbody>
</table>

NQT  
Class

Induction Tutor  
Date

Evidence considered, for example lesson observation, planning, pupils’ work, NQT’s evaluations

Objectives reviewed and progress made

Revised objectives

Support to be provided by the school  
(recorded in detail in action plans for induction programme)

Date for the next dialogue and review

Signed

Induction Tutor  NQT
Summative assessment meetings

Three formal assessment meetings between the NQT and either the Headteacher, or the Induction Tutor acting on behalf of the Headteacher, should take place during the induction period\(^1\).

**End of term 1** to focus on the extent to which the NQT is meeting the Teachers' Standards. Progress may be uneven, but what is important is that the NQT is willing to learn from experience and advice and able to identify key areas for attention.

**End of term 2** to focus on their progress towards meeting the Teachers' Standards. At this stage it is important, where there are gaps in the development of the NQT’s knowledge and skills, to help them to formulate a clear plan to address these.

**End of term 3** to determine whether the school is recommending that the NQT has met all the requirements for satisfactory completion of the induction period.

Evidence to support the assessment of progress

**Essential**
- written records from at least two observations
- written records of two professional review meetings

**Additional evidence could include\(^2\):**
- formal and informal assessment records for pupils
- information about liaison with colleagues, parents and external agencies
- the NQT’s lesson plans, records and evaluations
- the NQT’s self-assessment and record of professional development.

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\(^1\) For those NQTs working part-time, an initial assessment meeting should be held towards the end of the first term. Further meetings should take place when appropriate to the proportion of timetable taught.

\(^2\) Written evidence is likely to be more wide-ranging and detailed if the NQT is not making satisfactory progress than where s/he is progressing satisfactorily.
Procedures for supporting NQTs who are not making satisfactory progress

The vast majority of newly qualified teachers will make good progress and will complete their induction period satisfactorily.

However, some new teachers may experience difficulties and will be assessed as making unsatisfactory progress towards meeting the requirements for satisfactory completion of induction.

Unsatisfactory progress at an earlier point during the induction period does not inevitably lead to unsatisfactory completion of induction. The important point is that everyone involved must work positively towards improving the areas of identified weakness.

It is undoubtedly a difficult situation for an NQT who has had an unsatisfactory progress report. However, it is also vital that an NQT in this position acts upon the advice given and takes full advantage of their support programme to move forward positively and successfully.

Early action to bring about improvement

If there are difficulties it is important that early action is taken in order to give support and advice so that the necessary improvements are made.

The Induction Tutor should inform the Headteacher of any concerns about an NQT’s progress.

The Headteacher and Induction Tutor should ensure that procedures are firmly in place within the school to enable the NQT to make improved progress:

- good support from a well-qualified Induction Tutor who has sufficient time for the role;
- a revised action plan for induction support which sets out the support to be provided and the timescales for monitoring and review;
- good use of the 10% release time with a log kept of frequency and use;
- regular and focused monitoring of the NQT’s progress with constructive feedback about progress made and next steps required.

Communicating concerns

The Headteacher should also ensure that concerns are communicated quickly to all those with responsibilities in the induction process. Communication should not be delayed until a formal assessment meeting has taken place.

- the Appropriate Body should be informed through the NQT Induction Coordinator, John Manning (see contact details in the introductory section of this handbook).
- the NQT should be made aware of the concerns and a record made of this conversation. Records of observations and review meetings should be used to pinpoint the specific areas of difficulty.
- the termly assessment forms should be submitted to the AB within the specified timescales at the end of each term.
Observing NQTs who are not making satisfactory progress

The statutory minimum number of observations is two per term. In cases where progress is not satisfactory, more observations will be needed so as to ensure a fair and rigorous assessment process.

In addition to observations by the Induction Tutor, in cases where there are concerns about an NQT’s progress, it is important that:
- more than one opinion is sought in validating judgements;
- joint observations are arranged if there are variations in judgements;
- records of observations are clear and unambiguous, giving credit for areas of effective practice but outlining clearly the unsatisfactory elements.

Care should be taken to ensure that:
- copies of observation are signed and dated;
- the possibility of an external observer is considered, as appropriate.

Completing the assessment form

More detail is required when submitting an assessment form showing unsatisfactory progress to include:
- identified weaknesses;
- agreed objectives (in relation to Teachers’ Standards);
- planned support;
- evidence used for the judgement.

The second recommendation box should be ticked before the NQT is asked to sign the form. A copy of the form must be sent to the AB, given to the NQT and retained by the school.
Appropriate Body action when assessment forms show unsatisfactory progress

CTSA as the Appropriate Body in the statutory induction arrangements has overall responsibility for quality assurance in this respect.

When a school informs CTSA that an NQT is making insufficient progress, CTSA will:
• contact the Headteacher, outlining next steps and sources of CTSA support;
• undertake, as appropriate, additional monitoring of the school’s induction processes;
• consider the possibility of external support for the NQT as appropriate to their needs.

When a term 2 report shows unsatisfactory progress, arrangements will be made for a further CTSA visit to the school during term 3 to assist the school in making the end of induction recommendation. This will include:
• discussion and scrutiny of the school’s evidence about the NQT’s performance in relation to each of the Teachers’ Standards;
• ensuring that the NQT and the Headteacher understand the arrangements for completion of induction.

When it is judged that an NQT has failed to complete induction satisfactorily the process is as follows:

1) at the end of the induction period the Headteacher makes a recommendation to the AB that the NQT has failed to meet the requirements for satisfactory completion of induction;
2) the CTSA Advisory Panel, comprising Headteachers and senior CTSA personnel, considers all the evidence, including any written representations provided by the NQT within 10 working days of the recommendation;
3) within 20 days of the recommendation, the CTSA final Decision Making Panel makes one of three decisions:
   i) the NQT has met the requirements for satisfactory completion of induction
   ii) that an extension should be allowed
   iii) that the NQT has failed to complete the induction period satisfactorily
4) within three days of the decision, CTSA writes to the NQT and Headteacher informing them of the decision. In the event of decision 3 ii) or 3 iii), the NQT is informed of arrangements for their right of appeal to the NCTL.

DfE Publication: Statutory Guidance on Induction for Newly Qualified Teachers sets out full details of the statutory induction arrangements, including the appeals process.

Reviewing the year: reflecting on professional development

As the NQT you have been supporting reaches the end of the induction process it is important that you take time to recognise and acknowledge the valuable contribution you have made to the profession and the professional gains you have made personally.

The proforma on page 5.22 can be used for this purpose and included in your own ongoing Professional Development Record.

The purpose of such a record is to help you to:
- recognise and celebrate your achievements
- identify any further professional development needs
- map your career progression
- chart progress against national professional standards
- develop and extend your own professional role
- influence the development of the school
- contribute to performance appraisal and review processes.

Why have a Professional Development Record?

To prepare evidence for:
- a job interview
- a threshold application
- pay scale progression
- the annual appraisal review meeting
- accreditation of learning
- NPQH assessment

To plan for the development of your career by:
- recording your career history
- collecting evidence of your current achievements
- showing skill acquisition and improvement in areas specified in the Teachers’ Standards Framework
- reflecting on your progress as a teacher/professional.

To plan your training and development by:
- focusing on your current role and responsibilities
- reflecting on your teaching and learning
- analysing your strengths and areas for development with a mentor, team leader or colleague
- identifying appropriate further qualifications and planning for them
- producing evidence of progress towards targets.
## The role of the Induction Tutor: professional gains

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<tr>
<th>Name</th>
<th>Date completed</th>
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**Context**

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<tr>
<th>Action/Strategy</th>
<th>Impact on the NQTs development</th>
<th>How has this influenced my own teaching and professional development?</th>
<th>What benefits have there been for the year group/Department/school</th>
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**Forward planning for further professional development:**
Assessment of progress against the Teachers’ Standards

Written feedback about the NQT should relate to:

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

Comments must be in the context of and make reference to specific Teachers’ Standards (e.g. TS 3b, 4a etc).

Part One: Teaching (Teachers’ Standards 1-8)

Strengths:

TS 1a-1c
- Nula has quickly developed a positive relationship with her class, including those learners who were initially unsure how to respond to her style of teaching. She cares for their well-being and her use of circle time is a particular strength.
- She has worked hard to create stimulating learning walls in her classroom this term and to ensure that her selection of resources and activities is sufficiently varied to engage children of all abilities (classroom display boards, lesson observations, pupil feedback)

TS 2a-2b
- Planning shows an understanding of the prior learning and achievements of the children in her class—particularly in relation to literacy (Lesson observation, planning records)
- She keeps suitable records to monitor individuals’ progress and is beginning to use mini plenaries throughout a lesson to help shape next steps planning and to enable her pupils to reflect on their progress (lesson observation, planning records, work scrutiny)
- She is sensitive to the needs of pupils. She has liaised with the Children in Care team to produce a PEP for a pupil. She has successfully supported the smooth integration of this pupil (Carer comments, SLT drop-in feedback, pupil record file)

TS 3a - 3 c
- Nula has quickly become familiar with the school’s Schemes of Work to inform and support her teaching and is beginning to complement these with her own ideas and imaginative set of resources. (planning records, observations, notes from tutor meetings)
- She has a good understanding of literacy approaches and uses research to enhance her understanding and delivery of lessons in this area. She is beginning to build up similar knowledge for numeracy and also for ICT. This will be an ongoing objective for next term. (Observations, planning file)

TS 4a- 4c
- Nula uses a range of strategies to promote student curiosity and to support the enquiry skills of her pupils. She is beginning to use talk partners more frequently so that students are gaining in confidence in clearly articulating their views. (SLT drop in feedback, lesson observation reports)
- Nula understands and follows the homework policy. Parents/carers have a good
understanding of what is expected of their children and completed homework is used to both consolidate and extend pupil learning. Homework activities are of a high standard (Parent questionnaires, pupil feedback, work scrutiny report)

TS 5b
Nula is willing to experiment and is beginning to adapt her teaching to match the range of learning styles of her pupils. Her lessons are interactive and enjoyable (SLT drop in feedback, lesson observation reports, discussions with pupils) but sometimes challenge is an issue. She has identified differentiation and planning for progression as an area for development.

TS6a+6b
Nula has received training and support in understanding and using the schools' assessment policy and use of the schools' Target Tracker. (Work scrutiny, tracker, discussions). She will take part in moderation meetings next term in order to enhance her assessment skills and has expressed an interest in joining the new assessment without levels working group in order to develop formative assessment.

TS 7c-d
Nula uses interesting and varied sets of resources and activities to engage and motivate pupils in her lessons (lesson observations, SLT drop in feedback, planning file)
She has developed good relationships with her pupils and is experimenting in using varied seating plans for different types of group work. (lesson observations, planning file)

TS 8b+8d
- Communication with pupils, colleagues and parents is clear, constructive, informative and supportive of pupils' learning. Nula responds to parental queries quickly and sensitively (lesson observations, open evening feedback, Parent/carer comments, TA record book comments)
- Nula works constructively and collaboratively with her year team, sharing knowledge, experience and expertise (Planning, team meeting records).
- Nula effectively guides the work of support staff in supporting pupil learning (TA record book, lesson observations, feedback from TA)

Areas for development:
TS 3 a + 3b - Develop use of ICT to support teaching and learning
TS 7 a - Develop consistency in behaviour management towards low level disruption to ensure all pupils respond quickly and appropriately (lesson observations, SLT drop in feedback)
TS 6b +d - Develop use of formative assessment to ensure that learning intentions and success criteria are always communicated effectively so that all pupils have a clear understanding of what they need to do to improve. Target feedback appropriately to support next steps.
TS 5a and 5d - Develop differentiation to cater for the full range of learning abilities in the class – particularly to stretch the more able pupils

Targets and support:
- To design further opportunities for learners to develop ICT skills – half day INSET on 6.11.15, meeting with ICT coordinator, observations of DH.
- To develop consistency in behaviour management strategies to ensure all pupils follow class rules and routines – half day attendance at behaviour management course on 21.10.15, meeting with SENCo on 30.10.15, observations of team leader and DH
To ensure learning intentions and success criteria are communicated to pupils during every lesson so that pupils have a clear understanding of what they are learning and how that will be demonstrated- 1 days INSET 7.12.15, observations of year group colleagues and discussion and feedback in weekly team meetings, involvement in assessment working group.

To ensure activities are appropriately differentiated to meet the needs of the full range of learning abilities in the class- particular emphasis on challenge. See weekly planning meetings with year team and 1-1 support from team leader, meetings with literacy, numeracy and ICT subject managers (dates to be arranged), feedback from observations and scrutiny of planning to incorporate steps to further develop.

**Part Two: Personal and Professional Conduct (Teachers’ Standards 9-11)**

**Strengths**

TS 9-11

-Nula is professional in her conduct in and around school and has an excellent attendance and punctuality (attendance records, observations)

-Nula understands and follows school policies in relation to homework and Safeguarding. She understands the need for constant vigilance and to record and report incidents relating to child protection. (Discussions about safeguarding procedures, use of risk assessment forms)

-When working with her induction tutor Nula is reflective acts upon advice, and despite some initial uncertainty, she is willing to ask questions and raise concerns when necessary. She is beginning to contribute her own ideas and perspectives during professional review meetings and is successfully meeting targets that have been set (NQT and induction tutor records)

**Areas for development:**

TS 10-11

-Nula has had initial training on the school’s SEND and EAL policies (½ day Inset, policies explained and discussion during induction week-suction folder) She needs further support and training to enable her to fully implement this particularly for G+T and EAL pupils in the classroom

-To plan for own CPD needs linked to assessment

**Targets and support**

-To understand school policy in relation to G+T and EAL, to be able to show differentiation in planning and practice for pupils – 1 day further INSET, meeting with DH on 25.11.2015, focus of weekly mentor meetings.

-To use NQT time to research and observe good assessment practice and to play an active role in the new assessment without levels working group (Inset day on assessment, planning file, observations, notes and recommendations of working party)