

Guidance on the NQT Induction process

September 2019

for:

**Induction Tutors
Headteachers and Governors
Newly Qualified Teachers**

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A welcome to NQTs from the Octavo Partnership

September 2018

Dear NQT

Welcome to what, for most of you, will be your first teaching post.

The NQT Induction period is designed to provide both support and challenge, allowing NQTs to build upon the skills and knowledge gained during training. All NQTs should have a structured programme of professional development which will build on the areas for development identified at the end of their training.

The information in this guide will support you through the induction process and enable you to play a key role in delivering our shared vision: helping all children and young people to achieve their potential.

If you have any queries, or require any further information, please don't hesitate to contact Christine Lonsdale, Octavo's NQT Induction Manager.

Yours sincerely

Cathy Brearley
Head of HR - Octavo Partnership

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Introduction

What is Induction?

All qualified teachers who are employed in a maintained school or non-maintained special school in England, including a maintained nursery or PRU, must, by law, have completed an induction period satisfactorily, subject to specified exceptions.

Statutory induction is not a legal requirement to teach in the FE or independent sector, including Academies and Free Schools, but may be served in these settings.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the relevant standards (see paragraph 1.5). The programme should support the newly qualified teacher (NQT) to meet the relevant standards by the end of the period and equip them with the tools to be an effective and successful teacher.

In Croydon we believe that induction should be informed by the following principles:

Equality of opportunity

All teachers should have equal access to training and supervision during the induction period.

Entitlement

Teachers are entitled to high quality, well planned and well organised support and training throughout the induction year which offers them every opportunity to complete successfully.

Consistency

The supervision, training and assessment provided for teachers should at all times be kept within the principles of equality of opportunity and entitlement and be applied consistently by all schools and academies.

This short guide sets out:

- the induction process to which NQTs are entitled, including roles, responsibilities and the induction timeline
- the Teachers' Standards which the NQT must meet
- operational forms to support the process
- information of what to do when NQTs are not making satisfactory progress
- references to the other documents and websites you will find useful as you support NQTs through the induction process.

The statutory provisions which underpin this guidance are sections 135A, 135B and 141C (1)(b) of the Education Act 2002, and the associated Education (Induction Arrangements for School Teachers) (England) Regulations 2012 (hereafter referred to as "the Regulations").

The Role of the Appropriate Body

All NQTs must be registered with an Appropriate Body before their induction can begin. The Appropriate Body has the main quality assurance role within the induction process.

The Appropriate Body must be assured 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;
- head teachers/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 head teacher/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 (see page 7);
- 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
- they provide the Teaching Agency 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/academies and colleges for guidance, support and assistance with NQTs' induction programmes; and respond to requests for assistance and advice with training for Induction Tutors.

In Croydon this is carried out:

- through representatives meeting with NQTs at Induction events;
- through representatives monitoring termly assessment forms. Follow up visits are made when these forms indicate the NQT is not on track to meet the standards by the end of the induction period;
- through sampling of judgements by visits to a small number of randomly selected schools/academies.

The Appropriate Body must, after receiving a recommendation (with supporting evidence on the assessment form) from the headteacher at the end of the induction period, make the decision on whether the teacher has

- successfully completed the induction period;
- failed to complete the induction period;
- should be granted an extension.

This decision must then be communicated to the teacher, Headteacher and Teaching Agency. The Appropriate Body should on a regular basis consult with headteachers/principals on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the Appropriate Body to enable it to discharge its responsibilities effectively.

In order to complete the induction period satisfactorily, an NQT must demonstrate that s/he is consistently meeting the Teachers' Standards over a sustained period in their practice.

An NQT has only once chance to complete statutory induction. (ref. statutory guidance 1.9)

The Appropriate Body - Named Contact Person

An NQT who is not satisfied with the content and/or delivery of the programme of monitoring, support and assessment being provided during the induction period, should in the first instance make use of the school's internal procedures for raising professional concerns, including those involving the school's governing body.

If the NQT's concerns have not been addressed, the NQT should contact the named person at the Appropriate Body. Currently the named person for Croydon local authority is: **Christine Lonsdale 0792 0657797** or christine.lonsdale@octavopartnership.org.

The Headteacher's responsibilities

Overall:

- To ensure that each NQT in their school is provided with an appropriate induction programme, in line with national arrangements;
- To make a recommendation to the Appropriate Body, based on rigorous and fair assessment procedures, as to whether the NQT has met the Induction Standards.

The head teacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the NQT during induction, and should:

- check 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;
- participate appropriately in the Appropriate Body's quality assurance procedures;
- retain all relevant documentation/evidence/forms on file for six years; and
- participate in the Appropriate Body's quality assurance procedures.

Whilst much of the statutory responsibility for induction falls to the Headteacher, in practice much is delegated to induction tutors. The head however must have in place appropriate quality assurance processes to ensure that all the necessary actions are taking place and the judgements being made are equitable and valid.

The Induction Tutor's responsibilities

The Induction Tutor should have a clear job description outlining their duties and their lines of accountability.

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 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.

The NQT's responsibilities

The NQT should:

- 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;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment forms.

The Governing Body's responsibilities

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 head teacher/principal is 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.

Summary of roles and responsibilities for NQT Induction

When	NQT	School	Croydon LA acting as AB
On appointment (Pre 1st Term)	<ul style="list-style-type: none"> • Arranges pre-term visit to school 	<ul style="list-style-type: none"> • Registers the NQT with the Appropriate Body • Governing Body ensures that school provides appropriate monitoring and support • Provides an introductory visit to school • Allocates an induction tutor • Ensures an appropriate job description is in place • Ensures that the Quality Assurance arrangements are in place to monitor the process in school 	<ul style="list-style-type: none"> • Registers the NQT with the Teaching Agency
1st Term FTE	<ul style="list-style-type: none"> • Attends an induction event • Agrees initial objectives • Uses school procedures for planning, assessing and teaching • Takes part in the programme of monitoring, support and • Assessment agreed with the induction tutor 	<ul style="list-style-type: none"> • Agrees initial objectives • Induction tutor starts monitoring, support and assessment • Holds review meetings following the observations • Holds end of term formal assessment meeting focusing on the extent to which NQT is consistently meeting the Teachers' Standards • Completes the assessment form and forwards it to the Appropriate Body as soon as possible following the meeting 	<ul style="list-style-type: none"> • Arranges an Induction Event • Monitors the quality of induction arrangements through visits to a randomly selected sample of schools • Starts the process of confirming judgements where concerns are raised about individual NQTs • Reads assessment forms to monitor the progress made by NQTs
2nd Term FTE	<ul style="list-style-type: none"> • Continues the agreed programme of observation and liaison • Gives feedback to the induction tutor to review progress • Engages in any arranged visits for professional development 	<ul style="list-style-type: none"> • Continues monitoring, support and assessment as above • Provides opportunities to observe others teach • Provides opportunities for liaison with SENCo and other relevant professionals • Holds second formal assessment meeting focusing on progress towards Teachers' Standards • Completes assessment form and forwards to the Appropriate Body as soon as possible following the meeting 	<ul style="list-style-type: none"> • Monitors the quality of induction arrangements through visits to a randomly selected sample of schools • Starts the process of confirming judgements where concerns are raised about individual NQTs • Reads assessment forms to monitor the progress made by NQTs
3rd Term FTE	<ul style="list-style-type: none"> • Takes an active role in the review and assessment of progress against the standards and the setting of objectives for the second year and transfer to the school's appraisal process 	<ul style="list-style-type: none"> • Continues monitoring, support and assessment as above • Holds final assessment meeting and sets objectives for second year • Submits final form to Appropriate Body within 10 working days of the final assessment meeting 	<ul style="list-style-type: none"> • Appropriate Body provides a panel to ratify recommendations • Appropriate Body sets up appeals procedures • Teaching Agency informed of NQT completers/leavers

Headteacher's checklist

Please ensure this form is completed and keep it with the NQT's records.

In cases where the NQT is deemed not to have met the Induction Standards, all records will be required.

Pre-Appointment	Notes
<ul style="list-style-type: none"> The school has carried out pre-employment checks. 	
<ul style="list-style-type: none"> The post matches the NQT's experience and initial training (in relation to ages and subjects taught). The NQT has been given a job description which does not make unreasonable demands on them. For example, no acute or especially demanding discipline problems on a day-to-day basis; no additional non-teaching responsibilities unless appropriate preparation and support are given. 	
<ul style="list-style-type: none"> The headteacher is confident the school can provide the NQT with the necessary breadth of experience needed to complete induction successfully. <p><i>NQTs in FE Institutions or 6th Form Colleges will need to have some teaching experience in mainstream school settings as appropriate during induction (Statutory Guidance ref 2.3).</i></p>	
<ul style="list-style-type: none"> The governing body has been informed fully about the induction arrangements for NQTs in the school. 	
<ul style="list-style-type: none"> The school's induction policy sets out clear processes and procedures in line with statutory requirements. 	
<ul style="list-style-type: none"> NQT registration forms have been completed and returned to the Appropriate Body. 	
<ul style="list-style-type: none"> Responsibilities for induction have been allocated and the NQT informed. 	
<ul style="list-style-type: none"> Induction tutors have been trained. 	
<ul style="list-style-type: none"> Arrangements for reduced timetable. The 10% release time is for professional development activities, related to meeting the Induction Standards. <p>This is in addition to PPA time.</p>	
<ul style="list-style-type: none"> Key staff, in particular induction tutors, are familiar with the Teachers' Standards. 	
<ul style="list-style-type: none"> Induction tutors are fully aware of the need to inform HT if they have serious concerns about an NQT. 	
<ul style="list-style-type: none"> Areas for development identified from ITT have been discussed with the NQT and used to inform the setting of objectives for the first assessment period. 	

On taking up post	Notes
<p><i>NQTs familiarised with:</i></p> <ul style="list-style-type: none"> • School policies and procedures e.g. • School Development plan Health and Safety Child Protection Staff handbook Behaviour including incident reporting Other (as in school induction policy). 	
<ul style="list-style-type: none"> • The Teachers' Standards. 	
<ul style="list-style-type: none"> • Entitlement to support, guidance and monitoring. 	
<ul style="list-style-type: none"> • Assessment arrangements. 	
<ul style="list-style-type: none"> • The school's procedures for raising concerns. 	
<ul style="list-style-type: none"> • How, and in what circumstances, they should access the Local Authority's named person (Christine Lonsdale). 	

An appropriate induction programme has been planned, to include:	Notes
<ul style="list-style-type: none"> • Arrangements for the induction support programme. 	
<ul style="list-style-type: none"> • Date of first observation of the NQT. 	
<ul style="list-style-type: none"> • Regular access to a designated induction tutor/mentor. 	
<ul style="list-style-type: none"> • Focused observation and feedback. 	
<ul style="list-style-type: none"> • Fair and rigorous assessment of all NQTs is planned against the Teachers' Standards. 	
<ul style="list-style-type: none"> • Focused observation of experienced teachers. 	
<p><i>This will need to be arranged for NQTs in sixth forms and special schools in mainstream as appropriate.</i></p>	
<ul style="list-style-type: none"> • Arrangements for professional reviews of progress, action planning and setting developmental targets. 	
<ul style="list-style-type: none"> • Arrangements for professional development and training and additional support where it is needed. 	
<ul style="list-style-type: none"> • Arrangements for assessment and reporting to the Appropriate Body. 	
<ul style="list-style-type: none"> • Time with the school SENCo. 	
<ul style="list-style-type: none"> • External training events or support networks. 	

NQT's Checklist

Key questions	Date	Notes
Has an Appropriate Body been notified that you have started your induction?		
Are you receiving a reduced timetable?		
Have you been assigned an induction tutor?		
Have you discussed your areas for development identified at the end of your initial teacher training with, and made it available to, your induction tutor?		
Have you familiarised yourself with the Teachers' Standards?		
Do you have the details for your named contact at your Appropriate Body?		
Have you and your induction tutor planned an individualised and structured induction support programme?		
Have regular meetings with your induction tutor been set up?		
Has your induction tutor set up a programme of assessment, observations and feedback/progress reviews?		
If you are undertaking your induction part-time, have you established how long your induction support programme will be?		

The following section is for your additional information/issues.

Questions to ask	Response	Action needed

Quality Assurance checklist of school's provision for NQT Induction

Name of NQT(s):

School:

This document can be used to help support within the first half-term of the NQT(s) taking up their post(s). If relevant, where information is the same, one form may be used in respect of several NQTs.

Although this form is optional, if the NQT(s) is experiencing difficulties this information will be required by the Appropriate Body.

Statement	Yes/No	Comments
1. The school/college has a policy for NQT Induction.		
2. The school/college has written confirmation (i.e. certificate from Teaching Agency of the NQT's QTS date.		
3. The NQT has been provided with a job description.		
4. The NQT has a designated Induction Tutor.		
5. 10% release time has been arranged for the NQT to undertake induction-related activity (in addition to PPA time).		
6. Induction roles and responsibilities have been discussed and made clear.		
7. The NQT is fully aware of the induction arrangements and mechanisms through which professional concerns can be raised in the school/college and with the Appropriate Body.		
8. The school/college knows how to raise any concerns with the Appropriate Body.		
9. Any evaluations from the NQTs Initial Teacher Training course have been used to inform discussion about the NQTs CPD priorities.		
10. The NQTs induction programme has been formalised and includes clear objectives, review dates, support and professional development opportunities.		
11. The NQTs teaching has been/will be formally observed, discussed and recorded.		
12. The NQT has/will have opportunities to observe other Teachers.		
13. Time has been identified for regular formal progress review meetings between Induction Tutor and NQT.		
14. Arrangements are in place for the NQT to be assessed according to the Teachers' Standards.		
15. Arrangements and timescales for sending the assessment reports to the Appropriate Body are understood.		
16. The school/college has ways of ensuring consistent and equitable Induction provision for each NQT.		
17. Means of recording review meetings, observations and other induction activities are in place.		
18. Notes from meetings and lesson observations are jointly signed, dated and copied to the NQT.		
19. Overall, the school/college is providing a suitable induction programme which reflects the DfE Statutory Guidance.		

Completed by:

Date:

NQT's Initial Meeting with Headteacher / Induction Tutor

Form A

School	NQT	Headteacher	Date
Purpose of meeting		Notes	
1. Discuss the support, monitoring and assessment procedures which will be provided to assist the successful induction and professional development of the NQT			
2. Evaluate how the term has started, giving consideration to the areas that the NQT feels confident about & aspects s/he feels needs development			
3. Provide the name of the contact person in the Appropriate Body			
4. Discuss which aspects from the areas identified above, can be used to set the objectives for self- improvement and development which will be agreed at the first review meeting			
5. Discuss whether guidance so far has been sufficient, particularly in the areas of planning and assessment			
6. Consider areas for classroom observation and set the date for the first observation			
7. Discuss future support from induction tutors and headteacher. Discuss courses to further develop individual performance			
8. Plan date of review and assessment meetings for the year			
9. Provide form for professional development record and discuss			

Induction timescale and suggested termly programme

(based on full-time NQTs, will be pro-rata for part-time NQTs)

Each half-term will consist of the following programme, in order to:

- update the evidence base
- review the objectives currently being worked on
- ensure that release time is used effectively to support current objectives

Half-termly

- Classroom Observation including a follow-up discussion by the induction tutor plus additional monitoring of plans, records etc (Form B).
- Meeting to review objectives and agree professional development programme for next half-term with induction tutor (Forms C and D).

Termly

- Formal Assessment Meeting with Headteacher, Induction Tutor and NQT.

Complete DfE NQT Induction Assessment Report and return to the Appropriate Body as soon as possible and no later than 10 working days of the formal assessment meeting. **(This is a statutory requirement.)**

TERM 1 - FIRST HALF-TERM		
When?	What? How?	Date completed
1-2 weeks	Initial meeting between HT + Induction Tutor + NQT. NQT brings targets form ITT to the meeting. Induction tutor completes Form A - Initial Meeting. Induction tutor provides Form F - Professional Development Record.	
3-4 weeks	Classroom observation using Form B - by HT/Induction Tutor with Feedback. Reflection time for both teacher and tutor.	
5-6 weeks	Review meeting – NQT and induction tutor. Action planning and objective-setting. Complete Form D – Objectives and Action Plan based on: <ul style="list-style-type: none"> • discussion with the NQT. • observation and feedback. • other monitoring. Use Form E to record summative evidence. Discuss focus of second classroom observation. Discuss use of 10% non-contact time and plan the professional development programme.	
TERM 1 - SECOND HALF-TERM		
When?	What? How?	Date completed
2-3 weeks	Classroom observation – by Induction Tutor with feedback based on focus agreed at first review meeting. Complete Form B.	
5-6 weeks	Review Meeting – NQT + Induction Tutor. Review and revise objectives based on: <ul style="list-style-type: none"> • observation and feedback. • evidence from other monitoring. • discussion with NQT. Update Form D – Objectives and Action Plan. Plan use of non-contact time / Early Professional Development (EPD). Use Form E to record summative evidence.	
Towards the end of term	Formal assessment meeting HT + Induction Tutor + NQT. Complete statutory Assessment Form using all available evidence collected against the Teachers' Standards. Set targets for the second term. Ensure that the NQT has time to reflect on the assessment and add their own comments. <i>Return to the Appropriate Body within 10 working days of the meeting; before the end of term.</i>	

TERM 2 - FIRST HALF-TERM		
When?	What? How?	Date completed
3-4 weeks	<p>Classroom observation – by Induction Tutor with feedback. Complete Form B. Reflection time for teacher and tutor. Agree areas for further monitoring and observation. Summarise evidence on Form E.</p>	
5-6 weeks	<p>Review meeting – NQT and Induction Tutor. Review and revise objectives based on:</p> <ul style="list-style-type: none"> • observation and feedback. • evidence from other monitoring. • discussion with NQT. <p>Update Form D – Objectives and Action Plan. Plan use of non-contact time / EPD. Use optional Form E to record summative evidence.</p>	
TERM 2 - SECOND HALF-TERM		
When?	What? How?	Date completed
1-4 weeks	<p>Classroom observation – by Induction Tutor with feedback. Complete Form B. Reflection time for teacher and tutor. Agree areas for further monitoring and observation. Summarise evidence on Form E.</p>	
5-6 weeks	<p>Review Meeting – NQT + Induction Tutor. Review and revise objectives based on:</p> <ul style="list-style-type: none"> • observation and feedback. • evidence from other monitoring. • discussion with NQT. <p>Update Form D – Objectives and Action Plan. Plan use of non-contact time / EPD. Use Form E to record summative evidence.</p>	
Towards the end of term	<p>Formal assessment meeting HT + Induction Tutor + NQT. Complete statutory Assessment Form using all available evidence collected against the Teachers' Standards. Set targets for the third term. Ensure that the NQT has time to reflect on the assessment and add their own comments.</p> <p><i>Return to the Appropriate Body within 10 working days of the meeting; <u>before the end of term.</u></i></p>	

TERM 3 - FIRST HALF-TERM		
When?	What? How?	Date completed
3-4 weeks	Classroom observation – by Induction Tutor with feedback. Complete Form B. Reflection time for teacher and tutor. Agree areas for further monitoring. Summarise evidence on Form E.	
5-6 weeks	Review meeting – NQT and Induction Tutor. Review and revise objectives based on: <ul style="list-style-type: none"> • observation and feedback. • evidence from other monitoring. • discussion with NQT. Update Form D – Objectives and Action Plan. Plan use of non-contact time / EPD. Use optional Form E to record summative evidence.	
TERM 3 - SECOND HALF-TERM		
When?	What? How?	Date completed
1-3 weeks	Classroom observation – by Induction Tutor with feedback. Complete Form B. Summarise evidence on Form E.	
5-6 weeks	Review Meeting – NQT + Induction Tutor. Review and revise objectives based on: <ul style="list-style-type: none"> • observation and feedback. • evidence from other monitoring. • discussion with NQT. Use optional Form E to record summative evidence. HT, Induction Tutor and NQT work on objectives and a continuation of EPD programme in Year 2.	
Towards the end of term	Formal assessment meeting HT + Induction Tutor + NQT. Complete statutory Assessment Form for third term. Set targets to feed into the school's appraisal cycle. HT makes a recommendation to the Appropriate Body. <i>Return to the Appropriate Body within 10 working days of the meeting; <u>before the end of term.</u></i>	

(The use of optional forms is assumed. If they are not used then the school will need to provide alternative ways of recording the induction process.)

Octavo's Induction Manager should be alerted at the earliest opportunity if there is any concern about the progress of a Newly Qualified Teacher. (Octavo Induction Manager contact details are on page 4 of this document.)

Some examples of how the NQT release time might be used throughout the induction period:

- Attending courses
- Planning collaboratively, for example:
 - o with Induction Tutor
 - o with subject/phase leader, year group colleague(s)
- Lesson observations of experienced teachers, including discussion before and after observation:
 - o of colleague(s) in year group/department using pre-agreed criteria
 - o of other teachers in your school for subject specific development using pre-agreed criteria
 - o of someone else teaching your class
 - o of someone teaching a lesson that you have planned
 - o of a teacher in a contrasting school using pre-agreed criteria
 - o of a teacher in a similar school using pre-agreed criteria
 - o of another NQT
- Coaching and support:
 - o from an Advanced Skills Teacher (AST)
 - o from the SENCo, e.g. on writing individual behaviour management strategies
 - o on report writing
- Developing strategies for teaching:
 - o pupils with special educational needs (SEN)
 - o pupils with English as an additional language (EAL)
 - o more able pupils (G&T)
 - o team teaching with other NQTs/colleagues with particular expertise
- Personal enquiry and reading; researching websites, observation, discussion, etc
- Gaining experience of pastoral duties/form tutor role
- Improving generic aspects of teacher, e.g., AfL, creativity, thinking skills, social and emotional aspects of learning (SEAL), equal opportunities, diversity, etc
- Analysing marking and record keeping systems in order to improve their own
- Moderation/standardisation meetings
- Planning a lesson based on thorough assessment of pieces of work
- Shadow a meeting with outside agencies, e.g., social workers, speech therapists, educational psychologists, etc
- Looking at resources in school, such as computer software
- Reflecting on progress so far against Teachers' Standards
- Meeting the induction tutor, e.g., for progress review meeting

A searchable archive of all Teachers' TV clips including classroom practice is accessible through www.education.gov.uk/schools/toolsandinitiatives/teacherstv

Teachers' Standards 2012

PREAMBLE	Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.
PART ONE: TEACHING	
	A teacher must:
1.	Set high expectations which inspire, motivate and challenge pupils a. establish a safe and stimulating environment for pupils, rooted in mutual respect b. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions c. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2.	Promote good progress and outcomes by pupils a. be accountable for pupils' attainment, progress and outcomes b. plan teaching to build on pupils' capabilities and prior knowledge c. guide pupils to reflect on the progress they have made and their emerging needs d. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching e. encourage pupils to take a responsible and conscientious attitude to their own work and study.
3.	Demonstrate good subject and curriculum knowledge a. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings b. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship c. 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 d. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics e. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
4.	Plan and teach well structured lessons a. impart knowledge and develop understanding through effective use of lesson time b. promote a love of learning and children's intellectual curiosity c. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired d. reflect systematically on the effectiveness of lessons and approaches to teaching e. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
5.	Adapt teaching to respond to the strengths and needs of all pupils a. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively b. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these c. 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 d. 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 a. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements b. make use of formative and summative assessment to secure pupils' progress c. use relevant data to monitor progress, set targets, and plan subsequent lessons d. 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 a. 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 b. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly c. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them d. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
8.	Fulfil wider professional responsibilities a. make a positive contribution to the wider life and ethos of the school b. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support c. deploy support staff effectively d. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues e. communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- a. treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- b. having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- c. showing tolerance of and respect for the rights of others
- d. 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
- e. ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

NQT Induction: Observation Record

Form B

(Focused on those teachers' standards which can normally be observed during a lesson.)

<p>NQT:</p> <p>School:</p> <p>Subject:</p> <p>Class/Year Group incl. number of pupils:</p>	<p>Observer:</p> <p>Date and duration:</p> <p>Focus targets:</p>
<p>Lesson Context:</p>	
<p>Part one: Teaching</p> <p>1. Set high expectations which inspire, motivate and challenge pupils</p> <p>1a. establish a safe and stimulating environment for pupils, rooted in mutual respect.</p> <p>1b. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.</p> <p>1c. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</p>	<p>Comments</p>
<p>2. Promote good progress and outcomes by pupils</p> <p>2a. be accountable for pupils' attainment, progress and outcomes.</p> <p>2b. be aware of pupils' capabilities and their prior knowledge and plan teaching to build on these.</p> <p>2c. guide pupils to reflect on the progress they have made and their emerging needs.</p> <p>2d. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.</p> <p>2e. encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>	
<p>3. Demonstrate good subject and curriculum knowledge</p> <p>3a. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.</p> <p>3b. demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.</p> <p>3c. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the</p>	

<p>teacher's specialist subject.</p> <p>3d. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.</p> <p>3e. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>	
<p>4. Plan and teach well structured lessons</p> <p>4a. impart knowledge and develop understanding through effective use of lesson time.</p> <p>4b. promote a love of learning and children's intellectual curiosity.</p> <p>4c. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.</p> <p>4d. reflect systematically on the effectiveness of lessons and approaches to teaching.</p> <p>4e. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p>	
<p>5. Adapt teaching to respond to the strengths and needs of all pupils</p> <p>5a. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.</p> <p>5b. have a secure knowledge of how a range of factors can inhibit pupil's ability to learn, and how best to overcome these.</p> <p>5c. 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.</p> <p>5d. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>	
<p>6. Make accurate and productive use of assessment</p> <p>6a know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</p> <p>6b. make use of formative and summative assessment to secure pupils' progress.</p> <p>6c. use relevant data to monitor progress, set targets and plan subsequent lessons.</p> <p>6d. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>	

<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p> <p>7a. have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.</p> <p>7b. have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.</p> <p>7c. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p> <p>7d. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p>	
<p>8. Fulfil wider professional responsibilities</p> <p>8a. make a positive contribution to the wider life and ethos of the school.</p> <p>8b. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.</p> <p>8c. deploy support staff effectively.</p> <p>8d. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</p> <p>8e. communicate effectively with parents with regard to pupils' achievements and well-being.</p>	
<p>Part two: Personal and professional conduct</p> <p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> a. treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position. b. having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions. c. showing tolerance of and respect for the rights of others. d. 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. e. ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. 	

Prompts for conducting progress reviews

This list can be used to help structure a progress review meeting. It can help participants to:

- discuss in depth aspects of the NQT's practice
- focus on making judgements about the NQT's progress
- identify clearly any 'next steps' and update the Induction Plan

1. Check that the purpose of the meeting is understood by all those present.
2. Check that the means of formalising and summarising the outcomes / action points from the meeting have been agreed and are established.
3. Refer to which aspects of practice are being evaluated (and if necessary negotiate an order).
4. Identify (and have available) the documentation to be referred to during the meeting.
5. Invite the NQT to provide his/her evaluation of the first aspect of practice being evaluated, referring to the relevant documentation / information / evidence.
6. Discuss this aspect more fully and come to an agreement about the extent to which progress has been made and about any future objectives, if necessary (including revisions to the Induction Plan).
7. Formally record these judgements.
8. Repeat 6 and 7 for other aspects being evaluated.
9. By the end of the meeting, be clear about what actions are expected of individuals and by when, (including any specific support and/or professional development activities).
10. Check if the NQT has any other issues, concerns or questions about their Induction.

Preparing for Progress Review Meetings

Points for the NQT to think about	Notes
<p>To what extent have I achieved my objectives?</p> <p>What evidence am I able to draw on to support my judgements?</p>	
<p>What progress am I making towards the NQT Standards? Since the start of the Induction Period/my last progress review meeting, what improvements can I identify in relation to my:</p> <ul style="list-style-type: none"> • teaching • personal and professional conduct <p>What evidence am I able to draw on to support my judgements?</p>	
<p>In what ways has the induction support programme made a difference to my teaching and pupils' Learning?</p>	
<p>In what ways have I used my 10% Induction- related release time?</p> <p>How effective has this use of time been?</p>	
<p>Are there any areas of my teaching and professional development where I would like more support?</p>	
<p>Are there any other points I want to feed into the review meeting with my Induction Tutor?</p>	

Record of Review Meeting

Form C

(Please circle the half term this refers to)

Term 1 1st half 2nd half

Term 2 1st half 2nd half

Term 3 1st half 2nd half

Items discussed	Evaluation of progress	Action (by whom and by when)

Signature of NQT:	Date:	Signature of Induction Tutor:	Date:
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Induction Period: Objectives and Action Plan

Form D

School		Date	
NQT		Term	

Objectives	Success Criteria	Actions to be taken and by whom	Resources	Target date	Review date	Evaluation of progress by NQT and tutor

Signature on behalf of school

Date

Signature of NQT

Date

A tool for Supporting Induction for Induction tutors and NQTs

Summative record of progress

Form E

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

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

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

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

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

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

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

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

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

PART 2: PERSONAL AND PROFESSIONAL CONDUCT

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

TEACHERS' STANDARD	POINTS FOR DISCUSSION	POSSIBLE EVIDENCE	TARGETS TO TRANSFER TO THE ACTION PLAN/NOTES
<p>10) Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality</p>	<p>How do you demonstrate a clear understanding of the school's ethos, policies and practices?</p> <p>Does your attendance and punctuality meet the expectations of the school?</p>	<p>Professional development contributions to meetings.</p> <p>Communication with colleagues</p> <p>Attendance records</p> <p>Induction tutor meeting minutes</p> <p>Homework diaries</p> <p>Parent/carer/learner feedback</p>	
<p>11) Teachers must have an understanding of and always act within the statutory frameworks that set out their professional duties and responsibilities.</p>	<p>How can you demonstrate your practice and awareness of the statutory frameworks?</p>	<p>Parent/carer/learner feedback</p> <p>Professional development</p> <p>Contribution to meetings</p> <p>Communications with colleagues</p> <p>Induction tutor meeting minutes</p>	

Guidance on completing NQT assessment reports

Three formal assessment reports are required by the Appropriate Body from employing schools over the course of an NQT's Induction Period. For full-time NQTs these will be due at termly intervals. If necessary, clarify and confirm with the Appropriate Body the timescales for the reports of part-time NQTs. In some circumstances an 'Interim' report is required.

The content of the reports should always be discussed with the NQT during a summative assessment meeting, before they are sent to the Appropriate Body.

Guidance on the assessment meeting

- The meeting involves the NQT, Headteacher and/or Induction Tutor acting on behalf of the Headteacher.
- Discussion refers to lesson observations and Progress reviews and the NQT's progress towards meeting the Teachers' Standards.
- All those involved prepare for the meeting in advance and have the relevant information and/or documents available.
- Discussion considers the full range of the NQT's work.
- Judgements are clearly and fairly based on a range of evidence.
- The assessment report can be drafted before the meeting, at the meeting or following the meeting.

The assessment reports

- Croydon's Induction Assessment Form should be used.
- The same report format is used for reporting at the end of the first two assessment periods and where an 'Interim' report is required. (If an NQT leaves the school before an assessment report is due, there is a requirement for the school to provide an Interim report to the Appropriate Body).
- At the end of the induction, the final assessment period is used to record the school's recommendation about whether or not the NQT has met the requirements for successful completion of the Induction Period.
- The Headteacher is expected to be involved in producing the report and/or endorsing its contents, and has overall responsibility for ensuring that the relevant procedures are in place.
- In all reports the text summarising the NQT's progress must make reference to specific Teachers' Standards.
- The overall recommendation concerning the NQT's progress must be clearly indicated on the front page of the report (i.e. if the NQT's progress is maintained at the current rate, s/he will meet the Standards by the end of her/his Induction Period). (NB expressing doubts or concerns at one stage does not mean that they will continue to exist throughout the Induction Period, nor that the NQT will ultimately fail).
- If the rate of progress is judged to be unsatisfactory, the report must make it clear which aspects of the Teachers' Standards are still in need of significant improvement, and what support will be provided. (NB the Appropriate Body may request additional information about the school's/academy's planned support for, and monitoring of, the NQT).
- Once the report has been completed and the NQT has added any comments, signatures must be included and copies made for those involved before sending it to the Appropriate Body.
- Schools/academies have to indicate the number of days served by the NQT and the number of days of her/his absence for the relevant assessment period. (NB School closure days, as well as days on which the school may have closed because of bad weather etc, should be included in the total days served for that assessment period. For part-time NQTs please enter the equivalent number of full days served).
- It is important for schools/academies to ensure that all parts of the form are completed.

Additional information and reminders

- Reminders are sent out via the schools bulletin in good time for the assessment meeting
- The Appropriate Body should receive the completed assessment reports by the end of the Autumn and Spring terms, and two weeks before the end of the Summer term. For part-time NQTs and/or NQTs who are partway through their Induction Period the assessment dates are likely to differ from those above.

London Borough of Croydon

This form must be uploaded to
NQT Induction Manager



**within 10 days of the NQT
completing the assessment period.**

Please complete **all** sections of the form.

NQT Induction assessment for the:

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

Instructions for completion

- Where tick boxes appear please insert "X".
- The Headteacher/Principal should retain a copy and send a copy of this completed form to the Appropriate Body within 10 working days of the NQT completing the assessment period.
- The original copy should be retained by the NQT.
- Full guidance on statutory induction can be found at www.education.gov.uk

NQT's personal details:

Full name		Former name(s) (where applicable)	
Date of birth		Teacher Reference Number	National Insurance Number
Name of educational establishment (e.g. school, academy, etc)		DfE institution number (if applicable)	
		306 /	

Appropriate Body receiving this report **Croydon Local Authority**

Date of award of QTS: / / 20 (day, month, year)

Recommendation:

- The above named teacher's progress indicates that he/she **is making satisfactory progress towards meeting the Teachers' Standards** within the induction period.
- The above named teacher's progress indicates that he/she **may not be able to meet the Teachers' Standards** for the satisfactory completion of the induction period.
- I confirm that the NQT has experienced support and monitoring in line with the statutory guidance

Date of the beginning of this assessment period (dd/mm/yy):

Number of terms completed during this assessment period (usually one term or two terms)

or (for part time NQTs only)

Number of days completed during this assessment period (where the period is calculated in days)

Date of end of this assessment period (dd/mm/yy):

Does the NQT work: Full time Part-time - please indicate the proportion of time e.g. 0.4

Number of days of absence during this assessment period (only include term days + training days)

Quality Assurance

Please indicate the support and monitoring arrangements that have been in place throughout this assessment period:

<input type="checkbox"/>	The NQT has received a reduced timetable, in addition to normal non-contact time.
<input type="checkbox"/>	An individualised and structured plan of support has been agreed with the NQT.
<input type="checkbox"/>	Discussions between the NQT and the induction tutor to review progress and set targets.
<input type="checkbox"/>	Observations of the NQT's teaching and provision of feedback.
<input type="checkbox"/>	Observations of experienced teachers by the NQT.
<input type="checkbox"/>	An assessment meeting between the NQT and the induction tutor.
<input type="checkbox"/>	Other (please specify)

Assessment of progress against the Teachers' Standards:

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

- 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)

This is an example of how an NQT assessment report could be structured and cross-referenced with the Teacher Standards

Part One: Teaching (Teachers' Standards 1-8)	Teachers Standard
<p>Summary of evidence gathered during this assessment period:</p> <p>The NQT 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.</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>The NQT 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)</p> <p>The NQT 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).</p> <p>The NQT 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)</p> <p>The NQT 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.</p> <p>The NQT 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 AfL working group in order to develop formative assessment.</p>	<p>1a-1c</p> <p>2a-2b</p> <p>3a-3c</p> <p>4a- 4c</p> <p>5b</p> <p>6a-6b</p>

<p>The NQT 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)</p> <p>Communication with pupils, colleagues and parents is clear, constructive, informative and supportive of pupils' learning. NQT responds to parental queries quickly and sensitively. (lesson observations, open evening feedback, Parent/carer comments, Teaching Assistant record book comments) The NQT works constructively and collaboratively with her year team, sharing knowledge, experience and expertise. (Planning, team meeting records) The NQT effectively guides the work of support staff in supporting pupil learning. (Teaching Assistant record book, lesson observations, feedback from Teaching Assistant)</p>	<p>7c-7d</p> <p>8b and 8d</p>
<p>Targets for the next assessment period:</p> <p>To develop the use of ICT to support teaching and learning.</p> <p>To develop consistency in behaviour management towards low level disruption to ensure all pupils respond quickly and appropriately.</p> <p>To develop the 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.</p> <p>To develop differentiation to cater for the full range of learning abilities in the class - particularly to stretch the more able pupils.</p>	<p>3a-3b</p> <p>7a</p> <p>6b and 6d</p> <p>5a and 5d</p>

Part Two: Personal and Professional Conduct (Teachers' Standards 9-11)	
Summary of evidence gathered during this assessment period:	Teachers Standard
<p>The NQT is professional in her conduct in and around school and has an excellent attendance and punctuality. (attendance records, observations) The NQT 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 the NQT 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)</p>	<p>9-11</p>
<p>Targets for the next assessment period:</p> <p>To communicate regularly via phone calls or letters with regard to students' achievement and behaviour.</p> <p>To understand the school's policy in relation to G&T and EAL, to be able to decide differentiation in planning and practice for pupils.</p>	<p>10</p> <p>10</p>

Additional Information

Please mark an 'x' in one box to show how the NQT is progressing against the Teachers' Standards for satisfactory completion of the induction period.

This information enables the Appropriate Body to target its monitoring and provide a service of support where it is needed. All NQTs who fall into categories 'C' and 'D' will be monitored more closely, with possible school visits and extra support provided.

<input checked="" type="checkbox"/>	A. This NQT is currently making good progress towards meeting the Teachers' Standards
<input type="checkbox"/>	B. This NQT is currently making satisfactory progress towards meeting the Teachers' Standards
<input type="checkbox"/>	C. This NQT is making limited progress towards meeting the Teachers' Standards
<input type="checkbox"/>	D. This NQT is not making satisfactory progress towards meeting the Teachers' Standards.

Comments by the NQT:

The NQT should record their comments or observations on their induction to date. (Statutory Guidance 2.43)

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

- you feel that this report reflects the discussions that you have had with your induction tutor and/or headteacher/principal during this assessment period;
- you are receiving your full range of entitlements in accordance with statutory Regulations and guidance;
- there are any areas where you feel you require further development/support/guidance when looking towards the next stage of your induction. If so, what are these areas?

I have discussed this report with the Induction Tutor and /or Headteacher/Principal:

Yes

No

I have the following comments to make:

I feel that this term I have been supported by my mentors to full settle and integrate myself within the school. The training and advice provided has been easily accessible and of a high standard. Access to outside training and courses has also been readily available. With the continued support and guidance of both my mentors and the school, I feel confident in my ability to meet any thus far outstanding targets.

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

Yes

No

If not, then please attach details of the school and/or Appropriate Body the NQT is moving to, and contact information.

This form should be signed below; if being sent by email it must be sent from the Headteacher/Principal's school/academy email address and copied to the NQT and Induction Tutor.

Signed: **Headteacher/Principal**

Date

Full name (CAPITALS)

Signed: **NQT**

Date

Full name (CAPITALS)

Signed: **Induction tutor** (if different from Headteacher/Principal)

Date

Full name (CAPITALS)

What to do when the NQT does not make satisfactory progress

Each school/academy, which employs an NQT, has an obligation “to provide a suitable monitoring and support programme personalised to meet their professional development needs to prepare the NQT to meet the requirements for the satisfactory completion of the induction period”.

There are occasions when an NQT will however not make the progress expected. It is important that any possibility of failure to meet the Teachers’ Standards is recognised and acted upon at the earliest opportunity. Action should not be left to the summative assessment meetings, which occur at the end of each term.

The school/academy should take the following action:

- inform, **without delay**, the Appropriate Body of any concerns that the Headteacher or Induction Tutor have about the NQT’s performance;
- inform the NQT of where they need to improve their practice and are given every opportunity to raise their performance to meet the relevant standards;
- ensure that the school/academy is not expecting the NQT to work in a situation which makes unreasonable demands;
- ensure that the support and monitoring in place is of a sufficient and appropriate standard and put in place without delay;
- ensure that an appropriately reduced timetable is being used to provide focused in-service and support.

If at first or subsequent summative assessment meetings the NQT is failing to make satisfactory progress towards the requirements for satisfactory completion of the induction period, then the school/academy must:

- ensure that the assessment is well-founded and accurate, and that sufficient support has been provided to help overcome weaknesses, through corroboration by Octavo’s NQT Induction Manager;
- indicate in the assessment form that the NQT is not on track to complete induction successfully;
- return the assessment form to the Appropriate Body within the statutory timescale i.e. ten working days from the summative assessment meeting (and no later than the end of term);
- inform the NQT in writing of the consequences of failing to complete the induction year satisfactorily (a model letter is contained in this guidance);
- take advice from the school’s link adviser;
- provide further focused support using external advice if necessary;
- ensure that all procedures are completed as recommended by the Teaching Agency

Should an NQT leave having made unsatisfactory progress, then all paper work must be retained by the school/academy (and the Appropriate Body) for a minimum of 6 years.

If by the end of the year the NQT is not meeting induction standards then they may appeal against the decision. Details of these arrangements are given in the current DfE guidance.

A model letter which must be personalised and sent to the NQT at the end of each term where the progress is judged to be unsatisfactory

N.B. The letter must be sent from the Headteacher and not from a Deputy or Induction Tutor.

Dear (*NQT's name*)

As you know, your appointment is subject to the statutory induction arrangements for newly qualified teachers. You will be aware that, following the assessment meeting held on (date) the assessment report which relates to Assessment Period (1 or 2) makes a judgement that progress is unsatisfactory for that term.

In particular you are making unsatisfactory progress in the following areas:

- (insert teachers' standards as applicable)

Objectives for the coming term have been set as follows or laid out in (quote document).

It is important to remember that unsatisfactory progress at this stage of the year will not inevitably result in unsatisfactory completion of induction. To ensure that you are appropriately supported in your continuing induction (either I will be meeting with you shortly to outline the continuing support or the following support will be provided over the coming term.....). A copy of this letter is being forwarded to the Appropriate Body for their information.

I very much hope that there will be the necessary improvement in your performance but you should be aware that if this is not achieved it could result in the Appropriate Body making a decision that you have failed to satisfactorily complete your induction period. It is important that you understand that such a decision would necessitate formal consideration by the Governing Body of the termination of your employment and, subject to appeal, that you would no longer be eligible to teach in maintained schools.

I realise that this is difficult situation for you and would wish to reassure you that all possible support will be made available. However, should you have any further questions about this process, please do not hesitate to come and talk with me.

Yours.....

(Headteacher)

A copy of this letter must be forwarded to Octavo's NQT Induction Manager

Extending the induction period

It is expected that NQTs will successfully complete their induction period after the equivalent of three terms full time teaching. It is rare for the induction period to be extended for anything other than a high level of absence or maternity leave. (see below) However an extension may be agreed for other reasons in exceptional circumstances. Please telephone Octavo's NQT Induction Manager to discuss this before talking to the NQT about it.

1. Absence from work for 30 school days or more:

If an NQT has been absent from work for any reason for 30 school days or more during the induction period with the exception of statutory maternity leave, the induction period is automatically extended by the aggregate total of absences, e.g. if they are absent for a total of 35 days, the extension will be for 35 days.

2. Statutory maternity leave:

If an NQT has a break in their induction which includes statutory maternity leave, she may choose whether or not to have induction extended by the equivalent of the part of her absence which was statutory maternity leave. Any outstanding assessments should not be made until she returns to work and has had the opportunity to decide whether to extend induction. Any such request must be granted. If an NQT chooses not to extend her induction period following an absence of maternity leave she will be assessed on the same basis as any other NQT. It is recommended that any NQT in this situation seeks advice before making such a decision.

3. A long break in the induction period:

The induction period does not have to be continuous. There is no set time limit for starting or completing an induction period.

4. Extensions after induction has been completed

The Appropriate Body has the option, when making its decision at the end of the induction period (Statutory Guidance 3.8-3.10), to extend the period. It determines the length of the extension, the procedure for assessments during it, and the recommendation at its end. The appropriate body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the NQT to have met the relevant standards for other reasons. These might include:

- personal crises;
- illness;
- disability;
- other reasons relating to the NQT;
- issues around the support during induction; or
- where there is insufficient evidence for a decision about whether the standards have been met.

5. Extensions in a separate school

It is possible that NQTs who have been offered an extension to induction will not have continued employment in the school in which they completed their original induction support programme. They will need to find other employment in which to complete their induction support programme for the remainder of their induction period. In these circumstances the minimum period of employment must still be served so the NQT will be working in a new institution.

Useful National Contacts

Guidance on the Induction of Newly Qualified Teachers

Copies of the full guidance on induction can be obtained from the Department for Education.

Tel: 0370 000 2288

Website: www.education.gov.uk

<http://media.education.gov.uk/assets/files/pdf/n/statutory%20guidance%20for%20the%20induction%20of%20newly%20qualified%20teachers%20nqts%20england%20september%202012.pdf>

The Teaching Agency/Induction

For information and publications regarding NQT induction:

Contact details:

Teaching Agency: QTS and induction division

7th Floor, 53-55 Butts Road

Earlsdon Park

Coventry

CV1 3BH

Telephone: 0370 496 8324

Email: teacher.enquiry@education.gsi.gov.uk

Teachers Trained Outside of England and Wales

Qualified teachers who trained outside of England and Wales can obtain QTS by having their qualifications assessed by the Teaching Agency. This includes teachers who trained in Scotland, Northern Ireland, the European Economic Area (EEA), Australia, Canada, New Zealand and the United States of America (USA)

Contact the Teaching Agency (details as above)

Glossary

AfL	Assessment for Learning	ICT	Information and Communication Technology
AST	Advanced Skills Teacher	ITT	Initial Teacher Training
CPD	Continuing Professional Development	NQT	Newly Qualified Teacher
DfE	Department for Education	PEP	Personal Education Plan
EAL	English as an Additional Language	PPA	Planning, Preparation and Assessment
EEA	European Economic Area	PRU	Pupil Referral Unit
EPD	Early Professional Development	PSHE	Personal, Social, Health and Economic Education
FE	Further Education	QTS	Qualified Teacher Status
fte	full time equivalent	SEAL	Social and Emotional Aspects of Learning
G&T	Gifted and Talented	SEN	Special Educational Needs
HT	Headteacher	SENCo	Special Educational Needs Coordinator
		SLT	Senior Leadership Team