

**SECTION 2:**

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**THE MONITORING  
AND  
SUPPORT PROGRAMME**

## **SECTION 2: THE MONITORING AND SUPPORT PROGRAMME**

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This section is an overview of the essential elements in the statutory programme of induction monitoring, support and assessment and takes account of best practice, effective in achieving successful NQT induction. It provides guidance on establishing a support and monitoring programme and ensures that the induction year's requirements are met.

### **1 The preliminary meeting with your Induction Tutor**

Your Induction Tutor should provide you with the following items **before you take up your appointment**:

- \* a diary, term dates and information about major school events
- \* a staff handbook and/ or a school induction handbook
- \* timetables of lessons and groups to be taught
- \* curriculum documents
- \* details of the LA's induction and training programme for all NQTs
- \* the training school programme for secondary NQTs
- \* details of how the schools will manage the induction / assessment arrangements
- \* an opportunity to review Transition Point 1 of the CEDP
- \* A date for the initial meeting to complete Transition Point 2 of the CEDP

You must bring your **Career Entry and Development Profile** (see Section 1, para 4) to this meeting. This provides an early opportunity for your Induction Tutor to become familiar with the areas for further development that were identified and recorded by you and your Initial Teacher Training tutor.

**At Transition Point 1**, towards the end of the ITT programme, you and your college tutor will have identified and recorded in the CEDP

- \* the aspects of teaching you find most rewarding
- \* your main strengths and achievements
- \* the aspects of teaching in which you would value further experience
- \* your longer term professional aspirations and goals

**At Transition Point 2**, at the beginning of induction, you and your Induction Tutor must identify the areas for initial focus during induction:

- \* your most important professional development priorities
- \* how your priorities have changed since Transition Point 1
- \* how you would prioritise your needs during induction
- \* what preparation, support or development would help

**Transition Point 3** will be completed at the end of induction.

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In addition, you will need to familiarise yourself with:

- Overview of the school calendar – this supports the 'Big Picture'
- Sessions with subject leaders focusing on schemes of work and resources
- Marking and feedback
- SENCO – IEP writing – monitoring pupil progress
- How to observe a lesson and learn from the experience
- Working effectively with teaching assistants and other adults
- Report writing
- Participating in Parents' Evening
- Policies to be aware of
- Health and Safety and Risk Assessment
- Child protection guidance
- Time management and maintaining a healthy work-life balance

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### 2 Monitoring and support

In planning the monitoring and support programme your Induction Tutor will ensure that:

- \* you are observed teaching during the first 4 weeks in post and at least once each following term in a six term year
- \* you have a scheduled professional review of progress at least once each term (six in the year)
- \* the Professional Development Plan in Section 6 (or a school equivalent) is used to record objectives and the action you will take as support in meeting those objectives
- \* you observe the work of other experienced teachers
- \* professional development activities are planned on the basis of the strengths, areas for further development and objectives identified in your CEDP.
- \* you take part in programmes of training available to the school's staff as a whole
- \* you spend time with the SENCO to focus on specific/general SEN matters
- \* training, development and advice is available when appropriate from professionals outside the school.
- \* you attend external training events relevant to your individual needs
- \* your 10% additional non-contact time is protected and used as part of your planned induction programme

### 3 Setting objectives

You and your Induction Tutor should agree and record a **Professional Development Plan** using the form in Section 6 (or similar). The first set of objectives should be agreed as soon as possible after you take up employment and should be set in relation to the Core Standards; initially they should focus on your areas of strength and priorities for professional development identified in your CEDP.

There should then be regular professional reviews of progress to identify how well you are making progress toward the achievement of objectives against the Induction Standards. Objectives should be revised at these meetings and the **Professional Development Plan** should be updated.

In order to exemplify best practice, your school should ensure that you make a significant contribution, through **self-evaluation**, to the formulation of your own objectives.

Objectives should be realistic and attainable. You may be able to work towards them on a day-to-day basis as part of your normal teaching role, but there will be times when the support of other staff or professionals outside the school may be

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required. Identify this support in the 'Action to be taken' column. Where possible success criteria should describe the impact the achievement should have. 'To... in order to...' can help to define an objective's purpose.

### Example of Professional Development Plan

Objective + Standard	Target date	Success criteria	Action to be taken & by whom	Review Date
To use a range of strategies in order to secure effective management of pupil behaviour (C38)	End of autumn, term 2	<ul style="list-style-type: none"> <li>• pupils focused on task</li> <li>• pupils demonstrate positive contributions in class</li> <li>• pupils make progress</li> <li>• pupils adhere to teacher's expectations</li> <li>• progress evident in books &amp; through observation</li> <li>• behaviour referrals reduced</li> <li>• range of strategies used effectively</li> </ul>	<ul style="list-style-type: none"> <li>• NQT to observe Ms Jones in science lesson</li> <li>• NQT to implement strategies (e.g. eye contact, moving to stand near an off-task pupil)</li> <li>• NQT to use school behaviour policy</li> <li>• NQT to make expectations clear &amp; agree code of conduct (on wall, in books, explicit explanation to students)</li> </ul>	Dec 12

## 4 Targeted professional development activities

You have a timetable of 90% of normal average teaching time in the school. The time released **must** be used for professional development activities in a way which meets your and the school's individual needs. To reach best practice, schools must ensure that these activities are focused and relate to the Core Standards, areas of strength, priorities for professional development and agreed objectives identified on the **Professional Development Plan**. This release time **must be clearly distinguished from any normal non-contact time** provided for professional use, e.g. preparing for parents' evening and normal attendance at external events or courses attended by other staff. You will also have your Planning, Preparation and Assessment time (PPA).

The school must ensure that "10%" activities are programmed, structured and varied to match your learning style and to capitalise on your range of experience. You must be given opportunities to gain competence across the whole range of Core Standards. You will also have your Planning, Preparation and Assessment time (PPA).

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The **Professional Development Activity Codes** in Section 6 outline possible types of activity as discussed in Section 1, para 7 which may help to ensure a balance of appropriate CPD is maintained.

Please note:

- \* the purpose of professional development activities and the expected learning outcomes should always be agreed with you before hand.
- \* an opportunity to discuss the outcomes and their relation to objectives and the Induction Standards must be provided at the professional reviews of progress.
- \* the NQT should keep a record of activities using the **Induction Programme Log (Section 6)**. This should also include occasions when substantial support or advice has been given. It is your responsibility to keep this log up to date, but the Induction Tutor has overall responsibility to ensure that this is being done.
- \* your Induction Tutor should ensure that there is a coherence to the development programme, that you receive non-contradictory advice and that you are clear about the priority of actions you might subsequently take.

### 5 Lesson observations

See **Section 5 (Core Standards)** for **Guidance Criteria for Lesson Observations**, and Section 6 for a **Lesson Observation Record and Summary of Lesson Observation**. Observing you teaching is one of the most important ways in which your progress can be monitored and further learning can be gained. Under the regulations you must be observed in the first 4 weeks of taking up your post and at least once every term (of a 6 term year) subsequently. If you work part-time the intervals between observations can be adjusted appropriately, but the first observation must take place in Term 1.

To achieve best practice standards, the observations must:

- \* have a defined focus
- \* have been self-evaluated
- \* generate specific feedback
- \* lead to learning outcomes

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Your Induction Tutor will:

- \* agree the time and place of the observation
- \* agree the focus of the observation in relation to the Core Standards and recorded objectives
- \* agree criteria for effectiveness in carrying out the lesson
- \* use a **Lesson Observation Record** to make notes about what is actually seen and heard (example in Section 6)
- \* use the **Summary of Lesson Observation** to help you to identify strengths and areas for development (example in Section 6). This enables you to comment on your teaching against the Induction Standards and identify specific points about the lesson that you would like to discuss during the feedback session.
- \* Use the written notes as an agenda for the feedback
- \* Record subsequent objectives on the **Professional Development Plan**.

This checklist of questions will help your Induction Tutor / Mentor prepare for the observation:

- \* What is the purpose in observing this lesson?
- \* Is this to be a single observation or part of a series?
- \* What information if any is needed before the observation?
- \* What specific aspects of the Core Standards are being observed?
- \* What criteria are there for the focus?
- \* When/where will the review meeting to provide feedback take place?

### **Feedback from lesson observations**

A room should be used where you and the Induction Tutor may talk in confidence without being distracted or interrupted.

- \* You should give your evaluation of the lesson.
- \* Your Induction Tutor will indicate with which points they agree, raise any further positive points and explain the areas to be developed or improved, using specific examples observed.
- \* You and your Induction Tutor will set agreed objectives or revise current objectives.
- \* Your Induction Tutor will record the objectives in the Professional Development Plan together with steps which will be taken to support you toward the achievement of the objectives.
- \* You will be provided with your own copy.
- \* Your Induction Tutor will recap the points that have been raised.

Feedback is most effective when it is open, unprejudiced, specific and constructive.

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There is no requirement that you are graded using the OFSTED criteria and this is not generally recommended. However, the **Benchmarking Performance Table** from South Gloucestershire School Improvement Policy in Section 6 sets out the indicators for each of the key judgments within the new OFSTED framework. OFSTED guidance on where to pitch judgments is also provided to support you. It is particularly important to take note of the criteria for an inadequate lesson if you are in danger of not satisfactorily completing any of the three assessments.

In Autumn & Spring 2007/08, 20% of the NQTs will be visited by the South Gloucestershire Learning & School Effectiveness Service as part of its quality assurance monitoring role. The visit will last for a half-day and comprise an NQT lesson observation and feedback followed by discussion with the Mentor / Induction Tutor (Secondary) or Mentor / Headteacher (Primary). Your headteacher will be advised in the Autumn Term, if you are to be observed, and will make arrangements for the half day visit.

### 6 Undertaking new activities

There will be occasions during induction when you will undertake certain responsibilities for the first time, eg:

- \* School trips
- \* Parents' evening
- \* Writing reports
- \* Taking an assembly

You will be supported by your Induction Tutor during these activities. For this to be effective the level of support must be provided in three stages:

**Before** the activity takes place relevant policy and procedures should be discussed with you, including those on health and safety. For example, it may be necessary to familiarise you with the procedures for school trips, or how to manage a difficult situation at parents' evening.

**During the activity** your Induction Tutor will ensure that appropriate support is available. For example, at a parents' evening the Induction Tutor or a senior member of staff might be present or available during specific parent interviews.

**Following the activity** a meeting should be arranged with you to evaluate the experience. These evaluations should be referred to during the professional reviews of progress. Because of the infrequency of some of these activities it may be important not so much to set objectives as to record *'things I will bear in mind next time.'*

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### 7 Professional review meetings

A professional review of progress based on your discussions with your Induction Tutor must take place at least once every term. The review should be informed by evidence, so you and the Induction Tutor should be prepared with outcomes from lesson observations, professional development activities and other areas of work.

Successful review meetings are structured and involve:

- a. **An assessment and discussion about progress towards objectives**  
You should be made aware of your progress towards objectives and have an opportunity to talk through your own self-evaluation and recent experiences, and to explore particular issues. Objectives should be reviewed and revised in relation to the requirements of the Core Standards and your needs and strengths.
- b. **Discussion about any observations and feedback since the last review meeting**  
Guidance for undertaking observations and feedback is given above. At the review meeting, discussions on their outcome will contribute to the formulation of objectives and professional development activities.
- c. **Discussion about any planned professional development activities**  
Discussion of professional development activities which were planned for in relation to the achievement of objectives – you should evaluate these opportunities, to establish the learning outcomes and the level of success in meeting objectives. As a result of discussing these areas, further objectives may be set and professional development activities planned. Again, this should be recorded in the Professional Development Plan. Guidance on targeted professional development activities is given above.
- d. **An opportunity for you to evaluate your own work and development toward the Core Standards**  
As Induction progresses, you are expected to be familiar with the Core Standards and to take increasing responsibility for your professional development; so it is important that you are encouraged to monitor and evaluate your development in relation to these Standards.

After lesson observations you will have used the **Summary of Lesson Observation** in Section 6 to identify specific points about the lesson which you would like to develop. Follow-up discussions can then take place at the professional review meeting, where your Induction Tutor will give you the opportunity to:

- \* raise issues about other areas of the teaching role, e.g. relationships with colleagues, managing assessment
- \* identify areas of particular concern
- \* identify areas with which you are particularly pleased

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This part of the professional review will contribute to the revision and setting of objectives.

- e. **Recording outcomes from the assessments and discussions** A written record should be kept of your progress towards objectives and any new objectives set, and you and your Induction Tutor should identify steps to be taken to support you in meeting the objectives. This information should be recorded in the ***Professional Development Plan***.

At the close of the meeting ***Professional Review Meeting: record of discussion*** (Section 6) will be completed, and a date will be agreed for the next meeting.

### **Plan for the next review meeting**

It is important to gather appropriate evidence before the next meeting to help both you and your Induction Tutor to decide whether the success criteria for the objectives have been met. This will involve carrying out a lesson observation linked to agreed objectives and collecting other evidence and any relevant information about professional development activities.

## **8 Maintaining a record of progress**

Copies of the following records must be kept by your Induction Tutor and made available for the formal assessment meetings:

- \* Lesson observation records
- \* Professional review meeting: records of discussion
- \* Professional Development Plan

Recording should in general be concise and open to avoid unnecessary misunderstanding or bureaucracy.