

## Newly Qualified Teacher Induction Handbook 2010/2011

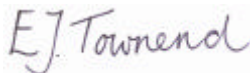
### WELCOME ALL NQTS

I am delighted on behalf of South Gloucestershire, to welcome you as an NQT to your first teaching post. I hope that you will find the resources useful - please do not hesitate to contact me at Bowling Hill if you need any further information (contact can be made through **Anne Tovey or Jeanette Cryer on 01454 863212**)

I would like to emphasise that your NQT year is one of partnership. The NQT process is **not** just something that is done to an NQT! It is a process that should and must enable you to give fully to a school through your first year. Every school and all staff, are equal partners with you in the journey of learning. Your Headteacher, Induction Tutor, mentor and colleagues in the school will ensure that through an appropriate teaching commitment and a structured support programme, you have ample opportunities to reflect on your practice.

You will need to start a professional portfolio, which not only supports your reflection during the year and into your future career, but can be accredited towards a Masters degree. This may follow the format of the Career Entry and Development Profile (CEDP) or your own Professional Development Portfolio. The evidence you collect should celebrate through critical yet developmental professional statements, all your learning as an NQT.

It is always an exciting time in education. Managing change skilfully will constantly challenge you. Attempts are being made to release curriculum constraints and to modify the workforce agreements. Accountability and the drive for standards remain, but the opportunities for professional development through national programmes (eg National College) and local initiatives (eg South Gloucestershire Leadership Programme) make this an ideal time to begin your teaching career. Best wishes for a happy and profitable NQT year. **You can make a real difference** to pupil learning in many ways - we in South Gloucestershire want to support you as partners in this journey of learning. Please share your learning and personal discoveries with us. Your enthusiasm and commitment will be a real asset and I wish you every success.



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## CHECKLIST FOR NQTS

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This checklist will ensure that you are eligible to start your induction and that you are fully aware of your roles and responsibilities. **Any questions in bold are prerequisites i.e. are essential for you to be eligible to start induction - otherwise any induction that you undertake will be invalid and have to be repeated!** All other questions highlight the essential elements of a successful induction support programme.

	Check	See	
		Section	Para
<b>Have you been awarded QTS and given the school a copy of your QTS certificate?</b>		1	3
<b>If not, have you checked with the GTC as to the reason why you have not received it and informed your Headteacher and South Gloucestershire LA of the reason for it being late?</b>		1	3
<b>Have you registered with the GTCE?</b>		1	5
Are you receiving a reduced timetable?		1	7
Have you been assigned an Induction Tutor?		2	1
Have you discussed your Career Entry and Development Profile (CEDP) with, and made it available to, your Induction Tutor?		1	4
Have you familiarised yourself with both the QTS Standards and the Induction Standards?		5	All
Have you read the TDA's Professional Standards for Teachers and understand you are working towards meeting the Core Standards by the end of your Induction year?		1 5	4 All
Have you and your Induction Tutor planned an individualised and structured induction support programme?		2	All
Have regular timetabled meetings been set up between you and your Induction Tutor?		2-3	All
Has your Induction Tutor set up a programme of assessment, observations and feedback/progress Reviews, to include Development Planning? (at least 6 a year)		2-3	All
If you are part-time, do you know how long your induction period will last?		1 3	6 2
Are you fulfilling your roles and responsibilities as an NQT?		1	8-9
Are you abiding by the General Teaching Council for England's (GTCE) 'Code of Professional Values and Practice for Teachers'? See the GTCE website at <a href="http://www.gtce.org.uk">http://www.gtce.org.uk</a>			



**SECTION 1:**

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**INDUCTION  
AND  
YOUR  
RESPONSIBILITIES**

## SECTION 1: INDUCTION AND YOUR RESPONSIBILITIES

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### 1 Why you have to complete the NQT Induction Year

The NQT Induction regulations apply to any teacher gaining Qualified Teacher Status (QTS) after 7 May 1999. This applies equally if you followed a “non-traditional” route to QTS, such as a flexible programme, an employment-based training programme, or an Overseas Trained Teacher programme. The regulations (contained in the *Education (Induction Arrangements for School Teachers) (Consolidation) (England) Regulations 2001*) give statutory force to NQT Induction and detail the requirements of schools and local authorities.

By the end of the Induction period, you will be required to demonstrate that you meet the Core Standards, which build on the QTS (Qualified Teacher Status) Standards that you have already met. Even though you will have QTS before beginning induction, **if you fail to complete the Induction Year satisfactorily you will not be allowed to teach in maintained schools or non-maintained special schools**. In very exceptional circumstances the TDA may grant an extension to the year – e.g. if you have had substantial periods of sickness absence or if circumstances outside your control have prevented you from demonstrating that you meet the Induction Standards – but this is very unusual.

A comprehensive outline of the regulations and how you are affected by them can be found in the DCSF Statutory Guidance on *Induction for Newly Qualified Teachers in England* <http://www.teachernet.gov.uk/publications> (ref DFES/00364/2008) and available at <http://www.teachersnet.gov.uk/professionaldevelopment/induction/>

### 2 What is Induction?

**It isn't another exam – it is a unique opportunity you are given during your first year of teaching** to build on the knowledge and skills you have already acquired, give you the tools you need to be an effective and successful teacher and provide the foundation for your continuing professional and career development. It helps to embed an ethos of continuing professional development (CPD) and career development, which in turn helps you to give of your best to students. It thus makes a real and sustained contribution to school improvement and to raising classroom standards.

As the programme progresses, induction helps you to take increasing responsibility for your own professional development. It will:

- provide a programme of monitoring, guidance and support tailored to your individual needs

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- involve you and your Headteacher or Induction Tutor in discussions, using the CEDP (see below), resulting in short,
- medium and long term objectives; these will relate to your identified individual needs, the specific school context and the requirements for completing induction satisfactorily
- involve regular reviews of progress, leading to three reports on your progress being sent to the Local Authority
- develop your skills of self-evaluation and provide a sound foundation for your CPD

You will be provided with opportunities to:

- enhance the knowledge and skills you developed during training
- show your potential
- make rapid advancement towards excellence in teaching
- begin to make a real impact on your school's development

The Core Standards ensure you are able to:

- benefit from and contribute to the sharing of effective practice
- widen your vision
- experience opportunities for subject specialism and classroom-focused development
- contribute to the workforce reform agenda
- begin developing leadership qualities

### 3 Have you got your Qualified Teacher Status Certificate?

A DCSF teacher number or a university certificate are **not** evidence that you are qualified. You can only begin induction, or be employed and paid as a qualified teacher, once you have been awarded Qualified Teacher Status (QTS) by the General Teaching Council.

Following your final exams, and assuming that you have successfully met all the QTS standards and completed your Teaching Practices and the Skills Tests, your training provider/university recommends you to the General Teaching Council for QTS. The GTC will then send you a 'QTS certificate' to your home address, usually during the summer holidays. Your training provider gives your address to the GTC, so it's important that you keep your college and the GTC informed if you move. **Don't lose the certificate! You may be asked to provide a copy to your school when you begin work, to confirm that you are eligible to begin induction and to be paid as a qualified teacher.**

If you have still not received your certificate a few weeks into your first term, call the GTC on **0370 001 0308** [info@gtce.org.uk](mailto:info@gtce.org.uk) and enquire whether they have received the recommendation for QTS from your training provider. If they have, ask what date QTS will be awarded from. If not, call your college (usually the

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Administration office for your specific degree course) to find out why the recommendation was not sent and check what QTS date they will recommend. If there is any delay in receiving the certificate, inform your Headteacher of the reason and contact the LA for further advice.

**If you complete any part of your induction before being awarded QTS, it will not count and you will have to start your induction period again – but certificates distributed after the end of August are often backdated to August, so this should not be a problem.**

### 4 Have you got your Career Entry and Development Profile?

You will have used your CEDP to support your reflection on your training, and **you must bring the CEDP into your first post**, so that you and your Induction Tutor can use it when planning the induction programme. The CEDP can also be used beyond the induction period.

Your CEDP offers structured guidance at three Transition Points in your professional development: towards the end of your initial training programme and at the start and end of your induction period. It helps you to make constructive connections between the stages of your development as a teacher, guides the processes of reflection and collaborative discussion, and focuses your reflection on your achievements and goals.

The online version can be found at <http://www.tda.gov.uk/cedp>. Using this, you can record your responses to the CEDP questions electronically or use the downloadable sample formats available on the website. You can also save drafts, cut and paste from other documents, and email items to your Induction Tutor.

**Always keep copies of your assessment forms, observation forms, review meetings and Action Plans as these form part of the evidence you collect for this profile. It is good practice to keep a professional development portfolio. The CEDP forms a very good basis for this portfolio.**

There are also four 'Supplementary Support Materials' publications linked to the CEDP which can also be downloaded from the TDA website. They are:

- *Recording reflections and discussions*
- *Writing induction action plans and reviewing progress*
- *For NQTs who move school during their induction period*
- *Maintaining a professional portfolio*

The 'Professional Standards for Teachers' document, at <http://www.tda.gov.uk/standards> explains the standards and how you can show that you are meeting them.

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### 5 Have you registered with the General Teaching Council?

**No teacher is allowed to work in a maintained state school, non-maintained special school, pupil referral unit or do supply without being registered with the General Teaching Council.**

Information about this registration should arrive with your QTS certificate. If you have not already registered, contact the GTC on **0370 001 0308** [info@gtce.org.uk](mailto:info@gtce.org.uk). £33 of the annual subscription (**currently £36.50**) is reimbursed to you by the LA each year via your salary.

### 6 The length of the induction period

The induction support programme must last no fewer than six school terms or one school year.

The induction period should cover a total of 189 working days / 378 school sessions (half days). If you are part-time, this is calculated pro rata so that you cover the same number of school sessions as a full-time NQT. For example, if you have a 0.5 (50%) contract your induction period will last for twelve school terms. The LA will let you and your Headteacher know when your three assessment periods will end.

You can complete induction in more than one school at the same time, as long as you have a contract with each of the schools lasting for at least two terms of a six term year. One Headteacher will take responsibility for your induction and receive feedback from the other Headteacher about progress.

You can take a break in induction, but should normally complete it within five years of starting. During any break, you may do short-term supply teaching but see Paragraph 11 below for more information about this and restrictions on the length of time you can do supply teaching for.

If you leave a school before completing induction, make sure you have copies of your assessment forms to provide to any future school, to be used to plan the rest of your induction. If you don't take up a new appointment, your records will be retained by the school and the LA for five years.

If you leave a school having completed less than a pro-rata two terms (e.g. two terms on a 0.5 contract) this will still count towards induction if you transfer immediately to another school in the same LA; the school will provide an interim induction report to be aggregated with your subsequent induction at the next school, and provide a copy to the LA.

If five years have passed since you started induction, and you have not yet completed, you may ask the LA for an extension of up to the full induction period – but they do not have to grant this.

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### 7 Your reduced timetable

The purpose of this protected time is for the promotion of **reflective professional practice rather than relief from the demands of class teaching**. Therefore, it is important that the time is well structured throughout all of the Induction year. It should not be used as a matter of course for preparation, planning, marking or classroom cover. This is in addition to the 10% PPA (Planning, Preparation and Assessment) non-contact time allowed to all class teachers from September 2005; it follows that you should have a total reduction of 19%.

This protected time may be used for:

- meeting with the mentor / induction tutor on a regular basis – half an hour each fortnight is more likely to enable concerns to be addressed early on, **but you must have a scheduled professional review of progress at least once every term (of a six term year)**
- attendance at external training events and courses;
- observing colleagues to see good practice – particularly in areas for development identified in the Career Entry and Development Profile;
- observing subject leaders or expert teachers in your own and other schools for Literacy, Numeracy and subject areas requiring development
- discussion with the SENCO and Gifted and Talented Coordinator, focusing on SEN/ G&T issues, procedures and helpful practice;
- producing a professional portfolio and reflective diary of your own practice, ideally in a format appropriate for accreditation
- short pieces of school-based action research in an area of interest to you, for example, questioning skills, ICT in a specific subject area, effective use of a Teaching Assistant;
- visiting neighbouring schools (useful for all NQTs, even if you are in a large school);
- meeting with your induction tutor to discuss how continuing professional development operates in school and how you can take responsibility for this in your own career.
- discussion of issues and articles in the NQT Handbook and any further professional development you undertake.

See page 60 for an Induction Programme Log that will help you to build a record of your reflective professional practice and use of your protected non-contact time.

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### 8 Your role in the school

The requirements of your role should be reasonable whether it is full-time, part-time, or on a long-term supply basis.

Specifically, an induction post should normally:

- not demand teaching outside the age range and/or subject(s) for which you have been trained – but there is legally nothing to prevent you teaching any age range/subject once you have been awarded QTS
- not present you on a day-to-day basis with acute or especially demanding discipline problems
- involve you regularly teaching the same class/classes
- involve similar planning, teaching and assessment processes to those in which other teachers in substantive posts in the school are engaged
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support

### 9 Your responsibilities

Remember that **Induction is done ‘with you’, not ‘to you’**. You must:

- participate fully in the programme of monitoring, support and assessment agreed with your Induction Tutor – this is your induction!
- make your CEDP and QTS Certificate available to your Induction Tutor and Headteacher immediately on taking up your post
- keep your Headteacher and the LA fully informed of any delay in receiving your QTS Certificate and co-operate in obtaining it
- Provide your Headteacher and Induction Tutor with copies of previous assessment reports if you have undertaken any part of the induction period at a different school
- be familiar with the Core Standards and monitor your progress in relation to them
- take part in, and contribute to, regular professional reviews of progress with your Induction Tutor
- attend regular assessment meetings with your Headteacher or Induction Tutor/Mentor
- take increasing responsibility for your professional development as your induction support programme progresses
- act as quickly as possible if you have any concerns about the content and/or delivery of the programme of monitoring, support and assessment - remember this is *your* induction! Firstly, talk to your Induction Tutor and/or Headteacher. If your concerns go beyond the school’s systems or procedures, or if you feel your concerns have not been properly addressed, contact the LA NQT Induction Coordinator.

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### **10 Teaching posts where you cannot do Induction**

- supply posts of less than 2 terms – see Paragraph 11 below
- at Pupil Referral Units or secure training centres
- usually, at schools in special measures
- as a peripatetic music teacher in a post which does not involve regular, planned whole-class teaching – but if one or more days a week are spent in a school regularly teaching the same classes, planning for these classes and reporting to parents, this can be aggregated with the peripatetic days to provide induction. The Headteacher and the LA's Music Service will liaise to provide observations, feedback, assessments etc.
- posts where you are only covering for other teachers and do not teach regular classes and plan, assess and report to parents

### **11 Supply Teaching**

Short-term supply placements of less than 2 short terms cannot count towards induction. You can do short-term supply, ie. placements lasting for less than two terms, for 8 terms only; ie  $1\frac{1}{3}$  years. The 8 term limit starts as soon as you begin the first short-term supply placement and is measured as a fixed calendar period, rather than an aggregation of the short-term supply work. Therefore, once you take up the first short-term supply post the 'clock starts ticking' and does not stop during periods when you are not doing any supply work.

Once your 8 terms are over, you cannot do supply work in a maintained school or non-maintained special school unless the placement is for at least two terms and counts towards induction, or unless the LA agrees to extend the 8-term entitlement due to exceptional circumstances preventing you from securing a post where you can do induction. The LA makes this decision on a case-by-case basis, and may extend the short-term supply work by up to 12 months. Examples of exceptional circumstances might be:

- being unable to secure a post that can offer induction due to a shortage of such posts in the region
- personal circumstances e.g. childcare commitments, meaning you cannot move to another region in search of posts that offer induction
- serious illness preventing you from securing a post that will last at least two school terms

If a short-term supply placement becomes long-term and lasts for more than two terms, the induction support programme cannot be backdated. It starts from the moment the placement becomes long-term (even if part-time), and you become contracted for a further two terms or more.

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### 12 Graduate Teacher Programme Trainees

If you qualified via the Graduate Teacher Programme you are in exactly the same position as other NQTs – i.e. you must complete the induction period. The award of Qualified Teacher Status must be ratified by the General Teaching Council and your date of QTS should be verified before the induction period commences. If you have not received your QTS certificate, check that the Recommending Body university has submitted the required forms to the GTC (see Paragraph 3 above).

Your induction programme if you trained via this route should reflect your experience – much of this will have been very practice-based, and your Induction Tutor may wish to consider how the induction programme will provide you with an understanding of the theoretical and philosophical frameworks which underpin teaching and learning.

### 13 Teachers who qualified outside England

*In all cases further advice can be obtained from the website <http://www.teachernet.gov.uk/teachinginengland> - or phone the TDA Information Line on 0845 6000 991*

**Wales:** If you qualified in Wales you have Qualified Teacher Status in England. The Welsh NQT induction process (since 2003) is valid in England and vice versa.

**Scotland / Northern Ireland:** If you qualified in Scotland or Northern Ireland you must apply for English QTS **and cannot be paid as a qualified teacher or start induction until this has been awarded.**

Obtain a form from the General Teaching Council England (0870 001 0308) who will request ratification from the GTC Scotland / Northern Ireland and / or your training establishment. You are exempt from English induction if you have completed the 2-year probationary period in Scotland and thus are eligible for full registration as a teacher with the General Teaching Council for Scotland, or have completed induction in Northern Ireland.

**Teachers trained in the EEA** (European Economic Area): if your teaching qualification is recognised in England you are probably exempt from induction, but need to request confirmation of QTS from the General Teaching Council. The QTS Certificate will state whether you are exempt from induction.

**Teachers trained outside the EEA:** Before you can be awarded QTS and commence induction, you must be assessed by the TDA against the Standards for the Award of QTS in England. If you have at least two years' full-time teaching experience you may ask to be assessed against the Core Standards **at the same time.** See the website address above to download full information.

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### **14 Extensions during the induction period**

The induction period can be extended by the LA before completion in the following circumstances only:

#### **Sick leave or other absences**

If you are absent from work for 30 school days or more during the induction period due to sickness or some other reason, an extension is mandatory and will last for the equivalent number of days.

#### **Maternity leave**

If you take maternity leave you may choose to extend your induction by any period of Statutory Maternity Leave, but any period of Additional Maternity Leave over 29 days leads to a mandatory extension. Please contact Education Personnel for more information about Maternity Leave and NQT Induction. In all cases, ensure that the LA NQT Induction Co-ordinator is aware if you go on maternity leave.

#### **Exceptional Circumstances**

Please refer to the DFE's *Statutory Guidance on Induction of Newly Qualified Teachers in England* **Section 3 Special Circumstances** Page 25, 3.2, 3.3, 3.4 & 3.6 <http://www.teachernet.gov.uk/publications>  
<http://www.teachernet.gov.uk/doc/12703/080623%20Induction%20Statutory%20Guidance.pdf>

If you start induction and have still not finished it within 5 years, you may request the LA for an extension, but this will not automatically be granted (see Paragraph 6, 'The length of the induction period' above).

In all cases, the LA is required to inform the General Teaching Council of any extension to an NQT's induction.

### **15 How can you comment on your induction year?**

You can provide feedback through a number of routes at school and local authority level:

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- \* Schools are required to provide NQTs with a route in school for raising issues about their induction processes, through the Head, Induction Co-ordinator or Induction Tutor
- \* During training events you will have opportunities to raise any issues with your Headteacher, Tutors and Advisors. You will also be asked to complete a questionnaire relating to your induction experiences.
- \* You have an opportunity at each termly assessment to comment on your induction and to record written comments on the assessment report form. You are encouraged to do this to confirm your views.
- \* The LA is required to provide the name of an independent contact in the LA with whom NQTs can raise issues which have been unresolved at school or LA level.

### 16 Your contract and salary

Your contract with your school is binding once a verbal agreement has been made. Shortly after you begin work you will receive a written 'statement of particulars' of the terms of your contract. If you haven't received it by the end of Term 1, raise the issue with the School's Personnel Team.

The main teachers' pay scale consists of six points, and your salary increases by one point each September (as long as you have been employed as a teacher for 26 weeks of the preceding year and fulfilled Performance Management requirements). At present, most NQTs start on point M1. Teachers who have achieved point M6 may apply to progress to the Upper Pay Scale. Separate scales apply to Advanced Skills Teachers, Excellent Teachers, Headteachers, Deputy Headteachers and Assistant Headteachers.

Be aware of how Performance Management arrangements will affect you at the end of your NQT year.

The cost of your compulsory annual subscription to the General Teaching Council is **£36.50** for the year 2010/ 2011. The Local Authority under a national agreement will repay **£33** to you in connection with this fee.

For further information on your conditions of employment ask your school if you may see a copy of the DFE's *School Teachers' Pay and Conditions Document*, which is revised annually.

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### TERM DATES - ACADEMIC YEAR 2010/11

#### TERM 1

Wednesday 1 September 2010	38 teaching days
Friday 22 October 2010	

#### TERM 2

Monday 1 November 2010	35 teaching days
Friday, 17 December 2010	

#### TERM 3

Tuesday 4 January 2011	34 teaching days
Friday 18 February 2011	

#### TERM 4

Monday 28 February 2011	30 teaching days
Friday 8 April 2011	

#### TERM 5

Tuesday 26 April 2011	23 teaching days
Friday 27 May 2011	

#### TERM 6

Monday 6 June 2011	35 teaching days
Friday 22 July 2011	

#### TOTAL = 195 DAYS

Schools must meet for at least 380 sessions in each academic year (ie 190 days). Teaching staff are required to work a further five days each year for the purpose of professional training. All schools will have 5 days of training/planning spread throughout the year. Schools will be closed to pupils on these days. Training / planning days are organised individually by each school. Therefore, you should contact your child's school for further details.

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### TERM DATES - ACADEMIC YEAR 2010/11

#### TERM 1

Thursday 1 September 2011	37 teaching days
Friday, 21 October 2011	

#### TERM 2

Monday 31 October 2011	35 teaching days
Friday, 16 December 2011	

#### TERM 3

Tuesday 3 January 2012	29 teaching days
Friday 10 February 2012	

#### TERM 4

Monday 20 February 2012	30 teaching days
Friday 30 March 2012	

#### TERM 5

Monday 16 April 2012	34 teaching days
Friday 1 June 2012	

#### TERM 6

Monday 11 June 2012	29 teaching days
Thursday 19 July 2012	

#### **TOTAL = 195 DAYS**

Schools must meet for at least 380 sessions in each academic year (ie 190 days). Teaching staff are required to work a further five days each year for the purpose of professional training. All schools will have 5 days of training / planning spread throughout the year. Schools will be closed to pupils on these days. Training / planning days are organised individually by each school, therefore, dates may vary from those above.



**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.

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

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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

## SECTION 2: THE MONITORING AND SUPPORT PROGRAMME

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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

## SECTION 2: THE MONITORING AND SUPPORT PROGRAMME

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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).

## SECTION 2: THE MONITORING AND SUPPORT PROGRAMME

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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

## SECTION 2: THE MONITORING AND SUPPORT PROGRAMME

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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.

## SECTION 2: THE MONITORING AND SUPPORT PROGRAMME

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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.'*

## SECTION 2: THE MONITORING AND SUPPORT PROGRAMME

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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

## SECTION 2: THE MONITORING AND SUPPORT PROGRAMME

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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.

**SECTION 3**

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**THE THREE TERMLY  
FORMAL  
ASSESSMENTS**

## SECTION 3 THE THREE FORMAL ASSESSMENTS

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### 1 Assessment dates and deadlines for returning forms

At the end of each term your school is required by law to complete an assessment form for you and return it to the Local Authority. **It is important that the deadlines are met.** The deadlines for full-time NQTs for 2010 / 11 are:

<b>Term 2</b>	-	<b>Friday 10 December 2010</b>
<b>Term 4</b>	-	<b>Friday 25 March 2011</b>
<b>Term 6</b>	-	<b>Friday 24 June 2011</b>

If you work part time, the length of induction is calculated pro rata and therefore the dates of formal assessments are different. In this case, your Headteacher should use the tables on the next page and consult the Induction calculator at

<http://www.tda.gov.uk/teachers/induction/inductioncalculator.aspx>

which shows how much induction is left to complete and how long this will take on any contract rate. It will also calculate when formal assessments are due.

**All sections on each assessment form must be completed** by your Induction Tutor and you (the NQT) **must** have signed it. It is important that your Induction Tutor remembers to add targets and support arrangements as detailed on Page 2 of the Assessment Forms. For further guidance and electronic copies of the form refer to:

<http://www.teachernet.gov.uk/professionaldevelopment/nqt/induction>

If full-time you are entitled to at least **one** review meeting with your mentor **each term, of a six term year**, ie six meetings and a formal assessment meeting three times a year. Each assessment follows on from pre-arranged lesson observations and feedback sessions, which have taken place.

## SECTION 3 THE THREE FORMAL ASSESSMENTS

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### 2 Pro-rata assessment periods / dates for part-time NQTs in a 6 term year: (first, second and third assessment periods)

Part time proportion	First, second and third assessment periods in a 6 term year
Full-time	2 terms (6 terms in total)
0.8	2.5 terms (7.5 terms in total)
0.6	3.3 terms (10 total)
0.5	4 terms (12 total)
0.4	5 terms (15 total)
0.3	6.6 terms (20 total)

### 3 Assessment meetings

A formal assessment meeting between you and your Headteacher (or the Induction Tutor acting on behalf of the Headteacher) must take place towards the end of each two terms (or the end of the appropriate period if you are part-time or began induction midway through a term)

These meetings should take place after **approximately** 63 days (first assessment), 126 days (second assessment) and 189 days (final assessment).

It is your responsibility to ensure with your Induction Tutor that these meetings take place at the correct time.

Keep an accurate record of the number of days you work and any days of absence when you are on contract.

## SECTION 3 THE THREE FORMAL ASSESSMENTS

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The purpose of the meetings is to discuss and confirm the extent to which you are achieving the Core Standards. Following each meeting the statutory Assessment Form is completed and sent to the LA. The meeting dates should be set in advance and scheduled in time for the completed and signed forms to be received by the LA by the dates shown on the previous page.

Assessments must be rigorous, accurate, fair and consistent throughout a school, and the Core Standards (Section 5) are used to focus the gathering of evidence. If appropriate your Induction Tutor will undertake joint observations with experienced staff to help to assess you accurately and communicate the ongoing assessments and progress to the Headteacher / Induction Tutor (secondary).

The pattern of these meetings should be as follows:

- \* The first meeting focuses on the extent to which you are consistently continuing to meet the Standards for the Award of QTS with increasing professional competence, and are beginning to meet the Core Standards
- \* The second meeting focuses on your progress toward the Core Standards
- \* The final assessment meeting is used to determine whether you have met **all** of the requirements for the satisfactory completion of the induction period. If so, the final meeting can be used to set objectives and professional development opportunities for the second year of teaching. Make sure you still include targets on this final form to inform your first performance management discussion in Year 2.

At the end of each form is a space for you to make a comment, a box for your comments and a space for your signature. You are strongly encouraged to do so. This is **your** Induction and you may comment here on the comments written elsewhere. **No other parts of the form may be completed by you.** The school should provide you with the original of the assessment form. School should keep a copy for their records and send another copy to the Local Authority.

Sufficient specific evidence must be shown on the form against each of the Standards. The termly assessment decisions about progress toward the Core Standards should be based on:

- \* The Professional Development Plan
- \* Lesson observation records of at least 2 observations during the previous two terms
- \* Progress review: records of discussion from at least 2 professional reviews of progress during the term
- \* Your self-evaluation records
- \* Formal and informal assessment records for pupils for whom you have had particular responsibility, including test or examination results
- \* Information about liaison with others, eg colleagues or parents
- \* Your lesson plans, records and evaluations
- \* Your CEDP

## SECTION 3 THE THREE FORMAL ASSESSMENTS

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This evidence is retained by the school after induction until notified by the LA that you have successfully completed induction.

### 4 Unsatisfactory progress

If you are not making satisfactory progress toward achievement of the Core Standards, action should be immediate and **not delayed** until a formal assessment meeting has taken place. The Headteacher (or his/her agreed representative) will:

- \* meet you to ensure that you are aware of the concerns about progress, and record this in writing
- \* ensure that a relevant support programme is put in place to help you overcome identified weaknesses and make any necessary improvements.
- \* inform the LA of the concerns

If, despite support, you still do not make satisfactory progress, and at a formal assessment point are deemed to be at risk of failing to complete the induction period, **the Headteacher** will:

- \* observe you teaching and review the available evidence
- \* request a third party also to observe you and review the evidence, if the Headteacher is the Induction Tutor
- \* indicate this to the LA and seek advice from the LA where appropriate
- \* hold the formal assessment meeting and invite you to be accompanied by a representative (eg professional association representative). At the meeting the Headteacher will discuss and record:
  - identified weaknesses
  - agreed objectives set in relation to the Core Standards
  - planned support
- \* evidence used to inform the judgement
- \* complete the appropriate assessment form indicating that you are at risk of failing to meet the Standards and include a record of the outcome of the assessment meeting
- \* complete the appropriate assessment form indicating that you are at risk of failing to meet the Standards and include a record of the outcome of the assessment meeting
- \* write to you, enclosing a copy of the report, about the assessment and the consequences of:
  - failure to make the necessary improvements
  - failure to complete the induction period satisfactorily
- \* send a copy of the assessment report and letter of warning to the LA
- \* with the LA assure themselves that:
  - the assessment is well founded and accurate
  - weaknesses have been correctly identified
  - appropriate objectives have been set to remedy weaknesses
  - a relevant support programme is in place to help you to overcome identified weaknesses

## SECTION 3 THE THREE FORMAL ASSESSMENTS

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### 5 Failure to meet the NQT Core Standards at final assessment

If, based on lesson observations, relevant evidence and an independent report by an LA representative, your Headteacher concludes that you have failed to meet the Core Standards, the Headteacher will complete the appropriate assessment form recommending that you have failed to meet the Standards.

An LA Panel, consisting of advisers, headteachers and senior leaders not involved with the case, will consider all the paperwork gathered throughout the year and decide whether to ratify the Headteacher's recommendation for you to fail or whether, in exceptional circumstances, an extension should be granted. You will have the right to attend the Panel Hearing if you wish and to be represented by your Professional Association.

### 6 Appeal Procedure

If, after the Panel has met, the LA confirms that you have failed satisfactorily to complete the induction period, or extends the period of induction, following failure, on the grounds of exceptional circumstances, it must inform you of your right to appeal, with the name and address of the Appeal Body and the deadline for appeals.

You should send a notice of appeal to the General Teaching Council. The notice must be sent within 20 working days beginning with the date you received notice of the LA's decision.

The statutory procedure governing appeals is defined in the DCSF *Statutory Guidance on Induction for Newly Qualified Teachers in England*.

<http://www.teachernet.gov.uk/publications>

(ref: DCSF/00364/2008)

and available at <http://www.teachernet.gov.uk/professionaldevelopment/induction>

#### **End of First Assessment Period, End of Second Assessment Period and Interim Assessment forms:-**

<http://www.learningwithsouthglos.org/SchoolWorkforce/docs/word/NQTInductionAssessment2008.doc>

#### **NQT Induction Form for the Final Assessment and Recommendation forms :-**

<http://www.learningwithsouthglos.org/SchoolWorkforce/docs/word/FinalAssessmentAndRecommendation2008.doc>

## SECTION 4

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# AFTER INDUCTION

## SECTION 4 AFTER INDUCTION

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### 1 Final assessment form

As with your 1st and 2nd assessment forms, the 3rd and final assessment form is completed by the Induction Tutor and Headteacher, signed by them and you (with the option for you and the school to add comments if you wish) and sent to the LA. The LA verifies the form and your personal details, and sends you a letter confirming that you have completed induction subject to ratification by the GTC.

### 2 Notification to the General Teaching Council

When all the final forms for that term have been received (and only then – **this is why it's important for the school to send the Local Authority the final form within the deadline stated**) the LA sends a spreadsheet to the General Teaching Council listing all the NQTs in the Authority who have successfully completed induction during that term.

### 3 Induction Certificate

The GTC then checks each LA's returns, confirming NQTs' personal details and cross-checking the lists against their lists of teachers with QTS. If there are any discrepancies they will query these with the LA. They then send Induction Certificates for each of the LA's NQTs and the LA distributes these to the teachers via their schools. Please be patient – there is often a wait of a number of weeks for the GTC to produce the certificates, as they are dealing with thousands of individuals. **When you receive your certificate, keep it safely with your QTS certificate** as you will have to produce both certificates throughout your career as evidence of eligibility to teach in maintained schools or non-maintained special schools. The accompanying letter will explain what to do if there are any errors on the certificate, for example in the spelling of a name.

**If you leave the school after completing induction, contact the school and LA with your forwarding address, or your certificate will be delayed.**

### 4 Golden Hellos (teachers of shortage subjects)

Golden Hellos are payable to teachers who:

- \* qualified via postgraduate training in an academic year from September 2000 onwards
- \* qualified to teach one of the shortage subjects
- \* received a training bursary from the Government.
- \* have completed induction and this has been confirmed by the LA

## SECTION 4 AFTER INDUCTION

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- \* within 12 months of completing induction must be employed as a qualified school teacher in:-
  - a maintained secondary school
  - a maintained or non-maintained Special School
  - an Academy in England
  
- \* teachers must be employed to teach the subject for which they trained

If you are eligible for a Golden Hello, when you initially claimed the training incentive from your training establishment/university you will have been given a Golden Hello claim form. This should be completed by you and your Headteacher **after it has been confirmed by the Local Authority that you have completed induction.**

Golden Hellos are paid with your salary and are subject to tax and National Insurance.

For more information: <http://www.tda.gov.uk/goldenhellos>

## 5 Continuous Professional Development

You must meet the Core Standards to complete induction successfully **and be allowed to continue to teach in maintained (or non-maintained special) schools.**

Your Induction Tutor will ensure that from the early stages of induction you reflect on your practice and contribute to identifying your development plan. By the end of the induction year you should be able to take responsibility for maintaining your development into the second and third years of teaching and beyond. Your school may wish to provide you with a peer mentor for the purposes of focusing on CPD, or use cluster groups to facilitate this activity.

Section 6 gives suggested formats for planning and reflecting on learning.

### **Towards the end of induction**

You and your Induction Tutor should look back at the induction period to review progress and achievements and to evaluate the induction support programme. These reflections should be recorded in the CEDP at Transition Point 3.

Final assessments should identify future objectives and complementary development activity, linked into the school's performance management process.

## SECTION 4 AFTER INDUCTION

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### **Professional Development Portfolio**

The CEDP is the starting place for recording progress at different Transition Points in your career. In your second year as a Recently Qualified Teacher (RQT) you should be encouraged to continue to maintain a professional development record or portfolio which includes and builds on evidence of your achievements and professional development during both their Initial Teacher Training and the Induction Year. The Professional Standards for teachers provide a framework to support you in seeking out appropriate professional development.

[http://www.dfes.gov.uk/teachers/professional\\_development](http://www.dfes.gov.uk/teachers/professional_development)

and in the CEDP Supplementary Support Materials: *Maintaining a Professional Portfolio* :-

<http://www.tda.gov.uk/teaching/induction>

SECTION 5

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**THE CORE  
STANDARDS  
AND  
GUIDANCE CRITERIA  
FOR  
LESSON  
OBSERVATIONS**

## SECTION 5 THE CORE STANDARDS AND GUIDANCE CRITERIA FOR LESSON OBSERVATIONS

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The new Professional Standards for Teachers can be accessed through <http://www.tda.gov.uk/teachers/professionalstandards>

- set out the criteria against which your progress is assessed
- provide an important focus for your professional development during the induction period

To complete the induction period satisfactorily, you must :-

- (a) meet all the Core Standards by the end of your Induction year**
- (b) continue to meet the Standards for the Award of QTS, consistently and with increasing professional competence**

To meet the current Core Standards, you need to:

- work with increasing professional competence in areas where, during initial training, it was assumed that you would need the support of an experienced teacher
- focus on aspects of professional practice which can be better developed during employment as a qualified teacher, and over a longer period of teaching than is available to most trainee teachers during their initial training
- consolidate and build on what you have already achieved to be awarded QTS

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

## **SECTION 5**

### **THE CORE STANDARDS AND GUIDANCE CRITERIA FOR LESSON OBSERVATIONS**

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**To complete induction satisfactorily, you must demonstrate that you meet the Core Standards.**

The following tables from the TDA

<http://www.tda.gov.uk/teachers/induction/corestandardsandassessment/corestandards.aspx>

support the Induction process by setting out the standards in 5 inter-related themes:

- 1 Developing Professional and constructive relationships
- 2 Working within the law and frameworks
- 3 Professional knowledge and understanding
- 4 Professional Skills
- 5 Developing Practice

The rationale and scope of the group of standards is addressed along with questions that may act as prompts for discussion between you and the Induction tutor.

Note that each of the three assessment forms must be completed with reference to a variety of the numbered standards, setting out Strengths; Areas for Development, Evidence used to inform the judgements and Targets.

However, it is the school and NQTs decision as to whether these are set out using the three areas of the standards or the five cross curricular themes.



**SECTION 6**

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**PRO FORMAS  
TO BE USED  
THROUGHOUT  
INDUCTION**

## SECTION 6 PRO FORMAS TO BE USED THROUGHOUT INDUCTION

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- Preliminary Meeting Checklist
- Induction Programme Log
- Professional Development Activity Codes
- Professional Development Plan – objectives & activities to be undertaken
- Professional Review Meeting: Record of discussion
- Lesson Observation Record
- Summary of Lesson Observation
- Benchmarking Performance Table
- OFSTED guidance on where to pitch judgements
- Assessment Forms -

**End of First Assessment Period, End of Second Assessment Period and Interim Assessment Forms**

<http://www.learningwithsouthglos.org/SchoolWorkforce/docs/word/NQTInductionAssessment2008.doc>

**Final Assessment and Recommendation Form**

<http://www.learningwithsouthglos.org/SchoolWorkforce/docs/word/FinalAssessmentAndRecommendation2008.doc>

**Schools are not required to use these formats, but induction objectives, observations and review meetings must be recorded in some way**

## PRELIMINARY MEETING CHECKLIST

*Tick items to indicate that they were covered and record any details.*

<b>Name of NQT</b>		<b>Name of Induction Tutor</b>		<b>Date</b>	
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<b>Agenda Item</b>	<b>Tick</b>	<b>Details</b>
Diary / Planner		
Dates of terms and major school events		
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		
The school NQT training programme		
Details of how the schools will manage the induction / assessment arrangements		
The LA 'named contact'		
How to contact your mentor		
Transition Point 1 of the CEDP checked and discussed		
Date for next meeting to discuss Transition Point 2 of the CEDP		
Sickness/ Adverse weather arrangements		











## Professional Development Activity used in supporting teachers' Continuous Professional Development (CPD)

The grid shows a range of methods that can be used for your CPD. You should try to think imaginatively about combining different methods to achieve your attended aim. The themes in the Core Standards guidance (Section 5) may help you to do this.

- How might you use the different methods?
- Which of the Induction Standards might they usefully support?

Critical reflection	Time to read & research into a chosen focus, e.g. surfing web, reading, THINKING!! Could also include time to develop an IT skill via practice
Reflective observation	Own targets/reflective practice; team teaching; being an observer;
Observations of others	In your school: same key stage, another key stage, a specific subject or strategy
Observing	In another school: same year group, different setting etc
Networking	Internal response partner or making link with another NQT or other teachers – cluster or own focus to think, discuss, evolve a resource, refine practice
Support	1-1 support from a key person in/outside the school for subject guidance, needs analysis etc
Training (internal)	Staff meetings, INSET days, working groups
Training (external)	Attending external training from LA CPD book, other providers / or part of NQT Induction Programme
Visits	Resource centres, educational visit centres, nurseries, other LAs
Extending experience	Observing governors' meetings, work of an EP, librarian etc

### Professional Development Plan – objectives and activities to be undertaken

Objective / learning aim (To help identify the purpose, word each objective 'to...in order to...') And Core Standard(s) to be met through each objective	Target date	Success criteria (as measurable as possible with the sources of evidence identified)	Action to be taken, by/ with/ whom & resources needed	Type of activity	Review date





## NQT LESSON OBSERVATION SHEET

Name of NQT:		Date:	Observer:
Class:	Girls	Boys	Lessons: 1 2 3 4 5 6
Topic/Lesson Content			
Target(s) for observation		Related to CEDP	
<b>Planning and preparation, monitoring and assessment</b>          		<b>Lesson plan aims:</b> Aims/outcomes Resources Timing Differentiation SEN (IEP?) All must, most will, some could very able underachieving gender / race / vulnerable Progression Opportunities for ICT / SMSC / x-curric links	
		<b>Start of lesson</b>          	
<b>Teaching Methods and Use of Resources</b>          		<b>Management &amp; Relationships</b> High expectations of behaviour Anticipation/response to inappropriate behaviour Control / Presence Rapport / Respect Use of TAs and other adults Time Management  <b>Subject knowledge &amp; Presentation</b> Clarity of explanation Enthusiasm Differentiated questions <b>Teaching Styles</b> Range of activity Whole class / Groups / individuals Pace / Challenge Use of ICT Appropriate challenge for every learner	
		(This section is currently blank in the provided image)	



## Summary of Lesson Observation

To be completed by the Induction Tutor (or other observer)  
Used for feedback to and comments by the NQT

<b>NQT:</b>	<b>Date:</b>
<b>Observer:</b>	<b>Subject:</b>
<b>Length of observation:</b>	
<p><b>Observer:</b> Comment on the quality of the NQT's teaching in relation to the Core Standards. Refer to the Guidance Criteria shown for the Core Standards in Section 5. Ensure that generic advice is given that can be applied to other lessons, as well as specific advice relevant to this lesson.</p> <p><b>NQT:</b> Use these comments and subsequent discussion to identify development points.</p>	
<b>Strengths identified by observer</b>	
<b>Strengths identified by NQT</b>	
<b>Development points – in order to improve I will need to ...</b>	
<i>Carry forward development points to the Professional Development Plan</i>	
<b>Signed: NQT .....</b> <b>Induction Tutor.....</b>	

**BENCHMARKING PERFORMANCE TABLES**  
**How good is the quality of teaching and learning?**

<b>Thread in Benchmarking table</b>	<b>Learners' progress</b>	<b>Teachers' subject knowledge</b>	<b>Appropriate challenge</b>	<b>Quality of assessment including use in planning and pupil monitoring</b>	<b>Differentiation for pupils with additional needs</b>	<b>Teaching methods and use of resources</b>	<b>Use of teaching assistants and other adults</b>
<b>Outstanding (1)</b>	Learners thrive as a result of the teaching and make exceptionally good progress.	Teachers' high levels of expertise and evident interest in what they are teaching.	Work is suitably challenging for every learner.	Teachers careful planning is based on thorough assessment that ensures work is very well pitched.	Those with additional learning needs are enthused and extended.	The methods and use of resources, such as ICT and the degree of independent learning, enthuse and extend learners.	Well directed teaching assistants, paired or joint teaching, reinforces and strongly supports learning.
<b>Good (2)</b>	Virtually all learners make good progress and show good attitudes to their work.	The teachers' good subject knowledge lends confidence to their teaching styles.	The level of challenge stretches without inhibiting.	Based upon thorough and accurate assessment that informs learners how to improve, work is closely tailored to their different capabilities, so that all can succeed.	Those with additional learning needs have work well-tailored to their needs based upon a good diagnosis.	A good range of carefully chosen resources such as ICT, and the well-judged setting of extension and project work to encourage independent learning, does much to encourage the skills and confidence needed for independent learning.	Good arrangements support parents/carers in helping learners to succeed.
<b>Satisfactory (3)</b>	Most learners make the progress that should be expected of them and they enjoy their work and are motivated to do well.	Teachers have a secure knowledge of the curriculum and course requirements.	The level of challenge is sufficient for groups of learners most of the time.	Assessment is adequate for teachers to monitor learners' progress and plan lessons, and learners know what to do to improve.	Work is appropriate for those with additional learning needs.	The teaching methods, including opportunities for independent learning and the use of a range of resources such as ICT, encourage and engage them.	Arrangements are in place to enable support staff and parents/carers to support learners effectively.
<b>Inadequate (4)</b>	Learners generally, or particular groups of them, do not make adequate progress because the teaching is unsatisfactory. Learners do not enjoy their work. Behaviour is often inappropriate.	Teachers' knowledge of the curriculum and the course requirements are inadequate,	The level of challenge is often wrongly pitched. Not enough independent learning takes place or learners are excessively passive.	Assessment is not frequent or accurate enough to monitor learners' progress, so teachers do not have a clear enough understanding of learners' needs. Learners do not know well enough how to improve.		The methods used do not sufficiently engage and encourage the learners.	Teaching assistants and parents/carers are inadequately helped to support learners.

## Guidance on where to pitch judgements about the overall quality of a lesson

The overall judgement will be a 'best fit' of the grade descriptions in the box except in the case of an unsatisfactory lesson where particular conditions mean that the lesson cannot be satisfactory.

Description	Characteristics of the lesson
<b>Outstanding (1)</b>	The lesson is at least good in all or nearly all respects and is exemplary in significant elements, as shown by the exceptional enjoyment and progress of the learners.
<b>Good (2)</b>	<p>Most learners make good progress because of the good teaching they receive. Behaviour overall is good and learners are keen to get on with their work in a secure and friendly environment in which they can thrive. The health and safety of the learners are not endangered.</p> <p>Teaching is well informed, confident, engaging and precise. The work is well matched to the full range of learners' needs, so that most are suitably challenged. Teaching methods are effectively related to the lesson objectives and the needs of learners. Teaching assistants and resources are well deployed and good use is made of time. Assessment of learners' work is regular and consistent and makes a good contribution to their progress.</p>
<b>Satisfactory (3)</b>	The lesson is inadequate in no major respect, and may be good in some respects, as shown by the satisfactory enjoyment and progress of the learners.
<b>Inadequate (4)</b>	<p><b>A lesson cannot be adequate if:</b></p> <ul style="list-style-type: none"> <li>• most learners, or a significant specific minority of learners, make less than satisfactory progress, whether this is due to unsatisfactory teaching or the impact of bad behaviour</li> <li>• learners' overall behaviour or attitudes are unsatisfactory, and the tone of the lesson is inimical to the development of learners' personal qualities</li> <li>• the health or safety of the learners is endangered</li> <li>• the teaching is unsatisfactory. This will usually cause the learners' progress to be unsatisfactory, but occasionally progress will be satisfactory in spite of the teaching due to the good attitudes of the learners. Unsatisfactory teaching is likely to have one or more of the following:               <ul style="list-style-type: none"> <li>○ weak knowledge of the curriculum leading to inaccurate teaching and low demands on pupils</li> <li>○ work badly matched to the pupils' starting points</li> <li>○ ineffective classroom management of behaviour</li> <li>○ methods which are poorly geared to the learning objectives or which fail to gain the interest and commitment of the learners</li> <li>○ inadequate use of resources, including assistants and the time available</li> <li>○ poor assessment.</li> </ul> </li> </ul>

Evaluation Schedule (from Sept 2009)

**The quality of teaching and the use of assessment  
- Grade Descriptors**

<b>Outstanding (1)</b>	Teaching is at least good and much is outstanding, with the result that the pupils are making exceptional progress. It is highly effective in inspiring pupils and ensuring.
<b>Good (2)</b>	The teaching is consistently effective in ensuring that pupils are motivated and engaged. The great majority of teaching is securing good progress and learning. Teachers generally have strong subject knowledge which enthuses and challenges most pupils and contributes to their good progress. Good and imaginative use is made of resources, including new technology to enhance learning. Other adults' support is well focused and makes a significant contribution to the quality of learning. As a result of good assessment procedures, teachers and other adults plan well to meet the needs of all pupils. Pupils are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss that they need to do to sustain good progress. Teachers listen to observe and question groups of pupils during lessons in order to reshape tasks and explanations to improve learning.
<b>Satisfactory (3)</b>	Teaching may be good in some respects and there are no endemic inadequacies in particular subjects or across year groups. Pupils show interest in their work and are making progress that is broadly in line with their capabilities. Teachers' subject knowledge is secure. Adequate use is made of a range of resources, including new technology, to support learning. Support provided by other adults is effectively deployed. Teaching ensures that pupils are generally engaged by their work and little time is wasted. Regular and accurate assessment informs planning, which generally meets the needs of all groups of pupils. Pupils are informed about their progress and how to improve through marking and dialogue with adults. Teachers monitor pupils' work during lessons, pick up general misconceptions and adjust their plans accordingly to support learning.
<b>Inadequate (4)</b>	<ul style="list-style-type: none"><li>• Expectations are inappropriate. Too many lessons are barely satisfactory or are inadequate and teaching fails to promote the pupils' learning, progress or enjoyment.</li></ul> or <ul style="list-style-type: none"><li>• Assessment takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve.</li></ul>

## **NEWLY QUALIFIED TEACHER INDUCTION ASSESSMENT FORMS**

End of First Assessment Period,  
End of Second Assessment Period and  
Interim Assessment :-

<http://www.learningwithsouthglos.org/SchoolWorkforce/docs/word/NQTInductionAssessment2008.doc>

NQT Induction Form for the Final Assessment and Recommendation :-

<http://www.learningwithsouthglos.org/SchoolWorkforce/docs/word/FinalAssessmentAndRecommendation2008.doc>

Further details and a copy of this handbook:

<http://www.learningwithsouthglos.org/SchoolWorkforce/content/TeachingStaff/NQTs/index.htm>

## SECTION 7 USEFUL WEBSITES

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### **The Times Educational Supplement**

<http://www.tes.co.uk>

*Has a comprehensive NQT selection with teaching tips, links to jobs and other sites, and a variety of reports on how to survive your first year. Ask for advice from induction expert Sara Bubb, or catch up with your peers in the NQT forum. Ever been confused by professional jargon? The jargonbuster should help.*

### **Association of Teachers and Lecturers**

<http://www.atl.org.uk>

*The 'issues' area has loads of practical advice on applying for jobs, completing the application form, preparing your CV, attending interviews, and applying to a LA pool. You can also learn what you should do if you are assaulted by a pupil, the procedure to follow if one of your pupils has an accident, and how to deal with staffroom bullying.*

### **DFE/Teachernet**

<http://www.teachernet.gov.uk>

*Information about induction. Access to an on-line professional development portfolio.*

### **National Union of Teachers (NUT)**

<http://www.teachers.org.uk>

*Read the NUT's guide for first-time teachers which includes information on salaries, sick pay, professional duties and legal responsibilities. The NQT area gives advice on applying for jobs and preparing for interviews.*

### **Teacher Support Network**

<http://www.teacherline.org.uk>

*Feeling the pressure? Then take advantage of this free 24 hour telephone counselling, support and advice service for teachers provided by the TBF, the teacher support network. All counsellors are either ex-teachers or have experience of counselling teachers. This website tells you about the service on offer to teachers in England and Wales.*

### **Training and Development Agency**

<http://www.tda.gov.uk>

*Includes information on induction, standards NQTs need to attain to achieve Qualified Teacher Status and details of the support and training available to NQTs.*

### **British Council**

<http://www.britishcouncil.org>

*This site includes a 'Who's who' in education and guides to the exam system, structure, funding and national curriculum. Helpful for new teachers, as well as foreigners wishing to teach or study here.*

### **Services to Teachers (free)**

<http://www.teachersupport.info>

- **Teacher Support Line**
  - Counselling
  - Information and referrals
- **Teacher Support Services**
  - Grants and loans
  - Money Advice
  - Befriending
  - Information
- **Online Services**
  - Email counselling
  - Downloadable factsheets
  - Online assessments used by new teachers

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