



Newly Qualified Teacher

# Handbook 2018/19



Northumberland  
County Council



Northumberland  
Education

FINDING PATHWAYS, ENHANCING LEARNING

# WELCOME TO NORTHUMBERLAND

We are delighted that you have chosen to start your teaching career in Northumberland. One of our key aims is to attract and retain high quality staff, including NQTs. Now you are here we will support and guide you as you learn the craft of teaching and learning through your first year and beyond.

## **This handbook is designed to:**

- Provide information and guidance on your entitlement and responsibilities as an NQT
- Help you record your professional development during your induction year
- Provide a platform for further development in the early years of your career.

The education landscape at a national level is changing quickly and will continue to do so for the foreseeable future. Regardless of what pressures schools face from above, it is the quality of relationships and the impact of teaching in each classroom that is key to the success of a school. Your commitment to improving your practice, and the professional development opportunities afforded to you will ensure that our young people become confident and rounded individuals, ready to progress to the next stage of their education or the world of work.

If you require any further support or guidance throughout the year please do not hesitate to contact me.

**Dave Cookson**

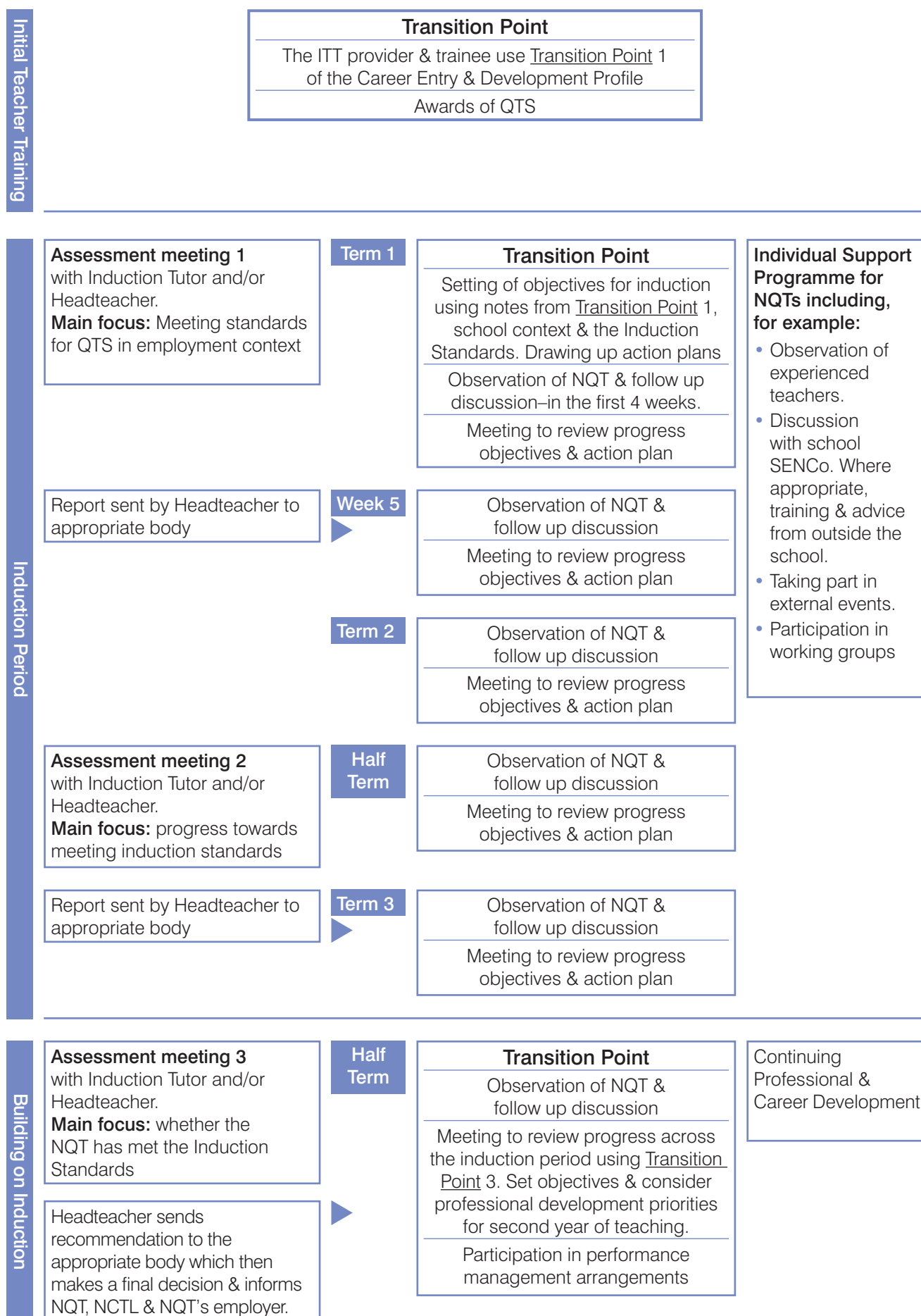
**Commissioner for Secondary Education  
& Sixth Forms, and Lead Officer for NQTs**

✉ [dave.cookson@northumberland.gov.uk](mailto:dave.cookson@northumberland.gov.uk)

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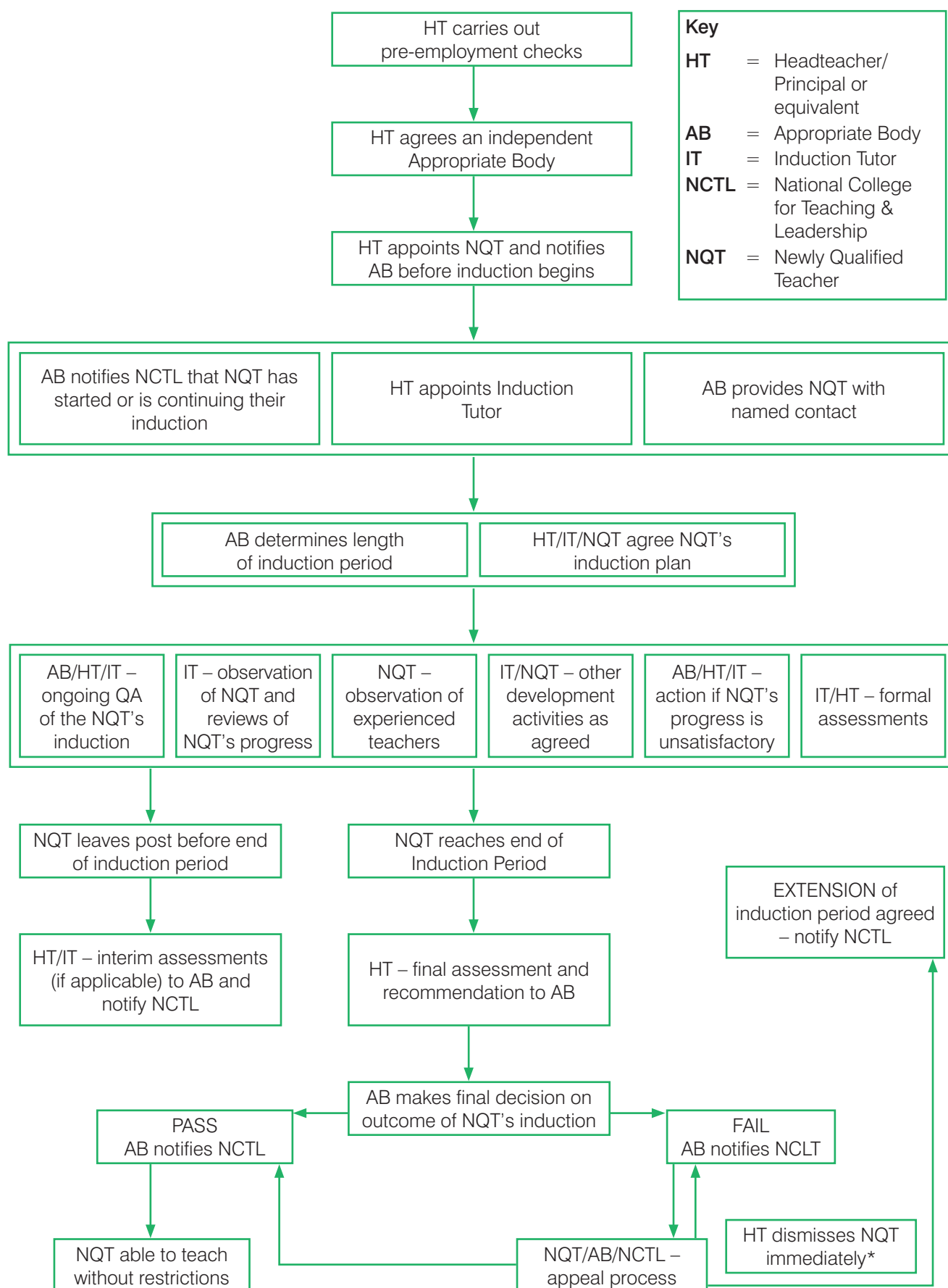
## Section 1

# THE PROCESS OF STATUTORY NQT INDUCTION & FORMAL ASSESSMENT



## Section 2

# ANNEX A



\*NQT's name is placed on NCTL-held list of persons who have failed to satisfactorily complete an induction period





## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

A teacher must:

### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## Section 3

# YOUR ENTITLEMENT AS AN NQT



The induction period is designed to make sure that all NQTs are supported throughout the first year of teaching after they have been awarded QTS. It also helps to ensure their future professional and career development is built on a firm foundation.

### **There are two main aspects:**

- An individual programme of professional development and monitoring;
- Assessment against national Teachers' Standards.

The induction period lasts for three school terms. Although progress during induction will not affect Qualified Teacher Status, NQTs must complete the induction successfully to continue teaching in a maintained school or non-maintained school in England.

### **An induction programme should help an NQT to:**

- Establish themselves as swiftly as possible with class(es), and develop confidence and effectiveness from the outset;
- Build effectively on the knowledge and skills developed during initial training, to meet the needs of pupils and to provide a strong base for career-long professional development.

NQTs should play an active part in planning and reviewing the induction programme in order to make sure that it meets individual needs and is relevant to the context in which they are teaching.

### **All NQTs are entitled to:**

- A reduced timetable;
- An Induction Tutor - who ensures they are provided with an appropriate induction programme;
- Observation of the NQT's teaching with follow-up review meetings - at least six times during induction;
- A named contact at the Local Authority;
- A programme of professional development opportunities - to meet their individual needs;
- Termly assessment meetings and reports on progress;
- Additional support in cases of difficulties.

## Section 3

# YOUR ENTITLEMENT AS AN NQT

### Reduced Timetable

The School Teachers' Pay Conditions document requires Headteachers to make sure that teachers taking part in induction have only a 90% timetable. This means teaching no more than 90% of the time a teacher at that school (who does not have an additional responsibility allowance) would be expected to teach. Each school should protect this release time and allocate it at appropriate intervals. For many NQTs this will be on a weekly or fortnightly basis.

### An Induction Tutor

Each NQT should have an Induction Tutor throughout the induction period. The Induction Tutor will have day-to-day responsibility for making sure that NQTs are provided with an appropriate induction programme and will be one of the most significant influences on the quality of the programme. The Induction Tutor should:

- Make sure NQTs know and understand the role and responsibilities of those involved in induction, including entitlement and the responsibility of the NQT to take an active role in their own professional development;
- Organise and implement in consultation with the NQT, a tailored programme of monitoring, support and assessment. This should take forward in a flexible way the action plan identified using Transition Point Two of the CEDP and takes into account the needs and strengths identified in the Profile, the Teachers' Standards, and the specific context of the school;
- Co-ordinate or carry out observations of lessons and organise follow-up discussions with the NQT;
- Review with the NQT progress against objectives and the Teachers' Standards;
- Make sure that NQTs are fully informed about the nature and purpose of assessment in the induction period;
- Ensure that dated records are kept of monitoring, support and formative and summative assessment activities undertaken, and their outcomes.

### Observation of teaching with follow-up review meetings

During the induction period NQTs should be observed at least once every half term by the Induction Tutor and/or by others as appropriate. The first observation should take place during the first four weeks.

These observations should be followed by professional review discussions at which progress is reviewed against objectives, and revised if necessary.

### A named contact at the Local Authority

If NQTs have any concerns about the content or administration of the induction programme, they should first use the school's procedure for raising professional concerns. If concerns go beyond the school, or are not addressed, NQTs should get in touch with the named contact in the Appropriate Body, in Northumberland the contacts are:

#### **Dave Cookson - Commissioner for Secondary Education & Sixth Forms, and Lead Officer for NQTs**

✉ dave.cookson@northumberland.gov.uk

☎ (01670) 622717

#### **Carol Green - Admin Assistant**

✉ carol.green@northumberland.gov.uk

☎ (01670) 622721

## Section 3

# YOUR ENTITLEMENT AS AN NQT



### A programme of professional development opportunities

Examples of other development opportunities you could offer the NQT:

- Work alongside others and becoming involved in planning with the NQT's department or school;
- Opportunities to observe the teaching of more experienced colleagues;
- Visits to schools and settings beyond the host workplace;
- Taking part in more formal training events and courses;
- Meetings with NQT to review progress and consider development.

### Termly assessment meetings and reports on progress

Towards the end of each term of the induction period you should meet your NQT and/or headteacher for a formal assessment. The main focus of the assessment meetings is current progress towards meeting the Teachers' Standards.

After each of the first two formal assessment

meetings, the Headteacher should make a report to the LA. This should record progress so far towards meeting the Teachers' Standards at the end of the induction period.

After the assessment meeting towards the end of the third term, the Headteacher will make a recommendation to the LA about whether the NQT has met the Teachers' Standards. The LA will decide whether they have met the requirement for satisfactory completion of the induction period, and will write to NQT, Headteacher and TRA to relate this decision.

### Additional support in case of difficulties

If you feel at any point during the induction period that the NQT is in danger of not meeting the Teachers' Standards by the end of the induction period, further support should be planned and arranged as soon as possible. The LA should be informed immediately and should check that this support is in place and is relevant to needs. Unsatisfactory progress at one stage of an induction programme does not mean that they will inevitably fail to complete the induction successfully. However, it is important that everyone should work positively to help the NQT overcome any difficulties.

## INDUCTION OF NEWLY QUALIFIED TEACHERS 2018/2019

### THE INDUCTION TUTOR ESSENTIAL CHECKLIST

Name of NQT: \_\_\_\_\_

School: \_\_\_\_\_

Make sure each NQT is eligible to start their induction and that all roles and responsibilities will be met.

**All questions are essential elements of a successful induction and they are all prerequisites - if the answer is "No", the NQT cannot start induction and any induction they do undertake will have to be repeated.**

Question	Yes	No
Does the NQT have QTS? Do you hold a copy?		
Have arrangements been made for the NQT to have a suitably reduced timetable?		
Have you been prepared for your role as Induction Tutor? (Induction Tutor Briefing Session - 6 September 2018 @ Choppington Social Welfare - 3.30pm-4.30pm contact Carol Green to reserve a place)		
Have you taken into account all that is required when compiling the NQT's programme of support?		
Have you set up regular meetings with the NQT?		
Do you have a programme of developmental observations and feedback set up? Have you set dates for progress reviews and assessments?		
Does the NQT have the details of the named contact at the Appropriate Body?		
Are you familiar with the New Teachers' Standards? Is the NQT? <a href="https://www.gov.uk/government/publications/teachers-standards">https://www.gov.uk/government/publications/teachers-standards</a>		
Is the contract for at least a term?		
Have you fully completed and submitted the Induction Form to the LA along with a copy of the NQT's QTS certificate.		
If the NQT is undertaking induction on a part-time basis, has the length of induction been calculated? If not, please contact Carol Green to calculate assessment due dates.		

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**To be completed, signed and returned to Carol Green immediately when employing NQTs**



## Section 4

# NQT YEAR PLANNER

Time Frame	Essential Requirements	
<b>Prior to appointment</b>	<ul style="list-style-type: none"> <li>Governing Body considers whether school can fulfil induction requirement.</li> <li>Induction Tutor to have up to date training to fulfil responsibilities (see training page for dates).</li> </ul>	
<b>Term 1 First Half By Week 4</b>	<ul style="list-style-type: none"> <li>Initial meeting to set objectives for induction from CEDP <u>Transition Point 1</u> drawing up action plan.</li> <li>Agree focus for classroom observation.</li> <li>Classroom observation of NQT and follow up discussion.</li> </ul>	
<b>Term 1 Second Half</b>	<ul style="list-style-type: none"> <li>Agree focus for classroom observation.</li> <li>Classroom observation of NQT and follow up discussion.</li> <li>Meeting to review progress and action.</li> <li>Formal assessment meeting including review and update of action plan.</li> <li><b>In negotiation with NQT complete DfE Term 1 assessment report Send to AB by last day of term 21 December 2018.</b></li> </ul>	
<b>Term 2 First Half</b>	<ul style="list-style-type: none"> <li>Agree focus for classroom observation.</li> <li>Classroom observation of NQT and follow up discussion.</li> <li>Meeting to review progress and action.</li> <li>Formal assessment.</li> </ul>	
<b>Term 2 Second Half</b>	<ul style="list-style-type: none"> <li>Agree focus for classroom observation.</li> <li>Classroom observation of NQT and follow up discussion.</li> <li>Meeting to review progress and action.</li> <li>Formal assessment meeting including review and update of action plan.</li> <li><b>In negotiation with NQT complete DfE Term 2 assessment report.</b></li> <li><b>Send to AB by last day of term 5 April 2019.</b></li> </ul>	
<b>Term 3 First Half</b>	<ul style="list-style-type: none"> <li>Agree focus for classroom observation.</li> <li>Classroom observation of NQT and follow up discussion.</li> <li>Meeting to review progress and action plan.</li> <li>Formal assessment.</li> </ul>	
<b>Term 3 Second Half</b>	<ul style="list-style-type: none"> <li>Agree focus for classroom observation.</li> <li>Classroom observation of NQT and follow up discussion.</li> <li>Meeting to review progress.</li> <li>Formal assessment meeting to set targets for Year 2.</li> <li><u>Transition Point 3.</u></li> <li><b>In negotiation with NQT complete DfE Final Assessment Report.</b></li> <li><b>Send to AB one week before end of term 12 July 2019.</b></li> <li><b>Celebrate!</b></li> </ul>	

	Written Records Required	Meeting Expectations
	<ul style="list-style-type: none"> <li>Action plan</li> <li>Feedback from lesson and notes from discussion</li> <li>Notes/minutes</li> </ul>	<ul style="list-style-type: none"> <li>Guide NQT through a self-evaluation process.</li> <li>Explore the types of evidence to be used</li> <li>Observation of experienced teacher.</li> <li>Weekly meetings with Induction Tutor.</li> <li><b>Early notification of areas of concern &amp; notify named contact at the appropriate body.</b></li> <li>Meeting with SENCo.</li> <li>Attend welcome meeting.</li> </ul>
	<ul style="list-style-type: none"> <li>Feedback from lesson and notes of discussion</li> <li>Notes/minutes</li> <li>Notes/minutes and revised action plan</li> <li>Assessment report</li> </ul>	<ul style="list-style-type: none"> <li>NQT to self-review against all the standards.</li> <li>Guide NQT to reflect upon own learning, and ways to take responsibility for own CPD.</li> <li>CPD and learning and ways to record.</li> <li>Observation of experienced teacher.</li> <li>Weekly/fortnightly meetings with Induction Tutor.</li> <li><b>Early notification of areas of concern &amp; notify named contact at the appropriate body.</b></li> <li>Follow up meeting with SENCo.</li> </ul>
	<ul style="list-style-type: none"> <li>Feedback from lesson and notes of discussion</li> <li>Notes/minutes</li> </ul>	<ul style="list-style-type: none"> <li>NQT to self-review against all the standards.</li> <li>Guide NQT to reflect upon own learning, and ways to take responsibility for own CPD.</li> <li>CPD and learning and ways to record.</li> <li>Observation of experienced teacher.</li> <li>Fortnightly meetings with Induction Tutor.</li> <li><b>Early notification of areas of concern &amp; notify named contact at the appropriate body.</b></li> </ul>
	<ul style="list-style-type: none"> <li>Feedback from lesson and notes from discussion</li> <li>Notes/minutes and revised action plan</li> <li>Assessment report</li> </ul>	
	<ul style="list-style-type: none"> <li>Action plan</li> <li>Feedback from lesson and notes from discussion</li> <li>Notes/minutes</li> </ul>	<ul style="list-style-type: none"> <li>NQT to self-review against all the standards.</li> <li>Guide NQT to reflect upon own learning, and ways to take responsibility for own CPD.</li> <li>CPD and learning and ways to record.</li> <li>Observation of experienced teacher.</li> <li>Monthly meetings with Induction Tutor.</li> <li><b>Early notification of areas of concern &amp; notify named contact at the appropriate body.</b></li> </ul>
	<ul style="list-style-type: none"> <li>Feedback from lesson and notes from discussion</li> <li>Notes/minutes</li> <li>Notes/minutes Year 2</li> <li>Action Plan</li> <li>Assessment Report</li> </ul>	

# OBSERVATION AND FEEDBACK



### Purpose of observation

Observation of the NQTs teaching is central to the induction period and the development of their individual skills. It can:

- provide a rich source of information about the NQTs teaching, their progress and the progress of their pupils;
- stimulate discussion between NQTs and other members of staff, with a clear focus on teaching and learning;
- help to relate the strengths and areas from development identified using the Career Entry and Development Profile to the needs emerging over time from the NQTs
- new teaching context, thereby enabling induction programmes to be more clearly focussed on the individual needs of NQTs;
- help NQTs and Induction Tutors to set, monitor and review objectives;
- help to monitor and to identify areas for further professional learning and development;
- help NQTs, in the early stages of their induction, to gain a sense of whether their expectations of pupils are sufficiently challenging.

### The timing and frequency of observations

The DfE guidance indicates that the NQTs Induction Tutor, or another colleague, should

observe the NQT at least once each half-term, including in the first four weeks in the post. It is important that notes are made during these observations that can be used to inform follow-up discussions and analysis with the NQT.

The outcomes of these discussions will in turn feed into the professional review meetings that follow a similar cycle.

Although the Induction Tutor is likely to undertake most of the observations, the NQTs need for support or development may also prompt observation by other colleagues from within or outside the school. For example:

- teachers with particular specialisms or relevant responsibilities;
- members of the school's senior management team;
- SLEs;
- members of the AB.

It will help if the Induction Tutor co-ordinates such observations to make sure that the overall pattern of observations and the resulting evidence is relevant and coherent, and to make sure that the NQT is comfortable with the timing and frequency of observations.

## Section 5

# OBSERVATION AND FEEDBACK

Many schools have found it helpful to supplement these more formal observations with 'light-touch' visits to NQTs classrooms, followed by brief oral feedback. These can be helpful when they focus on very specific elements of the NQTs practice, often identified by the NQT. However, everyone involved needs to be clear about the role of these visits and the extent to which they will inform the formal assessment of the NQTs work.

This is likely to depend on whether the visits are sufficiently planned and focussed for the observation to relate to the NQTs induction programme. It is recommended that the NQT provides a detailed lesson plan prior to the observation.

The NQT and Induction Tutor should keep a formal record of the observation feedback including clear targets for development.





It is a requirement that NQTs have an individualised induction action plan, but there is no requirement that a certain format has to be used for this purpose. Schools may decide to use whichever format best suits them.

### When setting action plans it is helpful to:

- Identify the steps that will be taken to help the NQT achieve agreed objectives;
- Make sure that the support programme is manageable for both the NQT and the school;
- Monitor and review progress towards objectives; and regularly revise and update the plan throughout the induction period as the NQTs needs and priorities change, new opportunities arise, or unforeseen issues need to be addressed.

The NQT may be able to work towards most objectives on a day-to-day basis as part of normal teaching activities. Other objectives may involve the support of colleagues in the school or expertise from outside the school.

This process involves the NQT and the Induction Tutor working together to decide and record:

### The agreed objectives

The way in which the objectives are framed will affect how achievable they are, and the ease with which progress towards them can be supported, monitored and reviewed.

The actions to be taken to achieve them, and by whom.

Actions need to indicate, as clearly as possible, the nature and level of support required and its source. It is helpful to identify the key person(s) responsible for the action and when they will be called upon to make it.

### The criteria against which judgements can be made about the extent to which each objective has been met successfully

These will be most useful if they are expressed in as direct a way as possible in order to enable all those involved to work towards the same ends. It is helpful to indicate the kind of evidence that is expected.

## Section 6

# ACTION PLANNING

### The resources, if any, that will be needed

These usually take the form of time or funds, and need to be matched as accurately as possible to the actions so that the school has confidence that it can provide the necessary support from either within or outside the school.

### Target dates, if any, that will be needed

These should be realistic, achievable and take into account any holiday time/collapsed T/T residential visits, etc.

The target dates should be a best estimate and may be subject to change depending upon the individual NQTs progress and circumstances.

### Dates when progress will next be reviewed

In most cases this will be the next professional review meeting at which objectives will be reviewed and, if necessary, revised, with new objectives being set.



## Section 7

# MEETING THE INDUCTION STANDARDS - RECORD OF EVIDENCE

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Teachers' Standards		Evidence	Achieved
<b>Part one : Teaching</b> A teacher must:			
1	<b>Set high expectations which inspire, motivate and challenge pupils</b>		
	a. establish a safe and stimulating environment for pupils, rooted in mutual respect		
	b. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions		
	c. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils		
2	<b>Promote good progress and outcomes by pupils</b>		
	a. be accountable for pupils' attainment, progress and outcomes		
	b. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these		
	c. guide pupils to reflect on the progress they have made and their emerging needs		
	d. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching		
	e. encourage pupils to take a responsible and conscientious attitude to their work and study		

## Section 7

# MEETING THE INDUCTION STANDARDS - RECORD OF EVIDENCE

Teachers' Standards		Evidence	Achieved
<b>Part one : Teaching</b> A teacher must:			
<b>3</b>	<b>Demonstrate good subject and curriculum knowledge</b>		
	a. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and curriculum areas, and promote the value of scholarship		
	b. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship		
	c. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English whatever the teacher's specialist subject		
	d. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics		
	e. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.		
<b>4</b>	<b>Plan and teach well-structured lessons</b>		
	a. impart knowledge and develop understanding through effective use of lesson time		
	b. promote a love of learning and children's intellectual curiosity		
	c. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired		
	d. reflect systematically on the effectiveness of lessons and approaches to teaching		
	e. contribute to the design and provision of an engaging curriculum within the relevant subject area(s)		

## Section 7

# MEETING THE INDUCTION STANDARDS - RECORD OF EVIDENCE

Teachers' Standards		Evidence	Achieved
<b>Part one : Teaching</b> A teacher must:			
5	<b>Adapt teaching to respond to the strengths and needs of all pupils</b>		
	a. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively		
	b. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these		
	c. demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development		
	d. have a clear understanding of the needs of all pupils, including those with special education needs; those of high ability; and with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them		
6	<b>Make accurate and productive use of assessment</b>		
	a. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements		
	b. make use of formative and summative assessment to secure pupils' progress		
	c. use relevant data to monitor progress, set targets, and plan subsequent lessons		
	d. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback		

## Section 7

# MEETING THE INDUCTION STANDARDS - RECORD OF EVIDENCE

Teachers' Standards		Evidence	Achieved
<b>Part one : Teaching</b> A teacher must:			
7	<b>Manage behaviour effectively to ensure a good and safe learning environment</b>		
	a. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the schools in accordance with the school's behaviour policy		
	b. have high expectations of behaviour; and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly		
	c. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them		
	d. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary		
8	<b>Fulfill wider professional responsibilities</b>		
	a. make a positive contribution to the wider life and ethos of the school		
	b. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support		
	c. deploy support staff effectively		
	d. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues		
	e. communicate effectively with parents with regard to pupils' achievements and well-being		

## Section 7

# MEETING THE INDUCTION STANDARDS - RECORD OF EVIDENCE

### Part two : Personal and Professional conduct

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

- 9** Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- a. treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - b. having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - c. showing tolerance of and respect for the rights of others
  - d. not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - e. ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 10** Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- 11** Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

## Section 7

# MEETING THE INDUCTION STANDARDS - RECORD OF EVIDENCE

Strengths

Areas for development

Review of targets from previous term

New targets linked directly to standards

## Section 8

# PROFESSIONAL REVIEW MEETINGS - OVERVIEW FOR NQT

Professional review meetings are an integral part of the induction programme and should take place each half-term. There will, of course, be more frequent informal discussions that review your progress, but formal professional review meetings ensure that you are able to dedicate times to thinking about your teaching in a focussed way.

These meetings have a central role in your development in that they not only look back at progress made, but also look forward to future objectives and professional development provision. NQTs often refer to such discussions as being among the most valuable components of their induction experience.

Professional review meetings build on the discussions that follow lesson observations by:

- drawing on evidence from different sources;
- identifying strengths and areas for further development;
- exploring, across the full range of your teaching, issues arising from specific points in the lesson(s) observed;
- looking at progress in relation to the Teachers' Standards;
- identifying specific action to develop your teaching;
- considering medium and long-term development as well as short-term goals;
- reviewing and revising objectives and action plans for your professional development;
- reviewing your support programme and ensuring that it matches your needs and priorities as they change during the course of the induction period.

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

### **Preparing for professional review meetings: the NQT**

NQTs take up their first posts having developed skills in evaluating their teaching and professional development during their initial training. By continuing to practice and develop these skills during the induction period, you will be able to contribute fully to formal professional review meetings, and to gain maximum benefit from the opportunities that these discussions offer.

In addition to evaluating your lessons, you will wish to prepare for professional review meetings by taking a broader look at your professional development in your first post within the context of the Teachers' Standards.

### **Record of professional development activities**

A record of the full range of activities that have supported your professional development can be a helpful basis for both self-review and professional review discussions with your Induction Tutor; provided it makes clear links with your subsequent professional practice, your professional development objectives and the Teachers' Standards.

Your involvement in these activities can in itself contribute to an assessment of progress against the Teachers' Standards. Consideration of the impact of these activities will also help you and your practice and influence discussions about future developments.

## Section 9

# NQT ASSESSMENT - REPORT FORMS

Towards the end of each term of your induction period you should meet your Induction Tutor and/or Headteacher for a formal assessment meeting. The main focus of the assessment meeting is your current progress towards meeting the Teachers' Standards ie it is not expected that you will have met the Teachers' Standards by the end of term 1, but that you should be making satisfactory progress towards doing so.

After each of the first two formal assessment meetings, the Headteacher should make a report to the LA. This should record your progress so far towards meeting the Teachers' Standards at the end of the induction period. The timeline for completion of reports is last day of term Autumn 21 December 2018 and Spring Term (5 April 2019). Reports in the Summer Term are required one week before the end of term (8 July 2019) and they should be sent to:

**Carol Green**

✉ carol.green@northumberland.gov.uk

☎ (01670) 622721

After the assessment meeting towards the end of the third term, your Headteacher will make a recommendation to the LA about whether you have met the Teachers' Standards.

Copies of the assessment forms are on the following pages (page 28 and page 35).

The vast majority of NQTs meet the requirements and many exceed these significantly.

### However, in cases of unsatisfactory progress:

It is important to remember that unsatisfactory progress at one stage of your induction programme does not inevitably lead to unsatisfactory completion of the induction. It is, however, vital to raise any problematic issues early on and to alert all concerned of the unsatisfactory issues identified. **The LA should be informed at the earliest opportunity** so that early action and additional support and monitoring of your progress and the school's induction programme can be put in place.

In the event of unsatisfactory progress, the Headteacher and Induction Tutor should ensure that:

- There is good support for you from the Induction Tutor who has sufficient time for the role;
- A revised action plan for induction support is formulated, focusing on the problematic issue identified;
- Good use is made of your release time, with a log kept of frequency and use;
- Regular and focused monitoring of your progress is undertaken, with constructive feedback about progress made and next steps required;
- The Headteacher or other senior member of staff observes you;
- Where the Induction Tutor is also the Headteacher, a third party also reviews the evidence and observes you;
- Joint observations are made if there are variations in judgements;
- Copies of observation notes, professional review records and action plans are dated and signed;
- The school should adopt a positive approach, acknowledging improvement where evident and building your self-esteem appropriately;
- **Involve the LA at the earliest opportunity.**

### Cause for Concern Procedure

On the rare occasion when an NQT is not making satisfactory progress and not showing signs of improvement, the school will apply the Local Authority Cause for Concern procedure.

# NQT ASSESSMENT - REPORT FORMS



**Northumberland**  
County Council

## NEWLY QUALIFIED TEACHERS' INDUCTION CAUSE FOR CONCERN FORM

Please complete this form if you have significant concerns about the progress of an NQT. Please return the form to ✉ Carol.Green@northumberland.gov.uk If you need further advice about the circumstances when it is appropriate to use this form, please contact ✉ Dave.Cookson@northumberland.gov.uk or ☎ (01670) 622717.

<b>NQT's full name:</b>	<b>TRN:</b>	<b>DOB:</b>
-------------------------	-------------	-------------

<b>School/Academy/institution's name:</b>	
<b>NQT's previous school/academy/institution(s), where induction has been undertaken:</b>	
<b>Induction Tutor:</b>	
Enter all completed assessment periods, and school's judgement(s): Please indicate ✓ (on track to meet standards) <b>OR</b> ✗ (not on track to meet standards)	

<b>Assessment 1</b> - ✓ - or ✗	<b>Assessment 2</b> - ✓ - or ✗	<b>Final Assessment</b> - ✓ or ✗
Total number of days absent from induction		No.....

Teachers' Standards which are giving rise to Cause for Concern	Details of Cause for Concern
<b>Other relevant information</b>	

The information on this form will be shared with the Teaching Regulation Agency. The information and subsequent assessment forms will be retained for 6 years by the LA and school, and may also be shared with other named appropriate bodies should the NQT move to another LA before induction is completed.

## Section 9

# NQT ASSESSMENT - REPORT FORMS

Is there an Action Plan matched to the Teachers' Standards in place?

*Note: Please forward copy of action plan with this form.*

Yes

No

**Date Action Plan set:**

Number of observations of NQT teaching completed since they started their induction at your school/academy/institution:

Number of Review Meetings since starting induction:

Signed by Headteacher/Principal \_\_\_\_\_ Date: \_\_\_\_\_

Signed by Induction Tutor \_\_\_\_\_ Date: \_\_\_\_\_

Signed by NQT \_\_\_\_\_ Date: \_\_\_\_\_

### For AB use only

Date received	Evidence	Outcome	Notification sent

# NQT ASSESSMENT - REPORT FORMS



Northumberland  
County Council

## DEPARTMENT FOR EDUCATION 2018 / 2019

Please return a signed copy to:

CAROL GREEN, Children's Services Directorate,

Wellbeing & Community Health Services Group, Northumberland County Council,

Morpeth, Northumberland, NE61 2EF

### NQT INDUCTION : ASSESSMENT FOR THE FIRST & SECOND PERIOD

☐ **End of First Assessment Period** (clearly mark box with X) Deadline - 22 December 2018

☐ **End of Second Assessment Period** (clearly mark box with X) Deadline - 29 March 2019

### Instructions for Completion

Where boxes appear, please insert "X"

- The headteacher/principal should retain a copy and send a copy of this completed form to the Appropriate Body within 10 working days of the NQT completing the assessment period.
- The original copy should be retained by the NQT.
- Full guidance on statutory induction can be found at:  
<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

### NQT's Personal Details

Full Name

Date of Birth

Name of School

DfE/Teacher Reference Number

### Recommendation:

The above name teacher's progress indicates that he/she is making satisfactory progress towards meeting the **Teachers' Standards** within the induction period.

The above named teacher's performance indicates that he/she is **not making satisfactory progress against the Teachers' Standards** for the satisfactory completion of the induction period. (If you have not already done so, please complete a **CAUSE FOR CONCERN FORM**)

I confirm that the NQT has received a personalised programme of support and monitoring throughout the period specified below in line with the statutory guidance.

The information on this form will be shared with the Teaching Regulation Agency. The information and subsequent assessment forms will be retained for 6 years by the LA and school, and may also be shared with other named appropriate bodies should the NQT move to another LA before induction is completed.

## Section 9

# NQT ASSESSMENT - REPORT FORMS

Date of beginning of this assessment period:

Date at end of assessment period:

Number of days completed during this Assessment period:

Number of days of absence during this period:

Does the NQT work:

Full Time

Part-Time

### Confirmation of Induction

I confirm that the NQT has experienced support and monitoring in line with statutory guidance:

<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

If a **reduction to the number of days** to be served by the NQT has been agreed with the Appropriate Body please include the number of days here

*(for more information on reductions see the guidance on statutory induction - see link above)*

### Assessment of progress against Teachers' Standards

The headteacher/principal or induction tutor should record, in the box below, brief details of the NQT's progress against the Teachers' Standards (2013) including:

- strengths;
- areas for further development, even where progress is satisfactory;
- evidence used to inform the judgements; and
- where appropriate, targets to be met.

Comments must be in the context of, and make reference to, specific Teachers' Standards which can be found at: <https://www.gov.uk/government/publications/teachers-standards>

## Section 9

# NQT ASSESSMENT - REPORT FORMS

Standards	Comments
<p><b>1. Set high expectations which inspire, motivate and challenge pupils:</b></p> <ul style="list-style-type: none"> <li>establish a safe and stimulating environment for pupils, rooted in mutual respect;</li> <li>set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;</li> <li>demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</li> </ul>	
<p><b>2. Promote good progress and outcomes by pupils:</b></p> <ul style="list-style-type: none"> <li>be accountable for pupils' attainment, progress and outcomes;</li> <li>Plan teaching to build on pupils' capabilities and prior knowledge;</li> <li>guide pupils to reflect on the progress they have made and their emerging needs;</li> <li>demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;</li> <li>encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>	
<p><b>3. Demonstrate good subject and curriculum knowledge</b></p> <ul style="list-style-type: none"> <li>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.</li> <li>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;</li> <li>demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teachers' specialist subject;</li> <li>if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;</li> <li>if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>	

## Section 9

# NQT ASSESSMENT - REPORT FORMS

Standards	Comments
<p><b>4. Plan and teach well structured lessons</b></p> <ul style="list-style-type: none"> <li>• impact knowledge and develop understanding through effective use of lesson time;</li> <li>• promote a love of learning and children's intellectual curiosity;</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching;</li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>	
<p><b>5. Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;</li> <li>• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;</li> <li>• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;</li> <li>• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>	
<p><b>6. Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;</li> <li>• make use of formative and summative assessment to secure pupils' progress;</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons;</li> <li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>	

## Section 9

# NQT ASSESSMENT - REPORT FORMS

Standards	Comments
<p><b>7. Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school. In accordance with the school's behaviour policy;</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>	
<p><b>8. Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>• Make a positive contribution to the wider life and ethos of school;</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;</li> <li>• deploy support staff effectively;</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;</li> <li>• communicate effectively with parents with regard to pupils' achievement and well-being.</li> </ul>	

## Section 9

# NQT ASSESSMENT - REPORT FORMS

### Comments by the NQT

The NQT should record their comments or observations on their induction to date.

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

- you feel that this report reflects the discussions that you have had with your induction tutor and/or headteacher/principal during this assessment period;
- you are receiving your full range of entitlements in accordance with regulations and guidance <https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>
- there are any areas where you feel you require further development/support/guidance when looking towards the next stage of your career. If so, what are these areas?

I have discussed this report with the induction tutor and/or headteacher

Yes

No

I have the following comments to make:

## Section 9

# NQT ASSESSMENT - REPORT FORMS

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

Yes

No

If **not**, then please complete a Tracking Form (*sent in induction pack, also available from Carol Green*)

This form must be **signed** below by the Headteacher and NQT to confirm accuracy before submitting to ✉ Carol.Green@northumberland.gov.uk **Two copies should be made of the fully signed document. The original should be handed to the NQT, a copy forwarded to NCC and a copy retained by school (for 6 years).**

Signed: **Headteacher/Principal**

Date:

Full Name (CAPITALS)

Signed: **NQT**

Date:

Full Name (CAPITALS)

Signed: **Induction Tutor (if different from headteacher/principal)**

Date:

Full Name (CAPITALS)

**STATUTORY GUIDANCE** - Once the form is signed, the NQT should be given the **original** and a copy sent to the Appropriate Body **within ten working days** of the assessment meeting. The Headteacher/Principal should also retain a copy of the completed report for 6 years.

Please return completed assessment form to: **Carol Green, Children's Services Directorate, Wellbeing & Community Health Services Group, Northumberland County Council, County Hall, Morpeth, Northumberland, NE61 2EF**

## Section 9

# NQT ASSESSMENT - REPORT FORMS



Northumberland  
County Council

## DEPARTMENT FOR EDUCATION 2018 / 2019

Please return a signed copy to:

CAROL GREEN, Children's Services Directorate,

Wellbeing & Community Health Services Group, Northumberland County Council,

Morpeth, Northumberland, NE61 2EF

### NQT INDUCTION : FINAL ASSESSMENT AND RECOMMENDATION

#### Instructions for Completion

Where boxes appear, please insert "X"

- The headteacher/principal **should retain a copy** and send a copy of this completed form to the Appropriate Body within 10 working days of the NQT completing the assessment period.
- The **original copy should be retained by the NQT**.
- Full guidance on statutory induction can be found at:  
<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

#### Recommendation:

The teacher named below has **consistently met** all Teachers' Standards for the satisfactory completion of induction.

The teacher named below has not consistently met all the Teachers' Standards for the satisfactory completion of induction.

The teacher named below should have their induction period extended.

#### NQT's Personal Details

Full Name

Date of Birth

DfE/Teacher Reference Number:

Name of Institution (eg school or college)

The information on this form will be shared with the Teaching Regulation Agency. The information and subsequent assessment forms will be retained for 6 years by the LA and school, and may also be shared with other named appropriate bodies should the NQT move to another LA before induction is completed.

## Section 9

# NQT ASSESSMENT - REPORT FORMS

Date of beginning of this assessment period:

Number of terms completed during the Final Assessment period:

Number of days completed during the Final Assessment period:

Date of end of the Final Assessment period:

Number of days of absence during this period:

Does the NQT work:

Full Time

Part-Time

### Confirmation of Induction

I confirm that the NQT has experienced support and monitoring in line with statutory guidance:

<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

If a **reduction to the number of days** to be served by the NQT has been agreed with the Appropriate Body please include the number of days here.

(for more information on reductions see the guidance on statutory induction - see link above)

### Assessment of progress against Teachers' Standards

The headteacher/principal or induction tutor should record, in the box below, brief details of the NQT's progress against the Teachers' Standards (2013) including:

- strengths;
- areas for further development;
- evidence used to inform the judgements; and
- where appropriate, targets to be met.

Comments **must** be in the context of, and make reference to, specific Teachers' Standards.

Standards	Comments
<p><b>1. Set high expectations which inspire, motivate and challenge pupils:</b></p> <ul style="list-style-type: none"><li>• establish a safe and stimulating environment for pupils, rooted in mutual respect;</li><li>• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;</li><li>• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</li></ul>	

## Section 9

# NQT ASSESSMENT - REPORT FORMS

Standards	Comments
<p><b>2. Promote good progress and outcomes by pupils:</b></p> <ul style="list-style-type: none"><li>• be accountable for pupils' attainment, progress and outcomes;</li><li>• plan teaching to build on pupil's capabilities and prior knowledge;</li><li>• guide pupils to reflect on the progress they have made and their emerging needs;</li><li>• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;</li><li>• encourage pupils to take a responsible and conscientious attitude to their own work and study.</li></ul>	
<p><b>3. Demonstrate good subject and curriculum knowledge</b></p> <ul style="list-style-type: none"><li>• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.</li><li>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;</li><li>• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teachers' specialist subject;</li><li>• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;</li><li>• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li></ul>	

## Section 9

# NQT ASSESSMENT - REPORT FORMS

Standards	Comments
<p><b>4. Plan and teach well structured lessons</b></p> <ul style="list-style-type: none"> <li>• impact knowledge and develop understanding through effective use of lesson time;</li> <li>• promote a love of learning and children's intellectual curiosity;</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching;</li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>	
<p><b>5. Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;</li> <li>• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;</li> <li>• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;</li> <li>• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>	

## Section 9

# NQT ASSESSMENT - REPORT FORMS

Standards	Comments
<p><b>6. Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"><li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;</li><li>• make use of formative and summative assessment to secure pupils' progress;</li><li>• use relevant data to monitor progress, set targets, and plan subsequent lessons;</li><li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li></ul>	
<p><b>7. Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"><li>• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school. In accordance with the school's behaviour policy;</li><li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;</li><li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;</li><li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li></ul>	

## Section 9

# NQT ASSESSMENT - REPORT FORMS

Standards	Comments
<b>8. Fulfil wider professional responsibilities</b> <ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of school;</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;</li> <li>• deploy support staff effectively;</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;</li> <li>• communicate effectively with parents with regard to pupils' achievement and well-being.</li> </ul>	

### Comments by the NQT

The NQT should record their comments or observations on their induction to date.

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

- you feel that this report reflects the discussions that you have had with your induction tutor and/or headteacher/principal during this assessment period;
- you are receiving your full range of entitlements in accordance with regulations and guidance <https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>
- there are any areas where you feel you require further development/support/guidance when looking towards the next stage of your career. If so, what are these areas?

I have discussed this report with the induction tutor and/or headteacher	Yes		No	
--	-----	--	----	--

I have the following comments to make:

## Section 9

# NQT ASSESSMENT - REPORT FORMS

This form must be **signed** below by the Headteacher and NQT to confirm accuracy before submitting to ✉ Carol.Green@northumberland.gov.uk **Two copies should be made of the fully signed document. The original should be handed to the NQT, a copy forwarded to NCC and a copy retained by school (for 6 years).**

Signed: **Headteacher/Principal**

Date:

Full Name (CAPITALS)

Signed: **NQT**

Date:

Full Name (CAPITALS)

Signed: **Induction Tutor (if different from headteacher/principal)**

Date:

Full Name (CAPITALS)

**STATUTORY GUIDANCE** - Once the form is signed, the NQT should be given the **original** and a copy sent to the Appropriate Body **within ten working days** of the assessment meeting. The Headteacher/Principal should also retain a copy of the completed report for 6 years.

Please return completed assessment form to: **Carol Green, Children's Services Directorate, Wellbeing & Community Health Services Group, Northumberland County Council, County Hall, Morpeth, Northumberland, NE61 2EF**



## Section 10

# GUIDANCE FOR MEETING THE INDUCTION TEACHERS' STANDARDS

### About this guidance

This is statutory guidance from the Department for Education. This means that those involved in managing statutory induction arrangements must have regard to it when carrying out their relevant duties. The guidance covers those settings which are both required to or choose to offer induction to their newly qualified teachers.

### Expiry or review date

This guidance updates and replaces the statutory guidance which accompanied the Education (Induction Arrangements for School Teachers) (England) Regulations 2012. This version of the guidance will next be reviewed in April 2019.

### What legislation does this guidance refer to?

- Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and associated Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

### Who is this guidance for?

This guidance is for:

- appropriate bodies - local authorities; teaching schools; and other organisations determined by the Secretary of State who can act in this role;
- headteachers, teachers and governing bodies in all maintained schools and independent schools including academies<sup>1</sup> and free schools; and
- Staff in other settings in which induction can be served - further education (FE) colleges; sixth-form colleges; British schools overseas (BSOs); nursery schools; and pupil referral units (PRUs).

### Key points

- All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exemptions (see Annex B).
- Statutory induction is not a legal requirement to teach in FE or the independent sector, academies, free schools and BSOs, but may be served in these settings.
- An appropriate body has the main quality assurance role within the induction process.

## Section 1: Introduction

### Purpose of induction

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

### The statutory framework

- 1.2 The statutory provisions which underpin this guidance are sections 135A, 135B and 141C(1)(b) of the Education Act 2002, and the Education (Induction Arrangements for School Teachers) (England) Regulations 2012 (hereafter referred to as 'the Regulations').
- 1.3 This guidance explains the provisions of the 2012 Regulations, which came into effect on 1 September 2012, and helps individuals to comply with the Regulations. The guidance is not a complete and authoritative statement of the law, but anyone exercising any function under the Regulations must have regard to the guidance.

### Transitional arrangements

- 1.4 The Education (Induction Arrangements for School Teachers) (England) Regulations 2012 apply to: NQTs who start their induction on or after 1 September 2012; and NQTs who, on 1 September 2012, had started but not completed their induction.

<sup>1</sup> Throughout this document 'academies' includes 16-19 and alternative provision academies

<sup>2</sup> See paragraph 2.1 for a list of relevant schools

## Section 10

# GUIDANCE FOR MEETING THE INDUCTION TEACHERS' STANDARDS

### The relevant standards

- 1.5 The Teachers' Standards will be used to assess an NQT's performance at the end of their induction period. The decision about whether an NQT's performance against the relevant standards is satisfactory upon completion of induction should take into account the NQT's work context and must be made on the basis of what can be reasonably expected of an NQT by the end of their induction period within the framework set out by the standards. Judgements should reflect the expectation that NQTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the relevant standards consistently over a sustained period in their practice.

### Requirement to complete an induction period

- 1.6 Subject to the exemptions listed in Annex B (see Schedule 1 of the Regulations), a qualified teacher cannot be employed as a teacher in a relevant school in England unless they have satisfactorily completed an induction period in accordance with the Regulations and this guidance. While NQTs are encouraged to start their induction as soon as possible after gaining qualified teacher status (QTS), there is no set time limit for starting or completing an induction period.

- 1.7 There is no legal requirement to satisfactorily complete an induction period if an NQT intends to work solely in the independent sector, an academy, a free school, a BSO, an independent nursery school or an FE institution. However, it may be possible for an NQT to serve a statutory induction period in such settings as set out in this guidance.

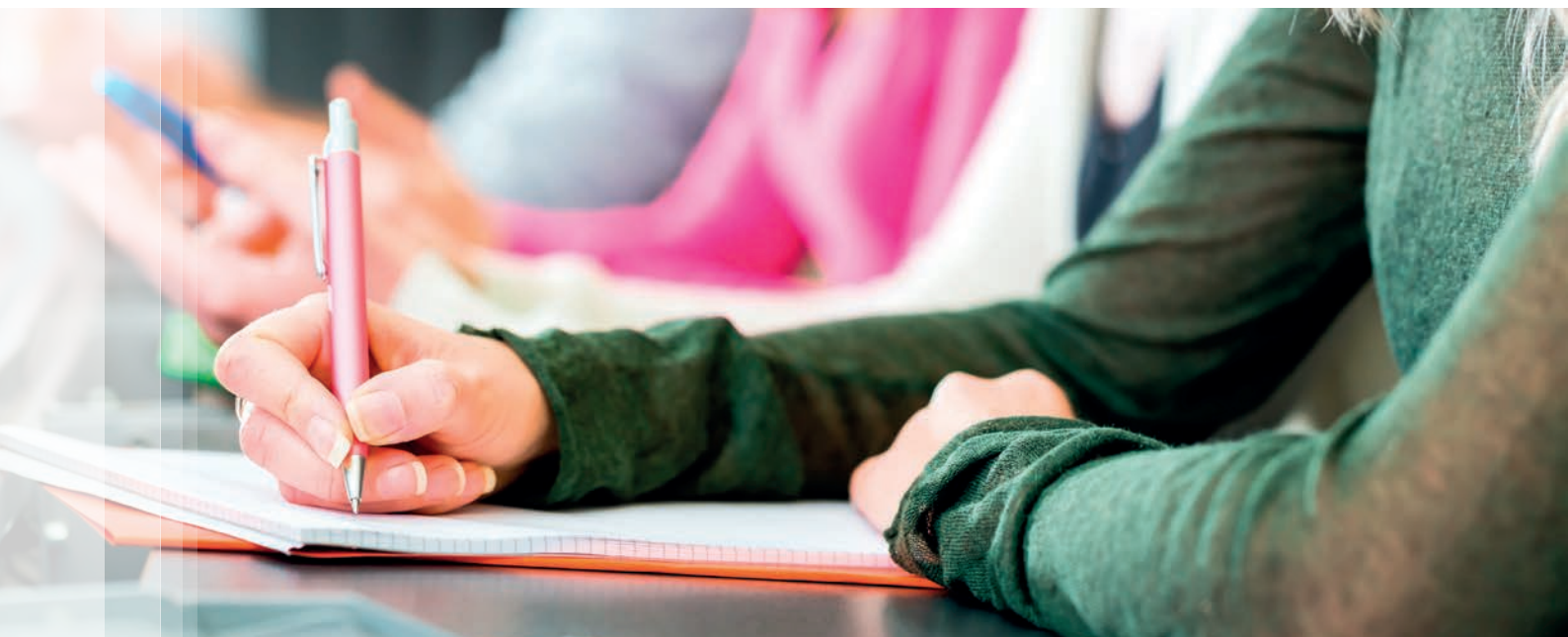
### Exemptions to the requirement to serve an induction period

- 1.8 Annex B provides information on those categories of qualified teachers who are exempt from the requirement to satisfactorily complete a statutory induction period in order to be employed as a teacher in a relevant school.

### Newly qualified teachers may only serve one induction period

- 1.9 An NQT has only one chance to complete statutory induction. An NQT who has completed induction, and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision: see paras 4.6 – 4.7). While such an NQT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency<sup>3</sup>, who have failed to satisfactorily complete an induction period.

<sup>3</sup> Formerly known as the National College for Teaching and Leadership



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# GUIDANCE FOR MEETING THE INDUCTION TEACHERS' STANDARDS

### Section 2: The induction process Institutions in which induction may be served

2.1 The Regulations specify that induction can be served in the following institutions:

- a relevant school in England – this includes: a maintained school; a non-maintained special school; a maintained nursery school; a nursery school that forms part of a maintained school; a local authority maintained children's centre; and a pupil referral unit (PRU)
- a non-maintained nursery school
- an independent school in England; academies; free schools; 16–19 academies; alternative provision academies; and city technology colleges) or independent nursery school subject to the circumstances set out in para 2.4<sup>4</sup>
- a further education (FE) institution, including a sixth-form college, in the circumstances set out in para 2.3
- an independent school overseas which:
- has been inspected by a DfE-accredited inspectorate within the last six years against the Standards for Inspection of British Schools Overseas; and
- has satisfactorily met all of those standards/categories; and
- is a member of an organisation which the DfE has determined may represent such schools
- a school or FE institution in Wales in which an induction period may be served under Welsh regulations

### Induction in a maintained, non-maintained or independent nursery school, or maintained children's centre

2.2 NQTs employed and completing a period or part-period of statutory induction in these settings must have a headteacher who can make the recommendation against the relevant standards and must teach classes of pupils predominantly aged three and over. The headteacher must ensure that the NQT's post is suitable for induction (see paras 2.17–2.18).

### Induction in further education institutions (including sixth form colleges and 16–19 academies)

- 2.3 An FE institution, sixth-form college or 16–19 academy wishing to offer an NQT a post in which to serve a statutory induction period must ensure that:
- normally no more than 10% of the NQT's teaching in the FE institution is devoted to teaching classes predominantly consisting of pupils aged 19 and over;
  - to enable them to develop a sound knowledge and understanding of day-to-day practices and the role of a teacher in a school, NQTs must spend the equivalent of at least ten days teaching children of compulsory school age in a school during their induction; and
  - every effort is made to provide the NQT with up to a further 15 days' experience in a school setting.

### Institutions where induction cannot be served

- 2.4 Workplaces which cannot offer statutory induction are:
- a secure training centre
  - a school requiring special measures (i.e. one which is eligible for intervention under section 62 of the Education and Inspections Act 2006), except in cases where Ofsted have judged a school, or part of a school, to be suitable to host induction (see paras 2.5–2.6)
  - an FE institution where, following an Ofsted inspection, it is reported that the overall effectiveness of the institution, or part of its education or training, has been judged to be inadequate (category 4) except in cases where Ofsted has judged the institution or part of the institution to be suitable to host induction (see para 2.7)
  - an FE institution that has received a category 4 for leadership and management

<sup>4</sup> Independent schools, academies, free schools, and British schools overseas are not required to offer statutory induction to their NQTs, but if they choose to do so must adhere to the regulations and statutory guidance.

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# GUIDANCE FOR MEETING THE INDUCTION TEACHERS' STANDARDS

### **Where induction may be served or continued in a maintained school in special measures or an FE institution which has been judged inadequate**

- 2.5 Relevant schools and academies can continue to host induction where a teacher was employed on an employment-based initial teacher training scheme in the school prior to gaining QTS, or had already started an induction period in the setting, before it entered special measures.
- 2.6 Generally, once a setting has entered special measures it is not permitted to recruit any new NQTs. However an Ofsted Inspector may make a judgement on whether the setting is suitable for the purposes of induction. In some cases, particularly with larger schools, Ofsted may give permission for NQT appointments within specific departments or subject departments of the school.
- 2.7 NQTs already serving induction in an FE institution where the overall effectiveness of the institution, or part of its education and training, have been judged to be inadequate (category 4) at the time of inspection, can continue to serve induction. FE institutions judged as inadequate, or where leadership and management is judged inadequate, should have a certification in writing from the Chief Inspector that the institution, or the part of such an institution in which the person in question teaches, is fit for the purpose of providing supervision and training during an induction period.
- 2.8 In all cases, the appropriate body must be satisfied that such circumstances will not unfairly compromise the NQT's ability to complete induction successfully.

### **Checking a teacher is eligible to start an induction period**

- 2.9 Before the NQT takes up post the headteacher/principal must undertake pre employment checks, which must be verified by the appropriate body upon registration (see paras 2.10–2.11).

### **Qualified teacher status**

- 2.10 An NQT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS. Headteachers/principals and appropriate bodies must check with the Teaching Regulation Agency that the individual holds QTS.
- 2.11 Teachers who completed initial teacher training (ITT) and gained QTS between 1 May 2000 and 30 April 2001 are known as Cohort 1 teachers and are required to pass the numeracy skills test before they can satisfactorily complete induction (see paras 3.17–3.21).

### **Start date for induction**

- 2.12 The start date for induction will be determined by the appropriate body, and must be agreed in advance with the headteacher and NQT.

### **Eligibility to carry out short-term (less than one term) supply teaching**

- 2.13 A qualified teacher who gained QTS on or after 1 September 2007 and who has not completed an induction period, can undertake short-term supply work of less than one term in a relevant school for a maximum period of 5 years from the point of award of QTS. This is a fixed time limit with no discretion to extend. Short-term supply placements of less than one term, or equivalent, cannot count towards induction, as such posts will not provide an NQT with the breadth of experience, support and assessment necessary to enable them to demonstrate that their performance against the relevant standards is satisfactory (see paras 1.5 and 2.17–2.18).
- 2.14 The headteacher/principal or supply agency is responsible for ensuring that a teacher who has not satisfactorily completed an induction period is eligible to carry out short-term supply work.

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2.15 It is not possible to backdate the start of an induction period if a short-term supply contract is extended beyond one term. However, an induction programme must be put in place immediately it becomes clear that the extended contract will continue for a further term or more.

2.16 An NQT can work part-time as a short-term supply teacher, while concurrently serving induction in another part-time post after the five-year limit has expired. However, the short-term supply post will not count towards induction.

### A suitable post for induction

2.17 In order for the NQT to serve induction the headteacher/principal and appropriate body must first agree that the post is suitable for this purpose. The headteacher/principal of the institution in which an NQT is serving an induction period, and the appropriate body, are jointly responsible for ensuring that the supervision and training of the NQT meets their development needs. The duties assigned to the NQT and the conditions under which they work should be such as to facilitate a fair and effective assessment of the NQT's conduct and efficiency as a teacher against the relevant standards. In particular a suitable post must:

- have a headteacher/principal to make the recommendation about whether the NQT's performance against the relevant standards is satisfactory;
- have prior agreement with an appropriate body to act in this role to quality assure the induction process;
- provide the NQT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the relevant standards throughout and by the end of the induction period;
- ensure the appointment of an induction tutor with QTS;
- provide the NQT with a reduced timetable to enable them to undertake activities in their induction programme (see para 2.19);
- not make unreasonable demands upon the NQT;

- not normally demand teaching outside the age range and/or subject(s) for which the NQT has been employed to teach;
- not present the NQT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the NQT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support (see para 2.34).

2.18 In addition, the governing body must be satisfied that the institution has the capacity to support the NQT and that the headteacher/ principal is fulfilling their responsibilities.

### Ensuring a reduced timetable

2.19 In a relevant school, the headteacher must ensure an NQT has a reduced timetable of no more than 90% of the timetable of the school's existing teachers on the main pay range to enable them to undertake activities in their induction programme. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. NQTs in independent schools, academies and free schools, BSOs, independent nursery schools and FE colleges must also have a reduced timetable on a comparable basis.

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### Determining the appropriate body

- 2.20 Independent quality assurance of statutory induction, through the role of the appropriate body, is important both for ensuring that schools provide adequate support for their NQTs, and that their assessment is fair and consistent across all institutions.
- 2.21 An NQT cannot start their induction until their appropriate body has been agreed. The chart below identifies the organisations that can act as the appropriate body for particular institutions. In the absence of another body acting as appropriate body for a school, the local authority in which the school is situated should be asked to be the appropriate body for that school.

### Conditions for teaching schools carrying out the appropriate body role

- 2.22 Teaching schools acting as appropriate bodies are subject to the following conditions:
- A teaching school that is an accredited ITT provider cannot be the appropriate body for an NQT for whom it recommended that the award of QTS should be made
  - A teaching school cannot be the appropriate body for an NQT whom it employs, or who has served any part of their induction at that school

### Charging by the appropriate body

- 2.23 The appropriate body may make reasonable charges (agreed in advance), not exceeding the cost of supplying the service as follows:
- To an independent school; an academy; a free school; a city technology college; a BSO; an independent nursery school; or a further education institution to which it is supplying the service
  - To any maintained school or institution (from 1 September 2013)

### Registering the NQT with the appropriate body

- 2.24 Once an NQT has been appointed, the headteacher/principal must notify the appropriate body in advance of the NQT taking up post. Failure to do so may delay the start of the induction period.

### Named contact at the appropriate body

- 2.25 At registration the appropriate body should provide the NQT with a named contact with whom they may raise any concerns about their induction programme that they are unable to resolve. This person should not be directly involved in monitoring or supporting the NQT or in making decisions about satisfactory completion of induction.

### Informing the Teaching Regulation Agency of NQT appointments

- 2.26 Appropriate bodies should inform the Teaching Regulation Agency of any NQTs who start an induction period or who have taken up a post in which to continue their induction.

### Determining the length of the induction period

- 2.27 The length of the induction period an NQT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of one school year (usually three school terms – see para 2.32). The appropriate body makes the final decision about the equivalence to one school year in cases where the NQT serves induction in more than one setting or in nonstandard settings such as those in the FE sector.
- 2.28 In some exceptional circumstances the length of an induction period may be reduced. For further details see Section 3: Special Circumstances.

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### **Minimum period of continuous employment that can count towards induction**

- 2.29 The minimum period of employment that can be counted towards completion of the induction period (for both full-time and part-time NQTs) is one term (based on an institution that operates three terms in an academic year). This applies to both permanent and long-term supply teaching posts. It also reflects the need for each NQT to work in a stable environment and receive a personalised, supported and pre-planned induction programme. In addition, it is important that the NQT is in post long enough to enable a fair and reasonable assessment to be made of their performance. It would be very difficult to do this against all of the relevant standards over a period of less than one term.
- 2.30 For NQTs who are not employed to work within a term structure (for example those teaching certain apprenticeship courses in an FE institution) the appropriate body should decide the minimum period of employment that can count towards induction, taking into account paragraph 2.29 above.

- 2.31 Any periods of induction served under the Welsh induction regulations in Wales can count towards induction in England only if they comply with the requirements of the English induction regulations. Periods of induction served under and complying with the English induction regulations in England can count towards induction in Wales.

### **Length of the induction period for an NQT who works part-time**

- 2.32 NQTs serving induction on a part-time basis at any point will need to serve the full time equivalent (FTE) of one full academic year. Therefore an NQT working parttime as a 0.5 FTE will need to serve induction for two academic years.
- 2.33 It is for the school and appropriate body to decide in each individual case the length of the induction period required which is fair and takes full account of the NQT's working pattern.

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### Monitoring, support and assessment during induction

2.34 A suitable monitoring and support programme must be put in place for the NQT, personalised to meet their professional development needs (including the development needs of part-time NQTs). This must include:

- Support and guidance from a designated induction tutor who holds QTS and has the time and experience to carry out the role effectively
- Observation of the NQT's teaching and follow-up discussion
- Regular professional reviews of progress
- NQT's observation of experienced teachers either in the NQT's own institution or in another institution where effective practice has been identified

### Appointment of an induction tutor

2.35 The headteacher/principal must identify a person to act as the NQT's induction tutor, to provide day-to-day monitoring and support, and coordination of assessment. The induction tutor must hold QTS and have the necessary skills and knowledge to work successfully in this role and should be able to provide effective coaching and mentoring. This is a very important element of the induction process and the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the NQT. The induction tutor will need to be able to make rigorous and fair judgements about the NQT's progress in relation to the relevant standards. They will need to be able to recognise when early action is needed in the case of an NQT who is experiencing difficulties. It may, in some circumstances, be appropriate for the headteacher to be the induction tutor.

### Observation of the NQT's teaching practice

2.36 An NQT's teaching should be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the NQT's teaching practice, conduct and efficiency against the relevant standards. Observations of the NQT may be undertaken by the induction tutor or another suitable person who holds QTS from inside or outside the institution.

2.37 The NQT and the observer should meet to review any teaching that has been observed. Feedback should be prompt and constructive. Arrangements for review meetings should be made in advance and a brief written record made on each occasion. It should indicate where any development needs have been identified.

### Professional progress reviews of the NQT

2.38 The induction tutor should review the NQT's progress at frequent intervals throughout the induction period. Reviews should be informed by evidence of the NQT's teaching. Objectives should be reviewed and revised in relation to the relevant standards and the needs and strengths of the individual NQT. The NQT should record evidence of progress towards objectives and agreed steps to support them in meeting their objectives. Evidence should come from practice.

### Formal assessments

2.39 NQTs should have formal assessments carried out by either the headteacher/principal or the induction tutor. These could be undertaken on a termly basis so that they have three per year (see Section 5 for further information about roles and responsibilities). It is for institutions and NQTs to agree exactly when the assessment dates are set, which should occur as near to the end of each term as possible. Evidence used in assessments must be clear and transparent and copies provided to the NQT and appropriate body.

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2.40 Formal assessment meetings should be informed by evidence gathered during the preceding assessment period and drawn from the NQT's work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the relevant standards. NQTs should be kept up to date on their progress. **There should be no surprises.**

2.41 Formal assessment reports should be completed for the first and second assessments. These reports should clearly show assessment of the NQT's performance against the relevant standards at the time of the assessment. A link to example forms on the DfE website can be found at the end of this guidance.

2.42 The final assessment meeting is at the end of the induction period, and will form the basis of the headteacher's/principal's recommendation to the appropriate body as to whether, having completed their induction period, the NQT's performance against the relevant standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment form.

2.43 Once assessment forms have been completed, the NQT should add their comments. They should then be signed by the induction tutor, headteacher/principal and the NQT. Once signed, the NQT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically.

### Interim assessments

2.44 When an NQT leaves a post after completing more than one term in an institution but before the next formal assessment would be required, the headteacher/principal should complete an interim assessment. This should take place before the NQT leaves their post in order to ensure that the NQT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment form will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the NQT leaves during their final term of induction.

### Raising concerns

2.45 An NQT should normally raise any concerns about their induction programme with their induction tutor. If the matter is not resolved, the NQT may notify the named contact at the appropriate body (see para 2.25) who should, as soon as possible, investigate the issues raised.

### Completing the induction period

2.46 An NQT completes their induction period when they have served:

- the full-time equivalent of a standard school year (usually three terms); or
- a reduced period (as agreed with the appropriate body and headteacher/principal) based on previous teaching experience (see paras 3.2– 3.4); or
- an extension to that period, as a consequence of absences occurring during the period; or an extension following a decision by the appropriate body or the Appeals Body<sup>5</sup>.

2.47 Cohort 1 teachers must additionally pass the numeracy skills test before they can satisfactorily complete induction (see paras 3.17–3.21).

<sup>5</sup> The Appeals Body is the Teaching Regulation Agency, formerly known as the Teaching Agency, and prior to that as the General Teaching Council for England.

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- 2.48 The appropriate body makes the final decision as to whether or not an NQT's performance against the relevant standards is satisfactory, drawing on the recommendation of the headteacher/principal.
- 2.49 Within 20 working days of receiving the headteacher's/principal's recommendation, the appropriate body must decide whether the NQT:
- has performed satisfactorily against the relevant standards and thereby satisfactorily completed their induction period;
  - requires an extension of the induction period; or
  - has failed to satisfactorily complete the induction period.
- 2.50 In making this decision the appropriate body must take into account the headteacher's/principal's recommendation and all available evidence including any written representations from the NQT.
- 2.51 The appropriate body must, within three working days of making the decision, make written notification of the decision to: the NQT; the headteacher/principal (in whose institution the NQT was working at the end of their induction); and the employer (if other than the appropriate body itself). They must also notify the Teaching Regulation Agency within three working days in the case of decisions to fail or extend the NQT's induction, and via the termly return for other notifications.
- 2.52 If the appropriate body decides to extend the period of induction or that the NQT has failed to complete their induction period satisfactorily, they must inform the NQT of their right to appeal against this decision, with the name and address of the Appeals Body (the Teaching Regulation Agency), and the deadline for appeals. Any appeal must be notified within 20 working days, after which the right of appeal expires except in exceptional circumstances.
- 2.53 Failure to complete the induction period satisfactorily means that the NQT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.
- 2.54 An NQT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal, or from when the time limit for making an appeal expires without an appeal being brought. If the NQT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the NQT within ten working days of being told of the outcome of the hearing.
- 2.55 The Teaching Regulation Agency must ensure that the name of the person who has failed induction is included on the list of persons who have failed to satisfactorily complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

### Record keeping/retention

- 2.56 The appropriate body is responsible for keeping a record for each NQT it has registered for induction. It should also monitor the return of assessment forms and contact the institution concerned when assessment forms have not been submitted or signed on time. Records should state the date an NQT starts a period of employment counting towards induction, how much of the period has been completed, changes in working patterns and any absences. These should be noted on assessment forms at the end of each formal assessment period (see paras 2.39–2.43). The headteacher/principal should notify the appropriate body if an NQT leaves the institution before completing the period. The appropriate body will then notify the Teaching Regulation Agency.

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2.57 Where an NQT has already completed part of their period in another institution, the headteacher/principal should contact the NQT's previous appropriate body to obtain copies of any assessment forms (including any interim assessments). They should establish how much induction time remains to be served and alert the new appropriate body to any concerns that have been raised about the NQT's progress by previous employers.

2.58 The Teaching Regulation Agency keeps records of teachers who have completed or part-completed induction. Details of teachers who have passed or failed induction are available to employers through the Employer Access Online service at <https://www.gov.uk/teacher-status-checks-information-for-employers>. As the Appeals Body, the Teaching Regulation Agency also keeps records of all appeals.

2.59 It is recommended that assessment reports are retained by both the institution and the appropriate body for a minimum of six years. NQTs are advised to retain the original copies of their own assessment reports.

### **Confidentiality and data protection**

2.60 Headteachers, induction tutors, appropriate bodies and the Teaching Regulation Agency should ensure that arrangements are in place to facilitate the effective protection and secure transfer of data.

2.61 The induction process and the assessments generated from it should be treated with confidentiality at all times and should not be shared with anyone not directly involved in the induction process. It should be made clear to anyone viewing such documents that they are confidential and NQTs must be made aware of who has been granted access to their assessments.

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2.62 The governing body can request general reports on the progress of an NQT on a termly basis but are not automatically entitled to have access to an individual's assessment forms. The exception to this would be when an NQT has raised concerns about a particular issue/assessment via the institution's grievance procedures, which would in many cases require the governing body to investigate the situation. If at any stage the governing body has questions or concerns about the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process they can seek guidance from the appropriate body.

### Section 3: Special circumstances

3.1 This section explains the regulations that apply on a less regular basis. It covers:

- reducing an induction period in recognition of previous teaching experience and exceptional circumstances;
- extending an induction period;
- short-term supply teaching and NQTs;

- NQTs employed simultaneously in two or more institutions;
- determining completion of induction in the event of loss of data/incorrect data; and
- special provisions applying to a qualified teacher who has not passed the numeracy skills test on completion of the induction period (Cohort 1).

### Reducing the induction period

3.2 Even though some teachers already have significant teaching experience when they enter the maintained sector for the first time, they are still required to serve statutory induction. In such cases, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term (based on an academic year of three terms) to recognise this experience.

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- 3.3 In making such a decision they must take account of advice from the headteacher/principal and gain the agreement of the teacher concerned. If a teacher wishes to serve the full induction period they must be permitted to do so. The appropriate body may wish to consider what evidence of previous experience and performance they require in reaching their decision including performance management documentation from previous teaching employment. Examples of when this discretion might be considered appropriate include a teacher who has taught in the independent sector or who has gained QTS via the assessment-only route<sup>7</sup>.
- 3.4 In such cases, only the final assessment meeting and report (see paras 2.42– 2.43) will be required with the headteacher's/principal's recommendation on whether the teacher's performance against the relevant standards is satisfactory or if an extension would be appropriate. The appropriate body will then follow the induction process in the normal way (see paras 2.46–2.55).
- 3.5 The appropriate body also has discretion to reduce the prescribed induction period by up to 29 days where this falls short of a full year and to account for ad hoc absences.

### Extending an induction period to account for ad hoc absences

- 3.6 The induction period is automatically extended prior to completion when an NQT's absences during the period total 30 days or more (with the exception of statutory maternity leave (see para 3.7)). In these circumstances the induction period must be extended by the aggregate total of days absent. If the NQT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.

### Extension of the induction period prior to completion due to statutory maternity leave

- 3.7 NQTs who take statutory maternity leave while serving their induction period or an extension to their induction period may decide whether their induction should be extended (or further extended) to reflect the number of days absent for this purpose. Any outstanding assessments should not be made until the NQT returns to work and has had the opportunity to decide whether to extend (or further extend) induction, and any such request must be granted. If an NQT chooses not to extend (or further extend) the induction period their performance will still be assessed against the relevant standards. It is, therefore, recommended that an individual in this situation seeks advice before making such a decision.

### Extension of the induction period after induction has been completed

- 3.8 The appropriate body has the option, when making its decision at the end of the induction period (see paras 2.49–2.52), to extend the period where this can be justified. It determines the length of the extension, the procedure for assessments during it, and the recommendation at its end. The appropriate body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the NQT to have demonstrated satisfactory performance against the relevant standards for other reasons. These might include:
- personal crises;
  - illness;
  - disability;
  - issues around the support during induction; or
  - where there is insufficient evidence within induction documentation for a decision to be made about whether the NQT's performance against the standards is satisfactory.

<sup>7</sup> The assessment-only route to QTS allows an individual with a degree to demonstrate that they already meet all the relevant standards without the need for any further training by presenting detailed evidence to an accredited and approved training provider and by having their teaching assessed in a school.

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3.9 An NQT may be unable to, or choose not to, serve an extension in the same school/institution in which they completed their original induction period. They will then need to find another post in which to complete the extension to their induction period. In these circumstances the minimum period of employment must still be served as the NQT will be working in a new institution.

3.10 If an NQT leaves an institution having started but before completing their extension, the headteacher/principal should complete an interim assessment form and notify the appropriate body.

### **Induction periods extended in Wales (before or after completion)**

3.11 When an extension is granted under Welsh regulations and the NQT is subsequently employed at an institution in England, the period is treated as having been extended under English regulations.

### **Data loss/error – determining whether induction has been satisfactorily completed**

3.12 In exceptional circumstances, through no fault of the teacher concerned and where records have either been lost or are in error, the appropriate body has discretion to decide if the teacher can be deemed to be exempt from induction (see para 24 of schedule 1 of the regulations). Each case must be considered on its own merits.

3.13 The appropriate body will want to ensure that every avenue has been explored to recover the missing data or identify an audit trail before making such a decision. The appropriate body, in reaching its decision, should consider the strength of evidence that an error has occurred or that records are missing or lost. It should also take into account evidence that the teacher

has demonstrated they have performed satisfactorily against the relevant standards on the basis of evidence from the teacher's previous performance management reviews, and where appropriate, the most recent performance management review statements. If in doubt, the appropriate body may wish to consider other options such as a full or reduced period of induction.

### **NQTs completing induction in more than one institution simultaneously**

3.14 In all cases where induction is served in more than one institution simultaneously, one headteacher/principal acts as the lead headteacher/principal. The lead headteacher/principal:

- must ensure that they are satisfied that all posts are suitable for induction (see paras 2.17–2.18), and provide a fair opportunity for the NQT to demonstrate that they have performed satisfactorily against all of the relevant standards by the end of the induction period;
- is responsible for consulting with and gathering evidence from the other headteachers/principals;
- should also, in the case of unattached teachers<sup>8</sup>, where appropriate, consult the Head of Service<sup>9</sup> from the local authority; and
- having coordinated the evidence, make the recommendation to the appropriate body on whether the NQT has performed satisfactorily against all of the relevant standards. Methods of sharing information and gathering evidence for progress reviews, classroom observation and formal assessments should be clear to all those involved in the process, including the NQT.

3.15 In all cases where induction is served in more than one institution simultaneously, it is essential that one appropriate body

<sup>8</sup> 'Unattached teacher' means a teacher employed by a local authority who is: (a) not attached to a particular school, or (b) employed otherwise than at a school.

<sup>9</sup> The Head of Service is the person at the local authority responsible for the line management of the NQT.

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# GUIDANCE FOR MEETING THE INDUCTION TEACHERS' STANDARDS

takes the lead in making the decision, following the recommendation from the lead headteacher/principal. The lead appropriate body is also responsible for consulting and gathering evidence from other appropriate bodies who are involved in the process.

- 3.16 For NQTs serving induction in more than one institution simultaneously, the separate contracts are added together to calculate the number of days in which induction must be served, and recorded by the lead headteacher/principal. Each separate contract of employment must meet the minimum period criteria (see paras 2.29–2.31).

### **Special provisions applying to teachers who gained QTS between 1 May 2000 and 30 April 2001 (Cohort 1)**

- 3.17 Teachers who gained QTS in England between 1 May 2000 and 30 April 2001 are known as Cohort 1 teachers and must additionally pass the numeracy skills test before they can complete induction satisfactorily. A teacher in Cohort 1 who has served an induction period, including any extension, but not passed the numeracy test, cannot lawfully be employed as a teacher in a relevant school.
- 3.18 The Teaching Regulation Agency holds details of Cohort 1 teachers who are prohibited from working in a relevant school because they have completed an induction period but have not passed the numeracy skills test.
- 3.19 Where a Cohort 1 teacher completes an induction period but has yet to pass the numeracy skills test the headteacher/ principal should complete the final assessment and submit this to the appropriate body as normal.
- 3.20 The appropriate body must then defer making the final decision on whether the NQT has performed satisfactorily against the relevant standards until the NQT has passed the test. Instead the appropriate body must notify the NQT, the headteacher/principal, the Teaching Regulation Agency and the employer that

the decision has been deferred and retain the recommendation and any supporting evidence. The employer must then terminate the individual's employment as soon as is practicable.

- 3.21 Once an NQT in Cohort 1 passes the test, they must notify the appropriate body. The appropriate body should then make a decision as to whether or not the NQT's performance against the relevant standards is satisfactory (this must be within 20 working days of receiving the notification). If the individual is judged to have passed induction they will then be permitted to work in a relevant school. If the individual's performance against the relevant standards is judged to be unsatisfactory upon completing an induction period they must be notified by the appropriate body of the right to appeal (see Section 4) as normal.

## **Section 4: Unsatisfactory progress and appeals**

### **Putting in place additional monitoring and support**

- 4.1 If it becomes apparent that an NQT is not making satisfactory progress, the appropriate body should be informed and the headteacher or principal must ensure that additional monitoring and support measures are put in place immediately. Action must not be delayed until a formal assessment meeting has taken place. It is important that the NQT is made aware of where they need to improve their practice, and given every opportunity to raise their performance. The headteacher/principal and the appropriate body should be satisfied that:
- areas in which improvement is needed have been correctly identified;
  - appropriate objectives have been set to guide the NQT towards satisfactory performance against the relevant standards; and
  - an effective support programme is in place to help the NQT improve their performance.

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# GUIDANCE FOR MEETING THE INDUCTION TEACHERS' STANDARDS

### Action if performance is still unsatisfactory at the next assessment point

4.2 In many cases the additional monitoring and support measures mentioned above will have the desired effect and the NQT will go on to be formally assessed at the end of the period as having performed satisfactorily against the relevant standards. Where there are still concerns about the NQT's progress at the next formal assessment point (and this is not the final assessment), the headteacher/principal should explain to the NQT the consequences of failure to complete the induction period satisfactorily and discuss fully with the NQT:

- the identified weaknesses;
- the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- details of additional monitoring and support put in place;
- the evidence used to inform the judgement; and
- details of the improvement plan for the next assessment period.

4.3 The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

### Action in the event of serious capability problems

4.4 In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the NQT remains at the institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed.

4.5 Dismissal on the grounds of capability before the end of the induction period does not prevent the NQT from completing induction at another institution, as all NQTs must complete a full induction period before they can be judged to have failed induction. Making an appeal against a decision by the appropriate body.

4.6 If an NQT fails induction, or has their induction extended, the appropriate body must advise the NQT of their right to appeal, who to appeal to, and the time limit for doing so. In England the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. For induction completed in Wales, the Appeals Body is the Education Workforce Council.

4.7 Further guidance about the appeals process is available at: <https://www.gov.uk/newly-qualified-teacher-nqt-induction-appeals>

### Section 5: Roles and responsibilities

5.1 This section summarises the roles and responsibilities of those involved in the induction process.

5.2 The NQT should:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction tutor how best to use their reduced timetable allowance;
- provide evidence of their progress against the relevant standards (see para 1.5);
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction tutor as soon as practicable;
- consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and
- retain copies of all assessment forms.

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### Headteachers and principals

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

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

5.4 There may also be circumstances where the headteacher/principal should:

- obtain interim assessments from the NQT's previous post;
- act early, alerting the appropriate body when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily;
- ensure third-party observation of an NQT who may be at risk of not performing satisfactorily against the relevant standards;
- notify the appropriate body as soon as absences total 30 days or more;
- periodically inform the governing body about the institution's induction arrangements;
- advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed;
- provide interim assessment reports for staff moving in between formal assessment periods; and
- notify the appropriate body when an NQT serving induction leaves the institution.

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5.5 In addition to the above, headteachers/principals of FE institutions, independent schools, academies and free schools, BSOs and nursery schools must also ensure the NQT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

### Induction tutors

5.6 The induction tutor (or the headteacher/principal if carrying out this role) should:

- provide, or coordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the appropriate body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake three formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one per term, or pro rata for part-time staff);
- inform the NQT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the NQT to add their comments;
- ensure that the NQT's teaching is observed and feedback provided;
- ensure NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and
- take prompt, appropriate action if an NQT appears to be having difficulties.

### Appropriate bodies

5.7 The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:

- headteachers/principals (and governing bodies where appropriate) are aware of, and are capable of meeting their responsibilities for monitoring support and assessment. This includes ensuring that an NQT receives a personalised induction programme, designated tutor support and the reduced timetable; and

- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

5.8 The appropriate body should, on a regular basis, consult with headteachers/principals on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the appropriate body to enable it to discharge its responsibilities effectively.

5.9 The appropriate body must ensure that:

- headteachers/principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate
- where an NQT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- induction tutors are trained and supported, including being given sufficient time to carry out the role effectively;
- headteachers/principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- any agreement entered into with either the FE institution or the independent school's governing body is upheld;
- the headteacher/principal has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the NQT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns;
- FE institutions (including sixth-form colleges) are supported in finding schools for NQTs to spend their mandatory ten days teaching children of compulsory school age in a school;

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# GUIDANCE FOR MEETING THE INDUCTION TEACHERS' STANDARDS

- NQTs' records and assessment reports are maintained;
- agreement is reached with the headteacher/principal and the NQT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- a final decision is made on whether the NQT's performance against the relevant standards is satisfactory or an extension is required and the relevant parties are notified; and
- they provide the Teaching Regulation Agency with details of NQTs who have started; completed (satisfactorily or not); require an extension; or left school partway through an induction period.

5.10 The appropriate body should also (as local capacity, resources and agreements allow):

- respond to requests from schools and colleges for guidance, support and assistance with NQTs' induction programmes; and
- respond to requests for assistance and advice with training for induction tutors.

### The governing body

5.11 The governing body:

- should ensure compliance with this guidance;
- should be satisfied that the institution has the capacity to support the NQT;
- should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual NQT as part of the institution's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an NQT.

### Teaching Regulation Agency

5.12 The Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State, including:

#### Statutory

- hearing appeals; and
- ensuring that the names of NQTs who have failed induction are included on the list of persons who have failed to satisfactorily complete an induction period.

#### Non-statutory

- recording the progress of NQTs through their induction process and providing details of teachers who have passed or failed induction to employers through the Employer Access Online service.

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References in Schedule 1 <sup>10</sup>	Exemption	Explanation
Para 1	A person who was already a qualified teacher on 7 May 1999.	A teacher who gained QTS on or before 7 May 1999 (even if they did not take up their first post until after September 1999).
Para 2	A person currently undertaking a period of induction.	A teacher who is serving his or her induction period in a permitted setting, including periods which have been extended (including those who have completed an induction period in England or Wales and are awaiting the decision of the appropriate body).
Para 3	A person waiting for the outcome of an appeal having not performed satisfactorily against the relevant standards.	A teacher who is waiting for the outcome of an appeal against a decision that they have failed to perform satisfactorily against the relevant standards.
Para 4	A person employed on a short-term supply basis, without undertaking induction.	A teacher who is employed as a short term supply teacher (working periods of less than one term). This can only be done during the first five years following the award of QTS.
Para 5	A person employed part-time as a supply teacher whilst also undertaking induction.	A teacher who is employed as a short term supply teacher on a part-time basis but who is concurrently serving induction. Please note that the five-year limit (see above) does not apply to teachers in this situation.
Paras 6, 8, 9, 11, 12, 13, 14, 20	A person who has satisfactorily completed induction, probation, or the equivalent in certain other countries.	The countries are Wales, Scotland, Northern Ireland, Isle of Man, and Ministry of Defence Schools in Germany or Cyprus (these are known as MoD Schools, and were formerly known as Service Children's Education (or SCE) Schools).
Para 7	A person who trained in England, and then subsequently first worked as a teacher in Wales (before 2003).	A teacher who gained QTS in England on or after 7 May 1999 but before 1 April 2003, and who, subsequently, took up their first post in Wales and who has served at least two terms towards their induction.

<sup>10</sup> The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

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References in Schedule 1 <sup>10</sup>	Exemption	Explanation
Para 10	A person from the European Economic Area (EEA) who falls within Part 2 and Chapters 1, 2 and 4 of Part 3 of the European Union (Recognition of Professional Qualifications) Regulations 2015 including where the person is entitled to partial access to the profession of school teacher by virtue of Part 1 of those Regulations.	A teacher from the EEA who has applied successfully to the Teaching Regulation Agency, formerly the National College for Teaching and Leadership, for QTS, or a teacher from the EEA who has declared successfully to the Teaching Regulation Agency, formerly the National College for Teaching and Leadership, to work in England on a temporary basis or teachers who have been granted partial access to the teaching profession in accordance with Part 1 of the European Union (Recognition of Professional Qualifications) Regulations 2015. Namely special educational needs and disability (SEND) teachers who are qualified only to teach pupils in SEND specialist schools and specialist units within mainstream settings.
Para 17	A person who became a qualified teacher by virtue of regulation 5 of, and para 12 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an independent school.	A teacher who has been judged by the Teaching Regulation Agency, formerly the National College for Teaching and Leadership, as meeting the specified QTS standards, whilst working in an independent school, where the NQT must have: <ul style="list-style-type: none"> <li>• been employed by an independent school before 1989; and</li> <li>• gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and</li> <li>• been employed in an independent school at the time of recommendation, and the recommendation must have taken place prior to September 2004.</li> </ul>
Para 22	A qualified overseas-trained teacher from Australia, Canada, New Zealand, or the United States of America.	Teachers who have successfully completed a programme of professional training for teachers in Australia, Canada, New Zealand or the USA and who have successfully completed or satisfied any additional conditions required in order to be employed as a qualified teacher on a permanent basis in government-funded schools in that country; and who is not the subject of any decision or pending proceedings that may restrict that person's eligibility to teach in that country

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References in Schedule 1 <sup>10</sup>	Exemption	Explanation
Para 18	An overseas-trained teacher (OTT), from outside the EEA, who has gained QTS and was successfully assessed against the relevant standards as these would apply at the end of induction.	An overseas-trained teacher (from outside the EEA) with at least two years' experience, who has obtained QTS and who has been assessed against the relevant standards for the purposes of induction. This exemption only applies to people who have acquired QTS via schedule 2, paragraph 9 or 10 of the <a href="#">School Teachers' Qualifications Regulations 2003</a> .
Paras 15 and 16	Scottish or Northern Irish-trained teachers employed in England on or before 7 May 1999.	Teachers who trained in Scotland or Northern Ireland and who were employed as teachers in England before 7 May 1999.
Para 19	A person who became a qualified teacher virtue of regulation 5 of, and para 13 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in a further education institution or as an instructor in a school.	A teacher who has been judged by the Teaching Regulation Agency as performing satisfactorily against the relevant standards, whilst working in a further education institution or as an instructor in a school where the NQT must have: <ul style="list-style-type: none"> <li>• been employed by an FEI/school before 1989; and</li> <li>• gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); and</li> <li>• been employed in an FEI/school at the time of recommendation, and the recommendation must have taken place prior to September 2004.</li> </ul>
Para 23	A person who has been awarded qualified teacher learning and skills status - (i) on or before 31 October 2014, by the Institute for Learning; or (ii) on or after 1 November 2014, by the Education and Training Foundation	Teachers who have been awarded Qualified Teacher in Learning and Skills (QTLS) Status by the Society for Education (SET) [Formerly the Institute for Learning – IfL] and who hold active membership with the SET.
Para 21	Completed a course of initial teacher training in Wales before September 2003.	A teacher who completed a course of initial teacher training in Wales before September 2003.

<sup>10</sup> The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.

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### Further sources of information

#### Department for Education

- Information about induction:  
<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

- General enquiries:

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

☎ 0370 000 2288

Typetalk: 18001 0370 000 2288

✉ enquiries: [info@education.gov.uk](mailto:info@education.gov.uk)

Website: <https://www.gov.uk/education>

#### Teaching Regulation Agency

The Teaching Regulation Agency is an executive agency of the Department for Education and was formerly known as the National College for Teaching and Leadership (NCTL). Part of its role is to recognise teachers who have acquired qualified teacher status (QTS) in England, and to maintain a list of teachers who have begun, but have failed satisfactorily to complete, an induction.

The Agency also acts on behalf of the Secretary of State as the competent authority for teaching in England. This role includes the recognition of the professional status of the teachers from outside England. This includes the award of QTS to fully qualified teachers from the EEA, under EU Directive 2005/36/EC, fully qualified teachers from Australia, New Zealand, Canada, the USA and teachers trained within other parts of the United Kingdom.

- Information on the submission of induction results, induction appeals procedure and general induction enquiries:

Teacher Qualifications Unit  
Teacher Services Division  
National College for Teaching and  
Leadership  
53-55 Butts Road  
Earlsdon Park  
Coventry  
CV1 3BH

☎ 020 7593 5392

✉ enquiries:  
[teacher.induction@education.gov.uk](mailto:teacher.induction@education.gov.uk)

#### Independent Schools Teacher Induction Panel (ISTip)

- Chester House  
Fulham Green  
81-83 Fulham High Street  
London  
SW6 3JA

☎ 020 3586 3136

Website: <http://www.istip.co.uk>

#### National Induction Panel for Teachers (NIPT)

✉ Email enquiries: [admin@nqtinduction.co.uk](mailto:admin@nqtinduction.co.uk)  
Website: <http://www.nqtinduction.co.uk>

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# MOVING FORWARD FROM THE INDUCTION YEAR



As you move towards the completion of your induction period, you will want to devote some time to reviewing progress overall and looking ahead to the second year of teaching.

The Career Entry and Development Profile Transition Point Three prompt questions can be used at a review meeting near to the end of the year.

Your Induction Tutor and/or your Headteacher might also like to consider writing some overall feedback for you, highlighting your strengths and achievements.

This should lead to a draft action plan for the second year of teaching.

When setting the action plan and objectives with you, it will be important to consider:

- your Transition Point 3 responses;
- those responses at Transition Points 1 and 2 that referred to longer term aspirations;
- feedback - the observations, review meetings, and any overall feedback the Induction Tutor has provided;
- the school's priorities for the following year;
- any new responsibilities you will be taking on.

You may also be able to discuss CPD opportunities with your Induction Tutor and begin to plan the nature of your ongoing professional development.

You should also take time to review the induction programme with your Induction Tutor who should give you some feedback on the way you have undertaken your important role during the year.



## Section 12

# NQT TRAINING EVENTS INCLUDED IN SLA

### **NQT Induction Tutor Briefing Session**

(for Induction Tutors)

Date: 6 September 2018  
Time: 3.30pm-5.00pm  
Venue: Choppington Social Welfare Centre  
Facilitators: Dave Cookson

*This session is suitable for all Induction Tutors new and/or experienced to the induction process. The relevant statutory paperwork will be fully explained and there will be an opportunity to ask any questions about registration, lesson observation and feedback as well as cause for concern procedures.*

**To reserve a place please contact** ✉ [carol.green@northumberland.gov.uk](mailto:carol.green@northumberland.gov.uk)

### **NQT Welcome Day (for all NQTs) -**

full day to include well-being session in the afternoon, which will be run by union representatives

Date: 13 September 2018  
Time: 8.30am-4.30pm  
(Lunch will be provided)  
Venue: Choppington Social Welfare Centre  
Facilitators: Dave Cookson

*This full-day training will focus on exciting Teaching and Learning strategies, but more importantly this is an excellent opportunity to network.*

**To reserve a place please contact** ✉ [carol.green@northumberland.gov.uk](mailto:carol.green@northumberland.gov.uk)

### **Other NQT Training opportunities**

Please refer to the E-Courier each week for updates on NQT training events. Please note, these events are not organised through Carol Green. If you are interested in attending any other events, please contact each event direct.



**Contact details:**

**Dave Cookson**

✉ [dave.cookson@northumberland.gov.uk](mailto:dave.cookson@northumberland.gov.uk)

☎ (01670) 622717

**Carol Green** – Admin Assistant

✉ [carol.green@northumberland.gov.uk](mailto:carol.green@northumberland.gov.uk)

☎ (01670) 622721