

# NQT and INDUCTION TUTOR HANDBOOK



# 2018 - 2019

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## Introduction

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The statutory induction arrangements enable all newly qualified teachers (NQTs) to be provided with support in the first year of teaching, to build a firm foundation for their professional career and development.

All NQTs must make satisfactory progress against the Teachers' Standards for the completion of the induction period. The purpose of this booklet is to provide NQTs, Headteachers and Induction Tutors with practical advice, guidance and support for their work during the induction year.

Induction tutors have a key role and significant responsibilities in the statutory induction arrangements. They need to work with the NQT to gather a wide range of evidence from a variety of sources in order to make decisions on their assessment. They must be open-minded, professional and committed to their role, as well as having a clear understanding of the necessary professional requirements and responsibilities.

It is essential to remember the importance of Induction and Professional Development (PD). It is vital that in the NQT's first year of teaching the firm foundation for their PD is laid. The NQT needs to catch the desire for learning and the passion to enthuse the young people they work with; this will be influenced and supported by the learning culture and processes that they have modelled by the teachers around them.

In addition to the information in this Handbook, please also refer to:

- First/Second/Interim assessment form (DFE)
- Final assessment form (DFE)
- Guidance for schools; NQTs experiencing difficulties

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## Section 1: The Regulations

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The Education (Induction Arrangements for School Teachers)(England) Regulations 2012 made a number of changes to NQT processes and procedures. However the basis of induction, that it is intended to act as a bridge between initial teacher training and a career in teaching, remains the same. The Statutory Guidance can be found here: <https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

The regulations state that induction should combine a personalised programme of development, support and professional dialogue with monitoring and assessment of performance against the Teachers' Standards.

The Standards set a clear baseline of expectations for the professional practice and conduct of teachers, from the point of qualification and can be found here: <https://www.gov.uk/government/collections/teachers-standards>

### Some Basic Information

- An NQT cannot begin induction until their Appropriate Body has been agreed.
- The Headteacher must ensure that the NQT has a reduced timetable of no more than 90% of the timetable of other main scale teachers in the school. This is in addition to reduction in respect of PPA time.
- NQTs must be formally observed '*at regular intervals.*' Good practice would be for this to occur at least half termly.
- Three formal assessments must be carried out during induction, one at the end of each period of assessment.
- Assessment forms must be signed by the Headteacher, NQT and Mentor.
- The governing body must be satisfied that the school has the capacity to support the NQT and that the Headteacher is fulfilling their responsibilities.
- The minimum period of employment that can count towards induction is one term.
- The regulations clearly state that the Headteacher should "*ensure that the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively*".
- The regulations are clear that "*A suitable monitoring and support programme must be put in place for the NQT, personalised to meet their professional needs*". NQTs must demonstrate their practice is consistent with the definition set out in the preamble as well as making satisfactory progress against the Teachers' Standards in parts 1 and 2.
- The NQT's monitoring and support programme **must** include observation of experienced teachers in their own or another institution.
- An NQT has only one opportunity to complete statutory induction. If failed it cannot be repeated.
- The school and Appropriate Body must agree that **the post is suitable for the NQT to serve induction**. A suitable post is one which will 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. (see Statutory Guidance paragraph 2.17)

## Satisfactory completion of the induction period

In order to complete the induction period satisfactorily, an NQT must:

- a) serve the full time equivalent of a standard school year (usually three terms);
- b) meet all the Teachers' Standards.

Induction should help to build on what was achieved during their ITT programme as well as forming the basis of longer-term professional and career development. NQTs must meet the Teachers' Standards in all the subsequent years of their career and show further progression as they gain more experience and take on responsibilities after induction.

## Section 2: Roles and Responsibilities

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Induction procedures set out specific responsibilities for everyone involved in the process. These include arrangements for monitoring, support and assessment and for quality assurance.

### Newly Qualified Teachers

- provide evidence that they have QTS and are eligible to start induction;
- meet with the 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;
- provide evidence of their progress against the Teachers' Standards;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- participate fully in the agreed induction arrangements and programme;
- raise any concerns with their Induction Tutor as soon as practicable;
- take increasing responsibility for their own professional development;
- read, agree and comment on termly assessment forms as appropriate.
- retain copies of all assessment forms.

### Headteachers

- have overall responsibility for induction;
- check that the NQT has been awarded QTS;
- notify the Appropriate Body when the NQT is taking up a post in which they will be undertaking induction;
- ensure key people, and in particular Induction Tutors are appropriately trained and fully prepared;
- ensure appropriate distribution of NQTs' 90% timetable and PPA time;
- ensure Induction Tutors have appropriate contact with NQTs;
- ensure induction programmes take account of NQTs' Career Entry and Development Profile (CEDP) if used, and the Teachers' Standards;
- in consultation with Induction Tutors, make arrangements for additional support and experience, as appropriate to NQTs' needs and the context of the school;
- inform NQT and AB when the NQT may not be able to meet the Teachers' Standards for the satisfactory completion of the induction period at the earliest opportunity;
- provide NQTs with the means of raising concerns and ensure they are satisfactorily addressed;
- observe the teaching of any NQT if appropriate;
- submit reports to the AB;
- recommend NQTs for satisfactory completion of induction;
- keep the governing body informed about induction arrangements and results of assessment meetings;
- take prompt and appropriate action where an NQT appears to be experiencing difficulties.

## Induction Tutors and/or Subject Mentors

- provide or co-ordinate, guidance and effective support including coaching and mentoring for the NQT's professional development;
- draw on the expertise of other staff to contribute to induction programmes;
- carry out regular progress reviews throughout the induction period;
- undertake three formal assessment meetings during the total induction period;
- inform the NQT during the assessment meeting, the judgements to be recorded in the formal assessment record and invite NQTs to add their comments;
- ensure that the NQT's teaching is observed and feedback provided;
- make rigorous and fair assessments of the NQT's performance;
- 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;
- take prompt and appropriate action where an NQT appears to be experiencing difficulties;
- in consultation with the Headteacher, make arrangements for additional support and experience, as necessary.

## The Governing Body

- should be satisfied that the institution has the capacity to support the NQT;
- should ensure the Headteacher 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;
- may seek guidance from the Appropriate Body about the induction arrangements and the roles and responsibilities of staff involved in the process;
- is informed of the progress of an NQT.

## The Appropriate Body

- quality assures that the schools and governing body are capable of meeting their responsibilities for monitoring, support and assessment of Newly Qualified Teachers;
  - ensures that the monitoring, support and guidance procedures in place, are fair and appropriate;
  - ensures that the records and assessment reports are maintained;
  - identifies a named contact on induction matters, with whom issues about provision may be raised where they cannot satisfactorily be resolved within the school;
  - decides in the light of the Headteacher's recommendations whether NQTs have satisfactorily completed the induction period and inform all concerned of the decision;
  - at the request of a school, provides guidance support and assistance on matters related to induction.
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## Section 3: Role of the Induction Tutor

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Statutory requirements for induction set out the responsibilities of Induction Tutors (see page 6). The Induction Tutor has day-to-day responsibility for the monitoring, support and assessment of the NQT. The Induction Tutor needs to be fully aware of the requirements of the induction period and have the skills, expertise and knowledge they need to work effectively in the role. In particular, they should be able to provide or co-ordinate guidance and support, and make rigorous and fair judgements about the NQT's performance in relation to the Teachers' Standards. In larger schools, some of these responsibilities may be devolved to subject mentors of NQTs. A suggested set of knowledge and skills together with responsibilities is given as **Appendix 1**.

### Organising the Personalised Induction Programme

It is essential that NQTs receive a personalised support programme and the reduced timetable that they are entitled to so that they have the time and support to focus on their professional development needs.

Each Newly Qualified Teacher should have an individual programme of professional development, support, monitoring and assessment planned with the Induction Tutor/Mentor. The Career Entry Development Profile that the NQT may bring with them can be used as a basis of the initial objective-setting meeting. Once the objectives have been agreed, the NQT must receive the necessary support in order to achieve them.

*The Personalised Induction Programme:*

- should be based on the NQT's needs identified either on the Career Entry and Development Profile (CEDP) or through discussion using other assessment information.
- is reviewed and revised regularly.
- offers in-school or external training.
- ensures NQT is fully involved and understands their rights and responsibilities.
- draws on the expertise of other staff e.g. SENCO, Assessment Lead.
- provides opportunities for the observation of experienced teachers.
- develops NQT's skills of self-evaluation.
- uses the Teachers' Standards as a guide.
- ensures that the NQT's timetable and job description does not place unreasonable demands on them.

A suggested induction time line which includes key dates for the submission of assessment forms, is provided as **Appendix 2**.

We recommend that an action plan is created to help with this process and to make the objectives clear to everyone involved in the induction process. An example of how this may be structured is given in **Appendix 3**.

### Suggested activities for the Induction Programme

The programme will include observations of the NQT by the Induction Tutor and senior staff (a minimum of two a term) and a twice termly review meeting.

*Some activities which you may wish to include are listed below:*

- receive information about the school, the specific post and the arrangements for induction, in advance of the first day in post.

- receive information about their rights and responsibilities and those of others involved, and the nature and purpose of assessment in the induction period.
- participate in the school's general induction arrangements for new staff.
- Set up a first meeting to establish roles and responsibilities and to share the identified strengths and areas for development.
- Agree an Action Plan for the Induction Year (*see Appendix 3*).
- Arrange a series of meetings with key people for information e.g. Headteacher, Deputy Headteacher, SENCO etc.
- An introduction to the Chair of Governors.
- Have a discussion about school policies.
- Provide specific guidance on behaviour management.
- Arrange focused discussion on areas arising from needs analysis e.g. focusing on questioning, lesson starters, classroom management, differentiation and pace.
- Provide a forum for all NQTs (and recent NQTs) to meet and discuss common issues.
- Arrange structured meetings between the NQT and Subject Mentor to work together on specific issues e.g.:
  - lesson planning from schemes of work
  - assessment/pupil tracking/target setting
  - record keeping.
- Arrange lesson observation by the NQT of other teachers both in school and in other schools.
- Arrange for the Head of Department/Faculty and/or induction tutor to team teach with the NQT.
- Arrange for the NQT to shadow an experienced teacher for a day.
- Encourage self-reflection, for example keeping a diary or notebook of key learning events.
- Provide access to additional training courses as required.
- Encourage the NQT to ask for someone to observe them teaching - focus on their strengths as well as their areas for development.
- Arrange opportunities for monitoring their targets other than through classroom observation e.g. planning, pupils' work sample, display, talking to pupils.
- Share and compare the outcomes of a piece of work which has also been done by a parallel class.
- Plan jointly with a teaching partner or team.
- Shadow a subject leader.
- Provide support on parents' evenings - provide specific guidance in advance.
- Provide an opportunity to plan and run a school trip / visit jointly with another member of staff.
- In primary schools, involve them in planning and delivering assemblies (if appropriate).
- Arrange a visit to another school - to focus on a specific aspect the NQT is currently developing.
- All activities should be needs driven, undertaken professionally and be used to enable the NQT to learn about teaching and to reflect on their own practice.

But don't forget the less structured support:

- Chat informally and often.
- Involve your NQT in staff social events.
- Encourage them to become involved in extra-curricular activities, if appropriate.

## Effective use of NQT release time

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

### **Professional development**

- through a planned training programme.
- through personalized development arising from observations or professional discussions.

### **Planning collaboratively, for example:**

- with Induction Tutor.
- with subject / phase leader, year group colleague(s).

### **Lesson observations, including discussion before and after observation**

- of colleague(s) in year group / department / team using pre-agreed criteria.
- of other teachers in your school for subject specific development with a specific focus.
- of someone else teaching your class.
- of someone teaching a lesson that you have planned.
- of a teacher in a contrasting school using pre-agreed criteria.
- of a teacher in a similar school using pre-agreed criteria.
- of another NQT.

### **Coaching and support**

- from an advanced skills teacher (AST).
- from the SENCO, e.g. on writing individual education plans (IEPs).
- from the behaviour coordinator on positive behaviour management strategies.
- on report writing.

### **Developing strategies for teaching**

- pupils with special educational needs (SEND).
- pupils with English as an additional language (EAL).
- more able pupils.
- team teaching with other NQTs/colleagues with particular expertise.

### **Personal enquiry and reading; researching websites, observation, discussion ...**

- Gaining experience of pastoral duties/form Tutor role.
- Improving generic aspects of teaching, e.g., AfL, creativity, thinking skills, equal opportunities, diversity, etc.

- Reading pupils' previous records and reports.
- Analysing marking and record keeping systems in order to improve their own.
- Attending moderation/standardisation meetings.
- Planning a lesson based on the outcomes of a thorough assessment of pieces of work.
- Shadow a meeting with outside agencies, e.g., social workers, speech therapists, educational psychologists, police, etc.
- Looking at resources in school, such as computer software.
- Reflecting on progress so far against core standards.
- Meeting the Induction Tutor, e.g., for progress review meeting.

## Section 4: Observation of NQT's Teaching & Feedback

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Observing an NQT at work is a central part of induction, and an essential ingredient in the development of an individualised programme. The regulations state that observations should take place “at regular intervals”. While lesson observations cannot provide all the evidence required to demonstrate an NQT is making progress against the Teachers’ Standards, they are an important point of reference for the formal review meetings towards the end of each assessment period.

It is good practice for the first observation of a NQT’s teaching to take place by the end of the fourth week in post. This can then be part of the evidence used to identify needs, construct objectives and the action plan and induction programme.

Thereafter, observations should take place at least once every half term. Observation can be conducted by the Induction Tutor/Mentor and/or others as appropriate.

Many schools have found it helpful to supplement these more formal observations with ‘light touch’ visits followed by verbal feedback. These visits can be useful when they focus on very specific issues or elements of practice. However it is important that everyone is clear about the role of such visits and they should not replace the more in depth observations.

Observations should focus on particular aspects of the NQT’s teaching and the impact on pupil learning. The focus should concentrate on learning and be agreed in advance between the NQT and the observer. The precise choice of focus for the observations should be informed by the requirements of the Teachers’ Standards and the NQT’s personal objectives. Observations should be supportive and developmental. **Appendix 4** provides suggested templates for lesson observations and **Appendix 5** gives a structure for how these might be summarised.

The NQT and observer must meet to review the teaching observed. Arrangements for review must be made in advance with a brief written record being kept. The feedback should be constructive and developmental, leading to a professional dialogue focused on next steps and, if necessary, a clear understanding of any improvements that should be made. Suggestions for setting objectives and writing action plans can be found as **Appendix 6**.

NQTs may find it helpful to consider the following

- Reflect on the lesson and the impact of your teaching on the pupils’ learning.
- Be clear about what is being said, check out anything you don’t understand.
- Ask for any feedback that you would like but have not yet been given.
- Listen carefully to the strengths identified – these will help you to address any weaknesses.
- Be clear about the identified targets for development – check before you leave the meeting if you have any unanswered questions or lingering concerns.
- Remember that all teachers continue to grow and develop in their role.

## Section 5: Reviewing and Assessing Progress

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Through review meetings with the NQT, classroom observation and taking account of the teacher's wider contribution to the school, the person responsible for assessment should also be sure that the NQT continues to meet the Teachers' Standards in the context of their school.

Evidence may be collected through review meetings, lesson observation, samples of pupils' work, pupil assessment material or written reports from school staff. Any other source felt to be appropriate may be used but it must always be in a recorded form, not anecdotal or hearsay evidence. This evidence has to be available for the Appropriate Body.

As a minimum it is recommended that there should be:

- frequent review meetings with the Mentor assessing progress which are ideally held weekly or fortnightly. Brief records of these meetings should be kept as part of the NQT evidence.
- regular classroom observation of the NQT's work by staff within the school. This should be followed by prompt feedback which gives a clear statement as to whether their work has met the induction requirements. This statement must be recorded. If there are deficiencies these should be made explicit and should become targets for the next review or observation. Observations once a half term would count as regular observations.
- formal assessment meetings at the end of each term recorded in the format given in the DfE guidance.
- the first meeting should give an indication of the extent to which the NQT is beginning to meet the induction standards.
- the second should indicate that progress is being made to satisfactory completion.
- the third should be confirmation of the previous judgements.

### Progress Reviews and Formal Assessments

For full-time NQTs, six half-termly progress reviews and three formal assessment meetings will be conducted over the induction period. For part-time NQTs, meetings are carried out on a pro rata basis. After each of the first two formal assessment meetings, an assessment report on the NQT's progress against the Teachers' Standards which has been completed by the Induction Tutor will be sent by the Headteacher to the Appropriate Body. At the end of induction, the Headteacher/Principal will recommend whether or not the NQT has performed satisfactorily against the Teachers' Standards for the completion of induction. **Appendix 8** gives some exemplar statements for the sections of the formal reports

### Progress Review Meetings

Progress reviews are an opportunity for the Induction Tutor and NQT to discuss achievements and agree any changes to the induction plan in terms of objectives or actions. Progress reviews should be held half-termly (pro rata for part-time NQTs) and it is good practice to schedule them in at the start of induction.

The NQT and Induction Tutor should be properly prepared before the progress review meeting. For the Induction Tutor, this includes seeking feedback from the NQT's Mentor (where they are not the same person) and other colleagues who have, for example, run specialist induction sessions or observed the NQT.

## Formal Assessments of Progress

There should be three formal assessment meetings during the induction period between the NQT and the Induction Tutor. For an NQT working full-time in an institution operating a three-term year, these would normally take place towards the end of each term. However, for part-time NQTs and institutions with more than three terms in a year, the assessments should be carried out at equidistant intervals throughout the induction period.

Where more than one person is involved in providing support and/or assessment, individual responsibilities should be clearly specified and agreed at the beginning of the induction period. All parties with a role should have clear arrangements for sharing information so that monitoring and assessment is based on, and informed by, evidence from the NQT's teaching and professional development.

The third formal assessment meeting is also the final induction period assessment, and will form the basis of the recommendation of the Headteacher/Principal to the AB as to whether the NQT, having completed the period, has performed satisfactorily against the Teachers' Standards for the completion of induction. The outcomes of the final formal assessment meeting also provide an opportunity for the Induction Tutor/Mentor and NQT to take stock of what has been achieved over the induction period and prepare the NQT for involvement in Teacher Appraisal / Performance Management arrangements.

## Evidence to be used as the basis for Formal Assessment

Each formal assessment meeting should be informed by written reports from at least **two** observations of the NQT's teaching and **two** progress review meetings that have taken place during the preceding assessment period. This evidence should emerge from the NQT's everyday work as a teacher and from their induction programme. All judgements made during the induction period should relate directly to the Teachers' Standards. NQTs should be kept up to date so that they are aware of how the Induction Tutor/Mentor sees their progress.

During the assessment meeting, Induction Tutors/Mentors must ensure they tell the NQT the judgements to be recorded in the formal assessment record and sent by the Headteacher to the AB. Induction Tutors should also invite NQTs to add their comments to the assessment record.

In addition to the reports and records mentioned above, further sources of evidence could include:

- the NQT's lesson plans, records and evaluations;
- assessment records for pupils for whom the NQT has particularly responsibility including test and/or examination results;
- information about liaison with others, such as colleagues and parents; and
- the NQT's self-assessment record of professional development.

Induction Mentors may want to collect more evidence in areas where there are concerns about the NQT's progress, to identify better what additional support and action may be needed.

The following are some questions which may help the NQT to reflect on progress so far...

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

- Which of your professional development opportunities have had the most impact on you and your teaching? Why were they so helpful? Have any of your support activities been less helpful? Why do you think that was?
- Are there any objectives, or aspects of objectives, where you have made less progress than you expected? How do you know? Why do you feel this has happened?
- What further support would you find valuable?
- What would help you to build on your achievements and improve your progress towards your objectives?

The meeting must be recorded and copies of the notes should be kept by the NQT and the Induction Tutor. **This is a statutory requirement.** See **Appendix 7**.

## Record keeping

It is important that the NQT and Induction Tutor keep records and maintain the confidentiality of these records. A recommended list might be:

- a copy of the personalised induction programme;
- any notes made at, or following, progress or review meetings;
- records of any monitoring activities and copies of the assessment forms.
- NQTs should have copies of the assessment forms;
- details of any professional development offered and/or undertaken; and
- any feedback comments on the induction process.

*N.B. The above information is requested by the DfE where an NQT appeals a decision to fail or extend their induction. Copies of the assessment reports and any supporting paperwork are to be retained in school for a minimum of six years (regardless of whether the NQT remains at the school).*

## Section 6: Evidencing Progress against the Teachers' Standards

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Over the course of the induction period, evidence from day-to-day practice as well as from specific development activities will build up to show how the NQT is making progress against the Teachers' Standards. NQTs must demonstrate that they have performed satisfactorily against the Teachers' Standards for the completion of induction to be able to continue teaching in a maintained school or non-maintained special school.

Evidence from support and development activities will feed into the progress review meetings and be summarised in the termly assessment reports; lesson observation is just one source of evidence towards this overall picture. Reports are cumulative over the year, building to give a complete picture of the NQT's professional practice measured against the Teachers' Standards. If links are made to the Teachers' Standards in action plans, the day-to-day evidence that arises from the actions will become the evidence base for the assessment report. **There should be no surprises.**

This evidence must be made available to the Induction Tutor and to the Appropriate Body.

**For the NQT**, the record will help you monitor and review the following:

- Your progress against Teachers' Standards. You should use your portfolio to log evidence and record your thinking about your development as you go along, rather than waiting until you have a deadline to meet. The process of compiling the evidence is an important strategy in becoming a reflective teacher.
- Your progress in meeting other objectives which are not specifically related to Teachers' Standards. For example, objectives from your induction action plan, showing the success criteria and how you are progressing towards meeting them.
- Your progress towards your longer-term career goals and aspirations. You could begin to collate evidence and log your achievements towards these goals.

There is no prescribed format for a NQT to maintain a portfolio of evidence during induction. It is for the school and NQT to agree how evidence will be maintained. However, these are some suggestions:

*Within your evidence you could collate and reflect on material drawn from:*

- The brief notes which have derived from your meetings with your Induction Tutor
- Your medium-term and short-term curriculum planning.
- Targets you set for your pupils and their progress towards meeting them.
- Individual Education Plans that you have helped prepare and review.
- Evidence from your self-review and evaluations of lessons you have taught.
- Pupils' work you have assessed.
- Reports to parents and carers.
- Feedback from parents and carers (be aware of confidentiality issues).
- Records of observations of your teaching.
- Reflections on the range of professional development opportunities you have accessed, including notes about how you have used the learning.
- Reflections on the lessons you have observed.
- Evaluation of your professional development, including its impact on pupils' learning.

- Learning logs you have maintained.
- Reflection on the ways in which you have promoted spiritual, moral, social and cultural development within the remit of your current post in school.
- Evaluation of your contribution to collaborative working within your school, and your contribution to the work of the school beyond the classes you teach.
- In addition the following should be added to your records, but do not count as evidence in their own right:
  - a copy of the current Teachers' Standards that you are being judged against;
  - your formal assessments which are conducted at the end of each term.

There are a variety of ways of making your evidence accessible to your induction tutor and to the Appropriate Body – the structure below is an example of one way. It is worth remembering that any file should be of use to you in your on-going professional development and also the evidence needs to be catalogued against the Teachers' Standards so that the evidence can easily be found for your formal assessments. The evidence has to be made available to your Induction Tutor and to the AB.

## A possible structure for evidence records for NQTs

Your Portfolio could include the following:

1. Induction
2. Career History
  - CV and qualifications
  - References
  - Job description
  - Your Career Entry and Development Profile / or alternative
  - Action plans
  - Reviews of progress
3. Professional development
  - Notes from professional development meetings: for example, review meetings with your Induction Tutor
  - Where appropriate, notes or certificates from external activities (eg seminars and conferences) in which you have taken part
  - Notes on observations of your teaching and follow-up discussions/learning points
  - Similar notes on your observation of other teachers and follow-up discussions
  - Significant articles you have read and websites you visited
  - Notes from working groups and joint planning meetings
  - Record of CPD activities
4. Evidence of growing effectiveness
  - Notes of feedback from observations and professional review discussions
  - Reflective self-evaluation of progress
5. Other Information
  - Formal termly progress reports for induction
  - Information on your entitlements and obligations during your induction period
  - Teachers' Standards

- School policies for Induction and Appraisal
- Information about the Local Authority or Trust, Teaching Schools, Specialist Leaders of Education and lead teachers of literacy and numeracy
- School policies: Teaching and Learning, Behaviour management Health and Safety, Safeguarding, Assessment, SEND, Curriculum et

## Section 7: Unsatisfactory Progress

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The vast majority of NQTs make great progress during their induction period. However, some may experience difficulties at different stages of their induction, which could put them at risk of not meeting the Standards. It is important that NQTs, in these circumstances, receive prompt and appropriate support to enable them to make the necessary improvements.

The overall judgement on induction is formed over three terms and it is important to appreciate that unsatisfactory progress at one stage of the induction period will not inevitably lead to unsuccessful completion of induction. The first and second assessments are interim points in the overall judgement.

If, after a full programme of support, the NQT is still judged not to be meeting the Standards, the Appropriate Body will decide that the NQT has failed to complete their induction year satisfactorily and will therefore be unable to teach in a maintained school or nursery school, or in a non-maintained special school or pupil referral unit.

### Raising concerns

NQTs who have concerns about the school's monitoring, support and assessment arrangements should raise this as soon as possible. In the first instance this is with the school. If their concerns are not resolved within the school this should be with the Appropriate Body Director of School Improvement (see the introductory section of the Handbook for details).

### Appeals

An NQT may appeal if they have a grievance against either the school or the Appropriate Body concerning the conduct of their induction year. Such an appeal is to the National College for Teaching and Leadership in the form laid out in the regulations, a copy of which will be made available on request.

### Contracts

All NQT's should be appointed to contracts which specify that these are conditional upon the satisfactory completion of an induction year. The contract will be terminated if the teacher is judged not to have met the induction standards. In the event of these circumstances the normal contractual period of notice for teaching staff will not apply.

(See additional Document 'Guidance for schools with NQTs experiencing difficulties')

## Section 8: Support for NQTs from the Appropriate Body

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The Appropriate Body (AB) has two key responsibilities:

- to assure itself that the schools understand and are able to meet their responsibilities for monitoring, support and guidance and for undertaking a rigorous and equitable assessment of the NQT; and
- to decide, in the light of the Headteacher's recommendation, whether an NQT has satisfactorily completed the induction period, and to communicate this decision to the NQT, the Headteacher, and the NCTL. It may, in exceptional circumstances, offer an NQT the opportunity of an extension to the induction period.

The above responsibilities encompass a range of more specific tasks. These require the AB to:

- identify a named contact on induction matters at the AB (see contact details on page 1), with whom NQTs may raise issues about their induction programme where they cannot be resolved satisfactorily within the school. To ensure that this person is seen to be completely impartial, and that NQTs have no hesitation in discussing induction arrangements about which the NQT may be raising concerns, such as in making decisions about satisfactory completion of the induction period.
- keep a record of the names, DfE reference number (TRN), date of birth and National Insurance number of each NQT for whom it is the Appropriate Body, and the stage of the induction period which each NQT has reached, based upon information from Headteachers.
- liaise with other ABs as appropriate about an NQT employed on a part-time basis in more than one school at the same time.
- make sure that it is fully aware of the circumstances where any summative assessment forms have not been submitted or signed.
- retain the assessment reports received on an NQT until the NCTL has confirmed that the NQT has moved from provisional to full registration or has been removed from the register, following the end of the induction period and, where relevant, any appeal process.

## Appendix 1: Induction Tutor - Knowledge and Skills

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<p><b>1. Sound knowledge and understanding of the requirements for induction, which enable the Induction Tutor to:</b></p>	<ul style="list-style-type: none"> <li>• discuss the CEDP with the NQT where appropriate</li> <li>• work with the standards</li> <li>• co-ordinate day-to-day monitoring, support and assessment</li> <li>• work in consultation with the NQT, ensuring that they are fully informed.</li> </ul>
<p><b>2. Good communication skills which can mean the Induction Tutor can:</b></p>	<ul style="list-style-type: none"> <li>• provide clear oral and written feedback</li> <li>• listen actively</li> <li>• draw on the expertise of others to contribute to the NQT's induction</li> <li>• explain and discuss school policies and procedures</li> <li>• ensure that the Headteacher is kept informed of the NQT's progress</li> </ul>
<p><b>3. Sound professional knowledge, which enable the Induction Tutor to:</b></p>	<ul style="list-style-type: none"> <li>• analyse needs, negotiate and set targets</li> <li>• undertake focused observations in line with discussions</li> <li>• provide constructive feedback</li> <li>• make rigorous and fair assessments of the NQT's practice</li> <li>• identify potential difficulties and ensure timely support is provided</li> </ul>
<p><b>4. Sound professional practice, which means the Induction Tutor can:</b></p>	<ul style="list-style-type: none"> <li>• provide guidance on planning, teaching and assessment</li> <li>• link theory with practice</li> <li>• demonstrate up-to-date knowledge</li> <li>• challenge</li> <li>• show commitment to the wider role of the teacher</li> </ul>
<p><b>5. Good interpersonal skills, which ensure the Induction Tutor is:</b></p>	<ul style="list-style-type: none"> <li>• professional</li> <li>• positive</li> <li>• approachable</li> <li>• able to remain calm</li> <li>• empathic.</li> </ul>

## Appendix 2: Induction timeline

The following assumes a full-time NQT working in a school or college operating a six-term year. For part-time NQTs, the following should be carried out at equidistant intervals throughout the induction period.

	Checklist	Additional Guidance
Before NQT Starts	<ul style="list-style-type: none"> <li>• Check NQT has QTS</li> <li>• Register NQT with Appropriate Body (AB)</li> <li>• Check NQT has action plan based on identified areas for improvement</li> <li>• Ensure additional 10% timetable reduction for NQT induction</li> <li>• If part-time, work out assessment period for induction</li> </ul>	
Term 1	<ul style="list-style-type: none"> <li>• Set objectives for first term from CEPD or Action Plan</li> <li>• Ensure NQT has school handbook, copy of NQT policy, details of main policies and practice in school</li> <li>• Formal observation of the NQTs teaching practice during their first four weeks in post. Have a follow up discussion, providing written feedback against the Teachers' Standards.</li> <li>• Informal Observation</li> <li>• Seek CPD opportunities with the NQT, keeping a written log of progress towards objectives</li> <li>• Meet to review progress and objectives</li> </ul>	<p>By the end of the first four weeks that the NQT is in post:</p> <ul style="list-style-type: none"> <li>• Meet the NQT to review their self-evaluation following ITT and agree priorities for the personalized induction programme</li> <li>• Agree the pattern of observations and review for the first term</li> <li>• Complete the first term's personalized programme and ensure copies are given to NQT and Headteacher/Principal</li> <li>• Carry out an initial observation of the NQT</li> </ul>
Term 2	<ul style="list-style-type: none"> <li>• Formal observation of the NQTs teaching practice within four weeks of the beginning of term. Have a follow-up discussion, providing written feedback against the Teachers' Standards</li> <li>• Ensure NQT attends local CPD events</li> <li>• Seek other CPD opportunities</li> <li>• Review progress against objectives</li> <li>• Assessment meeting with NQT, Induction Tutor and or Headteacher to discuss progress</li> <li>• First assessment form completed, due reference made to Teachers' Standards</li> <li>• NQT assessment forms should be returned by Monday 4<sup>th</sup> December 2017 via the Headteacher's email to: <a href="mailto:janice.blackburn@theredeemer.blackburn.sch.uk">janice.blackburn@theredeemer.blackburn.sch.uk</a></li> </ul>	<p>By the end of term 2:</p> <ul style="list-style-type: none"> <li>• Carry out one progress review meeting per half term, focusing on evidence of the NQTs progress towards meeting the Teachers' Standards and development needs</li> <li>• Towards the end of term 2, collect relevant evidence to contribute to the formal assessment meeting</li> <li>• Following the meeting, an assessment form must be completed and a copy sent to the AB by email. Induction Tutor and NQT retain a copy.</li> </ul>

	Checklist	Additional Guidance
Term 3	<ul style="list-style-type: none"> <li>Formal observation of the NQTs teaching practice. Have a follow-up discussion, providing written feedback against the Teachers' Standards</li> <li>Ensure NQT observes other lessons within and outside the department/age range</li> <li>Meet to review progress and objectives</li> </ul>	<p>At the start of the second term:</p> <ul style="list-style-type: none"> <li>Meet the NQT to agree the next phase of the induction programme, reflecting any actions and development requirements identified in the first assessment report</li> </ul>
Term 4	<ul style="list-style-type: none"> <li>Ensure NQT attends local CPD events</li> <li>Formal observation of the NQTs teaching practice within four weeks of the beginning of term. Have a follow up discussion, providing written feedback against the Teachers' Standards</li> <li>Meet for Progress review and review objectives</li> <li>Assessment meeting with NQT, Induction Tutor and or Headteacher to discuss progress</li> <li>Second assessment form completed, due reference made to Teachers' Standards</li> <li>NQT assessment forms should be returned by <b>Monday 12<sup>th</sup> March 2018</b> via the Headteacher's email to: <a href="mailto:janice.blackburn@theredeemer.blackburn.sch.uk">janice.blackburn@theredeemer.blackburn.sch.uk</a></li> </ul>	<p>By the end of term 4:</p> <ul style="list-style-type: none"> <li>Carry out one progress review meeting per half term, focusing on evidence of the NQTs progress towards meeting the Teachers Standard and development needs</li> <li>Towards the end of term, collate relevant evidence to contribute to the formal assessment</li> <li>Following the meeting, an assessment form must be completed and a copy sent to the AB by email. Induction Tutor and NQT retain a copy</li> </ul>
Term 5	<ul style="list-style-type: none"> <li>Formal observation of the NQTs teaching practice. Have a follow-up discussion, providing written feedback against the Teachers' Standards</li> <li>Ensure NQT observes other lessons within and outside of the department/age range</li> <li>Meet to review progress and objectives</li> </ul>	<p>At the start of term 5:</p> <ul style="list-style-type: none"> <li>Meet the NQT to agree the next phase of the induction programme, reflecting any actions and development requirements identified in the second assessment report</li> </ul>
Term 6	<ul style="list-style-type: none"> <li>Formally observe the NQT within four weeks of the beginning of the term. Have a follow up discussion, providing written feedback against the Teachers' Standards</li> <li>Meet to review progress against objectives</li> <li>Assessment meeting with NQT, Induction Tutor and or Headteacher to review the year, and confirm Teachers' Standards met satisfactorily</li> <li>Final assessment completed with Headteacher's recommendation, due reference made to Teachers' Standards</li> <li>Return NQT assessment forms by <b>Monday 2nd July</b> via the Headteacher's email to: <a href="mailto:janice.blackburn@theredeemer.blackburn.sch.uk">janice.blackburn@theredeemer.blackburn.sch.uk</a></li> <li>AB to consider recommendation and informs NQT, Headteacher and NCTL decision</li> </ul>	<p>By the end of term 6:</p> <ul style="list-style-type: none"> <li>Carry out progress review focusing on evidence of the NQTs progress towards meeting the Teachers' Standards and development needs</li> <li>Towards the end of term, collate relevant evidence to contribute to the formal assessment meeting</li> <li>Following the meeting, an assessment form must be completed and a copy sent to the AB by email. Induction Tutor and NQT retain a copy</li> <li>This form must record the Headteacher / Principal's final recommendation as to whether or not the NQT has met the Teachers' Standards</li> </ul>

## Appendix 3: Termly Action Planning Template

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NQT Name:			Date:		
Objectives	Success Criteria	Actions to be taken and by whom	Resources	Target date	Review Date

Term one  
 Term two  
 Term three


## Appendix 4: Lesson Observation Templates

### Template 1

Focuses on those standards which can normally be observed during a lesson (other evidence of standards may be observed in addition to those suggested below).

NQT		SCHOOL	
SUBJECT		OBSERVER	
GROUP		DATE	
NO of PUPILS		DURATION	

LESSON CONTEXT:

TEACHER STANDARDS (DfE)	AMPLIFICATION	OBSERVATIONS/COMMENTS
1. Set high expectations which inspire, motivate and challenge pupils	<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 behavior which are expected of pupils.</li> </ul>	
2. Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> <li>be accountable for pupils' attainment, progress and outcomes</li> <li>be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</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>	
3. Demonstrate good subject and curriculum knowledge	<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 teacher's specialist subject</li> </ul>	
4. Plan and teach well-structured lessons	<ul style="list-style-type: none"> <li>impart 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> </ul>	

<p>5. Adapt teaching to respond to the strengths and needs of all pupils</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 pupil' education at different stages of development</li> <li>• have a clear understanding of the needs of all pupils including those with special 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>6. Make accurate and productive use of assessment</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>• Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>	
<p>7. Manage behavior effectively to ensure a good and safe learning environment</p>	<ul style="list-style-type: none"> <li>• have clear rules and routines for behavior in classrooms, and take responsibility for promoting good and courteous behavior both in classrooms and around the school, in accordance with the school's behavior policy</li> <li>• have high expectations of behavior, establish a framework for discipline with a range of strategies, using praise, sanctions, 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>8. Fulfil wider professional responsibilities</p>	<ul style="list-style-type: none"> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> </ul>	

FEEDBACK:

<p>Strengths</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>Areas for development</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>On the evidence of this lesson is the NQT likely to satisfactorily meet the teachers' standards?          YES      NO</p> <p>OVERALL COMMENTS</p>
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## Template 2

DATE	NQT NAME
SUBJECT	SCHOOL
FOCUS of OBSERVATION	

### CONTEXT

*E.g. First of a series of lessons or consolidation lesson or first /second half of lesson.*

### PROGRESS

*NB progress refers to that taking place 'over time' rather than that in individual lessons  
E.g. Evidence of progress in books.*

### LEARNING and LEARNING ATTRIBUTES/BEHAVIOUR

Note **where appropriate** pupils:

- Understanding of tasks
- Gains in learning and the causality of pupil dialogue
- Eagerness to answer questions and confidence /ability to ask questions of the teacher
- Approach to learning and confidence in working independently and in groups
- Effort, enthusiasm, persistence and pace of working
- Ability to apply key skills and prior learning to current tasks
- Understanding of how well they are doing (over time) and ability to check their work to refine and improve it.

## TEACHING SKILLS, METHODS and STRATEGIES

Note as appropriate:

- Strong up-to-date knowledge of the subject, which enables teacher to plan a series of progressive lessons and pitch work at the right level for the age group and ability groups
- Teacher's understanding of how pupils and different groups of pupils learn
- Adults' ability to be good role models, including exemplifying accurate basic skills of grammar, spelling, handwriting, etc.
- Whether teachers make it clear to pupils what they are meant to learn or the skills they will develop/practice/consolidate
- The quality of information giving and explanations of new learning and tasks (i.e. teaching)
- Quality of teaching to groups of pupils, including SEND and lower attainers
- Extent to which teacher teaches pupils to apply previously learned skills to their current work
- Extent to which teacher has appropriately high expectations of every pupil, inspires them & promotes a love of learning
- Pace and use of time, including the balance of teacher talk and independent /group work
- Effective behaviour management strategies promote positive attitudes to learning
- Appropriate range of teaching styles
- Effective use of homework
- Appropriate use of resources, including ICT, other adults to enhance teaching and learning.

## ASSESSMENT and USE OF ASSESSMENT

Note **where appropriate:**

- Whether the teacher makes clear links and reference to pupils' previous work/learning
- Effectiveness of questioning and addressing /exploration of pupils' mistakes /misconceptions
- Teacher's confidence to adapt and change plans/lessons in light of pupils' responses
- Use of assessment during lesson, including peer/self-assessment and the plenary if there is one
- Quality, regularity and impact of marking
- How well the teacher uses the findings from marking pupils' work to inform their next lessons.

## CONDITIONS for LEARNNG

Note **where appropriate:**

- Working walls
- Interactive display
- Display to celebrate pupils work
- Key vocabulary available
- Quality and range of resources
- Ethos for learning
- Classroom organisation, tidiness, cleanliness.

## PLANNING and PREPARATION

Note **where appropriate:**

- Clarity of learning objectives/success criteria
- Planning identifies what pupils and groups of pupils will be expected to learn (rather than simply identifying what pupils will do)
- Extent to which pupils' prior learning informs planning
- Work is pitched at right level, including for EAL, SEN
- Planning addresses gaps in pupils' knowledge and learning

Planned opportunities for Speaking and Listening

STRENGT

AREAS for DEVELOPMENT

GRADE

1. OUTSTANDING

2. GOOD

3. REQUIRES  
IMPROVEMENT

4. INADEQUATE

## Appendix 5: Summary of Classroom Observations

This is an example of a form that can be used by schools to summarise the main strengths and areas for development following the observation. The completed form may be useful in professional review discussions and can also be used to inform formal assessment meetings.

NQT	
INDUCTION TEACHER	
CLASS AND SUBJECT	
DATE AND TIME	
FOCUS OF OBSERVATION	
Strengths of the lesson	
Areas for further development	
Other points to consider in relation to the nqt's objectives and the induction standards	
Areas for development to be addressed at next professional review meeting with induction tutor	

## Appendix 6: Setting Objectives and Writing Action Plans

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As a Newly Qualified Teacher you should have an individualised action plan which is established in discussion with your induction tutor and reviewed and revised regularly. The document provides guidance and suggestions on reviewing progress once action plans are underway.

Whatever format you use for your action plans, they should identify:

- **objectives** – between three and five;
- **success criteria** against which you can judge whether you have achieved each objective;
- **actions** that you and others need to take to achieve the objectives, and an indication of who needs to do what;
- **resources** that will be needed to support the plan;
- **target dates** for achievement; and
- **review dates** when progress will next be evaluated.

### Objectives should:

- be appropriate for each individual;
- enable you to build on your identified strengths;
- support your needs in the context of a particular teaching post;
- be related to achievement of the Teachers' Standards and any other needs and interests that are identified;
- be clearly phrased, focused, realistic and achievable.

### Success criteria should:

- describe how it will be evident that you have achieved your objectives;
- be identified before decisions are made on the actions to be taken;
- be phrased clearly in relation to your objectives.

### Actions should:

- identify exactly what is to be done and who will do it;
- set out actions for you and for those who will support you;
- involve an appropriate range of development opportunities for the NQT;
- be realistic and achievable within the resources available.

### Resources should:

- be identified to support training and development needs;
- show the time that will be allocated for your development opportunities.

### Target dates for achievement should:

- be agreed when the objective is framed;
- be realistic and manageable.

### Dates for review should:

- be set for every six to eight weeks.

## Appendix 7: Professional Review Meeting Record Template

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TERM 1		TERM 2		TERM 3	
Review 1 Date:	Review 2 Date:	Review 3 Date:	Review 4 Date:	Review 5 Date:	Review 6 Date:

Evidence considered e.g. lesson observation, pupils' work, planning

Objectives reviewed and progress made

Revised objectives

Further support / development

Date for next review

## Appendix 8: Assessment Report exemplar statements

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### Terms 1 & 2

#### Part 1: Standards for Teaching

##### 1. A teacher must set high expectations which inspire, motivate and challenge pupils

*Record NQT's progress; including strengths, evidence used to inform judgements, areas for development and targets:*

###### **Strengths:**

- [Name] has a calm and professional manner with the pupils and has high expectations of their behaviour and achievement.
- [Name] has received safeguarding training and is aware of local and national guidelines in addition to school procedures.
- [Name] met with the Child Protection lead on the 7th September and now has awareness of the child protection procedures (e.g. use of CAF forms)
- [Name] has worked with the Inclusion leader to create IEPs and also an individual challenge plan for a child on the Gifted and Talented register.
- [Name] has created a safe and happy learning environment for his/her classes. NQT has also maintained safe working practices and followed school procedures when going on a trip.
- [Name] has a behaviour strategy for one pupil who had difficulty behaving appropriately in line with the school behaviour policy.
- It was noted in the lesson observation on the 21st October that the NQT has developed a series of lessons that build children's knowledge.
- [Name] is beginning to understand the varied needs of the children within his/her classes.
- [Name] is beginning to use feedback from other adults, observations and on-going assessments of students to help inform next steps in learning for the students. particularly in grouping students.

###### **Areas for development:**

- [Name] to think of ways to encourage pupils to reflect on their work and incorporate self-assessment strategies in class.
- [Name] to plan appropriately for those pupils working below age-related expectations.

###### **Evidence:**

- Lesson observations, planning, assessments, IEPs, behaviour reports, on-going professional conversations, regular review meetings and planning meetings, feedback from other staff who works with [Name].

###### **Targets:**

- To identify underachieving pupils and develop strategies to provide targeted support.

## 2. A teacher must set high expectations which inspire, motivate and challenge pupils

*Record NQT's progress; including strengths, evidence used to inform judgements, areas for development and targets:*

### **Strengths:**

- [Name] is a reflective practitioner who has developed effective strategies to encourage pupil self-reflection.
- He/she is aware of end of year pupil expectations; regularly reviews progress through on-going assessment and progress review meetings, and adapts planning/ teaching to meet pupil needs.
- [Name] has followed the school/departmental marking policy so that it is easy for the pupils to see if they have achieved the objectives.
- [Name] evaluates his/her practice and uses a range of strategies to best support the needs of the pupils. For example, uses a range of visual models and images in xxxx and a range of questioning.

### **Areas for development:**

- [Name] to develop ways to clearly communicate group targets to each ability group, relating to literacy and numeracy to encourage more independent working.

### **Evidence:**

- Lesson observations, planning, assessments, IEPs, on-going professional conversations, regular review meetings and planning meetings, progress review meetings, feedback from other staff who work with [Name].

### **Targets:**

- To set positive targets for improvement for all groups in order for them to become more independent learners.

## 3. Demonstrate good subject and curriculum knowledge

*Record NQT's progress; including strengths, evidence used to inform judgements, areas for development and targets:*

### **Strengths:**

- [Name] feels confident teaching the subject curriculum and there has been positive feedback both in observations and from other members of staff. He/she has a good understanding of the curriculum and applies this to his/her day-to-day teaching.
- [Name] takes part in the weekly department meetings, adapting and promoting new ideas.
- [Name] has been involved in the recent review of the subject curriculum and has explored new ideas/themes to motivate the pupils in his/her classes.
- [Name] promotes and models high standards of literacy across all classes.
- [Name] understands and uses a range of practical strategies to support the pupils' understanding of subject concepts.

### **Areas for development:**

- [Name] to develop a better understanding of GCSE concepts and apply this to their planning.

### **Evidence:**

- Lesson observations, planning, assessments, IEPs, on-going professional conversations, regular review meetings and planning meetings, progress review meetings, feedback from other staff who work with [Name].

### **Targets:**

- [Name] to develop understanding of concepts for teaching in GCSE and plan for differentiation in lessons.

#### 4. Plan and teach well structured lessons

*Record NQT's progress; including strengths, evidence used to inform judgements, areas for development and targets:*

##### **Strengths:**

- [Name] planning is well structured and organised. Planning has clear objectives and phases. TA support is planned to support learning for appropriate pupils.
- [Name] uses a range of strategies and resource materials to match and support learners' needs. He/She uses a good range of questioning and resources to support and draw out prior learning.
- [Name] uses voice effectively; this draws pupils to different experiences and understanding of meaning.
- [Name] is developing a range of strategies to formatively assess pupils (images, pupil voice, notes, homework etc). NQT is beginning to use mini-plenaries to take stock, clarify misconceptions and assess learning.
- [Name] has begun to set regular homework which caters for the individual needs of the learners. Targets and focus on progression were discussed at parents evening.
- [Name] regularly reflects on the effectiveness of his/her teaching and progress of learners against the objectives. He/She annotates and adjusts planning to meet learners' needs.

##### **Areas for development:**

- [Name] needs to develop more awareness of pace and timings.

##### **Evidence:**

- Lesson observations, planning, assessments, IEPs, on-going professional conversations, regular review meetings and planning meetings, progress review meetings, feedback from other staff who work with [Name].

##### **Targets:**

- [Name] to develop pace and timings of lesson to ensure pupils' learning is maximised.

## 5. Make accurate and productive use of assessment

*Record NQT's progress; including strengths, evidence used to inform judgements, areas for development and targets:*

### **Strengths:**

- [Name] has a good understanding of assessment in subject. He/She is using a range of formative and summative assessment strategies. In particular, NQT has taken an active part in the in-school moderation of Year 9 assessments.
- [Name] has a good understanding of pupil progress and is able to articulate pupils' attainment at pupil progress meetings and identify next steps in learning. He/She regularly communicates and monitors his/her expectations/targets to pupils, parents and other adults, through parent's evenings and exercise books.
- [Name] uses observation well to inform his/her day-to-day practice.
- [Name] is using questioning and immediate verbal feedback to enable pupils to make progress in their learning.

### **Areas for development:**

- Develop use of formative assessments.
- Plan for pupils' self/peer assessment strategies.

### **Evidence:**

- Lesson observations, planning, assessments, IEPs, on-going professional conversations, regular review meetings and planning meetings, progress review meetings, feedback from other staff who work with [Name].

### **Targets:**

- [Name] to plan the use of on-going assessment for learning and develop strategies for peer and self- assessment.

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

*Record NQT's progress; including strengths, evidence used to inform judgements, areas for development and targets:*

### **Strengths:**

- [Name] has a positive rapport with pupils and staff and has high expectations of behaviour. He/She has good routines established within classes. NQT uses a range of positive behaviour strategies such as praise and stamps/stickers in line with the school's behaviour policy.
- [Name] uses a range of strategies and resources to engage pupils.
- [Name] has dealt with matters relating to unsatisfactory behaviour effectively and professionally with pupils and parents.
- [Name] has attended whole school training on SEAL strategies and planning. He/She is beginning to implement some strategies to support pupils' emotional and social development.

### **Areas for development:**

- [Name] to further develop strategies to support behaviour and classroom organisation.

### **Evidence:**

- Lesson observations, planning, assessments, IEPs, behaviour routines, on-going professional conversations, regular review meetings and planning meetings, progress review meetings, feedback from other staff who work with [Name].

### **Targets:**

- [Name] to use develop strategies to support good behaviour, learning and classroom organisation.

## 7. Fulfil wider professional responsibilities

*Record NQT's progress; including strengths, evidence used to inform judgements, areas for development and targets:*

### **Strengths:**

- [Name] is familiar with school policy and conduct. He/She has a positive and encouraging disposition with staff, parents and pupils.
- [Name] meets weekly with the department team and works confidently with them.
- He/She makes a positive contribution to department and whole staff meetings.
- [Name] has engaged with parents regarding children settling into the new academic year. NQT has also participated in and helped organise a parents evening focussing on improving attendance.
- [Name] has been observed by other colleagues and has had the opportunity to observe others. He/She has actively reflected on advice given from colleagues and their mentor. NQT has implemented several new ideas from INSET and training, specifically the new National Curriculum.
- [Name] has attended parents' evenings.

### **Areas for development:**

- [Name] to further develop their positive relationships with other adults in school.

### **Evidence:**

- Lesson observations, planning, assessments, IEPs, behaviour records, on-going professional conversations, regular review meetings and planning meetings, progress review meetings, feedback from other staff who work with [Name].

### **Targets:**

- [Name] to work collaboratively with other adults to fully participate in the life of the school.

## Part 2: Standards for Personal and professional conduct

**A** 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.

*Record NQT's progress; including strengths, evidence used to inform judgements, areas for development and targets:*

**Strengths:**

- [Name] has attended INSET with the rest of the teaching staff to review the SEN, EAL, homework and other policies. Through lesson observation and observation of his/her professional conduct, NQT demonstrates high expectations of behaviour and achievement in line with the school policies.
- [Name] is always punctual and behaves in a professional manner with pupils, parents and staff.

**Areas for development:**

- Continue to maintain these standards into the next term.

**Evidence:**

- Demonstration of statutory policies and guidance (e.g. hardcopy plus examples of application). Self-reflection, testimonials from colleagues, parents & pupils and examples of the application of the school policies. Lesson observations, on-going professional conversations, regular review meetings and planning meetings, feedback from other staff who works with [Name].

**Targets:**

- Continue to maintain professional conduct.

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

*Record NQT's progress; including strengths, evidence used to inform judgements, areas for development and targets:*

**Strengths:**

- [Name] continues to conduct himself/herself professionally at all times with staff, parents and pupils.
- [Name] attended H&S training in preparation for an off-site visit and conducted the appropriate risk-assessments.

**Areas for development:**

- [Name] to continue this progress and further develop in the next term.

**Evidence:**

- Demonstration of statutory policies and guidance (e.g. hardcopy plus examples of application). Self-reflection, testimonials from colleagues, parents & pupils and examples of the application of the school policies. Lesson observations, on-going professional conversations, regular review meetings and planning meetings, feedback from other staff.

**Targets:**

- [Name] to continue this progress and further develop in the next term

