A tool for supporting NQT Induction (for use by NQTs and their Induction Tutors)

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

TEACHERS' STANDARDS FOR NQT INDUCTION			
PART 1: TEACHING			
SCOPE	**QUESTIONS TO CONSIDER**	**POSSIBLE EVIDENCE**	**ACTUAL EVIDENCE (Examples)**
TEACHERS' STANDARD 1) Set high expectations which inspire motivate and challenge **1a)** Establish a safe and stimulating environment for pupils rooted in mutual respect. **1b)** Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions **1c)** Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	What factors in the learning environment enable all pupils to feel safe, confident and valued? How do you ensure that your lessons are fully inclusive? Are you clear about which pupils in your classes are targeted for 'closing the gap' or 'pupil premium' and how does this influence your practice? How do you use information from assessment and monitoring in your planning and teaching? How do you communicate, model and promote positive attitudes, values and behaviour which are expected of pupils through your teaching? What in your practice is influenced by your understanding of key school policies? Tell me about a pupil you find difficult to motivate. What approaches are you using with him/her? What impact?	Personal/Professional conduct in school Contributions within meetings with staff Planning Lesson Observation Pupil progress data, including by vulnerable group Classroom displays & environment Consistently working within school policies Health & Safety taken into account e.g. in risk assessment	

SCOPE	POINTS TO CONSIDER	POSSIBLE EVIDENCE	ACTUAL EVIDENCE (Examples)
TEACHERS' STANDARD 2) **Promote good progress and outcomes by pupils** **2a)** Be accountable for pupils' attainment, progress and outcomes **2b)** Plan teaching to build on pupils' capabilities and prior knowledge **2c)** Guide pupils to reflect on the progress they have made and their emerging needs **2d)** Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. **2e)** Encourage pupils to take a responsible and conscientious attitude to their own work and study.	How do you monitor the progress of your pupils, including vulnerable groups? What do you do to establish pupils' prior knowledge and capabilities in order to build upon this in your planning? How do you give feedback in a positive, accurate and constructive way? How do you promote the skills necessary for learners to be able to identify the progress they have made? What do learners know about the standards of attainment expected of them in the next stage in learning, or at the point of transition? How do you plan for learners to respond to your feedback? How do you use verbal feedback in your lessons? How well do you use plenaries to assess understanding? How do you evaluate the impact of your teaching? What aspects of your practice promote the social and emotional aspects of learning? How do you develop pupils' independent learning? How do you plan and provide for learners to co-operate and collaborate, including in peer assessment activities?	Communications with colleagues Communications with parents (written and verbal) Feedback from parents Feedback from colleagues Contributions to meetings of working groups Evidence of student progress Planning to support progress for all Book scrutiny (for evidence of effective feedback) Lesson Observation	

SCOPE	POINTS TO CONSIDER	POSSIBLE EVIDENCE	ACTUAL EVIDENCE (Examples)
TEACHERS' STANDARD 3: Demonstrate good subject and curriculum knowledge **3a)** Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings **3b)** Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship **3c)** Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject **3d)** If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics **3e)** If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Are you teaching topics that are new to you this year? If so, what have you done to develop your subject/curriculum knowledge? Can you talk about ways in which you have adapted your practice in response to developments in your subject / curriculum areas? What approaches have you found successful in fostering and maintaining pupil interest in your subject? How do you keep up to date with the latest developments in teaching your subject or age range? How do you make your subject(s) relevant to everyday life? How are core skills reflected in your planning? How do you maximise opportunities for learners to develop and use literacy and numeracy skills? Have you any areas from your own knowledge of literacy/maths you need to develop (e.g. formal grammar, use of apostrophe) What subject (or concept) have you found hardest to teach so far? Why? How could you develop further in this area?	Self review (of teaching and practice) Contribution to objective setting Range of professional development opportunities undertaken Contribution to staff and team meetings Response to feedback from colleague including lesson observations Willingness to approach colleagues for advice Pupil response / engagement (e.g. observation, homework evidence) Lesson planning Lesson Observation	

SCOPE	POINTS TO CONSIDER	POSSIBLE EVIDENCE	ACTUAL EVIDENCE (Examples)
TEACHERS' STANDARD 4) Plan and teach well structured lessons **4a)** Impart knowledge and understanding through effective use of lesson time **4b)** Promote a love of learning and pupils' intellectual curiosity. **4c)** Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. **4d)** Reflect systematically on the effectiveness of lessons and approaches to teaching. **4e)** Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	How do you ensure challenge and interest in your planning? How do you demonstrate a secure knowledge and understanding of the curriculum you teach? How do you ensure that homework is relevant to learner's needs or interests? How do you use pupil voice in evaluating your work? Are you open to new ideas, research and approaches and do you contribute to change and innovation in your school? Are you proactive in seeking, listening to and acting upon advice? (including opportunities for coaching and mentoring, professional dialogue or other professional development activities)? What contributions do you make to, for example, departmental, team, staff, planning or other meetings? What do you do to extend your pupils' learning outside the classroom? Have you discussed learning beyond the classroom with your school's Educational Visits Coordinator? Have you attended training on organising school visits?	Short/Medium/Long term plans Lesson planning Lesson evaluation Work sampling Lesson Observation Homework diaries Parent/Carer feedback Differentiated tasks (including homework) Department minutes, contributions in staff meetings Coaching/Mentoring feedback CPD opportunities Meeting minutes, email correspondence, presentations to staff	

SCOPE	POINTS TO CONSIDER	POSSIBLE EVIDENCE	ACTUAL EVIDENCE (Examples)
TEACHERS' STANDARD 5) **Adapt teaching to respond to the strengths and needs of all pupils** **5a)** Know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively **5b)** Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these. **5c)** Demonstrate an awareness of the physical, social and intellectual development of pupils and know how to adapt teaching to support pupils' education at different stages of development. **5d)** Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with EAL; those with disabilities; and be able to use and evaluated distinctive teaching approaches to engage and support them.	Do you use Bloom's taxonomy (or similar) when planning for differentiation in activities? Do you have a detailed understanding of the attainment data relating to pupils you teach? How do you use this data to plan learning activities? How do you support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners? Do you make use of a wide range of observation, assessment, monitoring and recording strategies? How can you show that you have taken account of specific needs of individual/groups of pupils within your teaching? How do you show awareness of the school's SEND policy In your planning? How do you demonstrate and show differentiation in your planning and practice? What strategies have you found successful in supporting EAL pupils in your classroom? Is there a pupil that you are proud to have helped overcome barriers to learning? Tell me about him/her and what you did.	Planning, including evidence of differentiation Assessment records and progress data Work sampling Lesson observation Involvement in CPD opportunities Interaction with SENCo/Inclusion Leader TA deployment and feedback Lesson Observation Pupil Voice	

SCOPE	POINTS TO CONSIDER	POSSIBLE EVIDENCE	ACTUAL EVIDENCE (Examples)
TEACHERS' STANDARD 6: Make accurate and productive use of assessment **6a)** Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. **6b)** Make use of formative and summative assessment to secure pupils' progress **6c)** Use relevant data to monitor progress, set targets and plan subsequent lessons **6d)** Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback	How do you use information from assessment and monitoring in your planning and teaching? How is the school assessment policy/practice evidenced in your planning? Have you moderated or jointly-marked with colleagues? How does your planning show progression towards national levels and/or public examinations? How do you assess achievement both within lessons and in pupils' work? How do you use assessment as part of your teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching? Are you aware of local and national data relating to your subject and/or key stage? When, where and how do you use formative and summative assessment in your teaching? How can you show that data informs your planning? How do you give feedback in a positive, accurate and constructive way?	Planning CPD/Staff development activities on assessment Lesson observation Work sampling Whole school/department moderation Assessment records Engagement in moderation activities	

SCOPE	POINTS TO CONSIDER	POSSIBLE EVIDENCE	ACTUAL EVIDENCE (Examples)
TEACHERS' STANDARD 7) Manage behaviour effectively to ensure a good and safe learning environment **7a)** Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy **7b)** Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. **7c)** Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. **7d)** Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.	Have you demonstrated the effective use of the school's behaviour management policy? What do you do in class to enable pupils to feel safe, confident and valued? What strategies do you use to encourage appropriate behaviour? How do you support learners to take responsibility for their own behaviour? How effectively do you establish and build relationships with a) pupils and b) colleagues? Do you effectively manage your own emotions when confronted with difficult behaviour? Which pupil or group have you found most challenging to deal with so far? Unpack for me what the challenges are and how you have approached dealing with them.	Lesson Observations Classroom displays Seating plans Behaviour records/logs CPD linked to behaviour management Case studies of individual pupils and strategies used (teacher learning log) Pupil Voice	

SCOPE	POINTS TO CONSIDER	POSSIBLE EVIDENCE	ACTUAL EVIDENCE (Examples)
TEACHERS' STANDARD 8: Fulfil wider professional responsibilities **8a)** Make a positive contribution to the wider life and ethos of the school. **8b)** Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. **8c)** Deploy support staff effectively **8d)** Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. **8e)** Communicate effectively with parents with regard to pupils' achievements and well-being.	How do your TAs know what you want them to do in order for learners to achieve learning outcomes? What personal skills enable you to collaborate and co-operate effectively with colleagues and parents? How do you involve your TAs in planning, delivery and assessment? How do you use and organise resources, including support staff, to support personalisation? Which colleagues have you liaised with to assist you in meeting pupils' learning needs? How do you know that you fully utilise the skills and expertise of your support staff? How can you demonstrate that contributions from TAs impact on pupils' learning? Give examples of changes you have made following feedback on an observed lesson. Do you actively promote strategies by which the learner can be supported at home?	Planning Assessment Lesson observation including deployment of TA support Professional development Communication with colleagues Communication with parents TA testimony Letters/cards from parents	

PART 2: PERSONAL AND PROFESSIONAL CONDUCT			
SCOPE	**POINTS TO CONSIDER**	**POSSIBLE EVIDENCE**	**ACTUAL EVIDENCE (Examples)**
9) Teachers must uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school. **9a)** Treating pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position **9b)** Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions **9c)** Showing tolerance of and respect for the rights of others **9d)** Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs **9e)** Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law	How does your teaching reflect mutual respect and tolerance of different faiths and beliefs? How can you demonstrate that you are aware of local and national legal requirements which guide the teaching profession, including the safeguarding and well-being of children and young people and the Prevent agenda? How can you demonstrate your awareness of legislation governing the teaching profession e.g. Children Act 2004; Safeguarding children in education (DfE2004) and linked Local Authority guidance, Counter Terrorism and Security Act (2015) and associated guidance What are the possible signs of neglect, physical, emotional and sexual abuse? How would you pass on any concerns you had about an individual? How have you been made aware of school policy and procedures? E.g. Student disclosures and confidentiality How do you liaise effectively with key people in your workplace? Do you know who the appropriate colleagues are who provide/can access specialist support? Is your teaching impartial and reflective of school policy and procedures? e.g. PSHE	Professional development Updated pupil records Response to possible incidents (safeguarding and child protection) Communications with colleagues Contributions to meetings Lesson observation Learner feedback Child Protection training Safeguarding training Record of having read school policies and other key documents Lesson observations	

	How safe are you in your own use of social media? Do you fully understand risks and vulnerabilities?		
SCOPE	**POINTS TO CONSIDER**	**POSSIBLE EVIDENCE**	**ACTUAL EVIDENCE (Examples)**
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	How do you demonstrate a clear understanding of the school's ethos, policies and practices? Does your attendance and punctuality meet the expectations of the school?	Professional development contributions to meetings. Communication with colleagues Attendance records Induction tutor meeting minutes Homework diaries Parent/carer/learner feedback	
SCOPE	**POINTS TO CONSIDER**	**POSSIBLE EVIDENCE**	**ACTUAL EVIDENCE (Examples)**
11) Teachers must have an understanding of and always act within the statutory frameworks that set out their professional duties and responsibilities.	How can you demonstrate your practice and awareness of the statutory frameworks? Do you understand the Prevent agenda and how you play your part in school?	Parent/carer/learner feedback Professional development Contribution to meetings Communications with colleagues Induction tutor meeting minutes	