

# The Induction Tutor Handbook

## The Essential Guide to Induction 2020-21





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## Appropriate Body Contacts

**NQT Registration and Assessment Forms and Induction support materials can be found at <http://cyps.northyorks.gov.uk/nqt>**

The LA contacts for administration and general enquiries are:

Lisa, Leah and Julie  
Tel: 01609 538864  
[EandS@northyorks.gov.uk](mailto:EandS@northyorks.gov.uk)

The LA contact for NQTs and mentors with concerns/issues is:

Jill Stubbs  
Tel: 07970051804  
[Jill.Stubbs@northyorks.gov.uk](mailto:Jill.Stubbs@northyorks.gov.uk)

Registration forms and end of stage assessment forms should be sent to:  
[EandS@northyorks.gov.uk](mailto:EandS@northyorks.gov.uk)

Any training courses for NQTs and mentors can be booked through NYES:  
[www.nyeducationsservices.co.uk](http://www.nyeducationsservices.co.uk)

## Principles

Each school should have a clear, agreed statement about the induction tutor's **role and responsibilities**.

Induction tutors need specific **knowledge, skills and understanding** to carry out the role effectively.

## Induction Tutor Role and Responsibilities

The induction tutor is often called 'mentor' in school. S/he has day-to-day responsibility for monitoring, supporting and assessing a newly qualified teacher (NQT) and should be a member of the teaching staff with the time, skills and authority to carry out the role effectively, including making rigorous and fair judgements on progress towards meeting the Teachers' Standards. Who carries out this role will vary according to school organisation and number of NQTs. Support and monitoring/assessment functions may be shared between two or more teachers, depending on the structure of the school or college. If this approach is taken, one person must have day-to-day responsibility for coordinating the Induction programme. It is important for responsibilities to be clearly specified at the outset.

In small schools it may be appropriate for the head teacher to be the induction tutor, in which case it is strongly recommended that another member of staff is identified as an NQT 'buddy' and it is particularly important that the NQT has access to any support networks provided by the LA, Teaching School Alliance or local cluster groups of NQTs.

In larger organisations, especially where there are several NQTs, an appropriate senior leader should coordinate the induction programmes, reviews and assessments of NQTs, ensuring consistency of provision across the school or college. In such schools each NQT also has a subject or year based mentor for day to day support.

Some larger schools also identify a 'buddy' for each NQT; this is someone who recently undertook Induction and can offer day-to-day support.

Through the induction coordinator and/or tutor/mentor the school must ensure they are:

- Providing guidance and effective support through regular meeting, coaching and mentoring
- carrying out reviews of progress during the induction period (usually one per half term)
- undertaking formal assessment meetings (typically, one per term), coordinating input from other colleagues as appropriate
- ensuring observations of the NQT's teaching takes place and that the NQT is provided with copies of written feedback records. At least one observation per half term should be undertaken.
- ensuring the NQT understands the roles of those involved in induction, including their entitlements and responsibility to take an active role in their own development
- working with the NQT to organise and implement a *personalised* programme of monitoring, support and assessment that takes into account the NQT's identified needs and strengths, the Teachers' Standards and the specific context of the school
- in an FE institution or sixth form college, ensure the NQT is provided with the required school experience and placement for teaching children of compulsory school age (minimum 10 days)
- ensuring dated records of monitoring and support are kept, plus formative and summative assessment activities undertaken, and their outcomes
- Liaising with the named Appropriate Body contact as soon as evidence that an NQT might not meet the Standards comes to light
- The induction tutor will provide formative assessment and often be involved with the headteacher/principal in the formal, summative assessment at the end of induction.

Induction tutors need specific **knowledge, skills and understanding to carry out the role effectively. Being involved is good professional development for the chosen teacher.**

Effective induction tutors must be capable teachers who take the development of their own professional knowledge seriously; who thoroughly understand the Induction arrangements; and who have interpersonal and communications skills which will enable them to provide support and challenge to NQTs.

**Effective induction tutors are:**

- Confident in their understanding of the characteristics of high quality learning and teaching;
- Confident in their understanding of how different learners learn;
- Confident about their own teaching;
- Open-minded and receptive to new ideas and approaches;
- Experienced in evaluating evidence, including thorough classroom observation
- Good communicators who convey a genuine commitment to supporting others' development
- Prepared to acknowledge their own development needs and take steps to address them;
- Able to use a range of helping strategies.

**In relation to planning and reviewing the NQT's support programme, induction tutors need:**

- Full knowledge of the school's policies and procedures;
- A thorough understanding of the Teachers' Standards;
- A clear picture of the NQT's strengths and areas needing development;
- Knowledge of resources and methods available to support NQTs;
- An understanding of how to set objectives and monitor progress.

**In day-to-day work with NQTs, induction tutors need to:**

- Show respect for new teachers as professionals;
- Take time to explain and map out the whole Induction year;
- Recognise and celebrate achievements;
  - Be open and honest about areas for improvement;
  - Support the process by efficient record keeping;

- Use coaching skills to ensure NQTs self-evaluate, reflect on their work and take responsibility for acting on any areas of concern

It is important that teachers recognise the skills and knowledge they have developed in other roles and which are often highly relevant and transferable to the role of the induction tutor. They will need to recognise where they need further preparation and support. If they are new to the induction arrangements, they will need to ensure that they are fully aware of the statutory requirements.

**NOTE:** *It is a very good idea for new Induction tutors and NQT mentors to attend LA training so that they are aware of statutory requirements and good practice in the role. Places can be booked through Smart Solutions: [www.nyeducationsservices.co.uk](http://www.nyeducationsservices.co.uk)*

### Statutory NQT Induction Requirements

Successful completion of an induction programme is a statutory requirement for teachers with Qualified Teacher Status (QTS) commencing their careers in a maintained school.

During the induction period an NQT must receive:

- A 10% reduced timetable (in addition to statutory 10% Planning, Preparation and Assessment time)
- A designated induction tutor (mentor)
- A *personalised* programme of professional development activities including regular observations and feedback
- Regular reviews of progress towards meeting the Teachers' Standards
- A named contact outside school or college with whom they can discuss any concerns that they feel are not being addressed by the school/college (see page 1).

In addition, regulations make clear that an NQT's duties, supervision, and the conditions under which they work must enable there to be a fair and effective assessment of the NQT's conduct and efficiency as a teacher. An important element of this is ensuring that their post is suitable for Induction. A suitable post is one which provides them with the tasks, experience and support that will enable them to meet the Standards and which doesn't make unreasonable demands on them.

In this guide, it is assumed that the NQT is working full-time in an institution operating a 3-term year and who begins induction at the start of a term. The regulations provide for NQTs in non-standard circumstances or with different work patterns to serve a period equivalent to three terms (189 days). For very experienced NQTs a shorter Induction period might be possible, subject to Appropriate Body agreement.

**If you are unsure about the time your NQT should serve on Induction, please contact Jill Stubbs**

### Personalising the Induction Programme

In larger schools there may be several NQTs receiving a common Induction programme. This makes sense for coverage of school policies, systems and expectations but, by statute, each newly qualified teacher should also have some **individualised** support and development. This is because the pedagogical development needs of every NQT are different.

The Induction programme is planned by the induction tutor together with the NQT and should:

- make effective use of the 10% reduced timetable (which is in addition to PPA time entitlement for every teacher)
- include development opportunities
- ensure regular review of progress including observations and feedback
- take into account the NQT's previous experiences during and, where relevant, since initial teacher training
- in an FE institution or sixth form college, provide the NQT with the required school experience and placement for teaching children of compulsory school age
- allow the NQT to make rapid advancement towards good or better in teaching, taking account of the Standards

### Reduced Timetable

In maintained schools, The School Teachers' Pay and Conditions Document states that the Headteacher/principal must ensure a reduced timetable for all teachers taking part in Induction. This means teaching for no more than 90 per cent of the time that another main-scale teacher (who does not receive a teaching and learning responsibility - TLR - payment) would be expected to teach at the same school. Newly qualified teachers undertaking induction in independent schools, academies and further education colleges must also have a comparable reduced timetable. It is in addition to any planning, preparation and assessment time normally allocated by the school or college and is intended to be used for professional development activities.

### Development Opportunities

During the Induction period a range of development opportunities should be planned, which could include:

- observing more experienced colleagues or those with a specialism
- broadening knowledge, skills and understanding of Special Educational Needs
- focused visits to schools/colleges and settings beyond the workplace
- participating in more formal training events and courses (e.g. Induction programmes offered by Teaching School Alliances, Multi Academy Trusts, NYES)
- the NQT working alongside others within the department or school/college, e.g. team teaching and joint planning
- most important of all, regular meetings between induction tutor (or mentor) and NQT to consider progress and development and issues arising for the NQT

### Objectives and Action Plans

Professional development objectives provide a strong sense of purpose and direction to those directly involved in Induction. They help newly qualified teachers not only meet the Standards, but also look towards their longer-term professional development. Objective-setting is not an end in itself; it is part of an overall professional development process throughout a teacher's career that includes review, planning and action.

Appropriate objectives provide a basis for reviewing an NQT's progress and enable the NQT and induction tutor to identify both the aspects of the Induction programme that are supporting development and any areas in which improvements may need to be made. Objectives in the induction period need to be carefully thought through and designed to meet the individual needs and circumstances of the NQT.

At the beginning of the Induction period, the NQT should have an opportunity to discuss the outcome of experiences during and, if appropriate, since initial teacher training. The induction tutor and NQT should agree development priorities and set objectives for the first period of induction. Objectives need to be challenging but realistic, with a precise focus linked to standards in the action plans, making it easier to review progress and provide evidence in the assessment reports.

It is important to identify the support the NQT will require in order to meet the objectives. This support includes identifying who will be responsible for what, and when activities will take place. As the NQT's confidence grows they will want to be challenged and tested, and the school/college should provide opportunities to do so, without the NQT being disadvantaged by undertaking a particularly difficult role, or taking on additional responsibilities unless additional support and/or preparation is provided.

If there are concerns that the NQT may not meet the Standards by the end of Induction, the named adviser must be contacted (see page 1) and the headteacher/principal should ensure further support is arranged. **It is important to identify and act on concerns as early as possible during Induction.** Where this is done, very clear targets and success criteria can be written and support put in place to assist the NQT in moving forward.

There are very specific circumstances in which the Induction period can be extended and these are laid out in the statutory guidance. Any decision to extend must be discussed with the Appropriate Body (LA).

### Lesson Observations

Observing the newly qualified teacher (NQT) at work is a central part of Induction and an essential ingredient in the development of an individualised programme. During the induction period NQTs should have their classroom practice observed during their first four weeks in post, and thereafter at least once in any six to eight-week period (every half term in an institution operating a three-term year). Observation will be conducted by the induction tutor and/or others as appropriate, e.g. Curriculum Leader/Head of Department, Headteacher.

While there will be some observations that look at a lesson in its entirety, most observations should focus on particular aspects of the NQT's teaching and the impact on 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 Standards and the NQT's personal objectives. Observations should be supportive and developmental. NQTs should be encouraged to evaluate their lessons and analyse for themselves what they need to do to improve. The observation record and self-evaluation can then form the basis for feedback and review. Observation, self-evaluation and feedback/review notes should be collated for use during professional review and assessment meetings.

Following observations there should be prompt, constructive and developmental feedback leading to a professional dialogue focused on next steps and, if necessary, a clear understanding of any improvements that should be made. It is good practice to take the opportunity to review progress against objectives, and revise the objectives and action plan as appropriate.

Whilst lesson observations alone cannot provide all the evidence required to demonstrate an NQT is meeting the Standards, they are a critical point of reference for the formal review meetings towards the end of each assessment period. As well as formal lesson observations 'drop-ins' can provide useful insights into what is typical in your NQT's classroom.



**NOTE:** *Headteachers probably monitor all teachers with the aspiration that teaching across school will be 'good' or 'outstanding' (Ofsted). While this aspiration is appropriate, please remember that NQTs are being assessed for Induction purposes against the Standards, and not all will be consistently good or better during their first year. Your expectations of your NQT should be high, but they should also be reasonable. 'Making Sense of the Standards' at the end of this guide explains this further.*

## Evidence of Progress

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 towards meeting the Standards. There is no requirement to maintain a detailed portfolio of evidence against each standard, though it is important in 'signing off' an NQT to be able to justify your decision with clear evidence of overall performance against the headings used in the Standards.

For full time NQTs, half-termly progress reviews and three formal assessment meetings will be conducted over the Induction period. For part-time NQTs the meetings are carried out on a *pro rata* basis. After each of the first two formal assessment meetings, the headteacher/principal should send an assessment report to the Appropriate Body (LA) on the NQT's progress towards meeting the Standards. At the end of Induction, the headteacher/principal will recommend whether or not the NQT has successfully met the Standards.

## Writing the Assessment Reports

Following the first and second assessment meeting the assessment report form should be completed by the induction tutor and/or headteacher as appropriate. If the NQT is leaving the school or college part way through an assessment period, then a progress review meeting should take place and an interim assessment form be completed. The reports should indicate whether at the time of each assessment the NQT is judged to be meeting the Standards satisfactorily. Following the third assessment the form must record the final recommendation as to whether or not, upon completion of Induction, the NQT will have met the Teachers' Standards.

**NOTE:** *Ensure you use the current version of the assessment form. The latest version is always available from <http://cyps.northyorks.gov.uk/nqt> and can be submitted electronically or by post.*

The assessment reports should include brief pertinent details about progress against the Standards and in particular:

- strengths
- areas requiring further development, even where the NQT is deemed to be making satisfactory progress
- evidence used to inform the judgement
- targets for the coming term
- planned support

**Note – if a particular Standard is not being met state this explicitly in the assessment report to avoid any misunderstanding**

For part-time NQTs or those leaving part-way through an assessment period, it is important to record the number of days the NQT has been undertaking Induction. The NQT should add their comments before signing the form. Once signed the NQTs should be given the original and then

a copy sent to the appropriate body. Copies of all assessments and supporting evidence should be retained by the school/college for six years.

### **Beyond Induction**

The Induction process should lay the foundations for continuing professional development and career progression. At the end of the Induction period the induction tutor and NQT should prepare for transition into the performance management (appraisal) cycle in the school/college, liaising with the NQT's reviewer as appropriate. The final review and assessment will form the basis for discussions about priorities and next steps in the coming year.

### **Evaluating Induction**

Schools and colleges should evaluate their own Induction programme and procedures and make judgments on their effectiveness by gathering information and feedback from the Appropriate Body (LA) and everyone who contributes to, and benefits from, induction in the school/college. The outcomes can be used to improve the Induction process and celebrate success.

Induction tutors can contribute to this evaluation by drawing together qualitative and quantitative information to help make judgements about:

- how well the induction programme and materials are meeting NQTs' needs
- the effectiveness of regular mentor meetings
- the effectiveness of other elements of the programme
- the quality of different contributions to the programme
- how NQTs value the Induction programme
- the benefits to the school/college of investing in Induction
- the professional growth of tutors and mentors involved

### **Support materials for the induction of newly qualified teachers**

#### **Pre start of term checklist for school**

- Letter of welcome
- Confirmation of appointment
- Confirm of QTS status
- Arrangements for future contact

#### **Initial information pack containing a selection of the following appropriate to the school:**

- Prospectus
- Timetable
- List of staff
- Class list(s)
- Name of Induction Tutor
- Line management arrangements
- Plan of school
- Times of school day
- Term dates
- Duties list
- Relevant key policies (e.g. Child Protection)

During first week	Meet with NQT for initial discussion Key school procedures and routines highlighted Discuss training experience to establish possible priorities for development Stress safeguarding and use of social media protocols
During second week	Meet with NQT to review first week Agree diary dates for first observation of teaching, setting of initial objectives and first progress review meeting and assessment meeting
By the end of the 4 <sup>th</sup> week	Observation of teaching (by Induction Tutor) and feedback given Meet with NQT to agree initial objectives and plan support programme
By half term	Meet with NQT to review objectives – written record of progress Agree dates for next observation of teaching, review of progress/objectives and first assessment meeting
2 <sup>nd</sup> half term	Observation of teaching and feedback given Meet with NQT to review progress/revise objectives – written record of progress
Before the end of 1 <sup>st</sup> term Assessment due into LA	First formal assessment meeting Induction Tutor completes Assessment form, NQT retains original; copy sent to LA within 10 working days (Headteacher notifies LA and writes to NQT if there is not satisfactory progress) Agree dates for next observations, review meetings and second assessment meeting
Twice during 2 <sup>nd</sup> term (once each half term)	Observation of teaching and feedback given Meet with NQT to review progress/revise objectives – written record of progress
Before the end of 2 <sup>nd</sup> term Assessment due in LA (dates notified by LA)	Second formal assessment meeting Induction Tutor completes Assessment form as before; copy sent to LA within 10 working days (Headteacher notifies LA and writes to NQT if progress is unsatisfactory) Agree dates for next observations, review meetings and final assessment meeting
Twice during 3 <sup>rd</sup> term (once each half term)	Observation of teaching and feedback given NQT and Induction Tutor meet to review progress/revise objectives – written record of progress
Before the end of 3 <sup>rd</sup> term Assessment due into LA	Final formal assessment meeting Induction Tutor completes Final Assessment and Headteacher makes the recommendation as to whether the NQT has completed induction satisfactorily or not; NQT retains original and a copy is sent to LA within 10 working days Discuss Performance Management objectives for following year
2 weeks before end of 3 <sup>rd</sup> term	School evaluation of Induction Process incorporating views of Headteacher, Induction Tutor and NQT.

Ensure that NQTs are informed of the following:

- School transport arrangements
- Teacher day(s)
- Holiday contact numbers
- Arrangements for access to school during holiday
  
- Access to Schemes of Work/Planning Forms etc.
  
- Examples of completed planning forms
  
- Initial planning of use of non-contact time
  
- Visits to school which could include Induction Day(s), Induction Evenings, Sports Day, Social Events
  
- Local information (for NQTs not familiar with area)
  
- Specific arrangements surrounding social distancing and measures put in place in school to address the Coronavirus outbreak. These are updated on a regular basis in the Government guidance for the wider opening of schools.

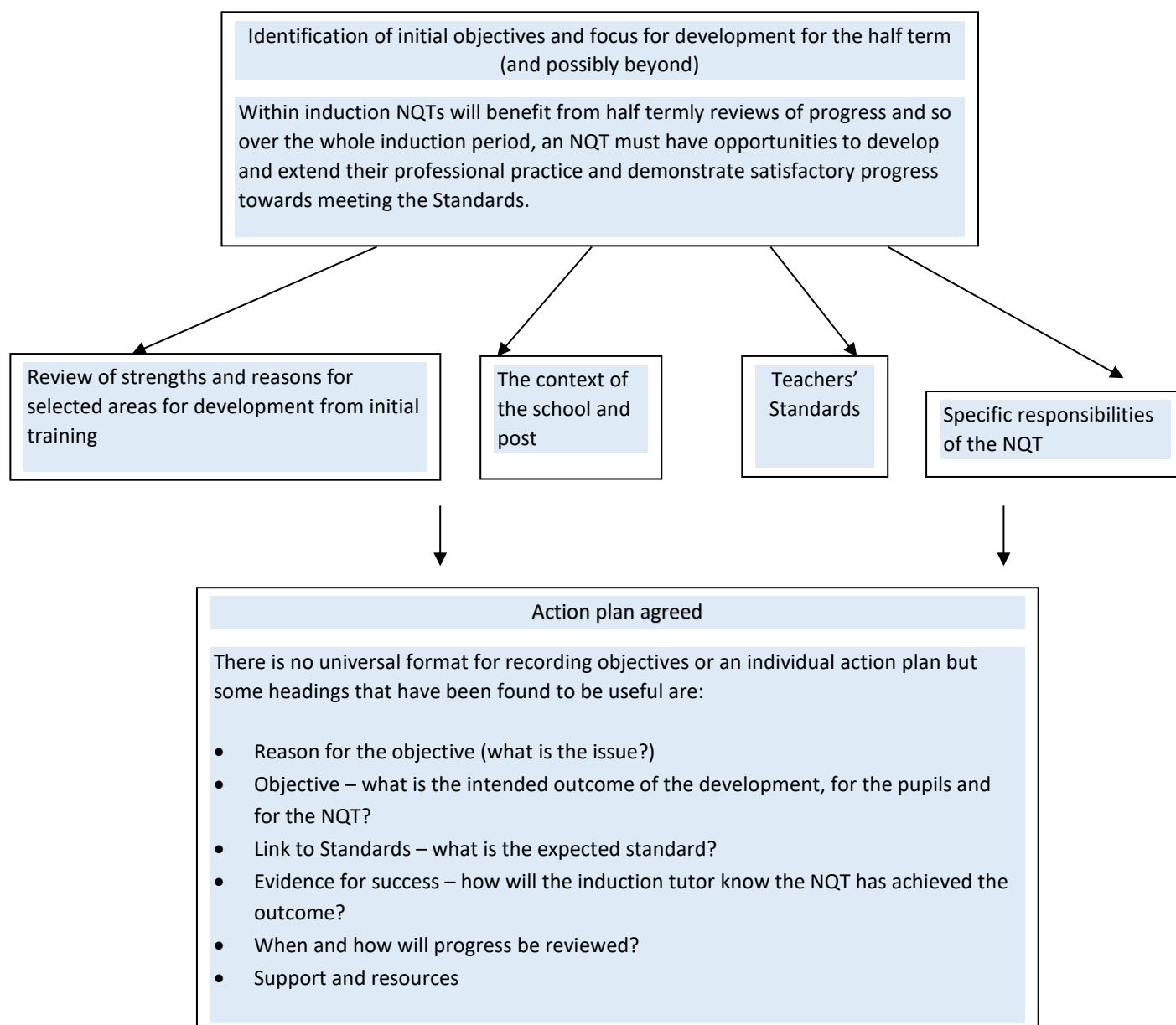


## Overview and Timeline (full-time NQT)

### Initial Meeting between Induction Tutor and NQT

Suggested timing – before or within the first week

### For Consideration at the Meeting



**This leads to the half-termly progress reviews where the same process for agreeing objectives and updating the action plan can be followed.**

## INITIAL ACTION PLANNING: PROMPT SHEET

1. How are you settling in?
2. In your initial training which aspects of your work gave you the greatest satisfaction and the most learning?
3. Look at the areas of strength identified in your initial training. How can these be consolidated and extended during the term/year?
4. Look at the areas for development identified at the end of your initial training and relate these to your post in school. Can you prioritise these development needs over the year?
5. How does this school compare with those in which you trained? Are there any development needs arising from the differences?
6. How confident do you feel about the subjects you are teaching, the age range and the type of school? Can you identify any development needs?
7. Can you identify any development needs arising from:
  - the class(es) you are teaching,
  - your curriculum responsibilities,
  - pupils you teach with specific SEN issues?
8. Can you identify any priority development needs arising from the Standards especially in relation to:
  - planning,
  - class management,
  - assessment?
9. How aware are you of your professional and legal responsibilities?  
(ensure you cover child protection responsibilities and also ensure the NQT is clear about the dangers of their misuse of personal e-mails and social media)
10. Do you have any other skills/interests that you feel are relevant to your work?

Example of a Structured Induction Plan – for DISCUSSION PURPOSES

	Structured plan for 10% professional development time	Notes
Week 1	Focus: Safeguarding, Health and Safety, appropriate use of social media; read Health and Safety policy and relevant Safeguarding documentation; discuss with induction tutor or appropriate staff member.	Induction tutor to arrange details
Week 2	Focus: Induction programme: Review of self-evaluation since ITT; agree objectives and action plan <i>Observation of teaching and classroom practice by Induction Tutor [date/time/focus]</i> Feedback from observation [date/time]	
Week 3	Attend LA Briefing for NQTs Follow up discussion with Tutor on key messages and expectations; what does the NQT need on their support programme?	Induction tutor to arrange
Week 4	Focus: Teaching and Learning Visit other classrooms and teaching areas Read Teaching and Learning Policy and discuss with induction tutor	
Week 5	Focus: Assessment Meeting led by Assessment coordinator [date/time/location]	
Week 6	Focus: Behaviour Management Read Behaviour Policy; reflect on own practice; observe [teacher] with focus on positive behaviour management strategies as required in school	Induction tutor to support NQT in arranging observation
Week 7	Focus: Inclusion Meeting with SENCo and Induction tutor together	Induction tutor to arrange
Week 8	Focus: Home – school links Prepare for Parents' Evening	
Week 9	Focus: Induction programme: progress review	
Week 10	Focus: Personalising learning Meeting led by [Lead Practitioner] [date/time/venue]	
Week 11	Focus: ICT and learning resources <i>Observation (with feedback) of teaching by headteacher/principal [date/time/focus]</i>	
Week 12	Focus: Tutor/pastoral roles and responsibilities	
Week 13	Prepare for review of the term; <i>Progress review meeting [date/time/location]; Formal assessment review meeting - read, discuss and sign assessment form</i> (Induction Tutor to send copy to Appropriate Body; original to NQT)	
Week 14	Thoughts/plans/agree objectives and focus areas for professional development time for next term	

### Some examples of how the 10% release time might be used

- Attending courses with local authority, teaching schools or external providers
- Visiting other schools, e.g. Teaching Schools, special schools, schools with similar intake, schools with outstanding provision in NQTs subject/age phase
- 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 using pre-agreed criteria
  - of other teachers in school for subject specific development using pre-agreed criteria
  - 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 a specialist teacher or specialist leader in education (SLE)
  - from the SENDCo, 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/disabilities (SEND)
  - pupils with English as an additional language (EAL)
  - more able pupils (G & T)
  - team teaching with other NQTs/colleagues with particular expertise
- Personal enquiry and reading; researching websites, observation, discussion etc.
- Gaining experience of pastoral duties/form tutor role
- Improving generic aspects of teaching e.g. AfL, creativity, thinking skills, Social and Emotional Aspects of Learning (SEAL), equal opportunities, diversity etc.
- Reading pupils' previous records and reports
- Analysing marking and record keeping systems in order to improve their own
- Moderation/standardisation meetings
- Planning a lesson based on the thorough assessment of pieces of work
- Shadow a meeting with outside agencies, e.g. social workers, speech therapists, educational psychologist, etc.
- Looking at resources in school, such as computer software
- Reflecting on progress so far against the Standards
- Meeting the induction tutor, e.g. for progress review meeting



## Recording Objectives and Associated Action Plan

**NQT**  
**Date**

RATIONALE/PURPOSE	<b>OBJECTIVE</b>  ASSOCIATED TEACHERS' STANDARD(S)	MONITORING ARRANGEMENTS
SUCCESS CRITERIA		DATES and DEADLINES
Actions and Support	WHO	WHEN

**For some NQTs a target may need to be broken down into very clear bullet points to avoid confusion and ensure success. This might be as simple as:**

Area of concern	What we see now	What we need to see

## Formal Lesson Observations

### Before the observation

*Both the NQT and the Induction Tutor should be clear about:*

- the focus of the observation – specific or general, and how it relates to the NQTs progress towards meeting the Teachers' Standards
- how the observation fits into the overall Induction programme?
- the organisation, including:
  - time and date for pre-observation discussion
  - date and time of observation
  - length of observation
  - arrangement for immediate response
  - date and time for detailed feedback,
- how the observation will be recorded?
- the use of observation notes and any other records made as part of the Induction Assessment Process,
- the role of the observer. (N.B. Pupils may see the observer as a 'resource' and agreement should be reached as to how the observer will respond to this).

### During the observation

- remember the NQT may be nervous – try to put them at their ease;
- make notes of what you see at the time (including the learning environment) – do not be tempted to trust your memory and write it up afterwards;
- be specific in your comments and ensure they are constructive;
- keep in mind the agreed focus of the observation but note down any other significant features which you will want to discuss with the NQT;
- talk to the pupils about what they are doing as part of your information gathering;
- Concentrate on the teachers' impact on pupils' learning
- recognise that pupils may see you as a resource;

- you may want to expand on the observation form as it provides a useful framework for recording, but be realistic about what you can record and observe in a limited period of time;
- decide what your immediate feedback will be towards the end of observation period, ensuring it will be consistent with the detailed feedback to follow.

### After the observation

- ensure some immediate feedback is provided;
- ensure the time and location for the detailed feedback will promote a professional dialogue;
- ensure that during the detailed feedback session notes taken are shared and provide the basis for the discussion;
- recognise there may be issues you wish to return to;
- agree the next steps;
- ensure a copy of the observation notes is given to the NQT in a timely fashion.

### Characteristics of Good Practice in the Classroom

*Where teaching and learning is secure it is characterised by the following:*

#### Knowledge and understanding

- a sound knowledge and understanding of the subject being taught
- competent in teaching the subject skills
- a good understanding of how to teach numeracy and literacy skills (including phonics)
  - primary
  - technical competence in teaching basic skills – secondary
- a sound knowledge of how pupils learn and are able to draw on this when presenting pupils with new experiences/information
- Good understanding of safeguarding issues

#### Planning

- competence in planning the area of work and learning in the subject
- ability to set clear learning objectives which pupils understand
- ability to take into account the differing needs of pupils including: underachieving, very able, EAL, SEND, GRT, pupil premium and those with EHC plans.

## Teaching and Learning

- ability to establish high expectations for pupils so they deepen their knowledge and understanding
- ability to give lively, informative and well-structured expositions and explanations
- questioning which probes pupils' knowledge and understanding, challenges their thinking, engages them and moves them on
- practical activities which are purposeful and encourage pupils to think about what they are doing, what they have learned and how to improve their work
- investigations and problem-solving activities which help pupils to extend their learning into new contexts
- the grouping of pupils achieves the objectives for teaching and learning
- the form of organisation allows the teacher to interact efficiently with as many pupils as possible
- the use of resources stimulates learning and sensitively reflects different groups, cultures and backgrounds

## Learning Ethos and Classroom Management

- is inclusive and values all as individuals
- exercises authority clearly and fairly
- holds pupils' attention, encouraging their concentration and the completion of the task in hand
- organises the work to be done and the grouping of pupils to do it clearly and efficiently
- supports and controls pupils, intervening appropriately
- establishes mutual respect between pupils and the teacher and pupils and pupils
- establishes and develops good habits of work
- stresses the importance of self-discipline and has expectations of mature behaviour
- encourages pupils to lead the learning, where appropriate
- encourages pupils to learn from and support one another, as appropriate

## Use of support staff and resources

- management of time, resources and support promotes good behaviour and effective learning

## Assessment

- looks for gains in learning, gaps in knowledge and areas of misunderstanding
- provides useful on-going feedback to pupils on how to improve
- marks pupils' work regularly and gives constructive feedback
- uses assessment to inform future learning
- helps pupils develop skills to assess their own work

## Suggested Prompts for Review Meeting

Progress review meetings should take place every 6-8 weeks (i.e. one per half term)

Points to consider	Notes
<p>A Positive Start</p> <p>Tutor to offer praise based on observations (informal and formal) and meetings since last review meeting.</p>	
<p>What progress has been made towards achieving objectives since the last review meeting?</p> <p>What evidence is there to support this?</p>	
<p>Are there other areas of the Standards in which progress has been made since the last review meeting?</p> <p>What evidence is there to support this?</p>	
<p>How has the 10% non-contact time been used?</p> <p>How has this impacted on NQT's teaching and on pupils' learning?</p>	
<p>Are there any areas of NQT's teaching and professional development where additional support is needed?</p>	
<p>Which are the priorities to take forward to the next half term?</p>	

## Formal Assessment Meeting

The termly (or end of stage) formal assessment meeting (*pro rata* for part-time NQTs) prior to completing the assessment form should be informed by evidence of the NQT's professional practice and the outcomes of progress review meetings. Objectives should be reviewed and revised in relation to the Standards and the needs and strengths of the individual NQT. Evidence should come from day-to-day practice e.g. examples of planning and self-evaluation as well as lesson observations.

The outcomes of the final formal assessment meeting provide an opportunity for the induction tutor and NQT to take stock of what has been achieved over the induction period and prepare the NQT for involvement in performance management (appraisal) arrangements.

NOTE: Refer to the Teachers' Standards to ensure coverage of key requirements within each section

## Writing Induction Progress and Assessment Reports

**Note: Always use the latest forms which can be found at [cyps.northyorks.gov.uk](http://cyps.northyorks.gov.uk)**

NQTs must demonstrate that they have completed Induction satisfactorily in order to be able to continue teaching in a maintained school or non-maintained special school.

NQTs need to know that 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 Standards. If links are made to the 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!**

### Practical Tips

In compiling first, second and interim reports for submission to the appropriate body (the LA), please draw on evidence of progress from a range of sources, including -

- Lesson observations
- NQT meetings/ training
- Professional discussions
- Scrutiny of planning
- Parental feedback
- Feedback from colleagues
- Scrutiny of pupils' books
- NQT's classroom
- Data on pupils' progress

Although lesson observations are very important, judgements on an NQT should never be made on the basis of single observations (any teacher can have an unusually good or bad lesson). In observing NQTs you are judging performance against the Teachers' Standards not Ofsted criteria (though there is much overlap between the two).

Decide how to organise the comments. The most sensible way is to use the eight themes directly from the Teachers' Standards. Consider the evidence you have collected before writing your report.

- Offer judgments against the Standards and provide a narrative to explain your judgement.
- Ensure reports build on each other: have the previous report(s) to hand when preparing for assessment.
- Highlight the main areas of success and development. The use of bullet points may give clarity.
- Use the NQT's name in the report.
- If there is a weakness give clear evidence and record the linked Standard and planned support.
- Give examples of the impact the NQT's practice has on learning or the school community.
- There is no need to refer to every bullet point within a standard each term or repeat judgments from one term to the next.
- Encourage the NQTs to complete their own comments section.

There follows an example of the style that should be used when completing forms:

### Areas of strength

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

1. X has established a safe and stimulating environment for pupils, rooted in mutual respect where children feel that they can approach her and likewise she can talk to them effectively about their behaviour and their work. She has learnt that she needs to demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils and she is now doing this consistently.

#### Promote good progress and outcomes by pupils

2. X is increasingly aware of pupils' capabilities and their prior knowledge, and plans her teaching accordingly. She encourages pupils to take a responsible and conscientious attitude to their own work.

Demonstrate good subject and curriculum knowledge

3. X works hard to ensure she has a secure knowledge of the relevant subject(s) and curriculum areas and looks for ways to foster and maintain pupils' interest in the subject. This can be seen through her planning of DT; an area she has not found easy. X has researched techniques and approaches to learning in order to model and promote a high standard of development for all children in the class. She has also demonstrated this well through her careful, thoughtful planning of the Science she has taught this year. When teaching early reading, X demonstrates a good understanding of systematic synthetic phonics and is developing bringing this into more of her overall teaching. When teaching early mathematics, she demonstrates a clear understanding of appropriate teaching strategies and has used the school's calculation policy to good effect in the classroom.

Plan and teach well-structured lessons

4. X promotes a love of learning and stimulates children's natural intellectual curiosity through careful and thoughtful planning of activities. She identifies what the children would like to learn about and approaches her lessons from that starting point. Consequently, the children are engaged from the start of her lessons. She often asks more experienced colleagues for help when she is not sure and she will take advice and trial ideas willingly.

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

5. X understands that she needs to differentiate appropriately, using approaches which enable pupils to be taught effectively and to ensure progress for every child. Her skill in planning to meet a wide range of needs is improving.

Make accurate and productive use of assessment

6. X keeps pupils' books marked up to date and she is beginning to offer clear advice in her feedback on how pupils can improve their work. X has undertaken some levelling of pupils' work with me (mentor) and with other teachers in school.

Manage behaviour effectively to ensure a good and safe learning environment

7. X has established clear rules and routines for behaviour in the classroom, and takes responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. She uses a range of strategies (praise, sanctions and rewards) consistently and fairly. She is using appropriate strategies to enable her pupils to develop independent learning skills.



Fulfil wider professional responsibilities

8. X makes a positive contribution to the wider life and ethos of the school which is demonstrated through her daily booster intervention programmes she undertakes with two Year 6 pupils and her extra support for school trips or events. She is developing her ability to communicate effectively with parents with regard to pupils' progress and development and has shadowed me (mentor) during parents' consultation evenings.

Personal and Professional Conduct

9. X behaves professionally in her dealings with pupils, staff and parents. She tries hard to reinforce with her pupils the expectations set out in our school mission statement.

**Areas to develop:**

1. Use assessment of progress to set differentiated targets for pupils, ensuring stretch and challenge for all, regardless of backgrounds and dispositions (TS2 and TS6)
2. Guide pupils in how to judge and reflect on progress they are making and how to respond constructively to feedback you provide (TS2 and TS6)
3. Improve deployment of support staff by ensuring what you expect of them is included in your planning and systematically shared and discussed (TS8)



## NOTES

## NQTs and TEACHERS' STANDARDS

### TEACHERS' STANDARDS (PART 1)

<u>TEACHERS' STANDARD</u>	<u>EXCELLENT PERFORMANCE</u>	<u>GOOD PERFORMANCE</u>	<u>THRESHOLD PERFORMANCE</u>	<u>FAILING TO MEET THE STANDARD</u>
<b>1) Set high expectations which inspire motivate and challenge</b>	Sets very high expectations which inspire motivate and challenge all pupils in his/her care beyond usual levels	Sets high expectations which inspire, motivate and challenge all pupils in his/her care	Tries to set high expectations resulting in most pupils being inspired, motivated and challenged.	Does not set adequate expectations and so some or all pupils in his/her care are not inspired, motivated and challenged
<b>2) Promote good progress and outcomes by pupils</b>	Promotes exceptional progress and outcomes for most of his/her pupils (many pupils exceed expectations)	Promotes good progress and outcomes by most of his/her pupils (some pupils exceed expectations)	Promotes adequate progress and outcomes (most pupils' attainment is in line with expectations)	Little attention is paid to the progress and outcomes of his/her pupils. Many pupils' do not attain in line with expectation
<b>3) Demonstrate good subject and curriculum knowledge</b>	Demonstrates excellent subject and curriculum knowledge	Demonstrates good subject and curriculum knowledge	Demonstrates secure subject and curriculum knowledge	Significant gaps in the teacher's subject and/or curriculum knowledge hamper pupil progress and/or understanding

4) Plan and teach well-structured lessons (see area 4 of Teachers' Standards)	Lessons are mostly outstanding or good. When good, lessons often show outstanding characteristics	Lessons are never less than adequate and often good or better	Teaches mainly at least adequate lessons	A significant number of lessons are not adequate resulting in too many pupils not making progress in their learning
5) Adapt teaching to respond to the strengths and needs of all pupils	Has a detailed understanding of the strengths and needs of all pupils and adapts his/her teaching accordingly which results in most pupils making rapid and sustained progress	Has a clear understanding of the strengths and needs of all pupils and adapts his/her teaching accordingly which results in most pupils making good progress	Has some understanding of the strengths and needs of all pupils and often adapts his/her teaching accordingly which results in most pupils making acceptable progress	Fails to take sufficient account of the strengths and needs of pupils or adapt his/her teaching. As a result provision for some pupils is inappropriate and some pupils fail to progress
6) Make accurate and productive use of assessment	Excellent knowledge of and confident in using relevant data to monitor progress and make very accurate and productive use of formative and summative assessment approaches. Verbal and written feedback to pupils is outstanding.	Good knowledge of relevant data to monitor progress and make accurate and productive use of formative and summative assessment. Verbal and written feedback to pupils is focussed and differentiated.	Has some knowledge of relevant data to monitor progress and make reasonably accurate and productive use of formative and summative assessment. Verbal and written feedback to pupils is adequate.	Has limited understanding of relevant data to monitor progress and makes inaccurate, unproductive or no use of formative and/or summative assessment. Written and verbal feedback is absent, inconsistent or fails to assist pupils in moving on.
7) Manage behaviour effectively to ensure a	Has created an excellent climate for learning and is very confident	Has created a good climate for learning and makes effective	Has created a climate for learning that enables pupils to engage safely and	As a result of a poor climate for learning, pupils' overall behaviours and attitudes are

good and safe learning environment	in using a range of behaviour techniques and strategies resulting in very good relationships with pupils and excellent 'behaviour for learning' from pupils	use of a range of behaviour management strategies resulting in good relationships with most pupils and a well ordered learning environment with pupils on task	calmly in activities. Makes reasonable use of some behaviour management techniques and strategies to manage the classroom. Has a positive relationship with most pupils and usually manages low level disruption appropriately.	unsatisfactory. Behaviour management strategies are not used effectively or consistently and as a result pupils are denied the opportunity to learn in a calm environment.
8) Fulfil wider professional responsibilities	<p>Excellent understanding of the roles and responsibilities of a teacher and participates fully in the wider life of the school.</p> <p>Support staff consistently well deployed.</p> <p>He/she is open to guidance and learns rapidly from other colleagues.</p>	<p>Up-to-date knowledge and understanding of the roles and responsibilities of a teacher and participates in school life.</p> <p>Support staff well deployed.</p> <p>Accepts guidance and shows willingness to use ideas suggested by more experienced colleagues.</p>	<p>Understands the roles and responsibilities of a teacher and participates in school life.</p> <p>Support staff usually deployed appropriately.</p> <p>Accepts advice from others and acts on targets set.</p>	<p>Has not fulfilled all professional obligations and has made little effort to contribute to the life of the school.</p> <p>Support staff not always deployed effectively and this limits pupils' learning.</p> <p>Is reluctant to accept advice and slow to act on targets set.</p>

## PERSONAL AND PROFESSIONAL CONDUCT (PART 2)

Teachers must uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school.	
<i>Please type in the box whether each statement has been <u>met</u> or <u>not met</u>.</i>	<u>MET / NOT MET</u>
Treating pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teachers 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 that set out their professional duties and responsibilities.	