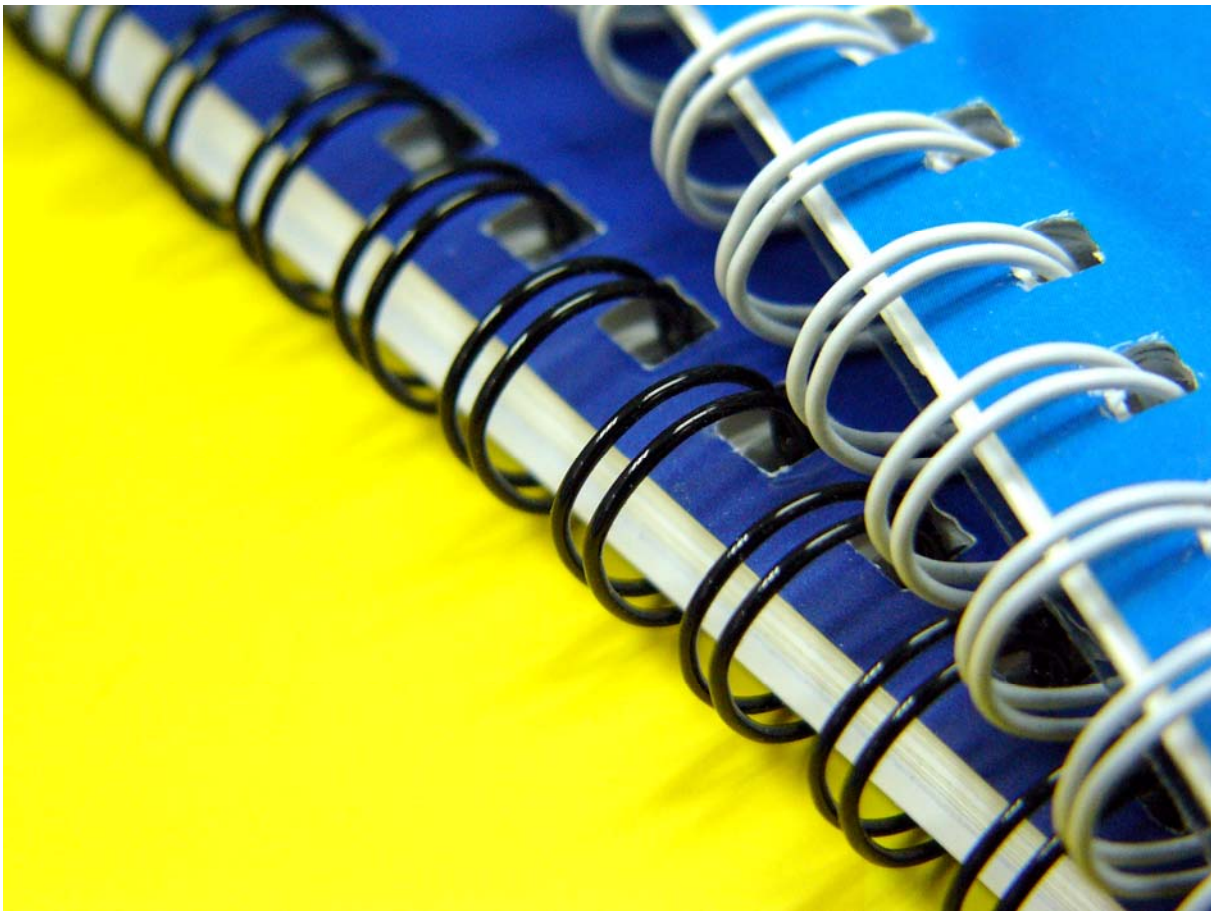


THE INDUCTION OF NEWLY QUALIFIED TEACHERS



GUIDANCE FOR SCHOOLS

NEWLY QUALIFIED TEACHERS: A GUIDE TO INDUCTION

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INTRODUCTION

This booklet of information and guidance for schools has been provided to support headteachers, and, more particularly, induction tutors, in their supervision of the continuing professional development of the NQT. It is our view that whilst there are specific administrative procedures to be followed during the induction process, the emphasis for the school should be on continuing support and development for all teachers in their early years of which induction assessment is only part.

This booklet has therefore been written, as has the booklet provided by the LA for all NQTs, to reflect that emphasis. It has been revised to take into account changes in legislation introduced in March 2008, and the new statutory guidance published in August 2008.

It contains:

- guidance on best practice in the provision of an induction programme;
- extracts from the DCSF guidance document (ref DCSF 00364-2008) on the roles and responsibilities of induction tutors, headteacher and governing body;
- an explanation of the LA's roles, responsibilities, procedures and support to schools;
- a list of useful contacts and links.

Much of this advice has been extracted directly from the guidance document DCSF-00364-2008 and acknowledged as such in footnotes. Therefore, cross-references to other paragraphs and appendices point to that document and not within this LA advice. Note that in some places, the guidance is written as if addressing the NQT (not the induction tutor).

Finally, go to our website, www.cumbria.gov.uk/childrensservices/ssi/nqts.asp, to find frequently asked questions and additional resources, as well as links to information about CPD opportunities in Cumbria.

Please do not hesitate to contact me on 01228 226802, or, for any administrative queries, Clare Furlong, who you can contact by telephone on 01228 226810, fax 01228 606935 or e-mail clare.furlong@cumbriacc.gov.uk.

SANDY CAMERON
School Improvement Officer
LA NQT Induction Co-ordinator

WHAT IS INDUCTION?

The purpose of induction¹

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue, with monitoring and an assessment of performance against the Core Standards. Each NQT's induction programme should enable the NQT to build on and extend the knowledge and skills developed during initial teacher training and provide the foundation for continuing professional and career development. The programme should assist the NQT to meet the Core Standards by the end of the period and equip him or her with the tools to be an effective and successful teacher. Each NQT's programme should be tailored to the individual's needs and circumstances and should provide a reduced timetable (and planning, preparation and assessment time) and significant opportunities for the NQT to:

- show their potential;
- make rapid advancement towards excellence in teaching; and
- begin to make a real impact on their school's and pupils' development.

NQTs will have used the Training and Development Agency for Schools (TDA) Career Entry and Development Profile (CEDP) to support reflection. They should bring their CEDP into their first post, where they and their induction tutor can use it when planning the NQT's induction programme. The CEDP can be used beyond the induction period as well as during it.

How long does induction last?

An induction period must last for three terms, for an NQT working full-time.²

Can I shorten my induction?

Only in certain circumstances. Your school will need to discuss these with the local authority.

Registering for induction

Once you have been appointed, the headteacher or principal must notify the Appropriate Body as soon as possible to register you, in advance of starting. The Appropriate Body must be satisfied that it has sufficient opportunity to fulfil its role, for example to quality assure of the post you have been appointed to, and the induction programme to be provided, as well as advising on professional development where appropriate. Failure to register the NQT in advance may, particularly where there has been a significant interval, result in a delay to the start of the induction period.

If you change schools during your induction, you will need to be registered again.

¹ Statutory Guidance on Induction for Newly Qualified Teachers in England DCSF-00364-2008 paragraph 1.8ff.

² Statutory Guidance on Induction for Newly Qualified Teachers in England DCSF-00364-2008 paragraph 2.35ff.

It is the school's responsibility to put these arrangements in place, but you can help the school by ensuring that you provide the information they require to complete the registration form (example on page 6). You will need to provide evidence that you have obtained QTS and have registered with the GTCE.

ROLES AND RESPONSIBILITIES

The governing body³

When appointing new staff, the governing body should take into account the school's responsibility to provide the necessary monitoring support and assessment for NQTs. The governing body should be able, if it wishes, to seek guidance from the Local Authority (LA) on the induction arrangements and the roles of those school staff with responsibility for implementing them.

The headteacher⁴

As the headteacher of a school taking on NQTs after 1 September 1999, **you** are responsible with Appropriate Bodies for the supervision and training of NQTs ensuring that the NQT has an appropriate induction support programme.

You should inform your LA if an NQT who qualified after 7 May 1999, and who has not yet completed an induction period, either joins or leaves your school. This includes an NQT working in the school for at least one term or more on a supply basis, as such an NQT must be provided with an induction support programme.

A supply teacher, on a contract of one term or more, should be treated in the same way as a permanent employee for the purposes of induction.

NQTs must have a timetable of no more than 90% of the timetable of other mainscale teachers in the school without responsibility points to allow their induction to take place. Under the School Teachers' Pay and Conditions Documents you are placed under a duty to ensure NQTs' teaching time does not exceed 90% of the average.

The time released by the NQT's reduced timetable may be used in whatever way is most appropriate to the professional development needs of the individual NQTs, taking account of the school's context in which they are undertaking induction. However, it is important to ensure that the time is protected, and that it is not used simply as 'non-contact' time. It must be used as part of a coherent induction support programme and distributed appropriately throughout the induction period as best suits both the NQT and their school. The Institute of Education's report 'Evaluation of the Effectiveness of the Statutory Arrangements for the Induction of Newly Qualified Teachers' which was published on 23 May 2002 found that the '10%' reduction in the teaching timetable is agreed by all participants to be vital because it facilitates induction activities'. This report can be accessed via the Teachernet website at:

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

³ Statutory Guidance on Induction for Newly Qualified Teachers in England DCSF-00364-2008; paragraph 6.10.

⁴ Statutory Guidance on Induction for Newly Qualified Teachers in England DCSF-00364-2008 paragraph 6.5ff.

The reduced teaching load will apply equally to those NQTs completing induction while working as long term supply teachers (in a post for at least one term) and, on a pro rata basis, to NQTs working part time.

You are responsible for keeping the governing body informed about arrangements for the induction of NQTs in your school and the results of the formal assessment meetings which are held termly.

You must also recommend to the LA whether the NQT has met the requirements for satisfactory completion of their induction support programme. While you may not delegate these responsibilities, many of the associated tasks will be carried out by an induction tutor or other suitably experienced colleague who has considerable contact with the NQT.

As the headteacher **you** should identify a member of staff as the NQT's induction tutor to provide day to day monitoring and support.

You will also need to ensure that all NQTs have appropriate workloads, in support of a reasonable work/life balance, having regard to their health and welfare.

You must ensure that all NQTs understand the duties and responsibilities schools now have under the Disability Discrimination Act 1995, to provide protection for disabled pupils by preventing further discrimination against them on the grounds of disability. For further information please see 'Useful contacts and links'.

You should be aware that when considering leadership and management an Ofsted inspection will evaluate and report on the extent to which there is a commitment to staff development that is reflected in effective induction and professional development strategies, and where performance management is thorough and effective in bringing about improvement. Further information is available on the Ofsted website at: www.ofsted.gov.uk.

The induction tutor⁵

You should provide, or co-ordinate, guidance and effective support for the NQT's professional development.

You should have the necessary skills, expertise and knowledge to work effectively in this role. In particular, you should be able to make rigorous and fair judgements about the NQTs progress in relation to the requirements for satisfactory completion of the induction period (please see the QTS and Core Standards – all standards must be met if an NQT is successfully to complete their induction).

You will play a key role in providing assessment throughout the NQT's induction programme. The support and assessment functions may be split between two or more teachers where this suits the structures and systems of the school. In such circumstances, responsibilities should be clearly specified at the beginning of induction and arrangements should be put in place to ensure that monitoring and assessments are based on, and informed by, the NQT's teaching and professional development.

⁵ Statutory Guidance on Induction for Newly Qualified Teachers in England DCSF-00364-2008 paragraph 6.9.

You are likely to undertake most of the observations of the NQT's teaching. Professional reviews of progress, based on discussions between the NQT and the induction tutor, should take place at intervals throughout their induction support programme.

You should keep a dated copy of all reports on observations, review meetings and objectives until the LA has decided whether the NQT has completed their induction support programme satisfactorily and any appeal has been determined. A note should be kept of other evidence used. The NQT should receive copies of all such written records and the LA should have access to them.

Who can be an induction tutor?

The induction tutor should be a suitably experienced teacher who has considerable contact with the NQT, for example the NQT's line manager or a senior member of staff. The headteacher may be the induction tutor, if there is no member of staff within the school that is available/has the relevant experience, to fulfil the role.

NEWLY QUALIFIED TEACHERS

LA REGISTRATION FORM

Section one – to be completed before the beginning of the term when induction is due to begin. The school must be satisfied that the NQT meets these requirements before induction can begin.

Name of NQT:			
DCSF number:	RP:		
Date of skills test passed: <i>(if ITT completed after May 2001)</i>		Skills test Certificates checked	signed
Date QTS achieved?		QTS certificate checked	signed
Is the teacher registered with the GTCE:	Yes / no		

Section two – further information about the teacher and the school where induction is to commence. To be completed and returned to School Improvement Team within **four weeks** of induction commencing.

School:			
Starting date (of contract):			
Contract: <i>(complete as appropriate)</i>	Full time: <input type="checkbox"/>	OR	part time: <input type="checkbox"/> FTE: 0.
	Permanent <input type="checkbox"/>	OR	temporary / fixed term <input type="checkbox"/>
	Duration:		
Expected finish date (of induction):		Length of induction to be completed (if part-time or temporary contract)	
Training completed at: <i>(college / university)</i>			
Phase of training:	Primary / secondary / special / nursery		
NQT's areas of specialism: <i>(eg subjects, age range)</i>			
Signature of induction tutor:			
Signature of headteacher:		Date:	

If the NQT has completed part of their induction period elsewhere, please state the school and the duration served:

It is also the school's responsibility to obtain previous assessment reports that have been completed**

AN OVERVIEW OF THE INDUCTION PROCESS

Within four weeks of starting induction

The first few weeks of your appointment should see the completion of five key tasks:

- the school ensures that the LA's NQT registration form is completed and that:
 - you have proof of QTS (certificate of skills tests and QTS from the GTCE);
 - the induction period and end date have been calculated (or, if you are unlikely to finish induction in this post, a calculation of how much induction you will have completed).
- an induction tutor has been appointed to carry out delegated tasks;
- the induction tutor has met with you and used your Career Entry and Development Profile (CEDP) as a starting point for planning your induction programme;
- key dates are established for regular induction meetings and formal assessment meetings;
- within four weeks of starting, you should be observed teaching and given feedback on your performance.

Within each half term, you should be:

- observed by the induction tutor;
- given feedback on your performance and the opportunity to discuss your progress;
- given the opportunity to observe an experienced teacher.

Just before the end of each term:⁶

- the 'formal assessment' meeting should take place;
- the appropriate assessment form should be completed;
- the form should be sent to the LA within 10 days of the meeting.

Just before the end of the induction period:

- the final assessment meeting takes place;
- the headteacher makes the final recommendation on the success of your induction year;
- the final form is completed, signed by the induction tutor, the headteacher and you;

⁶ For part-time NQTs, the notion of a three term induction period should be replaced by the notion of a three part induction period which may well spread across more than three academic terms. Formal assessment meetings are therefore likely to take place mid-term.

- the form is sent to the local authority which decides whether you have passed;
- the local authority writes to you shortly afterwards with the result;
- the GTCE sends a certificate of induction a few months later.

During the year, an LA School Improvement Officer *may* visit the school to discuss induction procedures with the induction tutor and/or headteacher. They *may* observe you teach, give you feedback and provide a summary report to the school which you are entitled to see. (Not all schools are visited).

During the year, it is recommended that you have at least one opportunity to observe an experienced teacher in another school.

It is suggested that the tick list given on the following pages is used as an 'aide-memoire' for both induction tutors and NQTs. It is not a substitute for a planned calendar of meetings, observations or support activities.

AN INDUCTION TIMETABLE CHECKLIST

Induction period one

Within the first four weeks

1. The school completes the NQT registration form and sends it to Clare Furlong, School Improvement Team, 5 Portland Square, Carlisle, CA1 1PU, fax 01228 606935.
2. A 'professional progress review'⁷ meeting where Career Entry and Development Profile (CEDP) and Transition Point Two materials are used to plan for the NQT's development.
3. NQT is observed teaching at least once.
4. Observation is discussed, a record kept and copied to the NQT.

Before end of first term

5. Second 'professional progress review' meeting.
6. NQT is observed teaching at least once more.
7. Observation is discussed, a record kept and copied to the NQT.
8. NQT is given opportunity to observe teaching of experienced colleague(s).
9. The first 'formal assessment meeting'⁸ takes place (head, NQT and induction tutor).
 - Assessment form (end of first assessment period) completed, discussed with NQT and signed by him/her).
 - **Form copied and sent to School Improvement Team within 10 working days of the assessment meeting.**
 - Any concerns about the progress of the NQT are discussed with the link school improvement officer and/or the LA NQT Induction Co-ordinator.

Induction period two

Before end of first half term in second term/period

10. At least one 'professional progress review' meeting with headteacher and/or induction tutor.
11. NQT is observed teaching at least once.
12. Observation is discussed, a record kept and copied to the NQT.

⁷ Statutory Guidance on Induction for Newly Qualified Teachers in England DCSF-00364-2008 paragraph 2.73ff.

⁸ Statutory Guidance on Induction for Newly Qualified Teachers in England DCSF-00364-2008 paragraph 2.84ff.

13. NQT is given opportunity to observe teaching of experienced colleague(s).

Before end of second term/period

14. At least one 'professional progress review' meeting with headteacher and/or induction tutor.

15. NQT is observed teaching at least once.

16. Observation is discussed, a record kept and copied to the NQT.

17. NQT is given opportunity to observe teaching of experienced colleague(s).

18. The second 'formal assessment meeting' takes place (head, NQT and induction tutor).

- Assessment form (end of first assessment period) completed, discussed with NQT and signed by him/her).

- **Form copied and sent to School Improvement Team within 10 working days of the assessment meeting.**

- Any emerging or continuing concerns about the progress of the NQT are discussed with the link school improvement officer and/or the LA NQT Induction Co-ordinator.

Induction period three

Before end of first half term (third term/period)

19. At least one 'professional progress review' meeting as above.

20. NQT is observed teaching at least once.

21. Observation is discussed, a record kept and copied to the NQT.

22. NQT is given opportunity to observe teaching of experienced colleague(s) (in another school).

23. **NB Any continuing concerns that the NQT is unlikely to successfully complete induction are notified to the link school improvement officer and the LA NQT Induction Co-ordinator. This must allow for at least six weeks for remedial action to be taken in conjunction with the LA.**

Before end of third term/period

24. At least one 'professional progress review' meeting as above.

25. NQT is observed teaching at least once.

26. Observation is discussed, a record kept and copied to the NQT.

- 27 NQT is given opportunity to observe teaching of experienced colleague(s) (in another school).
- 28 The final 'formal assessment meeting' takes place (head, NQT and induction tutor).
- Induction final assessment form completed, discussed with NQT and signed by him/her.
 - Form sent to School Improvement Team within 10 working days of the assessment meeting.

Completion of induction: LA tasks

29. The NQT Monitoring Group will meet within 20 working days of receipt of induction final assessment form from school, the LA will decide whether NQT has passed or failed (or in rare cases should have the induction period extended).
- This should not be before the tenth day since the NQT may submit to the LA, written comment on headteacher's recommendation up to 10 days after the completion of the form by the headteacher.
 - Within three days of the decision, LA will inform in writing, the NQT, the headteacher, and the GTCE.
 - If the decision is that the NQT has failed the induction year, then the appeals process will begin and the NQT will either be dismissed within 10 working days or retained until the result of the appeal is known.

For detail about procedures in the event that a school has recommended that the NQT has not met the standard, refer to *Statutory Guidance on Induction for Newly Qualified Teachers in England* DCSF-00364-2008 paragraph 2.106ff and Section 5, The Appeals Procedure.

WHAT MONITORING AND SUPPORT SHOULD BE PROVIDED?⁹

When compiling a programme of support, the induction tutor will need to consider arrangements for you to:

- receive information about the school, the specific post and the arrangements for induction, in advance of the first day in post;
- meet with you to discuss your Career Entry and Development Profile (CEDP), and your individual strengths and development needs, and be given/agree a timetable of observations, reviews and assessment meetings;
- receive information about your 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;
- take part in any appropriate programme of staff training at the school, eg on the national literacy or numeracy strategies;
- know about any whole school policies, including those on safeguarding and child protection, management of behaviour and health and safety and opportunities for more targeted support/advice in these areas where necessary;
- contribute, with other teachers and school staff, to specific school improvement activities;
- spend time with the school's SENCO to focus on specific and general SEN matters;
- receive, where appropriate, training, development or advice from professionals from outside the school, eg from other schools, LAs, higher education institutions, Diocesan authorities, professional bodies and subject associations;
- take part in external training events that are relevant to your identified individual needs;
- be made aware of the school's grievance procedures and locally agreed capability policy.

The monitoring and support programme for an NQT must include:¹⁰

- support and guidance from a designated induction tutor;
- the tutor should have the time and experience to provide the necessary support;
- observation of your teaching and follow-up discussion;
- professional reviews of progress;
- observation of experienced teachers.

⁹ Statutory Guidance on Induction for Newly Qualified Teachers in England DCSF-00364-2008 paragraph 2.60ff.

¹⁰ See the checklist on page 19 onwards for a quick reference guide.

You should be given opportunities to observe experienced teachers to help develop good practice in specific areas of teaching. This could be in your own school or in another school where effective practice has been identified. The focus for the observation should relate to the requirements for satisfactory completion of the induction support programme and your objectives for development.

- Other targeted professional development activities

Planned professional development activities should be based on your priorities for professional development during induction, taking into account the need to build on strengths, address new areas of need due to the particular post, and work towards meeting the Core Standards. In planning the activities that are needed to help you meet your objectives, you and your induction tutor will want to draw on your thinking at the end of initial teacher training, using the Career Entry and Development Profile. Your induction tutor should be focused on helping you to meet the Core Standards.

ASSESSMENT OF PROGRESS

Assessment observations¹¹

How often should observations take place and what should be observed?

Your teaching should be observed during the first four weeks in post and thereafter at least once in any six to eight week period, for example, once each half term. Where an NQT works part-time, the interval between observations should be adjusted accordingly, but the first observation should take place in the first half term. Observations should focus on particular aspects of your teaching which are agreed in advance between you and the observer. The choice of focus for the observations should be informed by (i) the requirements for the satisfactory completion of induction and (ii) your objectives for career development.

Who can undertake observations apart from the induction tutor?

The induction tutor is likely to undertake most of the observations of your teaching. Other people from within or outside the school who hold QTS may also be involved in observations: for example teachers with particular specialisms or responsibilities, Advanced Skills Teachers, National Strategy consultants. Such observations should be co-ordinated by the induction tutor and/or the headteacher.

What should follow an observation?

You and the observer should have a follow up discussion to analyse lessons observed. Arrangements for follow up discussions to observations should be made in advance and a brief written record should be made on each occasion. This record should relate to your objectives for development and indicate where action should be taken. It should show any revisions of objectives.

¹¹ Statutory Guidance on Induction for Newly Qualified Teachers in England DCSF-00364-2008 paragraph 2.70ff.

Professional reviews of progress¹²

How often should these take place?

Professional reviews of progress, at a discussion between you and the induction tutor, should take place at intervals throughout the induction period. There should be at least one scheduled professional review meeting in any six to eight week period, for example, every half term. (Where an NQT works part-time, the intervals between professional review meetings should be adjusted accordingly, but the first meeting should take place in the first half term and after that there should be a meeting at least once a term).

What should these reviews involve?

These reviews should be informed by evidence of your work, for example, observation of teaching. Objectives should be reviewed and revised in relation to the Core Standards and your needs and strengths. A written record should be kept of progress towards objectives and any new objectives set, as well as identification of the steps to be taken to support you in meeting the objectives.

Formal assessment meetings¹³

How often should these meetings take place and who is involved?

Three formal assessment meetings should take place in the total induction period between you and either the headteacher or the induction tutor acting on behalf of the headteacher. For full-time NQTs in schools operating a standard three-term year, the assessment meetings should be held towards the end of each term. In schools with a different pattern of terms, the assessment meetings should be held at equivalent intervals (for NQTs working part-time and therefore undertaking a longer period of induction, the first and second formal assessment meetings should be distributed evenly and a review meeting should be held at least once each term).

What evidence should be used as the basis of evaluation in formal assessment meetings?

These meetings should be informed by written reports from at least two observations and two progress review meetings that have taken place during the assessment period. Judgements should be based on evidence that has been gathered systematically during the induction period and should relate directly to the Standards for the award of QTS and the Core Standards. These can be found in Appendix I. Remember, you should be kept updated on how the induction tutor sees your progress – there should be no surprises! Induction tutors must ensure that they tell the NQT during the assessment meeting, the judgements to be recorded in the formal assessment sent to the LA.

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

- formal and informal assessment records for pupils for whom you have had particular responsibility, including test and/or examination results;
- information about liaison with others, such as colleagues and parents;

¹² Statutory Guidance on Induction for Newly Qualified Teachers in England DCSF-00364-2008 paragraph 2.73ff.

¹³ Statutory Guidance on Induction for Newly Qualified Teachers in England DCSF-00364-2008 paragraph 2.84ff.

- your lesson plans, records and evaluations;
- your self-assessment and records of professional development.

This evidence should emerge from your everyday work as a teacher and from your support programme, rather than being compiled solely for assessment purposes: there is no requirement or expectation that you maintain a file of detailed evidence against each of the standards. However, the school and you may agree that you will want to collect more evidence in areas where you or your induction tutor are concerned about your progress, so that any additional support that may be needed can be better identified.

Completing NQT induction assessment forms¹⁴

Following the first two formal assessment meetings, the prepared form should be completed by the headteacher (or the induction tutor acting on behalf of the headteacher). These reports should clearly indicate whether, at the time of each assessment, you are judged to be making satisfactory progress toward completing your induction support programme successfully by the end of the induction period.

The judgement at the end of each term is a summary of progress being made *at the time of the assessment*. It is not a declaration that you have either ‘passed’ or ‘failed’ that period of induction, so there is no system of ‘two fails and you’re out’: provided you are meeting the standards by the end of the induction period, you can still be recommended to pass.

You are encouraged to add your comments on the summary of progress presented in the form in the section entitled “NQT’s comments.”

The headteacher, the induction tutor and you should sign the assessment form (signing the form indicates that the school has shared the form with you, not that you agree with everything they say!). It should be sent to the Appropriate Body within ten working days of each summative assessment meeting. If, for any reason, any of the parties should refuse to sign the form, the headteacher should still send it to the Appropriate Body within ten working days, with a note explaining why the form has not been signed.

A copy of the completed report should be given to you and one is retained by the headteacher.

Where you are deemed not to have completed your induction satisfactorily, the school should retain the evidence for that judgement until any appeal process is completed, and the General Teaching Council for England (GTCE) has confirmed that you have either had full registration confirmed, been de-registered, or have had your induction period extended.

¹⁴ Statutory Guidance on Induction for Newly Qualified Teachers in England DCSF-00364-2008 paragraph 2.92ff.

What if I leave before I have completed my induction?¹⁵

The school must complete an interim assessment form before you leave so that the information can be used by your new school to help ensure your induction programme meets your needs. All the induction assessment forms can be downloaded from the Cumbria website at: www.cumbria.gov.uk/childrensservices/ssi/nqts.asp. Please note that at the time of writing, the forms are due to be revised by the DCSF early in the autumn term. The revised forms must be used from the spring term 2009 onwards.

SUPPORT FROM THE LOCAL AUTHORITY'S SCHOOL IMPROVEMENT TEAM

In its role as Appropriate Body the LA has two key responsibilities:

- to assure itself that the schools for which it is the Appropriate Body 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 GTCE.

The LA has the responsibility of deciding whether you have successfully passed your induction year. This decision is based largely on the recommendation the LA receives from the school, along with the assessments and other information supplied by the school during the year.

To help it make this decision, the LA monitors the induction programme provided by schools, and offers advice, support and training to induction tutors and NQTs, as well as other staff involved in the process, such as mentors and headteachers.

What does the local authority do?

The LA carries out the following in all schools where there is a registered NQT:

- keeps a record of the name, DCSF reference number, 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;
- carries out termly checks that any NQTs employed by the school are registered for their induction period and ensure their eligibility for induction;
- liaises with other LAs as appropriate about an NQT employed on a part-time basis in more than one school at the same time;
- provides a CCPD programme for the development of induction practice and for NQTs' professional development;
- ensures provision of additional support to any school which needs it where an NQT is struggling to meet the required standards;

¹⁵ Statutory Guidance on Induction for Newly Qualified Teachers in England DCSF-00364-2008 paragraph 2.89ff.

- provides a named contact on induction matters at the LA, with whom NQTs may raise issues about their induction programme where these cannot be resolved satisfactorily within the school;
- makes sure that it is fully aware of the circumstances where any assessment forms have not been submitted or signed;
- retains the assessment reports received on an NQT until the GTCE has confirmed that the NQT will remain registered or has been removed from the register, following the end of the induction period and, where relevant, any appeal process;

What happens when the LA carries out a monitoring visit?

In a sample of schools (approximately 50%), the LA carries out monitoring visits to check the quality of the induction process. This may include an observation of your teaching, but again, only a sample of NQTs are observed (about 45%).

- Induction visits usually take place in the spring or summer terms.
- NQT visits are usually carried out by one of the School Improvement Officers attached to the area team. Where necessary, the visit is carried out by a relevant subject specialist.
- The School Improvement Officer contacts the school to arrange a visit, and to negotiate with the school, a timetable that will allow for:
 - scrutiny of NQT records – registration records, assessment forms, a sample of the induction tutor's lesson observation records, the timetable for induction support, the induction programme itself;
 - discussion with the headteacher about key aspects of induction as a leadership and management issue, and to monitor the use of devolved funding;
 - discussion with the induction tutor (where this is not the headteacher) about the detail of induction processes and the assessment of NQT progress;
 - discussion with the induction co-ordinator (where one is in post) about their role in supervising induction tutor/mentor practices;
 - if selected for the monitoring sample, a joint SIO/induction tutor lesson observation of one NQT of not less than 30 minutes. The main purpose is to validate the accuracy of the tutor's judgement, rather than provide a definitive external judgement of the NQT's competence. Time will need to be allowed for moderation of judgements before feeding back to the NQT. Primary teachers should choose the session. Secondary teachers should choose their preferred subject;
 - a review of the lesson with the teacher and a discussion about induction support (at least 30 minutes, preferably not during the teacher's break or lunch);
 - Summary feedback to the headteacher to confirm the outcomes of the visit;

- Provision of a written report which will focus on the quality of induction processes, although there will be reference as appropriate to the quality of the NQT's teaching where this has been observed (and a separate copy of the observation record provided for the NQT). Induction will be signed off as 'secure' or 'not secure' and become an issue for improvement and support where it is not. If the School Improvement Officer has concerns these will be shared with the school and the NQT and a second visit will be made.
- It must be emphasised that where the LA believes, as a result of monitoring activity in the school that an NQT should be observed in the classroom, this overrides the sampling criteria.
- If a school requests an observation, this should be negotiated as part of the support for that school. SIOs would not routinely agree to observe an NQT, simply because a school has requested it.
- The discussions with senior staff could be carried out together. Discussions with NQTs must be carried out with each one separately.

Monitoring Group

To support this process, the LA has established the NQT Monitoring Group which will meet at least once a term to:

- monitor the quality of induction provided by schools, and the progress of NQTs as notified to the LA through the assessment forms;
- monitor the support provided by the LA in response to requests from schools for further information, advice, guidance and support to their NQTs;
- carry out the duty of the appropriate body (the LA) to make the final decision, based on schools' recommendations as to whether an NQT has successfully completed induction.

This will comprise at least one Senior School Improvement Officer, one School Improvement Officer, one headteacher representative from a primary and one from a secondary school, one representative from the Governor Support Team and a representative from Capita Human Resources to advise on employment matters.

For this group to be effective, schools will need to ensure that they complete interim and final assessment forms and submit them to the LA according to the timescales in the DCSF guidance.

It is particularly important that the form carries a clear recommendation as to whether an NQT is making satisfactory progress. If the available evidence suggests that the NQT "may not be able to meet the requirements..." (page 1, DCSF assessment form) then it is better that this is made clear to the NQT so that further action can be taken, than that a recommendation is delayed and an NQT be left assuming the best or fearing the worst. Such a recommendation is not regarded as a final, irrevocable decision.

Role of the LA “named person”

The ‘named person’ for NQTs should be contacted if the NQT has concerns about his/her induction. NQTs should be reminded that the role of the contact is to offer a listening ear, and to provide appropriate support to resolve problems. The named person will also work with the monitoring group in an advisory capacity, but will not be responsible for taking decisions about NQT competence, nor carrying out NQT observations. NQTs should be reassured that making contact will not in any way prejudice the decisions made about their progress.

Contact details are as follows:

Sandy Cameron, School Improvement Team, Children’s Services, 5 Portland Square, Carlisle, Cumbria, CA1 1PU. Telephone: 01228 226802, fax: 01228 606935, e-mail: sandy.cameron@cumbriacc.gov.uk

Funding

Each school receives £1500¹⁶ per term per full-time NQT to help cover the costs of the induction programme. This funding, formerly distributed through Standards Fund, will be paid directly is included in the section 52 allocation at the beginning of the financial year, thus reimbursing expenditure incurred in providing statutory support for the NQT. Such expenditure might comprise:

- release of the NQT from timetable for the equivalent of an additional 10% per week;
- allowing the NQT to visit and observe other teachers teaching;
- visiting other schools;
- attending in-service training;
- regular meetings with a nominated induction tutor;
- give time to the headteacher and/or the induction tutor to work with, support and observe the NQT.

Additional support and guidance

The first point of contact for schools needing assistance with supporting their NQT is the school’s link School Improvement Officer (SIO). This officer will consult with the school and assist with any arrangements that need to be made to secure the best support available. For example, an Advanced Skills Teacher, subject consultant or School Improvement Officer may be able to work alongside the NQT, or provide advice to the induction tutor. Where issues arise about induction processes and procedures, these may be referred to the LA’s NQT induction co-ordinator who is also a School Improvement Officer.

Additionally, the LA will provide professional development opportunities through conferences, meetings and briefings to NQTs and their induction tutors. The programme of conferences and support sessions currently planned is published at:

<http://www.cumbria.gov.uk/childrenservices/ssi/ccpd/>.

All NQTs are entitled to access the same range of professional development opportunities as other staff in the school.

¹⁶ Figure for 2008-2009 academic year.

It is essential that where a school believes that an NQT is not making progress and is at risk of failing to meet the standards, this is discussed with either the school's link SIO or the LA NQT Induction Co-ordinator. The purpose of the discussions would be to:

- **plan for a higher level of support from the school;**
- **arrange for any relevant additional support from the LA;**
- **ensure the NQT fully understands their progress, the consequences of failure to reach the standard, and their options prior to, and following failure.**

CHECKLIST: LA RECOMMENDED PRACTICE IN INDUCTION

My job

1. I received the following information before I started at the school:
 - school timetables;
 - schemes of work;
 - copies of strategy frameworks;
 - information about the pupils (assessments/records etc);
 - staff handbook;
 - other information about the school.
2. I have a contract that is clear and straightforward to understand.
3. For part-timers (and those who started mid-term): I know when I will finish my induction period.
4. I have a clear and appropriate job description.
5. I have a timetable that includes 10% NQT time and 10% PPA time.
6. I have been given appropriate support for any extra responsibilities I agreed to take on.
7. I have been given time to read and discuss these 'staff handbook' policies and procedures:
 - safeguarding and child protection (I know who the child protection co-ordinator is and what to do about concerns);
 - parent contact procedures;
 - behaviour policy (rules/rewards/sanctions);
 - sickness and absence policy (I know what to do when I have to report in sick/request an absence);
 - health, safety and emergency (first aid/fire drill/risk assessments).

My induction tutor

8. I have been assigned an induction tutor and/or mentor.
9. My induction tutor and I have had formal assessment meetings.
10. I have regular planned contact with my induction tutor.

- 11. Meetings with my induction tutor are arranged in advance to an agreed timetable.
- 12. I have easy informal access to my induction tutor.
- 13. My induction tutor is supportive, constructive and sympathetic to my needs.
- 14. I have been observed teaching by my induction tutor (and/or other experienced staff as appropriate) and given helpful feedback.

Assessment and progress

- 15. My initial development targets were built on the CEDP I had brought from college.
- 16. I clearly understand what my strengths are and what areas I have to develop.
- 17. It has been made clear to me how I need to improve, and support has been planned to help me get there.
- 18. It has been made clear to me that I am/am not making appropriate progress towards successful completion of my induction.

My professional development

- 19. I have observed others teach and learned from it.
- 20. I have been taking part in and learned from in-school professional development activities, for example, twilights, development days etc.
- 21. I have the same opportunity to attend courses as other staff.
- 22. I have had support to plan for my development next year (if appropriate).

Other support

- 23. I have easy access to the resources that were in school.
- 24. I am provided with support for planning.
- 25. I am able to access a network of other NQTs.
- 26. My headteacher is available and supportive.
- 27. I feel able to turn to other colleagues for advice as well as my induction tutor.
- 28. My contributions to school and staff activities, and to staff meetings are welcomed.
- 29. When I have a problem, I feel it is dealt with fairly.
- 30. The LA induction booklet contains useful information.

- 31. I have begun to maintain a portfolio that helps me record and plan for my professional development.
- 32. As appropriate, I have had access to additional LA advice and support, for example, advanced skills teachers, school improvement officers, consultants, leading teachers.
- 33. I feel that I can have access to the LA 'named contact' if I need it.

SCHOOL IMPROVEMENT TEAM



NQT INDUCTION AND SUPPORT: MONITORING VISIT RECORD

School:	
LA officer:	
No of registered NQTs:	

DCSF number:	
NOR:	
Support level:	
Date of visit:	

SUMMARY JUDGEMENTS

Has the school verified the information provided on the NQT registration forms?

Eg that the NQT has passed the skills tests, does have QTS and agreed the date when the induction period will end

Does the school have any concerns about any of the NQT(s)?

Provide details as necessary

Does the school's induction programme provide appropriate support to the NQT(s)?

Give details where there are shortcomings

Does the school monitor effectively, the progress of the NQT(s) against the Standards?

Give details where there are shortcomings

Where there has been an NQT lesson observation, do the school and LA judgements broadly agree? *Give details where there is a discrepancy*

Details of additional support to be provided from SIT for any NQT(s) who are not making satisfactory progress (include date for second visit)

Agreed actions – school

Agreed actions – LA

COMMENTARY

The arrangements for providing for NQT induction and PPA time:

Induction time clearly written into timetable? Cover arrangements? Any shortfall in what is required?

The induction and professional development programme:

Use the attached checklist as a prompt for discussion and evaluation with both the headteacher / induction tutor and the NQT

Evidence of school's monitoring of progress towards meeting the Core Standards:

What evidence is there? Comment on the quality of the evidence and the judgements the school has made.

Summary of discussion with the NQT:

Use the attached checklist as a prompt for discussion and evaluation with the NQT

The use of devolved funding

Equivalent to approx £3,000 per full-time NQT, pro rata for part-timers: can be spent on the NQT and on other staff carrying out duties or receiving training for induction purposes.

NQT LESSON OBSERVATION

Name of NQT: _____

School: _____

Subject / content / topic observed: _____

LA officer: _____ Date: _____

Year group: _____ Size of class: _____ Ability of pupils: _____

Summary of feedback to the NQT (and to the school) after the lesson observation

(Use the QTS and Core Standards aide-memoire as a basis for judgements)

Strengths *(where at least satisfactory progress towards the Standards is observed)*

Areas for development *(to ensure satisfactory progress towards the Standards, or better)*

Are any of the areas for development a cause for concern that the NQT may not meet the standard?

USING THE CAREER ENTRY AND DEVELOPMENT PROFILE

The NQT's college should have provided them with the latest version of the TDA's CEDP. This takes the form of a ring binder and card dividers, together with guidance on how to make best use of the CEDP material (which is only available online).

The online CEDP can be found at <http://www.tda.gov.uk/teachers/induction/cedp.aspx>.

Some of the material has been extracted here to provide induction tutors with some initial guidance about using the CEDP.

What is the CEDP?¹⁷

The CEDP is primarily available as a package of online materials. These webpages provide information on the CEDP and induction in general. Here the NQT can find descriptions of the processes that they will be undertaking at each of the three [transition points](#), as well as prompt questions to help guide their thinking.

In addition, these online materials have interactive elements. Transition points [one](#), [two](#) and [three](#); as well as sample formats for recording the NQT's responses, setting objectives, and writing action plans can all be downloaded as Microsoft Word documents.

The NQT can use these to record their responses to the questions posed by the profile. They can save drafts, cut and paste from other documents, and attach them to e-mail.

The NQT may want, as part of this process, to produce new material or collect existing evidence. The online package is therefore supported by a structured hard-copy folder, into which the NQT can "build" their profile. In this folder the NQT can keep their responses at each transition point, collect evidence from existing sources, or record where evidence can be found elsewhere.

The profile:

- is focused on the NQT;
- supports the ongoing process of reflection and review;
- is structured as a working resource;
- suggests prompt questions that can be asked at key [transition points](#);
- encourages flexibility; and
- can be used as part of other profiling or recording systems that the NQT's ITT provider/school/LA or other organisation might introduce them to.

It helps the NQT to:

- build on their achievements and identify their professional development needs;
- make links between their ITT, induction and continuing professional development;
- prepare for meetings with their tutors and induction tutor; and
- set their current priorities in the wider context of career and professional development..

¹⁷ This advice taken from the TDA website and the recently revised documents Supporting Induction for Newly Qualified Teachers (October 2003) and The Role of the Induction Tutor (October 2003). Schools should use the links to refer to the detail of each booklet and to explore the online resources produced by the TDA to assist schools in making the best use of the CEDP.

It helps their ITT provider to:

- prepare the NQT to play an active role in their induction period.

It helps the NQT's school to:

- understand their strengths and experiences by the end of ITT;
- support their professional development;
- support constructive dialogue between NQTs and induction tutors; and
- make links between induction, continuing professional development and performance management.

The Career Entry and Development Profile is not:

- the record of their progress towards meeting the QTS or Core Standards. It should not be used as an assessment tool;
- a reference or testimonial; or
- an isolated document. The NQT's Profile should be used as part of, and to support, the other professional development processes, tools and records the NQT will use.

Using the CEDP

The Career Entry and Development Profile (CEDP) helps the NQT to make constructive connections between initial teacher training, induction and the later stages of their professional development as a teacher.

Specifically it:

- helps the NQT focus their reflection on their achievements and goals in the earliest stages of their teaching career; and
- helps to guide the processes of reflection and collaborative discussion about the NQT's professional development needs which will take place as part of their initial teacher training and induction programmes.

It therefore plays a central role in the statutory induction requirements for NQT's and is part of a framework within which individual teachers can plan their professional development through their careers.

NQTs are expected to use Transition Point One of the CEDP at the end of initial teacher training to review their progress and think about future development. They are similarly expected to share their CEDP with their school at the start of induction, and to use Transition Point Two for discussing their professional development with their induction tutor.

At the end of their induction period, Transition Point Three can be used to reflect on the induction period and think about the future. The NQT may wish to continue using the CEDP approach in their ongoing professional learning and development.

Transition Point One

Towards the end of their initial teacher training (ITT) programme, they will already have used Transition Point One of the CEDP to reflect on their progress to that point, to identify the strengths in their practice, and to think about where they would most value additional experience and development opportunities in the future. The CEDP asks them to record the key points from these discussions in some form, and this record will be useful in thinking about NQTs' needs during induction.

Transition Point Two

NQTs and their induction tutor should then revisit these issues at the start of the induction period in the light of:

- the particular knowledge, understanding and skills needed to perform well in this specific teaching post;
- the requirements for the satisfactory completion of the induction period;
- the NQT's personal aims for longer-term professional development.

Transition Point Two of the CEDP can be used to prepare for and to structure this discussion.

Transition Point Three

Towards the end of induction, you will support the NQT to look back on their induction period, reflect on their progress during induction and think about their aspirations for their continuing professional development.

THE ROLE OF THE MENTOR

It is important to distinguish between the related roles of mentor and induction tutor even though these roles may be carried out by the same individual. The induction tutor has a specific set of responsibilities and tasks to undertake and these have been clearly identified in the earlier sections of this guidance document. The purpose of this section is to explore those professional characteristics which are usually associated with the role of mentor. Much of this guidance is extracted from the 2001 version of the TDA's *The Role of the induction tutor*. The revised version can be obtained from the TDA by quoting the ref TEA0150 and should be ordered along with the four booklet pack *Supporting Induction for NQTs*. These documents can also be downloaded from the following TDA website address:

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

The teacher-mentor link can have a profound impact on professional development and professional satisfaction:

- ideally, all teachers should have a named professional mentor for in-school support;
- the role of the mentor is to oversee and guide the teacher's professional development but not to overtly monitor or evaluate performance (though this may be agreed as an aspect of performance management if appropriate);

- the mentor should allow the teacher's own professional needs to lie at the heart of the support provided;
- the school/mentor/teacher should negotiate and agree how the teacher-mentor support is to be provided and how any funding for support is to be best used;
- the mentor/teacher should agree a professional development plan at the start of each year to outline the support to be provided;
- these processes and plans should be merged with those for performance management wherever this is appropriate and agreed by the teacher.

Mentoring: qualities of effective mentors

- Confident in their understanding of the characteristics of high quality learning and teaching in the classroom.
- Aware of how different learners learn and able to recognise the different learning styles.
- Confident about their own teaching.
- Open minded and receptive to new ideas and approaches.
- Experienced in evaluating, including through classroom observation.
- Good communicators who are genuinely committed to supporting the development of others.
- Prepared to acknowledge their own development needs and take steps to address them.
- Able to use a range of helping strategies, including providing constructive feedback and engaging in positive dialogue.
- Respect new teachers as professionals.
- Encourage and enable teachers to take increasing responsibility for their own development.
- Recognise and celebrate achievements.
- Are open and honest about areas for improvement.
- Support teachers in making the identified improvements.
- Are aware of the strategies that can be used to provide additional support if a teacher is experiencing difficulties.
- Support the process by efficient time management and record keeping.

Mentoring: qualities valued by teachers

- Friendly, approachable.
- Open and honest.
- Trustworthy.
- Good listeners.
- Knowledgeable.
- Well organised.
- Well informed.
- Objective.
- Proactive.

Mentoring: effective review prompts

- I was interested to see ...
- I was impressed with the way you ...
- Talk me through ...
- It was effective when you ...
- What do you think was the effect of ...?
- What would help you to ...?
- Have you considered ...?
- How else might you ...?
- Would it be a good idea to ...?
- So do we both agree that ...?
- Let's summarise what went well and what needs to happen to support you now ...

Skills for mentoring

- Listening.
- Giving feedback.
- Observing practice.
- Coaching.
- Counselling.
- Motivating.
- Diagnosing feedback.
- Assessing materials for suitability.
- Encouraging review and reflection.
- Encouraging professional independence.
- Constructive evaluation.
- Guiding.
- Advising.
- Leading by example.
- Supporting.
- Praising.

USEFUL CONTACTS AND LINKS

Department for Children, Schools and Families (DCSF)

- **For general enquiries regarding this guidance please contact:**

Tel: 0870 000 2288

Email: info@dfes.gsi.gov.uk

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

- **For information on Golden Hellos, please contact:**

Tel: 0870 000 2288 (DCSF)

Tel: 0845 6000 991 (TDA Teaching Information Line)

Web: <http://www.tda.gov.uk/Recruit/thetrainingprocess/fundinginengland/goldenhellos.aspx>

- **For information on Teachers' Pay and Conditions, please contact:**

Tel: 0870 001 2345

Web: <http://www.teachernet.gov.uk/management/payandperformance/pay/>

- **For your DCSF Teacher Reference Number, please contact Capita on:**

Tel: 01325 745746

Fax: 01325 745789

Email: tpmail@capita.co.uk

- **For information on working with teaching assistants and other support staff, please contact:**

School Workforce Unit

Department for Children, Schools and Families

Enquiry point 1: 020 7925 5576

Enquiry point 2: 020 7925 5895

Fax: 020 7925 6699

Web: <http://www.teachernet.gov.uk/wholeschool/teachingassistants/>

- **For information on the legal duties of schools not to discriminate against disabled children please visit the website below:**

<http://www.equalityhumanrights.com/en/Pages/default.aspx>

You can also visit the following website, to view the document 'Accessible Schools: Planning to increase access to schools for disabled':

<http://www.teachernet.gov.uk/docbank/index.cfm?id=2220>

The Training and Development Agency (TDA):

- **For information and publications regarding induction you can contact the TDA at:**

Tel (enquiries): 020 7023 8001

Tel (publications): 0845 6060 323

Email: induction@tda.gov.uk

Web (general): www.tda.gov.uk

Web (induction): <http://www.tda.gov.uk/teachers/induction.aspx>

- **For information on assessment against the QTS and Core Standards, by teachers who have qualified outside of the European Economic Area, please contact the TDA Overseas advice line on:**

Tel: 0845 6000 991

e-mail: ott@tdainfo.co.uk

General Teaching Council for England:

- **For information regarding your induction certificate; registration as a teacher with QTS; and applications (by teachers who are European Economic Area nationals) for the award of QTS, please contact:**

Tel: 0870 001 0308

Fax: (0121) 345 0100

E-mail: tqanswer@gtce.org.uk

Web: www.gtce.org.uk/homepage.asp

If you are the employer of a teacher(s) and wish to check that they have been awarded QTS, please contact the email address below to receive the relevant forms:

employeraccess@gtce.org.uk

- **For information on teaching and induction in Scotland, please contact the General Teaching Council for Scotland (GTCS)**

Tel: 0131 314 6000

Fax: 0131 314 6001

Email: gtcs@gtcs.org.uk

Web: <http://www.gtcs.org.uk/Home/home.asp>

- **You can also contact the General Teaching Council for Wales (GTCW) at:**

Tel: 029 2055 0350

Fax: 029 2055 0360

e-mail: information@gtcw.org.uk

Web: www.gtcw.org.uk

Education Departments Outside of England:

- **You can contact the Department for Education Northern Ireland at:**

Tel: 028 9127 9279
Fax: 028 9127 9100
Email: mail@deni.gov.uk
Web: www.deni.gov.uk

- **For information on teaching and induction in Wales, please contact:**

Tel: 029 2082 3205 or 029 2080 1389
Email: inductioninfo@wales.gov.uk
Web: www.cymru.gov.uk/index.htm

Teaching unions:

- **National Association of Head Teachers (NAHT)**
Tel: 01444 472472
Email: info@naht.org.uk
Web: www.naht.org.uk
- **National Union of Teachers (NUT)**
Tel: 020 7388 6191
Web: www.teachers.org.uk/index.php
- **National Association of School Masters Union of Women Teachers (NASUWT)**
Tel: 0121 453 6150
Email: nasuwt@mail.nasuwt.org.uk
Web: www.teachersunion.org.uk/homepage.asp?NodeID=42710
- **Association of School and College Leaders (formerly Secondary Heads Association (SHA))**
Tel: 0116 299 1122
Email: info@ascl.org.uk
Web: <http://www.ascl.org.uk>
- **Association of Teachers and Lecturers (ATL)**
Tel: 020 7930 6441
Email: info@atl.org.uk
Web: www.askatl.org.uk
- **Voice**
Tel: 01332 372337
Email: enquiries@voicetheunion.org.uk
Web: <http://www.voicetheunion.org.uk/>

Other useful sites:

- **The Independent Schools Council Teacher Induction Panel (ISCTIP):**
Tel: 020 7766 7070
Web: www.isc.co.uk
- **For practical and emotional support for teachers and lecturers (both serving and retired) and their families, regardless of age, length of service or union affiliations you can contact the Teacher Support Network:**
Tel: 08000 562 561
Web: <http://www.teachersupport.info/>
- **Cumbria Continuing Professional Development**

Tel: 01228 226089
Website: <http://www.cumbria.gov.uk/childrensservices/ssi/ccpd/default.asp>
- **Cumbria County Council – NQT information**

Contact: Sandy Cameron, School Improvement Officer
Contact: Clare Furlong, NQT Administrator
Tel: 01228 226810
Fax: 01228 606935
Website: www.cumbria.gov.uk/childrensservices/ssi/nqts.asp
- **For frequently asked questions:**

Cumbria website:
<http://www.cumbria.gov.uk/elibrary/Content/Internet/537/681/2128/2159/3969310163.doc>
TDA website: <http://www.tda.gov.uk/teachers/induction/faqs.aspx>

PROFESSIONAL STANDARDS FOR TEACHERS IN ENGLAND FROM SEPTEMBER 2007

Introduction

What the standards cover

The framework of professional standards for teachers defines the characteristics of teachers at each career stage. Specifically it provides professional standards for:

- The award of Qualified Teacher Status (QTS) (**Q**).
- Teachers on the main scale (core) (**C**).
- Teachers on the upper pay scale (post threshold teachers) (**P**).
- Excellent teachers (**E**).
- Advanced Skills Teachers (ASTs) (**A**).

Professional standards are statements of a teacher's professional attributes, professional knowledge and understanding, and professional skills. They provide clarity of the expectations of each career stage. The standards are not to be confused with and do not replace the professional duties contained in the School Teachers' Pay and Conditions document, which sets out the roles and responsibilities of teachers.

Set out over the next few pages are the Core Standards, arranged in three interrelated sections covering:

- a. professional attributes
- b. professional knowledge and understanding
- c. professional skills

How the standards will be used

The standards will provide the framework for a teacher's career and clarify what progression looks like. As now, to access each career stage a teacher will need to demonstrate that he/she has met the relevant standards.

The standards clarify the professional characteristics that a teacher should be expected to maintain and to build on at their current career stage. After the induction year, teachers would be expected to continue to meet the core standards and to broaden and deepen their professional attributes, knowledge, understanding and skills within that context.

The standards will support teachers in identifying their professional development needs. Where teachers wish to progress to the next career stage, the next level of the framework provides a reference point for all teachers when considering future development. Whilst not all teachers will necessarily want to move to the next career stage, the standards will also support teachers in identifying ways to broaden and deepen their expertise within their current career stages.

All teachers should have a professional responsibility to be engaged in effective, sustained and relevant professional development throughout their careers and all teachers should have a contractual entitlement to effective, sustained and relevant professional development throughout their careers. There should be a continuum of expectations about the level of engagement in professional development that provides clarity and appropriate differentiation at each career stage. The expectations about the contribution teachers make to the development of others should take account of their levels of skills, expertise and experience, their role within the school, and reflect their use of up-to-date subject knowledge and pedagogy¹⁸.

¹⁸ Extract from the Rewards and Incentives Group (RIG) evidence (Section 9 'The New Teacher Professionalism') to the STRB on 25 May 2005.

All qualified teachers in maintained schools and non-maintained special schools are required to be registered with the GTCE. To maintain registration they must uphold the GTCE's Code of Conduct and Practice for Registered Teachers.

The recommendation for the award of qualified teacher status and registration with the GTCE is made by an accredited Initial Teacher Training (ITT) provider following an assessment which shows that all of the QTS standards have been met. The newly qualified teacher (NQT) may then begin the induction period. NQTs will not be required to meet fully the core standards until the end of their induction period. The core standards underpin the all the subsequent standards and, where there is no progression at subsequent career stages, are valid at all points of teachers' careers within both their immediate workplace and the wider professional context in which they work. Each set of standards builds on the previous set, so that a teacher being considered for the threshold would need to satisfy the post-threshold standards (P) and meet the core standards (C).

The framework of standards is progressive, reflecting the progression expected of teachers as their professional attributes, knowledge and understanding and skills develop and they demonstrate increasing effectiveness in their roles.

All the standards are underpinned by the five key outcomes for children and young people identified in *Every Child Matters* and the six areas of the *Common core of skills and knowledge for the children's workforce*. The work of practising teachers should be informed by an awareness, appropriate to their level of experience and responsibility, of legislation concerning the development and wellbeing of children and young people expressed in the Children Act 2004, the Disability Discrimination Acts 1995 and 2005 and relevant associated guidance, the special educational needs provisions in the Education Act 1996 and the associated *Special Educational Needs: Code of Practice* (DfES 2001), the Race Relations Act 1976 as amended by the Race Relations (Amendment) Act 2000, and the guidance *Safeguarding children in education* (DfES 2004).

The professional standards must operate in the context of teachers' legal rights and contractual entitlements.

Nothing in the professional standards militates against teachers taking lawful industrial action.

Note on the terminology used in the standards

- The term 'learners' is used instead of 'children and young people' when learning per se is the main focus of the standard. It refers to all children and young people including those with particular needs, for example, those with special educational needs, looked after children, those for whom English is an additional language, those who are not reaching their potential or those who are gifted and talented.
- The term 'colleagues' is used for all those professionals with whom a teacher might work. It encompasses teaching colleagues, the wider workforce with an educational establishment, and also those from outside with whom teachers may be expected to have professional working relationships, for example early years and health professionals and colleagues working in children's services.
- The term 'classroom' is used to encompass all the settings within and beyond the workplace where teaching and learning takes place.
- The term 'workplace' refers to the range of educational establishments, contexts and settings (both in and outside the classroom) where teaching takes place.
- The term 'subjects/curriculum areas' is used to cover all forms of organised learning experienced across the curriculum. For example, areas of learning in the foundation stage, broad areas of curricular experience and learning through play in the early years, thematically structured work in the primary phase, single subjects vocational subjects and cross-curricular work in the 14-19 phase.

- The term 'lessons' or 'sequences of lessons' are used to cover teaching and learning activities wherever they take place, whatever their nature and length, and however they might be organised, and are applicable to all educational phases and contexts.
- Where the phrase 'parents and carers' is used, it is understood that the term 'parents' includes both mothers and fathers.
- The term 'wellbeing' refers to the rights of children and young people (as set out, and consulted upon in the Every Child Matters Green Paper and subsequently set out in the Children Act 2004), in relation to:
 - Physical and mental health and emotional wellbeing.
 - Protection from harm and neglect.
 - Education, training and recreation.
 - The contribution made by them to society.
 - Social and economic wellbeing.
- The term 'personalised learning' means maintaining a focus on individual progress, in order to maximise all learners' capacity to learn, achieve and participate. This means supporting and challenging each learner to achieve national standards and gain the skills they need to thrive and succeed throughout their lives. 'Personalising learning' is not about individual lesson plans or individualisation (where learners are taught separately or largely through a one to one approach).

The TDA has provided a separate guidance document showing how the standards can be used to help identify specific aspects of professional development. This can be found at http://www.tda.gov.uk/upload/resources/pdf/c/core_standards_guidance.pdf.

A complete set of the Professional Standards, showing progression from QTS to Core, Post-Threshold, Excellent Teacher and Advanced Skills Teacher can also be found at <http://www.tda.gov.uk/Home/teachers/professionalstandards/downloads.aspx>.

Teachers should meet the following core standards (C) at the end of the induction period and continue to meet them throughout their teaching career:

Professional attributes

Relationships with children and young people

- C1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- C2 Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Frameworks

- C3 Maintain an up to date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

Communicating and working with others

- C4a) Communicate effectively with children, young people and colleagues.
- C4b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and wellbeing.

- C4c) Recognise that communication is a two way process and encourage parents and carers to participate in discussions about the progress, development and wellbeing of children and young people.
- C5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and wellbeing of children and young people, and to raising their levels of attainment.
- C6 Have a commitment to collaboration and co-operative working.

Personal professional development

- C7 Evaluate their performance and be committed to improving their practice through appropriate professional development.
- C8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.
- C9 Act upon advice and feedback and be open to coaching and mentoring.

Professional knowledge and understanding

Teaching and learning

- C10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.

Assessment and monitoring

- C11 Know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations and qualifications.
- C12 Know a range of approaches to assessment, including the importance of formative assessment.
- C13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- C14 Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects and curriculum

- C15 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/ curriculum areas and other relevant initiatives across the age and ability range they teach.
- C16 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

Literacy, numeracy and ICT

- C17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and diversity

- C18 Understand how children and young people develop and how the progress, rate of development and wellbeing of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- C19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- C20 Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other learning needs, and the contributions they can make to the learning, development and wellbeing of children and young people.
- C21 Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and refer to sources of information, advice and support from external agencies.

Health and wellbeing

- C22 Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the wellbeing of children and young people.
- C23 Know the local arrangements concerning the safeguarding of children and young people.
- C24 Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- C25 Know how to identify and support children and young people whose progress, development or wellbeing is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Professional skills

- C26 Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- C27 Design opportunities for learners to develop their literacy, numeracy, ICT and thinking skills appropriate within their phase and context.
- C28 Plan, set and assess homework, other out of class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

Teaching

- C29 Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
 - C29a) Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and diversity.
 - C29b) Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.
 - C29c) Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.

- C29d) Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- C29e) Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.
- C30 Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

Assessing, monitoring and giving feedback

- C31 Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- C32 Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- C33 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.
- C34 Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

Reviewing teaching and learning

- C35 Review the effectiveness of their teaching and its impact on learners' progress, attainment and wellbeing, refining their approaches where necessary.
- C36 Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Learning environment

- C37a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and wellbeing of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and the school.
- C37b) Make use of the local arrangements concerning the safeguarding of children and young people.
- C37c) Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in school learning and learning in out of school contexts.
- C38a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- C38b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- C39 Promote learners' self-control, independence and co-operation through developing their social, emotional, and behavioural skills.

Team working and collaboration

- C40 Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- C41 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

EXTRA SUPPORT FOR NQTS IN DIFFICULTY¹⁹

The vast majority of NQTs will complete the induction period satisfactorily. Nevertheless, some NQTs will, at some stage of their induction support programme, feel that they are not making satisfactory progress, and some will be judged by others to be in this situation. If this occurs early action should be taken in order to support and advise the NQT to make any necessary improvements.

Action in the event of unsatisfactory progress

All NQTs should benefit from observations, professional reviews and formal assessment meetings. However, the headteacher should ensure that procedures are in place in the school to give early warning of any difficulties experienced by the NQT in making progress towards the Core Standards.

If it becomes apparent that you are not making satisfactory progress, this should result in an immediate stepping up of support systems. These may, for example, include setting more specific or shorter-term objectives, closer monitoring and recording of progress. Concerns should be communicated quickly to all those with responsibilities in the induction process, including you and the LA. It is especially important that you are aware of the area(s) in which you need to improve your practice, and are advised and supported in doing so. There will be a need for additional meetings at agreed intervals to monitor progress. Action should not be delayed until a formal assessment meeting has taken place.

As soon as there is any concern about your progress, both the headteacher and the LA should assure themselves that:

- (i) their assessment of your performance is well founded and accurate;
- (ii) areas in which improvement is needed have been correctly identified;
- (iii) appropriate objectives have been set to guide you towards meeting the Standards; and
- (iv) a relevant support programme is in place to help you to meet these objectives.

Please note: Where the induction tutor is not the headteacher, the head should observe the teaching of any NQT considered not to be making satisfactory progress, and review the available evidence. When the induction tutor is the headteacher, the head should ensure that a third party reviews the evidence and observes the NQT.

At the next formal assessment point, if there are still concerns about your progress, the headteacher should complete the relevant assessment form (this can be downloaded from the Cumbria website, www.cumbria.gov.uk/childrensservices/ssi/nqts.asp) and send it to the LA, indicating that at your current rate of progress you are at risk of not completing your induction satisfactorily.

¹⁹ Statutory Guidance on Induction for Newly Qualified Teachers in England DCSF-00364-2008 Section 4.

In addition to comments on progress, the report should, in these circumstances, include brief details of:

- identified weaknesses;
- agreed objectives set in relation to the requirements for the satisfactory completion of induction;
- planned support;
- the evidence used to inform the judgement.

The headteacher should explain to you the consequences of failure to complete the induction period satisfactorily (which is that you will be unable to teach at all in any LA maintained school). A copy of the assessment form, setting out the Standards against which progress is unsatisfactory, development objectives and planned support, should be attached to this notification, and a copy of the notification should be forwarded to the LA.

Action in the event of serious capability problems

In a few particularly serious cases, it may become apparent that the education of the children being taught by an NQT is being seriously affected. In such circumstances the head may wish to consider instigating a capability procedure at any stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the NQT remains at the school the induction procedure continues in parallel with the capability procedure.

Before instigating a capability procedure, it is important that the head is assured that the following has taken place:

- a) the NQT's performance has been monitored;
- b) the NQT has been clearly advised about the aspects of their practice which are causing concern and understands the improvements which are expected;
- c) a reasonable and time limited period (at least four weeks) of careful and structured support/training, monitoring, evaluation and evidence gathering has taken place, giving the NQT an opportunity to improve; and
- d) the NQT has been given an informal warning that failure to improve may lead to entry to the formal capability procedure and that this may lead to dismissal.

The induction procedure (enhanced as necessary) should provide the appropriate structure to cover the requirements of points a - c above. It is essential that the warning about the capability procedure and the possibility of dismissal (point d) is given in addition. Guidance on capability (revised summer 2003) can be found at:

www.dfes.gov.uk/publications/guidanceonthelaw/dfepub/jul00/050700/

If an NQT is dismissed on grounds of capability before the end of the induction period, they may seek to complete induction at another school. The head and LA will, however, need to pass on any induction records and documentation to the new school and Appropriate Body.

Extensions of induction prior to completion

Absence from work for 30 school days or more

If you have been absent from work for 30 school days or more during the induction period, the induction period is extended by the aggregate total of absences. For example, if you are absent for a total of 35 days, the extension will be for 35 days.

Unsatisfactory progress

It is for the LA to decide whether your induction support programme can be extended, and then only after its completion, but it is recommended that an extension is only imposed in exceptional circumstances. This may be where, for reasons unforeseen and/or beyond the control of one or more of the parties involved, it is unreasonable to expect an NQT to meet requirements by the end of their induction support programme, or there is insufficient evidence on which a decision can be made about whether the Core Standards have been met.

Extensions in a separate school

It is possible that NQTs who have been offered an extension to induction will not have continued employment in the school in which they need to find other employment in which to complete their induction support programme for the remainder of their induction period.

Failure to complete induction satisfactorily - employment consequences

Failure to complete the induction period satisfactorily means that the NQT is no longer eligible to be employed as a teacher in a maintained school or non-maintained special school.

The employer of an NQT who has failed induction must dismiss the NQT within ten working days from the date when the NQT gives notice that they do not intend to exercise their right to appeal, or from the date when the time limit of 20 working days for appeal expired without an appeal being brought.

If an NQT has failed their induction, and is appealing, the employer may dismiss them at that point or the employer may continue to employ the NQT pending the outcome of the appeal. If the employer continues to employ an NQT who has failed induction pending the outcome of their appeal, the employer is required to restrict the NQT's duties: they must not take responsibility for a class or teach a subject to a group of children who are not also taught that subject by another qualified and experienced teacher at the school.

It is a legal requirement that the NQT carries out only these restricted duties pending the outcome of their appeal (pursuant to regulation 18 of the Education (Induction Arrangements for School Teachers) (Consolidation) (England) Regulations 2001).

If the NQT's appeal is heard, and fails, the employer should dismiss that NQT within ten working days of being told of the outcome of the hearing.

Appeals

If the NQT chooses to appeal against an extension or against a decision that they have failed to satisfactorily complete induction, the Appeal Body can:

- allow the appeal;
- dismiss the appeal;
- extend the period for as long as the Appeal Body sees fit (which could be substituting a different extension for one originally proposed).

Notice of appeals must be sent to the Appeal Body, the GTCE, within 20 working days of the NQT receiving the decision, although the Appeal Body can extend this time limit if substantial injustice would result from not extending it. The appeal procedure is set out in section 5 of the DCSF guidance.