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EXCEPTIONAL EDUCATION

NQT MENTOR
PORTFOLIO

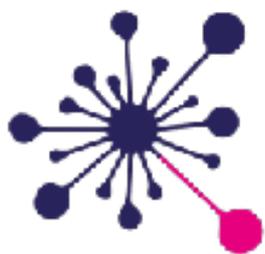


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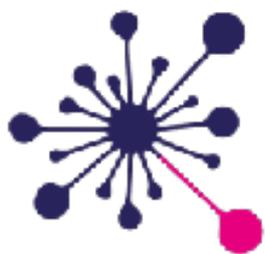
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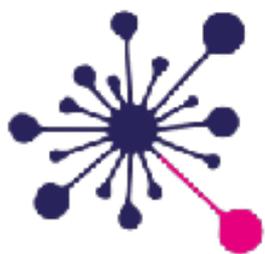
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Statutory Induction Guidance for Appropriate Bodies, Local Authorities, Headteachers, School Staff and Governing Bodies92



WHAT SUPPORT AND TRAINING DOES THE NQT PAYMENT PROVIDE?

The Hereteach Alliance is an experienced and established Appropriate Body which delivers an NQT and Mentor Programme on behalf of Herefordshire, Shropshire and Worcestershire Schools.

The full cost of NQT Induction is £500.00 (instalments can be arranged by request). For schools which employ more than one NQT for full Induction, there is a £50 discount for each subsequent NQT. This covers:

ADMINISTRATION

1. Registering the NQT with Teaching Regulation Agency and maintaining records of school contacts and mentors
2. Recording and holding the overview of the NQT's Induction profile
3. Tracking of the NQT throughout their Induction and beyond in line with DfE requirements
4. Administration of the NQT Programme and Mentor training
5. Advice and support to local authorities, teaching schools alliances and schools
6. Advice and support on legal aspects of NQT Induction e.g. when NQTs are not meeting standards
7. Advice, support and representation at tribunal if an NQT appeals the school's recommendation

PROGRAMME FOR NQTS AND MENTORS

8. A programme of training for NQTs and Mentors led by experienced facilitators and trainers
9. NQT Meetings and Conferences across the year addressing key issues and Teachers' Standards
10. Access to other training programmes relevant to NQTs' phase, subject or professional development
11. A bespoke NQT programme developed from evaluations and feedback
12. A bespoke Mentor programme targeted at raising the standards of teaching and mentoring and fulfilling statutory requirements for NQT Induction

QUALITY ASSURANCE

13. Quality Assurance of termly assessments by NQT Induction Assessors
14. School visits when requested to support, give advice, provide bespoke training or give feedback to either NQTs, Mentors or Headteachers



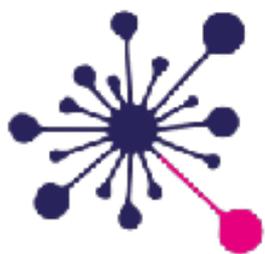
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15. QA visits to schools providing feedback report to Headteacher regarding the provision and compliance of the Schools NQT Induction process

SUPPORT – CONTACTS AND WEBSITE

16. Telephone/email support from the NQT team throughout the year
17. Access and use of the Hereteach website which includes NQT and Mentor resources, training materials and useful links



THE NQT INDUCTION PROCESS

The Induction Process for an NQT is the start of their career in teaching. It is the responsibility of the whole school community. The programme may be co-ordinated by one person but a variety of people contribute to making the programme a success. It is vital that all people directly involved in the process of NQT induction are clear about their roles and responsibilities including the NQT themselves.

The guidance in this document is based upon the revised and updated statutory Induction guidance updated in October 2014. The statutory provisions which underpin this guidance are sections 135A, 135B and 141C (1) (b) of the Education Act 2002, and the Education (Induction Arrangements for School Teachers) (England) Regulations 2012. This guidance explains the provisions of the 2012 Regulations, which came into effect on 1 September 2012, and helps individuals to comply with the Regulations.

MINIMUM ENTITLEMENT AND EXPECTATIONS FOR NQT INDUCTION IN HEREFORDSHIRE

IN HEREFORDSHIRE WE EXPECT ANY SCHOOL WHICH EMPLOYS AN NQT TO PROVIDE INDUCTION WHICH IS:

- In line with statutory requirements
- In line with Herefordshire guidelines
- Supportive of the NQT
- Fair
- Gives opportunities for a breadth of experience during the NQT induction period
- Personalised, individual and challenging
- Driven through self-reflection
- Structured to provide increasing independence for the NQT
- Linked to further CPD and is therefore progressive

IN ACCEPTING A POST IN ONE OF OUR HEREFORDSHIRE SCHOOLS WE WOULD EXPECT AND HOPE THAT THE NQT WILL:

- Be proactive and assume increasing responsibility for their own professional development
- Access opportunities for appropriate professional development
- Work positively and co-operatively with their induction tutor/mentor
- Be open to constructive criticism and self-reflective



NQT SUPPORT AND KEY CONTACTS

Wigmore Teaching School Alliance NQT Support

Kate Mayglothing

Lead contact of Appropriate Body

kmayglothing@wigmore.hereford.sch.uk

Caroline Preston

NQT Lead

cpreston@wigmore.hereford.sch.uk

www.hereteach.org.uk

NQT@wigmore.hereford.sch.uk

Tel: 01568 770323

Lorna Philip

Appropriate Body and Lead Teaching School Administrator

lphilip@wigmore.hereford.sch.uk

Susie Milne

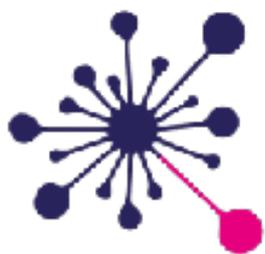
Appropriate Body and Teaching School Administrator

smilne@wigmore.hereford.sch.uk

KEY POINTS TO NOTE ABOUT NQT INDUCTION FROM SEPTEMBER 2012



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- From September 2012 Statutory NQT induction will be based on the revised Teaching Standards. The new standards replace the existing Core professional standards, and will be used to assess an NQT's performance at the end of their induction period in employment.
- The new standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS.
- The legislation referred to is Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and associated Education (Induction Arrangements for School Teachers) (England) Regulations 2012
- All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions.
- Statutory induction is not a legal requirement to teach in the FE or independent sector, including Academies and Free Schools, but may be served in these settings.
- NQTs that qualified under the previous standards but started induction on or after 1 September 2012, or have started but not completed induction by 1 September 2012, will need to be assessed against the new standards at the end of their induction.
- The NQT induction process will be monitored and co-ordinated by the Appropriate Body.
- An appropriate body has the main quality assurance role within the induction process.
- From April 2013 the role of the Appropriate Body could be carried out by a number of Agencies.
- From April 2013 Appropriate Bodies including Local Authorities will be able to charge to act as the Appropriate Body for NQT induction.
- NQTs who have not passed their induction can work in an Academy or Independent School.
- If a teacher who has not completed induction moves from an Academy or Independent School into an LA maintained school they must undertake statutory induction.
- While NQTs are encouraged to complete their induction as soon as possible after achieving QTS there is no time limit on this.
- The amount of time an NQT can undertake supply work without completing their induction has been extended from 16 months to five years.
- Teachers can now undertake NQT induction in a PRU.
- There is a greater flexibility, under some circumstances, for the Appropriate Body to reduce the induction period from three terms to one term.
- NQTs only have ONE chance to complete an induction period. Subject to appeal, if an NQT fails to pass their induction period they may not teach in a relevant school.



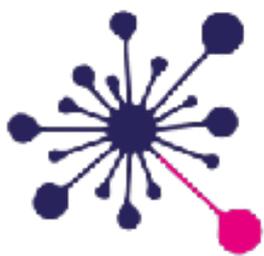


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SECTION 1 - BEFORE UNDERTAKING STATUTORY INDUCTION WITH AN NQT A SCHOOL, COLLEGE OR SETTING MUST CONSIDER AND RESOLVE THE FOLLOWING QUESTIONS.

NOTE – School College Setting will be shortened to SCS for this document.



IS MY SCHOOL, COLLEGE OR SETTING (SCS) A SUITABLE WORKPLACE FOR NQT INDUCTION?

WHERE CAN STATUTORY INDUCTION BE UNDERTAKEN?

- a) a relevant school in England – this includes: a maintained or non-maintained nursery school; a nursery school that forms part of a maintained school; a local authority maintained children’s centre and a pupil referral unit (PRU)
- b) an independent school in England (including Academies; Free Schools and city technology colleges) or independent nursery school subject to the circumstances set out below
- c) a further education (FE) institution including a sixth form college in the circumstances set out below
- d) a British school overseas which is inspected by a DfE approved inspectorate against the British Schools Overseas Standards and is a member of a DfE accredited association, subject to below
- e) a school or FE institution in Wales in which an induction period may be served under Welsh regulations.

INDUCTION IN A MAINTAINED, NON-MAINTAINED OR INDEPENDENT NURSERY SCHOOL, OR MAINTAINED CHILDREN’S CENTRE

- a) NQTs employed and completing a period or part period of statutory induction in these settings must have a Headteacher who can make the recommendation against the relevant standards and must teach classes of pupils predominantly aged three and over. The Headteacher must ensure that the NQT’s post is suitable for induction.

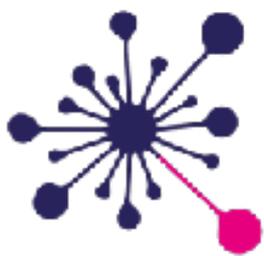
INDUCTION IN FURTHER EDUCATION INSTITUTIONS (INCLUDING SIXTH FORM COLLEGES)

An FE institution or sixth form college wishing to offer an NQT a post in which to serve a statutory induction period must ensure that:

- a) normally no more than 10% of the NQT’s teaching in the FE institution is devoted to teaching classes predominantly consisting of pupils aged 19 and over;
- b) to enable them to develop a sound knowledge and understanding of day-to-day practices and the role of a teacher in a school, NQTs must spend the equivalent of at least ten days teaching children of compulsory school age in a school during their induction;
- c) every effort is made to provide the NQT with up to a further 15 days’ experience in a school setting.

WHERE CAN INDUCTION NOT BE UNDERTAKEN?

- a) a secure training centre
- b) a school requiring special measures (i.e. one which is eligible for intervention under section 62 of the Education and Inspections Act 2006), except in cases where Ofsted have judged a school, or part of a school, to be suitable to host induction



IS MY EMPLOYEE ELIGIBLE TO UNDERTAKE NQT INDUCTION IN THIS SCS?

DOES THE NQT HAVE QTS?

- a) Employers and the appropriate body need to confirm this.

NOTE - Teachers who completed initial teacher training (ITT) and gained QTS between 1 May 2000 and 30 April 2001 are known as Cohort 1 teachers and are required to pass the numeracy skills test before they can satisfactorily complete induction. The Headteacher/Principal must check the status of any Cohort 1 teacher before offering an appointment in which the Cohort 1 teacher will serve statutory induction.

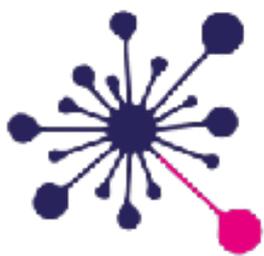
IS THE NQT EMPLOYED FOR A TERM OR MORE EITHER CONTRACTED TO THE SCHOOL OR CONTRACTED THROUGH SUPPLY?

- a) If the NQT is employed for a term or more the school is required to offer statutory induction if employed in a relevant institution.
- b) Short term supply work does not count towards induction.
- c) The LA will not count supply work retrospectively.

IS THE NQT EMPLOYED IN A POST SUITABLE FOR INDUCTION?

The SCS must have

- a) a Headteacher/Principal to make the recommendation about whether the relevant standards have been met;
- b) have prior agreement with an appropriate body to act in this role to quality assure the induction process;
- c) provide the NQT with the necessary employment tasks, experience and support to enable them to meet the relevant standards throughout and by the end of the induction period;
- d) ensure the appointment of an induction tutor with QTS;
- e) provide the NQT with a reduced timetable to enable them to undertake activities in their induction programme;
- f) not make unreasonable demands upon the NQT;
- g) not normally demand teaching outside the age range and/or subject(s) for which the NQT has been employed to teach;
- h) not present the NQT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- i) involve the NQT regularly teaching the same class(es);
- j) involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged; and not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.



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<p>HAS THE SCS MADE APPROPRIATE ARRANGEMENTS TO SUPPORT THE NQT PROCESS?</p>	<p>IS THE NQT RECEIVING THEIR TIME AS A NEW ENTHUSIAST?</p> <ul style="list-style-type: none">a) In a relevant school, the Headteacher must ensure an NQT has a reduced timetable of no more than 90% of the timetable of other main scale teachers in the school to enable them to undertake activities in their induction programme.b) This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. <p>NQTs in independent schools, including Academies and Free Schools, independent nursery schools and FE colleges must also have a reduced timetable on a comparable basis.</p>
<p>HAS THE SCS CONSIDERED HOW THE GOVERNORS MAY BE INVOLVED?</p>	<p>IS THE GOVERNING BODY AWARE OF THEIR RESPONSIBILITIES?</p> <ul style="list-style-type: none">a) Is the governing body satisfied that the institution has the capacity to fulfil the requirements of NQT induction?

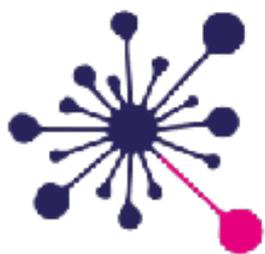


SECTION 2 – HAVING DECIDED TO EMPLOY AN NQT AND PROVIDE STATUTORY INDUCTION A SCS MUST COMPLY WITH THE FOLLOWING.

HAS THE NQT BEEN FORMALLY REGISTERED?

HAS THE NQT BEEN REGISTERED WITH THE APPROPRIATE BODY AND THE TEACHING SCHOOL?

- a) An NQT cannot start their induction until their Appropriate Body has been agreed. Wigmore Teaching School Alliance is an Appropriate Body for NQTs undertaking induction in Herefordshire. Any SCS wishing to register an NQT with Wigmore Teaching School Alliance must do so on the Newly Qualified Teacher Registration Form. See appendix 2
- b) Wigmore Teaching School Alliance and the School must agree the start date for induction and the timings of assessments.
- c) The Appropriate Body is responsible for notifying the Teaching Regulation Agency that the NQT has started induction.
- d) The Appropriate Body is entitled to make reasonable charges, (agreed in advance), not exceeding the cost of supplying the service as follows:
- e) From September 2015 Wigmore Teaching School Alliance provides the service of Appropriate Body at a cost of £500 per NQT (with £50 discount for each subsequent NQT) for those SCSs who wish to register their NQTs with the Wigmore Teaching School Alliance to act as the Appropriate Body.



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ARE ASSESSMENT POINTS/DATES CLEAR AND AGREED?

HAVE THE ASSESSMENT DATES BEEN AGREED WITH THE APPROPRIATE BODY AND IS THE NQT AWARE OF THESE AND THE CONTACT DETAILS OF THE NAMED CONTACT WITHIN THE APPROPRIATE BODY?

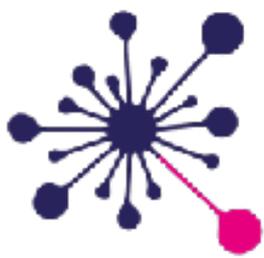
- a) There are three assessment periods for NQT induction. The dates of these should be agreed with the Appropriate Body in advance.
- b) For those teachers working a full-time contract the assessment periods are the full school term.
- c) The assessment dates for term one and term two are the last day of each term for those teachers on full-time contracts with the signed copies to be with the Appropriate Body within 10 days of the end of term, assessments must be signed by all parties but can be scanned and sent electronically.
- d) The final assessment date (where it falls in the summer term) is brought forward slightly so that all paperwork and recommendation for NQTs to have passed their induction period should be with the Appropriate Body by the end of the second to last week of term. Exact dates per year will be published by the Appropriate Body.
- e) For those NQTs who are on a part time contract the Appropriate Body and the SCS must agree the dates when the assessments are due. See Appendix 4 for information as to how these will be calculated.
- f) The SCS concerned must ensure the NQT is aware of the assessment dates and the details of the named NQT contact in the Appropriate Body.

Wigmore Teaching School Alliance proformas for assessment returns with guidance for completion are to be found in Appendix 3 and 3a.

HAS THE SCS ENSURED THAT APPROPRIATE PERSONNEL ARE IN PLACE TO SUPPORT THE INDUCTION PROCESS?

HAS THE SCHOOL/COLLEGE/SETTING APPOINTED AN INDUCTION TUTOR AND INFORMED THE APPROPRIATE BODY WHO THAT IS?

- a) The Induction Tutor holds the main responsibilities for the quality and consistency of the induction process within the SCS.
- b) In smaller schools/settings the Induction Tutor will be the Headteacher but in larger schools the role of the Induction Tutor may be delegated to another member of staff. In some large schools with many NQTs other staff may act as NQT mentors.
- c) The Induction Tutor must ensure consistency of approach across the SCS and where other staff are supporting induction ensure that there is a QA process in place.
- d) The Induction Tutor must hold QTS.
- e) The Headteacher continues to carry the overall responsibility.
- f) Wigmore Teaching School Alliance as the Appropriate Body will liaise with the Induction Tutor over the NQT processes in the school. See page 19 onwards for a description of Induction roles.



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HAS THE SCS ENSURED THAT APPROPRIATE PROCEDURES ARE IN PLACE TO SUPPORT THE INDUCTION PROCESS?

IS THERE A FORMAL PROCESS IN PLACE IN THE SCS FOR NQT INDUCTION WHICH FOLLOWS THE GUIDANCE SET OUT IN THE WIGMORE TEACHING SCHOOL ALLIANCE NOT PROFESSIONAL DEVELOPMENT PORTFOLIO?

This **must** include formal target setting, training and development plan, regular lesson observations and formal review meetings.

To support the assessment of NQTs against the revised Teacher's Standards from 2012 Wigmore Teaching School Alliance has developed some guidance to exemplify the standards (Appendix 6). ***This document and the Herefordshire suggested approaches to judging lessons are in the Herefordshire NQT professional portfolio which accompanies this handbook.***



SECTION 3 – FAQ ABOUT MATTERS ARISING DURING THE INDUCTION PROCESS.

WHAT IS THE PROCESS FOR WHEN AN NQT LEAVES, EITHER AT THE END OF AN ASSESSMENT PERIOD OR BEFORE AN ASSESSMENT IS DUE?

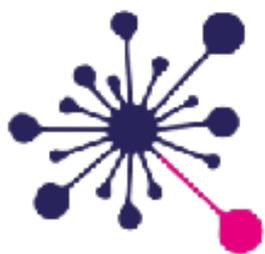
- a) If your NQT leaves or changes their contractual commitments you must inform the Wigmore Teaching School Alliance as the Appropriate Body and ensure that if their assessment is due that this is completed before they leave and sent to the Wigmore Teaching School Alliance. (Please use the relevant assessment form in Appendix 3 or 3a.)
- b) If the NQT leaves in the middle of an assessment period inform Wigmore Teaching School Alliance and ensure an interim assessment is completed and sent to Wigmore Teaching School Alliance.
- c) The Wigmore Teaching School Alliance will notify the Teaching Regulation Agency.

WHAT IS THE PROCESS TO BE FOLLOWED IF THE NQT IS NOT MEETING THE STANDARDS AND THE SCS IS CONCERNED?

- a) Wigmore Teaching School Alliance must be informed as soon as the SCS becomes concerned that the NQT may be likely not to meet the induction standards for that assessment period. Wigmore Teaching School Alliance will offer advice and guidance and reassurance.
- b) The Headteacher or Principal must ensure that additional monitoring and support measures are put in place immediately - action must not be delayed until a formal assessment meeting has taken place. It is important that the NQT is made aware of where they need to improve their practice, and given every opportunity to raise their performance and meet the relevant standards.
- c) The Headteacher/Principal and the appropriate body should be satisfied that areas in which improvement is needed have been correctly identified; appropriate objectives have been set to guide the NQT to meet the relevant standards; and an effective support programme is in place to help the NQT improve and to address identified areas for development.
- d) A standard letter outlining the possible consequences of the situation should be sent to the NQT by the Headteacher at this point. (see appendix 5 for an example)
- e) Be aware that Wigmore Teaching School Alliance in these circumstances will routinely check that the SCS is providing all the support/structure that the NQT is entitled to. This is to ensure that, in the unlikely circumstances that the NQT fails to pass their induction year, Wigmore Teaching School Alliance can support the school in assuring any enquiry from an outside body that the SCS processes were robust.

WHAT IS THE PROCESS TO BE FOLLOWED IF PERFORMANCE IS STILL UNSATISFACTORY AT THE NEXT ASSESSMENT POINT?

- a) In many cases the additional monitoring and support measures mentioned above will have the desired effect and the NQT will go on to be formally assessed at the end of the assessment period as having met the relevant standards.



- b) Where there are still concerns about the NQT's progress at the next formal assessment point (and this is not the final assessment), the Headteacher/Principal should explain **clearly** to the NQT the consequences of failure to complete the induction period satisfactorily and discuss fully with the NQT:
- c) the identified weaknesses;
- d) the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
 - details of additional monitoring and support put in place;
 - the evidence used to inform the judgement; and
 - details of the improvement plan for the next assessment period.
- e) The completion of the assessment report must reflect the current rate of progress and brief details of the issues discussed.

WHAT IS THE PROCESS TO FOLLOW IF THE SCHOOL, COLLEGE OR SETTING HAS SERIOUS CONCERNS REGARDING SAFEGUARDING OR CAPABILITY?

- a) In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the NQT remains at the institution, the induction process must continue in parallel with the capability procedure.
- b) Dismissal on the grounds of capability before the end of the induction period does not prevent the NQT from completing induction at another institution, as all NQTs must complete a full induction period before they can be judged to have failed induction.

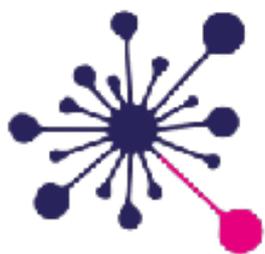
WHAT IS THE MINIMUM PERIOD THAT CAN COUNT TOWARDS INDUCTION?

- a) Generally speaking it is one full term or equivalent.
- b) Wigmore Teaching School Alliance makes the final decision regarding equivalences.
- c) In some special circumstances the NQT period can be reduced or extended.

SEE SECTION 3 OF THE GOVERNMENT STATUTORY GUIDANCE FOR NQT INDUCTION.

WHEN IS INDUCTION COMPLETE?

- a) An NQT completes their induction period when they have served:
 - the full time equivalent of a standard school year (usually three terms); or
 - a reduced period (as agreed with the appropriate body and Headteacher/Principal) based on previous teaching experience or



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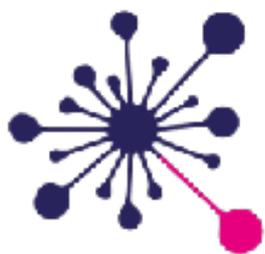
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- an extension to that period, as a consequence of absences occurring during the period; or
- an extension following a decision by the appropriate body or the Teaching Regulation Agency.

NOTE - Cohort 1 teachers must additionally pass the numeracy skills test before they can satisfactorily complete induction.

PROCESS FOR COMPLETING INDUCTION

- a) The SCS recommends that the NQT passes their induction on the final assessment form.
- b) Wigmore Teaching School Alliance makes the final decision.
- c) When Wigmore Teaching School Alliance receives their final assessment report the report is reviewed and quality assured.
- d) Within 20 working days of receiving the Headteacher's/Principal's recommendation, Wigmore Teaching School Alliance must decide whether the NQT:
 - i. has achieved the relevant standards and thereby satisfactorily completed their induction period;
 - ii. requires an extension of the induction period; or
 - iii. has failed to complete satisfactorily the induction period
- e) Wigmore Teaching School Alliance will, within three working days of making the decision, make written notification of the decision to: the NQT; the Headteacher/Principal (in whose institution the NQT was working at the end of their induction); the employer (if other than the appropriate body itself); and the Teaching Regulation Agency. (Note that for a full time NQT formal assessment returns are made to Wigmore Teaching School Alliance termly and the notification to the Teaching Regulation Agency to recommend that the NQT has completed their induction year satisfactorily will be timed with these returns)
- f) If Wigmore Teaching School Alliance decides to extend the period of induction or that the NQT has failed to complete their induction period satisfactorily, we will inform the NQT of their right to appeal against this decision, with the name and address of the Appeal Body (Teaching Regulation Agency), and the deadline for appeals. Any appeal must be notified within 20 working days, after which the right of appeal expires except in exceptional circumstances.
- g) Failure to complete the induction period satisfactorily means that the NQT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in independent schools, including Academies and Free Schools.
- h) An NQT working in a relevant school who has failed induction must be dismissed within ten working days of them giving notice that they do not intend to exercise their right to appeal,



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or from when the time limit for making an appeal expires without an appeal being brought. If an NQT is appealing against a decision that they have failed induction, the employer may choose to dismiss them at that point or may continue to employ them pending the outcome of the appeal. If the NQT's appeal is heard, and they have been judged as having failed induction, the employer should dismiss the NQT within ten working days of being told of the outcome of the hearing.

- i) Teaching Regulation Agency will ensure that the name of the person who has failed induction is included on the list of persons who have failed satisfactorily to complete an induction period and notify them of their inclusion. This must only be done once the time limit for making an appeal against the decision has expired or following dismissal of such an appeal.

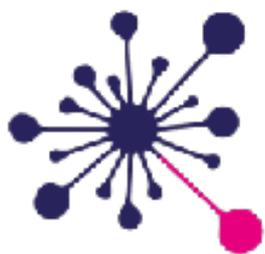
HOW DOES THE APPEALS PROCESS WORK?

- a) If an NQT fails induction, or has their induction extended by Wigmore Teaching School Alliance, Wigmore Teaching School Alliance will advise the NQT of their right to appeal, who to appeal to, and the time limit for doing so.
- b) In England the Appeal Body is the Teaching Regulation Agency which acts on behalf of the Secretary of State. If, however, the NQT completed the final term of their induction in Wales, they must appeal to the General Teaching Council for Wales (GTCW).

Further guidance about the appeals process is available in the national statutory guidelines for NQT induction. (<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>)

WHAT RECORDS HAVE TO BE KEPT AND FOR HOW LONG?

- a) Wigmore Teaching School Alliance as the Appropriate Body is responsible for keeping a record for each NQT it has registered for induction. It will monitor the return of assessment forms and contact the institution concerned when assessment forms have not been submitted or signed on time.
- b) Records should state the date an NQT starts a period of employment counting towards induction, how much of the period has been completed, changes in working patterns and any absences. These should be noted on assessment forms at the end of each formal assessment period.
- c) Where an NQT has already completed part of their assessment period in another institution, the Headteacher/Principal should contact the NQT's previous appropriate body to obtain copies of any assessment forms (including any interim assessments). They should establish how much induction time remains to be served and alert the new appropriate body to any concerns that have been raised about the NQT's progress by previous employers.
- d) Teaching Regulation Agency keeps records of teachers who have completed or are in the process of completing induction. Details of teachers who have passed or failed induction are available to employers through their Employer Access Online service at



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employer.access@education.gsi.gov.uk . As the Appeal Body, Teaching Regulation Agency also keeps records of all appeals.

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

HOW CONFIDENTIAL ARE NQT RECORDS?

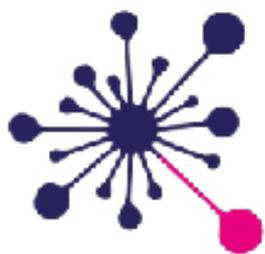
- a) The induction process and the assessments generated from it should be treated with confidentiality at all times and should not be shared with anyone not directly involved in the induction process. It should be made clear to anyone viewing such documents that they are confidential and NQTs must be made aware of who has been granted access to their assessments.
- b) The governing body can request general reports on the progress of an NQT on a termly basis but are not automatically entitled to have access to an individual's assessment forms. The exception to this would be when an NQT has raised concerns about a particular issue/assessment via the institution's grievance procedures, which would in many cases require the governing body to investigate the situation. If at any stage the governing body has questions or concerns about the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process they can seek guidance from the appropriate body.

ARE THERE OTHER SPECIAL CIRCUMSTANCES THAT CAN AFFECT INDUCTION?

- a) Very occasionally data/assessments are lost. If through no fault of the NQT their records have been lost Wigmore Teaching School Alliance will have to make a decision regarding their induction status. This will be done after extensive attempts to recover and evidence the induction process.
- b) Teachers sometimes have two contracts in two different schools. The Headteacher in one of the schools must act as the Induction Tutor but ensure that processes are consistent across the two schools if teaching in both schools are to count towards induction. Each separate contract must meet the minimum required to count towards induction.
- c) Special provisions applying to teachers who gained QTS between 1 May 2000 and 30 April 2001 (Cohort 1) see the **Government's Statutory Guide to NQT Induction**.

HOW IS THE NQT PROCESS QUALITY ASSURED?

- a) SCSs are expected to ensure that, where there is more than one person working with NQTs and assessing their progress that there is training and support for those staff and a system for ensuring that there is a consistent approach across the school to process and standards.
- b) Wigmore Teaching School Alliance also will undertake quality assurance activities.



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- I. A sample of schools will be visited each year for Wigmore Teaching School Alliance to confirm that their induction processes are meeting statutory and Wigmore Teaching School Alliance expectations.
- II. Any school where there is a concern expressed about the NQT's ability to pass the induction year will also have a QA visit. This is to support the school and confirm that their induction processes are meeting statutory and Wigmore Teaching School Alliance expectations. In the rare circumstances where a school has to fail an NQT and that judgement is challenged by the NQT, Wigmore Teaching School Alliance would wish to have the evidence to support the school and affirm that their judgments are robust.
- III. When NQT assessments are received they are checked by Wigmore Teaching School Alliance team to ensure they are complete and meeting requirements. Samples of good practice are identified for sharing/training.
- IV. When a SCS recommends an NQT to pass their induction year Wigmore Teaching School Alliance reviews the assessments and evidence for that NQT before confirming that the NQT will be recommended for completion of their induction.

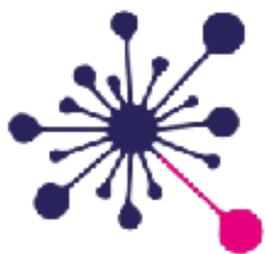
SECTION 4 - WHAT ARE THE REQUIREMENTS OF THE VARIOUS ROLES AND RESPONSIBILITIES CONNECTED WITH NQT INDUCTION?

ROLES AND RESPONSIBILITIES

Supporting an NQT through the process of their induction is the responsibility of a number of individuals and statutory bodies;

- **Teaching Regulation Agency** is an executive agency of the Department for Education, and has responsibility for the regulation of the teaching profession, including misconduct hearings and the maintenance of the database of qualified teachers.
- **The Appropriate Body** currently all schools undertaking formal NQT induction in line with statutory guidelines must have an Appropriate Body to Work with.
- **The Headteacher** holds the responsibility within the school and is often the Induction Tutor.
- **The Induction Tutor** manages the NQT process in some schools with delegated responsibility from the Headteacher.
- **The Induction Mentor** In some large schools there are also Induction subject/phase mentors who work with individual or small groups of NQTs.

NOTE - WIGMORE TEACHING SCHOOL ALLIANCE AS THE APPROPRIATE BODY ASKS ALL SCHOOLS TO IDENTIFY THE INDUCTION TUTOR FOR THE SCHOOL WHO IS THE MAIN POINT OF CONTACT FOR THE AUTHORITY.



THE APPROPRIATE BODY – WIGMORE TEACHING SCHOOL ALLIANCE

STATUTORY - THE APPROPRIATE BODY MUST ENSURE THAT:

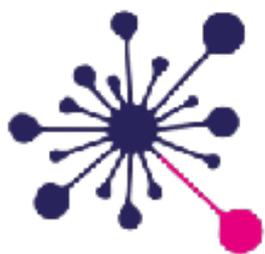
- appropriate quality assurance processes are in place and reviewed regularly;
 - Headteachers/Principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
 - the monitoring, support, assessment and guidance procedures in place are fair and appropriate;
 - where an NQT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
 - where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
 - induction tutors are trained and supported including being given sufficient time to carry out the role effectively;
 - Headteachers/Principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
 - any agreement entered into with either the FE institution or the independent school's governing body is upheld;
 - the Headteacher/Principal has verified that the award of QTS has been made;
 - the school is providing a reduced timetable in addition to PPA time;
 - the NQT is provided with a named contact(s) within the appropriate body;
 - FE institutions (including sixth form colleges) are supported in finding schools for NQTs to spend their mandatory ten days teaching children of compulsory school age in a school;
 - NQTs' records and assessment reports are maintained;
 - agreement is reached with the Headteacher/Principal and the NQT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
 - a final decision is made on whether the NQT has met the relevant standards for satisfactorily completing induction or an extension is required and the relevant parties are notified; and
 - they provide Teaching Regulation Agency with details of NQTs who have started; completed (satisfactorily or not); require an extension; or left school partway through an induction period;
- The Appropriate Body should also (as local capacity, resources and agreements allow) respond to requests from schools and colleges for guidance, support and assistance with NQTs' induction programmes; and
- they respond to requests for assistance and advice with training for induction tutors.

WIGMORE TEACHING SCHOOL ALLIANCE GUIDANCE – THE APPROPRIATE BODY MIGHT:

- Broker additional placements and support for NQTs
- Run a conference and develop training packages for NQTs and Induction Tutors

THE HEADTEACHER/PRINCIPAL OF THE SCHOOL, COLLEGE OR SETTING

STATUTORY:



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THE HEADTEACHER IS RESPONSIBLE ALONG WITH THE APPROPRIATE BODY, JOINTLY FOR THE MONITORING, SUPPORT AND ASSESSMENT OF THE NQT AND SHOULD:

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

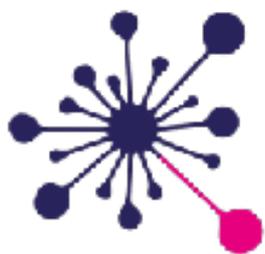
THERE MAY ALSO BE CIRCUMSTANCES WHERE THE HEADTEACHER/PRINCIPAL SHOULD:

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

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

Wigmore Teaching School Alliance Guidance - The Headteacher might devolve responsibility within the school to an induction tutor or a number of mentors for the process of Induction. The Headteacher still retains the ultimate responsibility and if there are a number of induction tutors in the school should ensure that the internal processes of the school are consistent, fair and equitable for all NQTs. Some training of Induction tutors is expected along with a quality assurance process including confirming lesson observation judgements by jointly observing with the Induction tutor/mentor

INDUCTION TUTORS



STATUTORY

Induction tutors (or the Headteacher if carrying out this role) should:

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

SEE MENTORS CHECKLIST APPENDIX 2A

WIGMORE TEACHING SCHOOL ALLIANCE GUIDANCE - INDUCTION TUTORS ARE EXPECTED TO:

- observe an NQT within the first two weeks;
- use the Career Entry Development Profile (if the NQT has one) to set targets as soon as possible after arrival in the school. If there is no CEDP the Induction Tutor must support a self-evaluation process within 2 weeks to ensure targets are appropriate;
- ensure that targets are challenging but fair and that they are set and routinely monitored;
- ensure that assessment review meetings are calendared in advance and that regular meetings are calendared between the NQT and the induction tutor/mentor to review progress and support development;
- ensure records are kept of these meetings;
- ensure Action Planning is thorough and supportive.

GOVERNING BODIES

STATUTORY:

The Governing Body should:

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

WIGMORE TEACHING SCHOOL ALLIANCE GUIDANCE: GOVERNORS SHOULD BE ENCOURAGED TO:

- Meet with NQTs to generally discuss their progress and get some feedback on how Induction is going.



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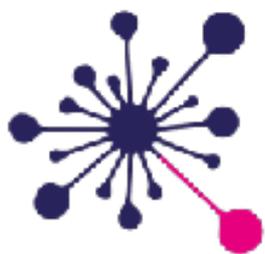
STATUTORY:

Teaching Regulation Agency will carry out specific duties on behalf of the Secretary of State including;

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

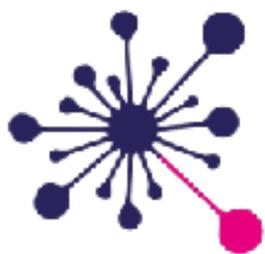
NON-STATUTORY:

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



APPENDIX 1 – EXEMPTIONS

EXEMPTION	EXPLANATION
A person who was already a qualified teacher on 7 May 1999.	A teacher who gained QTS on or before 7 May 1999 (even if they did not take up their first post until after September 1999).
A person currently undertaking a period of induction.	A teacher who is serving his or her induction period in a permitted setting, including periods which have been extended (including those who have completed an induction period in England or Wales and are awaiting the decision of the appropriate body).
A person waiting for the outcome of an appeal having not performed satisfactorily against the relevant standards.	A teacher who is waiting for the outcome of an appeal against a decision that they have failed to perform satisfactorily against the relevant standards.
A person employed on a short-term supply basis, without undertaking induction.	A teacher who is employed as a short-term supply teacher (working periods of less than one term). This can only be done during the first five years following the award of QTS.
A person employed part-time as a supply teacher whilst also undertaking induction.	A teacher who is employed as a short-term supply teacher on a part-time basis but who is concurrently serving induction. Please note that the five-year limit (see above) does not apply to teachers in this situation.
A person who has satisfactorily completed induction, probation, or the equivalent in certain other countries.	The countries which qualify are Scotland, Northern Ireland, Wales, Isle of Man, Guernsey, Jersey, Gibraltar, or in a Service Children's Education (SCE) school in Germany or Cyprus.
A person who trained in England, and then subsequently first worked as a teacher in Wales (before 2003).	A teacher who gained QTS in England on or after 7 May 1999 but before 1 April 2003, and who, subsequently, took up their first post in Wales and who has served at least two terms towards their induction.
9 The Education (Induction Arrangements for School Teachers) (England) Regulations 2012.	
A person from the European Economic Area (EEA) (who falls within Part 2 and Chapters 1, 2 and 4 of Part 3 of the European Communities (Recognition of Professional Qualifications) Regulations 2007(b)).	A teacher from the EEA who has applied successfully to the National College for Teaching and Leadership, formerly the Teaching Agency, for QTS, or a teacher from the EEA who has declared successfully to the National College for Teaching and Leadership, formerly the Teaching Agency, to work in England on a temporary basis.
A person who became a qualified teacher by virtue of regulation 5 of, and para 12 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in an independent school.	A teacher who has been judged by the Teaching Regulation Agency, formerly the National College for Teaching and Leadership, as meeting the specified QTS standards, whilst working in an independent school, where the NQT must have: <ul style="list-style-type: none"> • been employed by an independent school before 1989; and • gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); • been employed in an independent school at the time of recommendation, and the recommendation must have taken place prior to September 2004.



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EXEMPTION	EXPLANATION
A qualified overseas-trained teacher from Australia, Canada, New Zealand, or the United States of America.	Teachers who have successfully completed a programme of professional training for teachers in Australia, Canada, New Zealand or the USA and who have successfully completed or satisfied any additional conditions required in order to be employed as a qualified teacher on a permanent basis in government-funded schools in that country; and who is not the subject of any decision or pending proceedings that may restrict that person's eligibility to teach in that country.
An overseas-trained teacher (OTT), from outside the EEA, who has gained QTS and was successfully assessed against the relevant standards as these would apply at the end of induction.	An overseas-trained teacher (from outside the EEA) with at least two years' experience, who has obtained QTS and who has been assessed against the relevant standards for the purposes of induction.
Scottish- or Northern Irish-trained teachers employed in England on or before 7 May 1999.	Teachers who trained in Scotland or Northern Ireland and who were employed as teachers in England before 7 May 1999.
A person who became a qualified teacher virtue of regulation 5 of, and para 13 of Schedule 2 to, the 2003 Qualification Regulations, i.e. certain teachers who gained QTS whilst working in a further education institution or as an instructor in a school.	A teacher who has been judged by the National College for Teaching and Leadership, formerly the Teaching Agency, as performing satisfactorily against the relevant standards, whilst working in a further education institution or as an instructor in a school where the NQT must have: <ul style="list-style-type: none"> • been employed by an FEI/school before 1989; and • gained a specified qualification before 1974 or 1989 (dependent upon the type of qualification); • been employed in an FEI/school at the time of recommendation, and the recommendation must have taken place prior to September 2004.
A person who has been awarded QTLS status by the Institute for Learning (IfL); and holds membership with the IfL.	Teachers who have been awarded Qualified Teacher Learning and Skills (QTLS) status by the Institute for Learning and who are members of the Institute for Learning (IfL)
Completed a course of initial teacher training in Wales before September 2003.	A teacher who completed a course of initial teacher training in Wales before September 2003.



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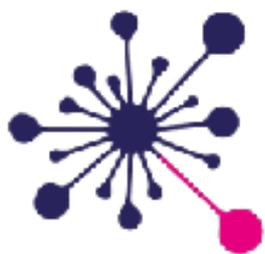
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APPENDIX 2 -
NEWLY QUALIFIED
TEACHER
REGISTRATION AND
CHANGE OF
REGISTERED
DETAILS FORM



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NQT Registration

Please tick whichever is appropriate

Request to register a new NQT for Induction

Request to amend the details of NQT named below (highlight only the relevant changes)

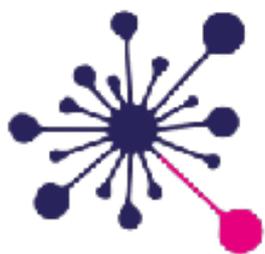
Instructions for completion

- Where tick boxes appear please insert "X or ✓"
- The Headteacher/principal should retain a copy and send a copy of this form (completed in full with signatures) to the Appropriate Body within 10 working days of the NQT being appointed.
- Please return the completed form to the NQT Administration Officer at:
 - Via Anycomms to Wigmore Office account
 - Via password protected email to nqt@wigmore.hereford.sch.uk
 - Via recorded delivery to Wigmore Teaching School Alliance, Wigmore High School, Ford Street, Wigmore, Leominster, HR6 9UW Tel: 01568 770323

All teachers must be registered with the DfE. This is done automatically when QTS is awarded. The Appropriate Body receiving this registration and reporting on Induction is Hereteach. The NQT Administrator will search the DfE website and 'claim' the NQT for Induction.

NQT DETAILS

NQT Full name				
Former name(s) (if applicable)				
Date of birth				
DfE/teacher reference number (TRN – 7 digit number)				
Date QTS awarded		QTS Awarding body		
ITT Numeracy Test	<input type="checkbox"/>	ITT Literacy Test	<input type="checkbox"/>	
Date passed		Date passed:		
If not yet passed, date when test(s) will be taken				
Is this the first teaching post as an NQT?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
If 'no' please specify				
Name of Previous School/s as an NQT				
Date started		Date left		



SCHOOL and INDUCTION DETAILS

Name of school employing NQT			
DfE school number			
Subject(s)/phase(s) taught			
Age range taught			
NQT contact Email			
Name of Induction Manager			
Induction Manager contact Email			
Name of Induction Subject Mentor			
Induction Subject Mentor contact Email			
Signature of Headteacher			
Date			
Date induction started at this school			
If temporary contract, how many months			
Tick as appropriate:			
Full time	<input type="checkbox"/>	Part time*	<input type="checkbox"/>
		*Please indicate proportion e.g. 0.4	
Permanent	<input type="checkbox"/>	Temporary	<input type="checkbox"/>

NQT Privacy Policy - GDPR

Wigmore School Academy Trust is the Data Controller under data protection law and will use the information provided on this form in order to register the NQT for the Appropriate Body Services provided by Hereteach.

Our contact details are Wigmore High School, Ford Street, Wigmore, Leominster HR6 9UW email: teachingschool@wigmore.hereford.sch.uk. The Data Protection Officer is Ms Samantha Smith who can be contacted by email: igschools@herefordshire.gov.uk; Tel: 01432 260282; Post: Information Governance, Herefordshire Council, Plough Lane, HR4 OLE.

The legal basis for processing this data is the legal obligation for all NQTs to be registered with an Appropriate Body; there is also a legal obligation for all Appropriate Bodies to confirm to the DfE that an NQT is registered with them. Should the NQT consent, the email address supplied will also be used to provide training opportunity updates; consent for this aspect can be withdrawn at any time by notifying us in writing.

A copy of this information will be retained by the employing school, who is the Data Controller for the purposes of the NQT's employment and whose legal basis for processing the information is in relation to the performance of this contract of employment.

We will only keep this information for the minimum period necessary. The information contained in this form will be kept no longer than the maximum number of years required by law and in line with the Hereteach Retention Policy (a copy of which is available on request). All information will be held securely and destroyed under confidential conditions at the appropriate time.

We do not share information without consent unless the law or our policies allow us to do so. This information may be shared with individuals or organisations who are asked to support the NQT during Induction, if additional support is requested, for example NLE, SLE, Specialist Consultant or LEA.



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Individuals have a number of rights under data protection law, including the right to request their information. They also have a right to make a complaint about our handling of their personal data to the Information Commissioner's Office <https://ico.org.uk/>

Information provided will only be used for the stated purpose. Further information about the processing of data can be found on our website at www.hereteach.org.uk

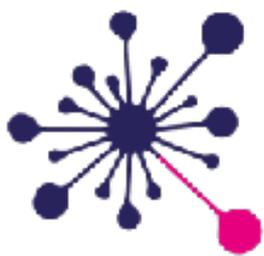


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APPENDIX 3 – MENTOR'S CHECKLIST



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MENTOR'S CHECKLIST

NQTs consistently report that their Mentor is the most valuable support during Induction. Being a Mentor is both a time consuming but highly rewarding role. Therefore it is essential that both the NQT and the Mentor are absolutely clear about what is expected of them. This checklist should be followed to support both parties.

MENTOR/NQT MEETINGS

- NQTs are entitled to a timetabled meeting with their mentor every fortnight.
- The NQT is entitled to regular fortnightly observations, meetings and action planning with the mentor. An observation and feedback each fortnight is recommended.
- Meetings should give feedback from lesson observations, set no more than three targets for the next observation and give feedback on book scrutinies or data analysis.

ASSESSMENTS SHOULD:

- be detailed with examples of Teachers' Standards observed in lesson observations, data submitted, pupils' books etc;
- be written with clear evidence of both strengths and weaknesses;
- be completed in good time to allow appropriate and reflective discussion with NQT before submission to the Appropriate Body;
- give explicit reasons for the NQT not progressing in line with Teachers' Standards;
- contain no surprises for the NQT about their progress against the Teachers' Standards;
- give evidence of how PPA time has been used by NQT.

ACTION PLANS SHOULD:

- detail dates of each meeting and evidence of the discussions/targets set in the meetings in preparation for the next observation or task;
- detail explicit evidence of support available, both given and received;
- give evidence of visits by the NQT to other teaching staff to illustrate outstanding practice (within NQT's school as well as other schools);
- give examples of all training and CPD undertaken both in school and with course providers;
- give examples of NQT's management of TA support.

If there are any concerns about an NQT's progress against the Teachers' Standards it is essential that the 'Not Making Satisfactory Progress' box is ticked. It is often the case that NQTs go on to meet the standards later in their Induction and become highly effective teachers.

A formal letter to the NQT raising any concerns is an essential part of providing support. An example of which can be found in Appendix 5.



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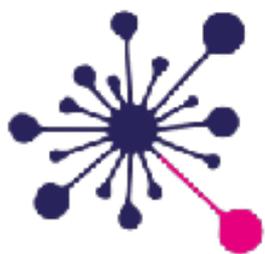
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APPENDIX 4 - NQT INDUCTION ASSESSMENT FORM



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Please return to:
 NQT Administration
 Wigmore Teaching School Alliance
 Wigmore High School
 Ford Street, Wigmore
 Herefordshire, HR6 9UW

Tel: 01568 770323
 Email: nqt@wigmore.hereford.sch.uk
 Via Anycomms – Wigmore Admin (Office)

NQT induction assessment for the (Tick or X appropriate box):

End of First Assessment period	<input type="checkbox"/>	Interim Assessment	<input type="checkbox"/>
End of Second Assessment period	<input type="checkbox"/>		<input type="checkbox"/>
End of Third and Final Assessment	<input type="checkbox"/>		<input type="checkbox"/>

Induction Extensions or Reductions agreed by Appropriate Body

End of Extended Assessment period	Term 1	<input type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
Final Assessment with reduction agreed by Appropriate Body		Agreed No of Days reduced for Induction				<input type="checkbox"/>

Recommendation

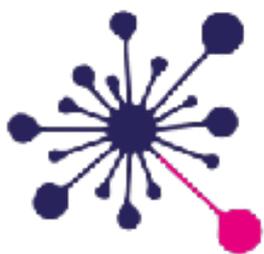
The teacher named below has performed satisfactorily against the Teachers' Standards for the completion of Induction	<input type="checkbox"/>
The teacher named below has not performed satisfactorily against the Teachers' Standards	<input type="checkbox"/>
The teacher named below should have their Induction period extended	<input type="checkbox"/>

How to complete the Induction Assessment Form

1. Where tick boxes appear please insert "X" or tick.
2. Indicate relevant assessment period
3. Indicate school's recommendation of the NQT's performance against Teachers' Standards
4. Complete all NQT details
5. Complete evidence
6. Ensure all signatures are complete

Comments **must** be in the context of and make reference to each specific Teachers' Standard which can be found at: <http://www.education.gov.uk/schools/leadership/deployingstaff/a00205581/teachers-standards1-sep-2012>

The eight Teachers' Standards define the minimum level of practice expected of teachers from the point of being awarded QTS



NQT's personal details:

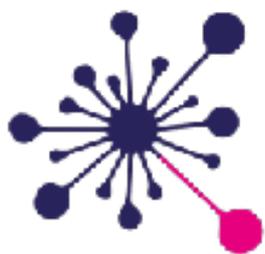
Full name			
Former name(s) (where applicable)			
Date of birth		National insurance number	
DfE TRN (teacher reference number -7 digit number)		/	
Name of institution (e.g. school or college)			
DfE institution number (if applicable)		/	
Appropriate body receiving this report		Hereteach Alliance	
Date of award of QTS:			

Date of start of this assessment period:		Date of end of this assessment period:	
Number of terms completed during this assessment period			
or			
Number of days that can count towards Induction during this assessment period:			

Does the NQT work:	Full time		Part time	
Number of days of absence during this assessment period				
Will this NQT be remaining at this school for the next assessment period?		Yes	No	
If not, then please attach details of the school/appropriate body the NQT is moving to, and contact information.				

PART ONE: TEACHING

Teachers' Standard	Examples of sources where evidence can be found (highlight/select sources used)	Specific examples of practice demonstrated by the NQT
1. Set high expectations which inspire, motivate and challenge pupils		
a. establish a safe and stimulating environment for pupils, rooted in mutual respect	Lesson observations/ display/ note to other staff – advice for specific SEND concern/ use of reward system/ TA direction on lesson plan/ pupil interviews & evaluations/ use of rewards and sanctions	
b. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	Lesson observations/ target setting/ target setting of pp/ send pupils. Student attainment data. Formative comments following assessment on pupils' work/ G&T resources developed by NQT/differentiation show in lesson plans.	



Teachers' Standard	Examples of sources where evidence can be found (highlight/select sources used)	Specific examples of practice demonstrated by the NQT
c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	Lesson observations/ behaviour reports with targets/ positive reward strategies – awards/ praise to parents/ log of phone call to parents/ notes from parents re positive/ negative behaviour/ note to other staff – advice for specific SEND concern/ minutes from meetings with parents/ use of reward system	
2. Promote good progress and outcomes by pupils		
a. be accountable for pupils' attainment, progress and outcomes	pupil attainment data/ mark book/ lesson observations/ pupils' work/ Parents' evenings/ preparatory notes for parents' evenings	
b. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	Lesson plans and observations/ medium term plans/ pupil attainment records/ note to other staff – advice for specific SEND concern/ G&T resources developed by NQT/ liaison notes with previous teachers/ starters which link learning forwards and to prior learning	
c. guide pupils to reflect on the progress they have made and their emerging needs	Lesson plans and observations/ plenaries/ pupil evaluations/ target setting – teacher and pupil lead. Pupils' work with teacher comments & targets/ pupil self-evaluation developed and/or used by NQT/ questioning technique observed in lesson obs.	
d. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	Lesson plans and observations/ lesson self-evaluation/resources developed (& shared with dept.)/ departmental meeting contributions/ CPD attended – evidence of its impact on T&L/ observation of more experienced members of staff – impact on their pedagogy/ note to other staff – advice for specific SEND concern/ pupil interviews & evaluations/ evidence of lesson plan adjustments following other lesson evaluations	
e. Encourage pupils to take a responsible and conscientious attitude to their own work and study.	Pupil self-reflection & target setting/ pupils work with formative comments/ NQT action plan/ lesson observations/ work showing how pupils are encouraged to redraft/improve work / independence strategies used or developed/ G&T resources developed by NQT/ Parents' evenings/ preparatory notes for parents' evenings/ annual progress reports with targets identified/ pupil interviews & evaluations	
3. Demonstrate good subject and curriculum knowledge		



Teachers' Standard	Examples of sources where evidence can be found (highlight/select sources used)	Specific examples of practice demonstrated by the NQT
a. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	Lesson plans and observations/ NQT own evaluations of lessons & targets/ observations of other staff/ membership of professional subject specific organisation/ resources developed (&shared with dept.)/extra-curricular. Clubs/ trips/ formative comments on pupils' work/ Evaluations of training attended/ pupil interviews & evaluations	
b. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	Lesson plans and observations/ membership of professional subject specific organisation/ resources developed (&shared with dept.)/ extra-curricular. Clubs/ trips/ formative comments on pupils' work/ lesson plans with innovative teaching/ R&D projects/ observations of other staff – impact on their pedagogy/ G&T resources developed by NQT/ annual progress reports with targets identified	
c. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject	Professional reading and evaluation/ note to other staff – advice for specific T&L query/ students worked showing RWCM focus/ pupil extended writing showing impact of RWCM promotion/ liaison with staff responsible for RWCM/ resources showing high standard of English/ reference to RWCM in lessons – lesson observations & feedback.	
d. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics	Lesson observations/ notes to teacher responsible Literacy/ synthetic phonics resources developed by NQT/ Professional reading and evaluation/ note to other staff – advice for specific T&L query/ lesson evaluation/ synthetic phonics resources developed by NQT/ evidence of literacy in other subjects.	
e. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	Lesson observations/ notes to teacher responsible for numeracy/ lesson evaluation/ Professional reading and evaluation/ Observations of other staff – impact on their pedagogy/ note to other staff – advice for specific T&L query/ numeracy resources developed by NQT/ evidence of numeracy drip feeding other subjects	
4. Plan and teach well-structured lessons		
a. impart knowledge and develop understanding through effective use of lesson time	Lesson observations/ lesson plans/ lesson evaluations/ TA direction on lesson plan/ student progress data	



Teachers' Standard	Examples of sources where evidence can be found (highlight/select sources used)	Specific examples of practice demonstrated by the NQT
b. promote a love of learning and children's intellectual curiosity	Organising class/school visits/ Professional reading and evaluation/ use of specific & targeted reward system/ lesson observations/ pupil interviews/ resources shared with whole school/ dept.	
c. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	Pupil homework diary/ examples of pupil's homework/ Organising class/school visits/ cross curricular lessons/ contribution to SoW and its homework suggestions	
d. reflect systematically on the effectiveness of lessons and approaches to teaching	Lesson observations & feedback/ Observations of other staff – impact on their pedagogy/ Professional reading, their trial of ideas and evaluation/ R&D project/ pupil interviews & evaluations	
e. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).	Feedback of attended courses in staff meetings/ R&D project/ note to other staff – successful new T&L idea/ SoW contribution/ minutes from staff/ dept. meetings	
5. Adapt teaching to respond to the strengths and needs of all pupils		
a. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	Lesson observations & feedback/ Observations of other staff – impact on their pedagogy Professional reading and evaluation/ note to other staff – advice for specific SEND concern/ use of reward system/ SEND resources/ lesson plans with differentiation/ self-evaluation of lessons	
b. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	Lesson observations & feedback/ Appropriate professional reading and evaluation/ note to other staff – advice for specific SEND concern/ attendance at SEN review meeting/ TA direction on lesson plan/ pupil interviews/ pupil attainment data	
c. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development	Lesson observations & feedback/ Relevant professional reading and evaluation/note to other staff – advice for specific SEND concern/ attendance at SEN review meeting/lesson self-evaluation.	



Teachers' Standard	Examples of sources where evidence can be found (highlight/select sources used)	Specific examples of practice demonstrated by the NQT
<p>d. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p>	<p>Lesson observations & feedback/ Observations of other staff – impact on their pedagogy Relevant professional reading and evaluation/ note to other staff – advice for specific SEND/ EAL concern/ G&T resources developed by NQT/ attendance at SEN review meeting/ TA direction on lesson plan/ minutes at staff or dept. meetings.</p>	
<p>6. Make accurate and productive use of assessment</p>		
<p>a. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p>	<p>Pupil assessment data/ NQT contribution to scheme of assessment/ minutes of dept/ whole school meetings re assessment/ success criteria shared in lessons - Lesson observations & feedback/ questioning technique</p>	
<p>b. make use of formative and summative assessment to secure pupils' progress</p>	<p>Lesson observations & feedback/ questioning technique/ Parents' evenings/ preparatory notes for parents' evenings/ annual progress reports with targets identified/ pupils' work with formative comments/ formative assessment feedback sheets in pupils books (designed by NQT?)/ NQT development of formative plenaries.</p>	
<p>c. use relevant data to monitor progress, set targets, and plan subsequent lessons</p>	<p>Teacher mark book/ record of pupil attainment data/Parents' evenings/ assessment notes for parents' evenings/ target setting resources/ lesson plan & medium term plans adjusted following evaluation of assessment data.</p>	
<p>d. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>	<p>Lesson observations & feedback/ annual progress reports/pupils' work with formative comments/ formative assessment feedback sheets in pupils books (designed by NQT?)/ NQT development of formative plenaries/ dialogue between pupil & NQT where pupils respond to formative comments/ NQT adjusting lesson part-way following mini plenary.</p>	
<p>7. Manage behaviour effectively to ensure a good and safe learning environment</p>		
<p>a. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</p>	<p>Lesson observations & feedback/ Observations of other staff – impact on their pedagogy/ note to other staff – advice for specific SEND concern/ liaison with outside agencies re behaviour/ minutes from meetings with parents re behaviour concerns/ log of phone calls home re behaviour/ reward schemes/ pupil interview.</p>	



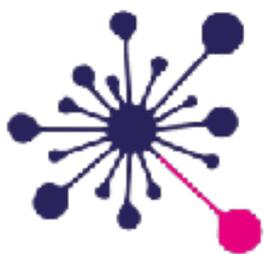
Teachers' Standard	Examples of sources where evidence can be found (highlight/select sources used)	Specific examples of practice demonstrated by the NQT
b. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	Lesson observations & feedback/ note to other staff – advice for specific behaviour management concern & reflection/ minutes from meetings with parents re behaviour concerns/ log of phone calls home re behaviour/reward schemes/ pupil interview.	
c. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	Lesson observations & feedback/ note to other staff – advice for specific SEND concern/TA feedback notes reward schemes/ pupil interview.	
d. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	Lesson observations & feedback/ Observations of other staff – impact on their pedagogy/ annual progress reports/ pupil interviews/ rewards scheme/ minutes of meeting with parents re behaviour	
8. Fulfil wider professional responsibilities		
a. make a positive contribution to the wider life and ethos of the school	Contribution to extra-curricular clubs/ trips/ assemblies/ pastoral activities/ supporting school production/ upholding school policy on uniform	
b. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	TA direction on lesson plan/ TA feedback notes/ Progress made by children working with TAs etc./ Lesson observations/ notes to specialist teacher/ liaison with outside agencies	
c. deploy support staff effectively	TA direction on lesson plan/ note to TA/TA involvement with medium term planning (discussion notes etc.)/ TA direction on lesson plan/ Progress made by children working with TAs etc./ Lesson observations & feedback/	
d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	Observations of other staff – impact on their pedagogy/ TA feedback notes/ membership of professional body/ CPD attended with evidence of its impact/ Lesson observations & feedback	
e. Communicate effectively with parents with regard to pupils' achievements and well-being.	Parents' evenings/ preparatory notes for parents' evenings/ minutes from meetings with parents / log of phone calls home/ annual progress reports/ Home-school liaison/diary/ note informing parents of target setting/ Encourage parental help within the classroom	



Teachers' Standard	Examples of sources where evidence can be found (highlight/select sources used)	Specific examples of practice demonstrated by the NQT
Targets to address areas for development:		
Support:		

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

Teachers' Standard	Examples of sources where evidence can be found (highlight/select sources used)	Specific examples of practice demonstrated by the NQT
1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:		
a. treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position	Lesson planning/ lesson observations relationships with pupils, TA's and colleagues/ staff meetings/ parents evenings/ trips and visits/ performance management/ conduct around school	
b. having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions	Contribution to policies/ actions regarding welfare of pupils	
c. showing tolerance of and respect for the rights of others	Lesson planning/ lesson observations relationships with pupils, TA's and colleagues/ staff meetings/ parents evenings/ trips and visits/ performance management/ conduct around school	
d. not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs	Behaving in accordance with school policies regarding British Values	
e. ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.	Professional behaviour regarding personal beliefs and opinions	



Teachers' Standard	Examples of sources where evidence can be found (highlight/select sources used)	Specific examples of practice demonstrated by the NQT
2. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.	Record of attendance and punctuality / following the culture and practices within the school setting	
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	Lesson planning/ lesson observations relationships with pupils, TA's and colleagues/ staff meetings/ parents evenings/ trips and visits/ performance management/ conduct around school	
Targets to address areas for development:		
Support:		

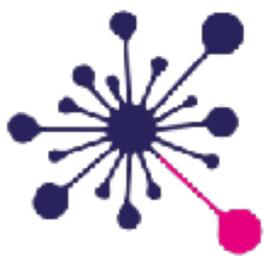
NQT Response:

The NQT is **required** to record their response to this Assessment Period of their induction

I have discussed this report with my Mentor/Induction Tutor and/or Headteacher:

Yes

No



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You may wish to respond regarding;

- discussions you have had with your Mentor/Induction Tutor and/or Headteacher
- your full range of entitlements in accordance with regulations and guidance (<http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers>)
- strengths, skills and experience that you are developing
- any areas where you require further development/support/guidance when looking towards the next stage of your Induction.

I have the following comments to make:

This form should be signed below (please note typed signatures cannot be accepted) scanned and then emailed to NQT@wigmore.hereford.sch.uk or send through AnyComms to Wigmore Admin.

- The head teacher/principal should retain a copy and send a copy of this completed form to the appropriate body within 10 working days of the NQT completing the assessment period.
- The original copy should be retained by the NQT.
- Hard copies are required of assessment, particularly for signature, unless they are submitted on-line with the necessary authenticated digital signatures.

Full guidance on statutory Induction can be found at <http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers>.

Signed: Headteacher/Principal	Date
Full name (CAPITALS)	
Signed: NQT	Date



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Full name (CAPITALS)	
Signed: Induction Tutor (if different from Headteacher/Principal)	Date
Full name (CAPITALS)	



APPENDIX 5 - GUIDANCE ON ASSESSMENT PERIODS

GUIDANCE ON CALCULATING ASSESSMENT PERIODS FOR PART-TIME NQTS

GUIDANCE ON ASSESSMENT PERIODS.

NQTS ON FULL TIME CONTRACTS.

- Assessment periods for Full time NQTs are one school term.
- Signed assessments are to be returned to the Wigmore Teaching School Alliance within 10 working days of the end of each term for full time NQTs. Electronic copies are acceptable but must be followed up with a signed and dated copy.
- Schools may agree with the Wigmore Teaching School Alliance that electronic signatures can be used and forms submitted electronically.

NQTS ON PART TIME CONTRACTS

- The standard teaching year is agreed to be 190 teaching days plus 5 INSET days.
- Assessment periods for NQTs on part time contracts have to be calculated in terms of teaching days.
- The method that Wigmore Teaching School Alliance uses to do this is as follows -

To calculate the date when an assessment is due for a part time NQT divide the standard number of teaching days (190) by the point that the teacher is on e.g. 0.4 ($190/0.4 = 475$) Divide this by 3 and you will know the number of **full time equivalent teaching days** the NQT must work (including training days) for their assessment period. In this case it would be 158. Using the school calendar attached the due date can be worked out from their starting date in full time equivalent days. However,

- on the Assessment forms schools, colleges, settings must record the number of actual teaching days in an assessment period for part timers. The attached calendar should help calculate those too,
- due dates for assessments must be agreed with Wigmore Teaching School Alliance and shared with the teacher concerned.



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CALENDAR

Day	Date	Terms/ Holidays	Day	Date	Terms/ Holidays	Day	Date	Terms/ Holidays
Autumn Term			Spring Term			Autumn Term		
Mon	7-Sep	Start	Mon	4-Jan		Mon	11-Apr	
Tue	8-Sep		Tue	5-Jan	Start	Tues	12-Apr	Start
Wed	9-Sep		Wed	6-Jan		Wed	13-Apr	
Thu	10-Sep		Thu	7-Jan		Thu	14-Apr	
Fri	11-Sep		Fri	8-Jan		Fri	15-Apr	
Mon	14-Sep		Mon	11-Jan		Mon	18-Apr	
Tue	15-Sep		Tue	12-Jan		Tue	19-Apr	
Wed	16-Sep		Wed	13-Jan		Wed	20-Apr	
Thu	17-Sep		Thu	14-Jan		Thu	21-Apr	
Fri	18-Sep		Fri	15-Jan		Fri	22-Apr	
Mon	21-Sep		Mon	18-Jan		Mon	25-Apr	
Tue	22-Sep		Tue	19-Jan		Tue	26-Apr	
Wed	23-Sep		Wed	20-Jan		Wed	27-Apr	
Thu	24-Sep		Thu	21-Jan		Thu	28-Apr	
Fri	25-Sep		Fri	22-Jan		Fri	29-Apr	
Mon	28-Sep		Mon	25-Jan		Mon	2-May	
Tue	29-Sep		Tue	26-Jan		Tue	3-May	
Wed	30-Sep		Wed	27-Jan		Wed	4-May	
Thu	1-Oct		Thu	28-Jan		Thu	5-May	
Fri	2-Oct		Fri	29-Jan		Fri	6-May	
Mon	5-Oct		Mon	1-Feb		Mon	9-May	
Tue	6-Oct		Tue	2-Feb		Tue	10-May	
Wed	7-Oct		Wed	3-Feb		Wed	11-May	
Thu	8-Oct		Thu	4-Feb		Thu	12-May	
Fri	9-Oct		Fri	5-Feb		Fri	13-May	
Mon	12-Oct		Mon	8-Feb		Mon	16-May	
Tue	13-Oct		Tue	9-Feb		Tue	17-May	
Wed	14-Oct		Wed	10-Feb		Wed	18-May	
Thu	15-Oct		Thu	11-Feb		Thu	19-May	
Fri	16-Oct		Fri	12-Feb		Fri	20-May	
Mon	19-Oct		Mon	15-Feb	HALF TERM	Mon	23-May	
Tue	20-Oct		Tue	16-Feb		Tue	24-May	
Wed	21-Oct		Wed	17-Feb		Wed	25-May	
Thu	22-Oct		Thu	18-Feb		Thu	26-May	
Fri	23-Oct		Fri	19-Feb		Fri	27-May	
Mon	26-Oct	HALF TERM	Mon	22-Feb		Mon	30-May	HALF TERM
Tue	27-Oct		Tue	23-Feb		Tue	31-May	
Wed	28-Oct		Wed	24-Feb		Wed	1-Jun	
Thu	29-Oct		Thu	25-Feb		Thu	2-Jun	
Fri	30-Oct		Fri	26-Feb		Fri	3-Jun	
Mon	2-Nov		Mon	29-Feb		Mon	6-Jun	
Tue	3-Nov		Tue	1-Mar		Tue	7-Jun	
Wed	4-Nov		Wed	2-Mar		Wed	8-Jun	
Thu	5-Nov		Thu	3-Mar		Thu	9-Jun	
Fri	6-Nov		Fri	4-Mar		Fri	10-Jun	
Mon	9-Nov		Mon	7-Mar		Mon	13-Jun	
Tue	10-Nov		Tue	8-Mar		Tue	14-Jun	
Wed	11-Nov		Wed	9-Mar		Wed	15-Jun	
Thu	12-Nov		Thu	10-Mar		Thu	16-Jun	
Fri	13-Nov		Fri	11-Mar		Fri	17-Jun	
Mon	16-Nov		Mon	14-Mar		Mon	20-Jun	
Tue	17-Nov		Tue	15-Mar		Tue	21-Jun	
Wed	18-Nov		Wed	16-Mar		Wed	22-Jun	
Thu	19-Nov		Thu	17-Mar		Thu	23-Jun	
Fri	20-Nov		Fri	18-Mar		Fri	24-Jun	
Mon	23-Nov		Mon	21-Mar		Mon	27-Jun	
Tue	24-Nov		Tue	22-Mar		Tue	28-Jun	
Wed	25-Nov		Wed	23-Mar		Wed	29-Jun	
Thu	26-Nov		Thu	24-Mar	TERM ENDS	Thu	30-Jun	
Fri	27-Nov		Fri	25-Mar		Fri	1-Jul	
Mon	30-Nov				EASTER HOLIDAYS	Mon	4-Jul	
Tue	1-Dec					Tue	5-Jul	
Wed	2-Dec					Wed	6-Jul	
Thu	3-Dec					Thu	7-Jul	
Fri	4-Dec					Fri	8-Jul	
Mon	7-Dec					Mon	11-Jul	
Tue	8-Dec					Tue	12-Jul	
Wed	9-Dec					Wed	13-Jul	
Thu	10-Dec					Thu	14-Jul	
Fri	11-Dec					Fri	15-Jul	
Mon	14-Dec				Mon	18-Jul		
Tue	15-Dec				Tue	19-Jul		
Wed	16-Dec				Wed	20-Jul		
Thu	17-Dec				Thu	21-Jul	TERM ENDS	
Fri	18-Dec	TERM ENDS			Fri	22-Jul		



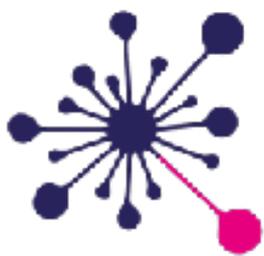
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APPENDIX 6 - NQT AT RISK LETTER AND NOTIFICATION FORM



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Name of addressee

Their address

Date

Dear

I am writing to you to express the school's current concerns in relation to your progress towards meeting the Teaching Standards in your Induction Year. An NQT only has one chance to complete induction and meet the teaching standards and there are three formal assessment points. Induction cannot be repeated and a failure to meet induction standards by the end of the induction period means that an NQT cannot be employed lawfully as a teacher.

Currently the school has concerns that you are not meeting the induction standards. You should be clearly aware of the situation and this letter confirms this.

In order to support your progress and give you the opportunity to meet the Teaching Standards by the end of the induction period the school is setting you focussed short term objectives. The process of meeting these objectives will be closely monitored and your induction tutor will identify the support available to you. Please ensure that you understand the objectives the Induction Tutor has set and how they will be monitored and evidenced. These objectives will cover the areas of your Induction in which you need to improve your practice.

Given this support you will have the opportunity to improve your performance and go on to meet the core standards for induction. Please come and talk to me if you are unclear about the process or wish to discuss any aspect of this letter.

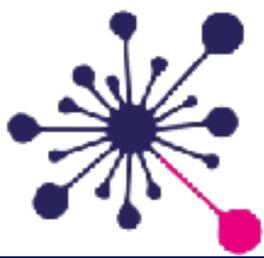
Yours sincerely,

[NAME IN CAPITALS]

Appropriate Body, Wigmore High School, Ford Street, Wigmore, Herefordshire HR6 9UW
www.hereteach.org.uk, teachingschool@wigmore.hereford.sch.uk T: 01568 770323



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Notification of concern – NQT at risk of not meeting the Teacher Standards

Name of NQT:		Subject/age range:			
School:		Contact details:			
Date of appointment:		Term of Induction:			
		1		2	
Concerns raised by:		Action taken to date:			
Headteacher		NQT Mentor		Subject Mentor	
Date:		Date received by Appropriate Body:			

Please outline areas of concern and the action taken by the school to begin to address the issues:

Area of concern:	Action taken by school/NQT



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Is the NQT aware of the concern?
(Evidence of this?)

What support may be needed from the
Appropriate Body?

Follow up by AB contact:

Actions agreed:



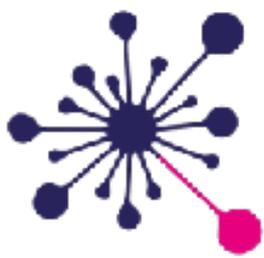
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APPENDIX 7 – TEACHERS’ STANDARDS



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TEACHERS' STANDARDS

PREAMBLE

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

PART ONE: TEACHING

A teacher must:

1 SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

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

2 PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

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

3 DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

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

4 PLAN AND TEACH WELL-STRUCTURED LESSONS

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

5 ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS

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

6 MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons



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- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

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

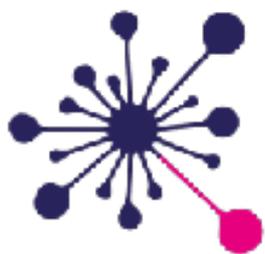
8 FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

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

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

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



PART ONE TEACHING EVIDENCE EXEMPLAR

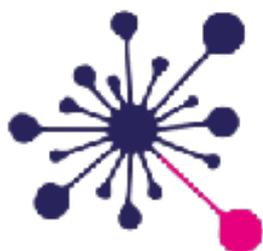
A teacher must:

TS. 1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS		
Exemplar	Generic evidence	NQT - specifically looking for evidence in:
Establish a safe and stimulating environment for pupils, rooted in mutual respect	<ul style="list-style-type: none"> Lesson Observations Induction Mentors Assessment Reports Induction INSET 	<ul style="list-style-type: none"> Learning Environment Displays from Observations and Learning Walks Evidence of behaviour expectations within classroom environment Use Seating Plans
Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	<ul style="list-style-type: none"> Planning Book Trawl Observation 	<ul style="list-style-type: none"> Differentiation in planning The setting of personal targets-links to IEP /PSP Identify next steps for pupils in books Feedback-written and verbal-as a class and individually
Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils	<ul style="list-style-type: none"> Lesson Observation Observation Reports-Induction Tutors Outcomes of meetings with Induction Tutors 	<ul style="list-style-type: none"> Positive classroom management Behaviour 4 Learning-following school behaviour policy/ strategy

REFLECTIVE QUESTIONS TO INFORM EVIDENCE COLLECTION:

- What have you done to develop constructive relationships with your pupils?
- How do you encourage every pupil to achieve their best?
- How do you make your expectations clear?
- How do you communicate, model and promote positive attitudes and values through your teaching?

TS. 2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS		
Exemplar	Generic evidence	NQT 2 specifically looking for evidence in:
Be accountable for pupils' attainment, progress and outcomes	<ul style="list-style-type: none"> Book Trawls Direct Task Data Trawls Line Manager Reports 	<p>Internal Tracking-</p> <p>Accurate Recording of marks, progress, monitoring levels accurately</p> <p>Pupils need to be aware of their levels-Shared Accountability</p>



Plan teaching to build on pupils' capabilities and prior knowledge	<ul style="list-style-type: none"> Formative Assessment Planning Progression Induction Tutor to Head of Area. 	<p>Planning over time -Shows progress</p> <p>Understanding prior knowledge</p> <p>Good use of AfL to move pupils forward</p>
Guide pupils to reflect on the progress they have made and their emerging needs	<ul style="list-style-type: none"> Book Trawls Assessment 	<p>High quality marking providing the next steps</p> <p>Evidence of pupil response to marking</p>
Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	<ul style="list-style-type: none"> Lesson Observations Peer Observations Lesson Evaluations 	<p>Planning Series of lessons</p> <p>Operate a variety of teaching styles to match learning styles and develop learning opportunities</p>
Encourage pupils to take a responsible and conscientious attitude to their own work and study	<ul style="list-style-type: none"> Independent Study Tasks (Research Projects) Setting Relevant homework 	<p>Opportunities given for independent learning-built into planning</p> <p>Adhere to the school homework policy</p>

REFLECTIVE QUESTIONS:

- How is your school's calendar of assessment reflected in your planning?
- Where and how would you use formative assessment?
- What opportunities are there in your lessons for pupils' to reflect on their learning?
- How do you use AfL pedagogy to involve pupil's in their learning?
- What other information could you use to provide pupils' with accurate and constructive feedback on their progress?

TS.5. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

Exemplar	Generic evidence	NQT 3 specifically looking for evidence in:
Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings	<ul style="list-style-type: none"> Lesson Observations Lesson Plans Learning programmes Extra-Curricular work Extended Work Observation of Colleagues Personal Reflection throughout the year 	<p>Interesting motivating learning style</p> <p>Match to subject knowledge</p> <p>Subject knowledge deepened through observing colleagues and reflecting on own practice</p> <p>Making the most of CPD opportunities.</p>
Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	<ul style="list-style-type: none"> Continuing Professional Development Learning Programmes Role Modelling Scholarship Praise /Reward feedback 	<p>CPD opportunities, opportunities for research and use of subject based data</p>
Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	<ul style="list-style-type: none"> Learning Walks Lesson Observations Classroom Display Create Learning Environment Marking with Identified Focus on Literacy / Testing 	<p>Ensure importance of literacy focus- expectations across the curriculum and understanding its importance as seen in observation of teaching and work produced by pupils.</p> <p>Accurate literacy focus on displays</p>



<p>If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</p>	<ul style="list-style-type: none"> • Read and Write Inc. • CPD • Have they undertaken training 	<p>Evidence of programme planning with phonics / delivering letters and sounds CPD</p>
<p>If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</p>	<ul style="list-style-type: none"> • Lesson plans • Lesson Observations • CPD Attendance • Subject Leadership 	<p>Evidence of programme planning and delivering lessons to engage pupils and demonstrate progress in early mathematics</p>

REFLECTIVE QUESTIONS:

- How do you use your subject/curriculum knowledge and skills to stimulate and challenge pupils?
- How do you create opportunities to develop cross-curricular links?
- How do you keep your subject/curricular knowledge up to date and when do you reflect on its effectiveness?
- What do you know about the frameworks related to your own and other subjects and the expectations they place on pupils and teachers
- How do you use your literacy, numeracy and ICT skills to support your teaching and wider professional roles?
- Are there any aspects of your professional activities which could be improved through better use of literacy, numeracy or ICT skills
- What professional development opportunities have you undertaken to improve the effectiveness of your teaching?

TS.4. PLAN AND TEACH WELL-STRUCTURED LESSONS

Exemplar	Generic evidence	NQT 4 specifically looking for evidence in:
<p>Impart knowledge and develop understanding through effective use of lesson time</p>	<ul style="list-style-type: none"> • Lesson Plans • Lesson Observations • Per Observations • Reflection on Teaching 	<p>Personal appropriate teaching style Developmentally appropriate Mini plenaries-chunking of lessons</p>
<p>Promote a love of learning and children's intellectual curiosity</p>	<ul style="list-style-type: none"> • Student Voice • Attendance • Extra-Curricular activities • Lesson Observations-Enthuse and Excite • Differentiation • Independent Learning • Shared Belief-Self Efficacy • Evidence of Independent Learning 	<p>Provide additional learning opportunities Display a personal passion for subject area Planned opportunities for pupils to develop independent learning skills Pupil interview and student voice Pinpoint where the pupil is happiest be -motivational</p>
<p>Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</p>	<ul style="list-style-type: none"> • Extension Activities • Differentiation by Approach 	<p>Evidence of appropriate and meaningful homework which has impact on future learning in the classroom</p>
<p>Reflect systematically on the effectiveness of lessons and approaches to teaching</p>	<ul style="list-style-type: none"> • Lesson Observations • Fortnightly review meetings • Record of meetings • Evaluation of own lesson • Planned activities / Planned Outcomes. • Evaluation of colleagues' lessons. 	<p>Working with tutor Evaluation of lessons 1:1 with Induction Tutor and Subject Leader</p>



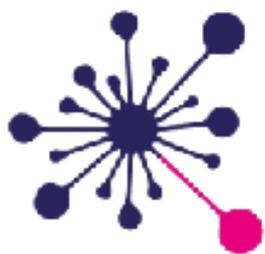
<p>Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p>	<ul style="list-style-type: none"> • Schemes of Work • CPD • Department/ subject area meetings • Individual Knowledge to the table • Conduct student voice 	<p>Meeting minutes-INSET developments. Developing own curricular CPD to keep up to date with latest research and what a good curriculum looks like- What is out there?</p>
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REFLECTIVE QUESTIONS:

- How does your planning show progression within a lesson and over a series of lessons?
- How does your planning reflect the age and ability of your pupils?
- How do you ensure that your planning builds on prior learning and assessment?
- How do you plan opportunities for pupils to develop and use literacy and numeracy skills?
- How do you plan for pupils to use web-based resources in your lessons?
- What opportunities do you create for pupils to develop thinking skills?
- How do you ensure that resources are used effectively and creatively in lessons?
- How does homework and other out of class activities consolidate or extend learning?
- In what ways has the contribution of other colleagues impacted on your planning, teaching and learning?

TS.5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS

Exemplar	Generic evidence	NQT 5 specifically looking for evidence in:
<p>Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p>	<ul style="list-style-type: none"> • Differentiation of Approach • Lesson Plans • Identify teaching approaches against barriers to learning, including SEN • Information on GCSE's • Appropriate use of alternative resources 	<p>Differentiation by planning and towards a variety of learning styles. Using different approaches to encourage personalised learning An awareness of interventions for all pupils including SEND Making full use of additional resources, including adults and evidence of working with Inclusion Manager, SENCO.</p>
<p>Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</p>	<ul style="list-style-type: none"> • Observation of colleagues' lessons • Specific CPD • Working with SENCO / Inclusion Manager. • Pupil pursuit • Targeted feedback • Communication with parents • Use of Student Services Centres • Intervention-MAGS 	<p>Have a good knowledge of pupils' previous interventions-baseline data What are the issues creating the barriers to learning? Awareness / shadow teaching, information sharing. Parent evenings , sitting alongside colleague Understanding the role of the MAGs with a view to impacting positively on pupils' learning</p>
<p>Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupil's education at different stages of development</p>	<ul style="list-style-type: none"> • Differentiation • Use of adults in the classroom • CPD Child development 	<p>Essential to have understanding of child development-research, talk with colleagues CPD Teaching and Learning Policy</p>



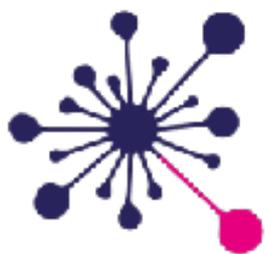
<p>Have a clear understanding of the needs of all pupils' including those with special educational needs; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them</p>	<ul style="list-style-type: none"> • CPD • Liaise with SENCO • Peer Observation • Joint Planning • Work with department / person responsible 	<p>Behaviour and Learning Policy / Strategy</p>
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<p>REFLECTIVE QUESTIONS:</p>		
<ul style="list-style-type: none"> • How are you using a range of teaching and learning strategies to meet the needs of all pupils'? • How do you use prior learning to shape subsequent teaching and learning? • How do you communicate these learning objectives to meet the strengths and needs of pupils'? • In your lessons how do the tasks/activities, range of questioning strategies and plenaries relate to and support these learning objectives? • How do you promote equality and cultural diversity? • Are you aware of the range of other colleagues' responsibilities covered by these standards and the role they have in supporting your pupils' learning? (e.g. SENCOs, inclusion managers, G&T leading teachers, child care workers, health service professionals) 		

TS.6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

Exemplar	Generic evidence	NQT 6 specifically looking for evidence in:
<p>Know and understand how to access the relevant subject and curriculum areas, including statutory assessment requirements</p>	<ul style="list-style-type: none"> • Discussions about policies, staff meeting, documents • Individual Tutoring through Assessment Leader in school 	<p>Personal use of data analysis and tracking How to use this in subject area</p>
<p>Make use of formative and summative assessment to secure pupils' progress</p>	<ul style="list-style-type: none"> • Access to internal systems for pupil tracking • Pupil progress meetings • Formative Assessment and planning (AfL) 	<p>Pupils' progress meetings-observe and be observed doing them Effective understanding of AfL as seen in lesson planning and lesson observation</p>
<p>Use relevant data to monitor progress, set targets, and plan subsequent lessons</p>	<ul style="list-style-type: none"> • Pupil progress • Plan -Assess, review cycle • Pupil Interviews • Use of IEP's 	<p>IEP evidence in planning Be aware of the targets-work with other staff and pupils on targets. There will be a need to write IEP's eventually</p>
<p>Give pupils' regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</p>	<ul style="list-style-type: none"> • Book Trawl / work scrutiny, marking, • Lesson observations • Marking protocol in school (Best Practice) 	<p>Follow school policy on marking protocol and develop formative feedback working the Induction Tutor</p>

<p>REFLECTIVE QUESTIONS:</p>		
<ul style="list-style-type: none"> • What is your school's assessment policy, including marking and feedback, and how do your procedures follow this policy? • How have you used this data? • How are you providing the appropriate challenge for all learners in your class using assessment data? • How do you evaluate the impact of your teaching on pupils' well-being? • How effective is the feedback you give to pupils? • How do you plan for them to respond to this feedback? • What specific examples can you give of feedback that has improved pupils' achievement, attitudes or behaviour? • What do you know about the assessment requirements and expectations of learners in the age range above and below that which you teach? 		



TS.7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

Exemplar	Generic evidence	NQT 7 specifically looking for evidence in:
Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy	<ul style="list-style-type: none"> Lesson Observations Learning Walks/playground / transitions between activities Awareness and implementation of Behaviour Policy-discussion Use of formative assessment Establishment very early of a positive relationship-with mutual respect 	<p>Gain and sustain good working relationships with pupils</p> <p>Understand behaviour policy / strategy</p> <p>Understand link with B4L</p> <p>Evidence of expectations within learning environment</p> <p>Role model behaviour for pupils within lesson observations</p> <p>Use appropriate positive language, rules, routines-meet and greet</p>
Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	<ul style="list-style-type: none"> Pupil Interviews Are behaviour expectations explicit 	<p>Awareness of pupils with special needs / barriers to their learning such as-behaviour!</p> <p>What are the current interventions and strategies taking place for these pupils</p>
Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them	<ul style="list-style-type: none"> Ability to take advice from external agencies successfully 	<p>Knowing about pupils needs may require additional planning for and managing the effect it can potentially have on others' work</p> <p>e.g. Seating Plan for intervention -Eye line</p>
Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary	<ul style="list-style-type: none"> Rewards and sanctions given in line with school policy Lesson observations 	<p>Work like atmosphere with positive, supportive relationships with pupils</p> <p>Actions promoting pupil discipline, safety and support</p>

REFLECTIVE QUESTIONS:

- How have you implemented the school behaviour policy consistently and fairly?
- What strategies do you employ to promote positive behaviour in your classroom and minimise low level disruptive behaviour?
- How do you support pupils to develop their emotional intelligence, their confidence and self-esteem and become increasingly independent as learners? What evidence do you have that you succeed in this?
- What do you know about the background of learners in your class?
- How does this influence your planning and teaching?

TS.8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

Exemplar	Generic evidence	NQT 8 specifically looking for evidence in:
Make a positive contribution to the wider life and ethos of the school	<ul style="list-style-type: none"> Team Leader/Head of Department feedback Be proactive on in offering their involvement in whole school development Working party involvement 	<p>Participation in extracurricular activities, and in the wider life of the school-Residential visits.</p> <p>Clubs, societies, Drama/ Music , field trips</p>



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Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	<ul style="list-style-type: none"> Self-Evaluation-seeking out advice and support Being pro-active 	<p>Taking part in staff functions across the school</p> <p>Build relationships with individuals in the school with whom you may not have regular contact. - SENCO Site Manager</p>
Deploy support staff effectively	<ul style="list-style-type: none"> Lesson Observations Methods of how / when they are communicating with support staff Liaise with Team Leader / Head of Department Work Trawl 	<p>Develop understanding and approach to working with Adult TA's, volunteers.</p> <p>Evidence of deploying support staff in planning and Alf</p>
Take responsibilities for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	<ul style="list-style-type: none"> Participation in CPD Activities Using self-evaluation to identify our CPD needs, knowledge of where / who to go to - be proactive 	
Communicate effectively with parents in regard to pupil's achievements and well-being.	<ul style="list-style-type: none"> Attendance at parent evenings Liaise with parents through colleagues assigned to working with parents 	<p>As a for tutor show an understanding of schools process of maintaining a constant link with parents, particularly the more vulnerable parents</p> <p>How do you as an NQT fit into that</p>

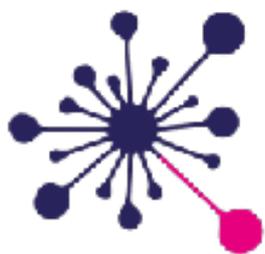
REFLECTIVE QUESTIONS:

- How many ways do you communicate? Are some more effective than others?
- How and what do you do to involve parents and carers?
- How have you used their contributions to support pupils' development and well-being?
- What opportunities are there for you to work collaboratively with other professionals?
- How have you established relationships and rapport with other colleagues?
- What professional developmental needs have you identified?
- How have these been responded to in your place of work?
- What use have you made of the 10% reduction in your timetable?
- What difference has professional development made to your practice?
- How do you respond to feedback, new ideas and suggestions?
- What examples can you give of how your response has improved your practice? How have you evaluated the impact of your response?
- How have you responded to opportunities to receive coaching and/or mentoring support in your school?

PART 2: PERSONAL AND PROFESSIONAL DEVELOPMENT

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

Exemplar	Generic evidence	NQT PS specifically looking for evidence in:
Treating pupils' with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the teachers professional position	<ul style="list-style-type: none"> Punctuality School Trips / Residential Lesson Observations Tutor/ Pastoral role How NQT conduct themselves at meetings and around the school 	<p>Understand the importance of preparedness in all things</p> <p>Role model behaviour</p> <p>Understand and develop a Professional Sense of Self, and utilise each and every day in all that you do as a teacher.</p>



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Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions	<ul style="list-style-type: none"> • Caution over consideration and sensitivity in relation to the use of social networks • Acceptable use of ICT 	
Showing tolerance of and respect for the rights of others	<ul style="list-style-type: none"> • Consideration and care when working with and talking to parents and carers • Sensitivity and involvement in collective acts of worship 	Maintain a responsibility for the school and its pupils by the way in which you conduct yourself seven days a week by the way you treat others and the way you expect to be treated
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	<ul style="list-style-type: none"> • Support for and encouragement of any extremist tendencies is not acceptable 	Be aware the Teacher is a role model. Conduct oneself with confidence and dignity and avoid negative influences at all levels, and anything which may make a Teacher's position vulnerable and open to criticism.
Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.	<ul style="list-style-type: none"> • Builds relationships with parents, carers and the wider education community 	Avoid situations in which you may be compromised to express a belief or attitude which would threaten your professional conduct.
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 attendance and punctuality.	<ul style="list-style-type: none"> • Being proactive to address any concerns or issues relating to the wellbeing of the students • Passion for tolerance, equality and fairness 	Accept the role of potential advocate for parents and pupils on occasion and seek professional advice on all serious matters at all times and in all potentially difficult situations
Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	?	Be aware of the statutory frameworks and keep up with developments

REFLECTIVE QUESTIONS:

- What briefing have you received on the current legal requirements and local arrangements for safeguarding pupils? What are the implications for your practice?
- What are the possible signs of neglect, physical, emotional and sexual abuse? How would you pass on your concerns? Who is your CPLO?
- How would you react if a child wanted to speak to you 'in confidence' about an 'issue at home'?
- What circumstances might impact on the progress, development or well-being of pupils?
- Do you consider yourself a good role model?
- Have there been times when there has been a conflict between your own thoughts and the school ethos?
- How have you reconciled this conflict?



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APPENDIX 8 – LESSON OBSERVATION SHEET



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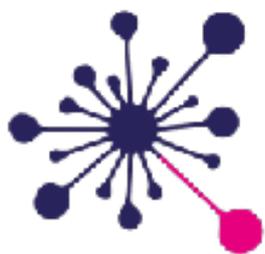
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NQT Lesson Observation Sheet



NQT:		Class/ability:		Date:	
Lesson Objective/Learning Outcomes:					
Focus of Observation:					
Standard(s):					
Start of Lesson				Comments	
Some elements are phase specific					
Was pupil entry effectively managed?		TS 7			
Was the start of lesson managed well?					
Did the teacher make the lesson objective/ learning outcomes clear?		TS 4		Comments	
Knowledge, Planning & Teaching					
Did the teacher demonstrate a secure knowledge and understanding of the subject?		TS 3			
Were the learning objectives challenging and relevant for the age and ability of the pupils?		TS 1			
Did the lesson form part of a planned sequence of lessons?		TS 2			
Was the lesson well planned and the appropriate resources available?		TS 4			
Was constructive feedback given to the pupil to support their learning?		TS 5			
Was the lesson content interesting and motivating?		TS 1			
Was language adapted to suit learners and differentiation planned for?		TS 5			
Was ICT used effectively?					
Was the work of other adults (SA) effectively managed?		TS 4			
Classroom Management					
Did the teacher communicate effectively with the pupils?					



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Was classroom behaviour good and pupil behaviour managed well?	TS 7		
Were positive strategies used to maintain good behaviour and a purposeful environment?	TS 7		
Were interactive teaching methods and group work promoted?	TS 2		
Were independent learning strategies incorporated allowing pupils to think?	TS 2		
Were age/ability/gender/ethnic groups taken into account?	TS 4		
Were the activities managed well in order to suit the stage of the lesson and time available (pace)?	TS 4		
Were behavioural problems managed and dealt with appropriately?	TS 7		
End of the Lesson			Comments
Was the lesson summarised effectively and learning objectives revisited?	TS 4		
Was relevant homework given to sustain the learner's progress?	TS 1		
Did the teacher effectively manage the pupils' exit?	TS 7		
Assessment			Comments
Was a range of assessment strategies used?	TS 6		
Formative Assessment used to set challenging learning objectives.	TS 6		
Did assessment support pupils' learning and inform future learning needs?	TS 6		

Summary of lesson/Observer's comments	Standards
What went well?	Standards



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APPENDIX 9 – NQT ACTION PLAN



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NQT Action Plan

NQT:		Induction Tutor:		Term:		Date of Review:	
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Target	Success Criteria	Support Required	Date of Completion	Standards



ACTION PLAN EXEMPLAR



NQT Action Plan

NQT:		Induction Tutor:		Term:		Date of Review:	
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Target	Success Criteria	Support Required	Date of Completion	Standards
Lesson obs (14/2/17) targets: 1. Differentiated materials for Joe (Dyspraxic) 2. Marking handed in daily to illustrate in line with school policy 3. Reflect on 3 new strategies for engaging boys of middle ability	Joe accessing curriculum in line with peers Pupils books marked daily in line with school policy All pupils/children engaged and inspired by curriculum/subject including 6 boys in class	NQT to meet with SENCO NQT to joint mark with Phase leader/HoF within next week Read Hattie research into engaging boys and illustrate examples in portfolio	Next obs 1/3/17 Book scrutiny 13/3/17 Feedback from mentor/Phase leader/Depts. to Headteacher	5 2,5,6 1,2,5,6
Meeting 26/2/17 Issues discussed: <ul style="list-style-type: none"> Reporting to parents – expectations of how much time involved and exemplars from other staff Marking policy Workload Suzie – child – concern about anxiety? 	To do: NQT to feedback about reports, re-read marking policy and see SENCO/Safeguarding officer about Suzie	NQT to spend time with other NQTs to share experiences? Arrange routine of the week to ensure some time with friends?		



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<p>Lesson obs (1/3/17) targets:</p> <p>4. Develop differentiated materials used for Joe as they were seen to be successfully shared by Sarah in same class with notable impact on understanding/engagement</p> <p>5. Marking for progress – gap task reflecting on evaluating impact of marking policy on pupils progress</p> <p>6. Planning to be in place 3 days before lesson and scrutinised by mentor</p>	<p>Sarah and Joe to work on activity and assess impact on learning and NQT to have evaluated impact and evidenced in portfolio</p> <p>NQT to have reflected on, judged and evidenced impact of marking on pupil progress</p> <p>Planning to clearly demonstrate strategies for engaging boys and named children who are beginning to be distracting and potential behaviour issue</p>	<p>NQT to work with TA on planning development of materials to support Joe and Sarah</p> <p>Department/phase meeting reflecting on review of marking policy directed by Headteacher</p> <p>Planning with TA and mentor to address prevention of behaviour issues. Use of strategies from NQT Conference with Jason Bangbala (4 Oct 2016)</p>	<p>Next obs 14/3/17</p> <p>Feedback from phases/Depts. to be submitted to Headteacher by 26/3/17</p> <p>6 boys to demonstrate increased engagement in next lesson obs 31/3/17</p>	<p>4,5,6</p> <p>3,6,8</p> <p>4,7</p>
<p>Meeting 6/3/17</p> <p>Issues discussed:</p> <ul style="list-style-type: none"> • Planning • Portfolio evidence • Professional expectations outside of school 				

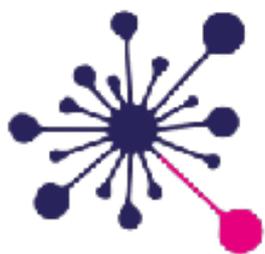


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APPENDIX 10 – MODEL POLICY FOR INDUCTION OF NEWLY QUALIFIED TEACHER (NQT)



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XXXX HIGH SCHOOL

NEWLY QUALIFIED TEACHER INDUCTION POLICY

Rationale

The following Newly Qualified Teacher (NQT) Induction Policy at XXXX School supports statutory requirements and induction standards that were introduced in October 2014.

This policy seeks to offer structured professional support to all NQTs so that they develop and enhance the skills and qualities we expect of effective teachers and are able to make a full and distinctive contribution to XXXX School.

Induction involves the provision of a structured, yet flexible and individualised programme of support, experience and on-the-job training for NQTs that encompasses the development of skills, knowledge, expectations and observation. This will help them effectively fulfil their professional duties and act as a starting point for subsequent training and development. It also involves the assessment of their performance.

Aims

Induction is clearly designed to contribute to both the personal and professional development of the new teacher. For the NQT, the purposes of induction include:

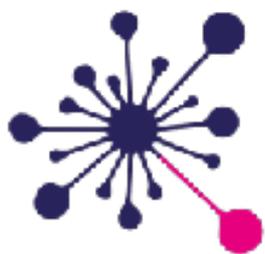
- Development of knowledge, skills and understanding
- Encouragement of reflection and practice
- Recognition and celebration of effective practice
- Identification of areas for development
- Development of an overview of teachers' roles and responsibilities
- Improvement of self confidence
- Provision of problem solving support
- Provision of professional information and advice
- Provision of a foundation for longer-term professional development

However, it is equally the case that effective induction will have a positive impact at other levels. For Induction Tutors and Induction Co-ordinators the benefits include:

- Improvement of job satisfaction
- Development of specific skills
- Encouragement of self-reflection
- Contribution to change in own practice
- Development of professional relationships
- Enhancement of peer recognition
- Assistance with career development

There will also be benefits to the school. An effective induction scheme can:

- Assist with the integration of the NQT into the school
- Enhance communication between colleagues



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- Encourage the sense of a supportive culture
- Motivate staff
- Provide further opportunities for professional development
- Confirm the school as a centre for professional debate and development
- Enhance the quality of support for teachers and the educational provision for the school's students

This policy is for all NQT's who have finished their QTS and are embarking on their NQT Induction period at XXXX School.

The Induction Process

XXXX School will ensure that:

- The post is a suitable post for Induction
- The NQT is registered with an Appropriate Body to quality assure the Induction process.
- The NQT receives a named contact at the Appropriate Body in case of any queries with their Induction.
- The NQT is provided with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the standards throughout.
- The NQT has a reduced timetable to enable them to carry out activities in their Induction programme.
- There is monitoring, support and assessment during Induction.
- An appropriate Induction Tutor is appointed
- Regular observations of teaching practice take place
- Professional progress reviews/Action Planning with the NQT takes place
- Formal Assessments on the dates required (at the end of each term or equivalent days) take place
- Interim Assessments where necessary, such as the NQT leaving before the end of term are completed
- Concerns with the NQT are raised as and when they arise.

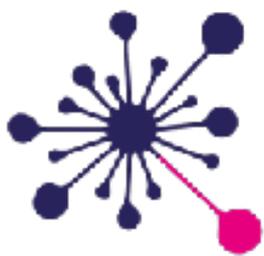
If an NQT is making unsatisfactory progress, XXXX School will ensure that:

- Additional monitoring and support is put in place for the NQT
- Areas that need improvement are clearly identified
- Appropriate objectives are set to guide the NQT towards satisfactory performance
- The Appropriate Body is notified of any concerns regarding unsatisfactory progress
- An effective support programme is put in place
- Action is taken if performance is still unsatisfactory at the next assessment period after all the above support has been put in place
- The NQT is aware of the consequences of failure to complete the Induction period satisfactorily and this is discussed thoroughly with the NQT
- Weaknesses are identified
- Objectives/targets are agreed
- Details of the additional support and monitoring are agreed
- Discussion of the evidence used to inform the judgement is clear
- Details of an improvement/action plan for the next assessment period is in place

Roles and Responsibilities

The NQT should:

- Provide evidence that they have QTS and are eligible to start Induction
- Meet with their Induction Tutor to discuss and agree priorities for their Induction programme and keep this under review
- Agree with their Induction Tutor how best to use their reduced timetable allowance
- Provide evidence of their progress against the relevant standards
- Participate fully in the agreed monitoring and development programme
- Raise any concerns with their Induction Tutor as soon as is practicable
- Consult the Appropriate Body named contact at an early stage if there are or may be difficulties in resolving issues with their Induction Tutor within the organisation
- Keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings



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- Agree with their Induction Tutor the start and end dates of the Induction period/part periods and the dates of any absences from work during any period/part period
- Retain copies of all assessment forms.

The Headteacher should:

- Check that the NQT has been awarded QTS
- Clarify whether the teacher needs to serve an Induction period or is exempt
- Agree, in advance of the NQT starting the induction programme, which body will act as the Appropriate Body
- Notify the Appropriate Body when an NQT is taking up a post in which they will be undertaking Induction
- Meet the requirements of a suitable post for Induction
- Ensure the Induction Tutor is appropriately trained and has sufficient time to carry out their role effectively
- Ensure an appropriate and personalised Induction programme is in place
- Ensure that NQT's progress is reviewed regularly, including thorough observations and feedback of their teaching
- Ensure termly assessments are carried out and reports completed and sent to the Appropriate Body
- Maintain and retain accurate records of employment that will count towards the Induction period
- Make the Governing Body aware of the arrangements that have been put in place to support NQT's serving Induction.
- Make a recommendation to the Appropriate Body on whether the NQT's performance against the relevant standards is satisfactory or requires an extension
- Participate appropriately in the Appropriate Body's quality assurance procedures
- Retain all relevant documentation/evidence/forms on file for six years
- Ensure the NQT's post and responsibilities comply with the specific requirements for statutory Induction in these settings.

There may also be circumstances where the Headteacher should:

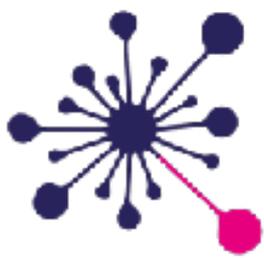
- Obtain interim assessments from the NQT's previous post
- Act early, alerting the Appropriate Body when necessary, in cases where an NQT may be at risk of not performing satisfactorily against the relevant standards
- Notify the Appropriate Body as soon as absences total 30 days or more
- Periodically inform the Governing Body about the School's Induction arrangements
- Advise and agree with the Appropriate Body in exceptional cases where it may be appropriate to reduce the length of the Induction period or deem that it has been satisfactorily completed
- Provide interim assessment reports for staff moving schools between formal assessment periods
- Notify the Appropriate Body when an NQT serving Induction leaves the institution or where there are changes to their contract or contact details.

Induction Tutors should:

- Provide, or coordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the Appropriate Body where necessary)
- Carry out regular progress reviews throughout the Induction period
- Undertake three formal assessment meetings during the total Induction period coordinating input from other colleagues as appropriate (normally one per term or pro rata for part-time staff)
- Inform the NQT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the NQT to add their comments
- Ensure that the NQT's teaching is observed and feedback provided on a regular basis
- Ensure NQT's are aware of how, both within and outside the institution, they can raise concerns about their Induction programme or their personal progress
- Take prompt, appropriate action if an NQT appears to be having difficulties.

Appropriate Bodies should:

- Act as the main Quality Assurance role within the Induction process, ensuring that:
 - The Headteacher (and Governing Body where appropriate) is aware of, and is capable of meeting the responsibilities for monitoring support and assessment.
 - Ensure that an NQT receives a personalised Induction programme, designated tutor support and the reduced timetable



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- The monitoring, support, assessment and guidance procedures in place are fair and appropriate.
- Consult on a regular basis with the Headteacher on the nature and extent of the Quality Assurance procedures it operates, or wishes to introduce. XXXX School is required to work with the Appropriate Body to enable it to discharge its responsibilities effectively.
- Ensure that Headteachers are meeting their responsibilities in respect of providing a suitable post for Induction
- Ensure the monitoring, support, assessment and guidance procedures in place are fair and appropriate
- Ensure action is taken to address areas of performance that require further development and support
- Contact any school to raise concerns where it is not fulfilling its responsibilities
- Ensure Induction Tutors are trained and supported, including being given sufficient time to carry out the role effectively
- Ensure the Headteacher is consulted on the nature and extent of the Quality Assurance procedures it operates, or wishes to introduce
- Ensure that any agreement entered into with either the FE institution or the independent school's Governing Body is upheld
- Ensure the Headteacher has verified that the award of QTS has been made
- Ensure the School is providing a reduced timetable in addition to PPA time
- Ensure the NQT is provided with a named contact (or contacts) within the Appropriate Body with whom to raise concerns
- Support FE Institutions (including Sixth-form colleges) in finding schools for their NQT's to spend their mandatory ten days teaching children of compulsory school age in school
- Ensure NQT's records and assessment reports are maintained
- Ensure agreement is reached with the Headteacher and the NQT to determine where a reduced Induction period may be appropriate or is deemed satisfactorily completed
- Ensure a final decision is made on whether the NQT's performance against the relevant standards is satisfactory or an extension is required and the relevant parties are notified
- Ensure they provide NCTL with details of NQT's who have started; completed (satisfactorily or not); require an extension or left school partway through an Induction period.
- Respond to requests from schools and colleges for guidance, support and assistance with NQT's Induction programmes
- Respond to requests for assistance and advice with training for Induction Tutors.

The Governing Body should:

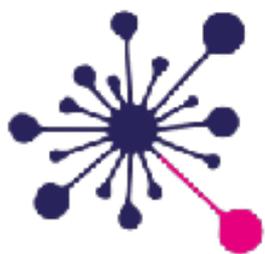
- Ensure compliance with the Induction for newly qualified teachers (England) guidance issued by the DfE
- Be satisfied that the School has the capacity to support the NQT
- Ensure the Headteacher is fulfilling his/her responsibility to meet the requirements of a suitable post for Induction
- Investigate concerns raised by an individual NQT as part of the School's agreed grievance procedures
- Seek guidance from the Appropriate Body on the quality of the School's Induction arrangements and the roles and responsibilities of staff involved in the process
- Request general reports on the progress of an NQT.

National College for Teaching and Leadership (NCTL) should carry out specific duties on behalf of the Secretary of State including:

- Hearing Appeals
- Ensuring the names of NQT's who have failed Induction are included on the list of persons who have failed to satisfactorily complete an Induction period
- Record the progress of NQT's through their Induction process and provide details of teachers who have passed or failed Induction to employers through the DfE Secure Access Portal



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STATUTORY INDUCTION
GUIDANCE FOR
APPROPRIATE BODIES,
LOCAL AUTHORITIES,
HEADTEACHERS, SCHOOL
STAFF AND GOVERNING
BODIES