

## INDUCTION OF NEWLY QUALIFIED TEACHERS

### Part 1: Regulations

The Education (Induction Arrangements for School Teachers) (England) Regulations came into force on 1 September 2012. (A later document issued in 2015 covers regulations which are specific to the induction of teachers in Wales.)

In summary, the regulations specify the following:

- No qualified teacher may be employed in a maintained school or a non-maintained special school unless they are participating in or have satisfactorily completed an induction period in accordance with regulation 5.
- Regulation 6 defines those institutions (so-called relevant schools) in which an induction period may be served and the conditions which render an institution ineligible to deliver the induction of newly qualified teachers (NQTs).
- The normal length of an induction period is the equivalent to three school terms of the institution in which induction is begun (regulation 7). The appropriate body may, with the consent of the teacher concerned, reduce the induction period which the teacher is required to serve to a minimum of one school term if they are satisfied that the teacher has met the teachers' standards 2012.
- Regulation 7 also makes it clear that no period of engagement as a supply teacher counts towards an induction period, unless the headteacher of the institution concerned agrees otherwise in advance of the start of the induction period.
- An induction period may also be extended before its completion because of absence of more than 30 days. This does not apply to maternity leave (regulation 8).
- No person may serve more than one induction period.
- The supervision, training and assessment of an NQT when serving induction are described in regulation 10.
- Also under regulation 10, it states that a person serving induction in a relevant school must not teach for more than 90% of the time that a teacher at the school would be expected to teach.
- The Education Secretary sets the standards which must be met in order for a person to complete the induction period satisfactorily. (These are the DFE Teachers' Standards September 2012.)
- Regulation 11 states that on completion of an induction period, the headteacher/principal of the institution where induction is completed must make a recommendation to the appropriate body as to whether the standards have been met.
- Schedule 1 appended to the regulations explains in detail cases in which a person may be employed as a qualified teacher in a relevant school without having satisfactorily completed an induction period under the regulations.

- Under schedule 2, there is a description of the special provisions applying to a qualified teacher who has not passed the numeracy test on completion of the induction period. Note: there will be a new approach to the literacy and numeracy tests from 1 April 2020.
- A person who has failed to complete induction satisfactorily, or whose induction period has been extended, may appeal that decision to the Education Secretary. The procedure for these appeals is set out in schedule 3 appended to the regulations.
- Under the Education Act 2011, the Education Secretary must keep a list of persons who have begun but who have failed to complete satisfactorily an induction period in prescribed circumstances. A person's name should not be added to that list until the time for appeal has expired or, if there is an appeal process under way, unless and until that appeal has failed.
- The 2012 regulations do not apply to academies or free schools; their arrangements for the induction of NQTs will depend upon their specific establishment arrangements, usually contained in the funding agreement. They may choose to employ NQTs and not require them to complete a statutory induction period if they are satisfied that such a decision is in the best interests of their pupils. However, if academies or free schools do choose to require their NQTs to complete an induction period, they must abide by the statutory regulations and guidance.
- There is no legal requirement to satisfactorily complete an induction period if an NQT intends to work solely in the independent sector, a British school overseas, an independent nursery school or an FE institution.

## **Part 2: Teachers' standards**

The teachers' standards published by the Education Secretary came into force on 1 September 2012. The standards are required to be used by all teachers, in maintained schools and non-maintained special schools.

The teachers' standards will apply equally to:

- Trainees working towards QTS.
- Teachers completing their induction period.
- All qualified teachers. Teachers' performance is assessed against the standards as part of the appraisal arrangements in schools.

### **Application of the standards to the induction period**

- Headteachers/principals will assess qualified teachers against the standards to a level that is consistent with what should be reasonably expected of the NQT at this stage of their career. The professional judgement of headteachers and appraisers will therefore be central to appraisal against these standards.
- The decision about whether an NQT has met the standards to a satisfactory level at the end of their first year of employment should reflect the expectation that NQTs have effectively consolidated their training and are demonstrating their ability to meet the standards consistently over a sustained period in their practice.

### **Contents of the standards document**

The standards are divided into two parts:

- Teaching.
- Personal and professional conduct.

### *Teaching*

A teacher must:

- 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 that are expected of pupils.
- 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.
- Demonstrate good curriculum and subject 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 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.
  - If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
  - If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- 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).
- 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 SEN; 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.
- 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.
  - Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- 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.
- 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.

#### *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 3: Statutory guidance**

The government issued a statutory guidance document to accompany the regulations in April 2018. This document replaces any former guidance that accompanied the 2012 regulations. This is very detailed and any school undertaking induction of NQTs should read the full guidance very carefully.

The document is in five sections:

- Introduction.
- The induction process.
- Special circumstances.
- Unsatisfactory progress and appeals.
- Roles and responsibilities.

Annex A is a diagrammatic overview of the induction process

Annex B to the statutory guidance document (2018) provides information on those categories of qualified teachers who are exempt from the requirement to complete satisfactorily a statutory induction period in order to be employed as a teacher in a relevant school; this includes teachers who have completed the qualification requirements in Australia, Canada, United States of America and New Zealand.

The summary below contains the major points of the statutory guidance.

### **The induction process**

#### *Institutions where induction can be served*

The nursery, primary and secondary institutions in which induction may be served are:

- All maintained schools and nursery schools, non-maintained special schools, any local authority (LA) maintained children's centre and all PRUs.
- Independent schools (including academies, free schools, 16–19 academies, alternative provision academies, CTCs and independent nursery schools).
- Sixth form colleges and some FE colleges (as defined in the guidance).
- Independent British schools overseas.
- Schools in Wales in which an induction period may be served under Welsh regulations.

#### *Institutions where induction cannot be served*

These are:

- A secure training centre.
- A school under special measures, unless Ofsted deems a particular school suitable to carry out induction. If an NQT had started an induction period before the special measures were introduced then that induction may continue.
- An FE institution judged inadequate by Ofsted ( some exceptions are listed in the guidance).
- Schools abroad that have not received a recent inspection, or who have not met satisfactorily all the standards/requirements of an inspection or who are not members of an accredited association.

#### *Checking a teacher is eligible to start an induction period*

Before the NQT takes up a post, the headteacher/principal of an institution must undertake some checks, which in turn must be verified by the appropriate body upon registration.

- Any teacher who is not exempt from serving induction is only legally able to embark upon the induction period once they have been awarded QTS and registered with the Teaching Regulation Agency (TRA).
- The requirement to hold QTS before starting induction applies to all permitted settings.
- Having a teacher reference number does not mean the NQT has been awarded QTS.

- Teachers who completed ITT between 1 May 2000 and 30 April 2001 (known as cohort 1 teachers) are required to pass the numeracy skills tests before they can be deemed satisfactorily to have completed induction.
- Before offering a post to a cohort 1 teacher, the school must check with the TRA to confirm whether the person has passed the numeracy skills test.
- Institutions should encourage and support NQTs who need to pass the numeracy skills test to do so as soon as possible before the end of their induction period, seeking advice from the TRA as necessary.
- Before offering a teacher who has not satisfactorily completed an induction period an appointment on a short-term supply basis, the school must ensure the individual has not exceeded the limit on such work. This short term post will not count towards induction.

#### *A suitable post for induction*

The headteacher/principal and appropriate body must first agree that a post is suitable for the purpose of NQT induction. The duties assigned to the NQT and the conditions under which they work should be such as to facilitate a fair and effective assessment of the NQT's conduct and efficiency as a teacher against the teachers' standards. The characteristics of a suitable post are listed on pages 11–12 of the statutory guidance.

In addition, the governing board must be satisfied that the institution has the capacity to support the NQT and that the headteacher/principal is fulfilling his/her responsibilities.

#### *Other conditions*

In all types of school, an NQT must be given a reduced timetable of no more than 90% of the timetable of other main-scale teachers in the school in order to enable them to undertake activities in their induction programme. This must be in addition to PPA time that all teachers receive.

#### *Determining the appropriate body*

Independent quality assurance of statutory induction through the role of the appropriate body is important both for ensuring that schools provide adequate support for their NQTs and that their assessment is fair and consistent across all institutions

An NQT cannot start their induction until their appropriate body has been agreed.

The guidance has a chart on pages 13–14 of the guidance that identifies the organisations that can act as the appropriate body. In the absence of another body acting as appropriate body for the school, the LA in which the school is situated should be asked to be the appropriate body for that school.

Teaching schools acting as the appropriate body are subject to conditions which mean that:

- The school that awarded an NQT his/her QTS cannot be the appropriate body.
- A school cannot be the appropriate body for an NQT that it employs/has employed or at which the NQT has served any part of his/her induction.

The appropriate body may make reasonable charges not exceeding the cost of the service to most schools and other institutions with NQTs training there.

The NQT must be registered with the appropriate body. This is the responsibility of the school appointing the NQT. The appropriate body should give the NQT a named contact with which s/he can raise concerns. That person must not be directly involved in monitoring or supporting the NQT.

The appropriate body should inform the TRA of NQT appointments.

The appropriate body agrees with the host school:

- The length of the induction period.
- The minimum period of continuous employment that can count towards induction (usually one term).
- The length of an induction period for an NQT who works part-time.

#### *The start date*

The start date for induction will be determined by the appropriate body and must be agreed in advance with the headteacher and the NQT.

#### *The induction programme*

All aspects of the programme should include an active role for the NQT. The induction period will:

- Build on the NQT's knowledge, skills and achievements from the teachers' standards.
- Involve the headteacher/principal or induction tutor and the NQT together in setting short, medium and long term objectives.
- Develop the NQT's skills of self-evaluation and provide a sound foundation for continuing professional development.

The NQT should be actively involved in planning the induction programme.

If an NQT has any concerns about the induction monitoring and support programme, these should be raised within the school in the first instance.

#### *Confidentiality and data protection*

Headteachers, induction tutors, appropriate bodies and the TRA should ensure that arrangements are in place to ensure the effective protection and secure transfer of data.

The induction process should be treated with confidentiality at all times.

The governing board can request general reports on the progress of an NQT but are not automatically entitled to have access to an individual's assessment forms. This can be allowed in the case of the NQT having a grievance against the institution connected to the assessment process.

#### *Observation and assessment of the NQT's teaching practice*

Suggested pro-forma for this process are included at the end of this document.

#### *Monitoring, support and assessment*

The monitoring and support programme for the NQT should include the following components:

- Support from a designated induction tutor – the tutor should also ensure that records are kept of monitoring, support and formal assessment activities undertaken, and their outcomes.

- Observation of the NQT's teaching and follow-up discussion – observations should focus on particular aspects of the NQT's teaching, and the NQT and the observer should have a follow-up discussion to analyse lessons observed.
- Professional review of progress – reviews of progress, based on discussion between the NQT and the induction tutor should take place at least once every half term.
- Observation of experienced teachers – the NQT should be given opportunities to observe experienced teachers to help develop good practice in specific areas of teaching.
- Other target professional development activities – these should be based on the strengths and areas for professional development identified in the career entry profile.
- An NQT's teaching practice should be observed at regular intervals throughout the induction period. This can be done by the induction tutor or another suitable person who holds QTS. There should be a follow up meeting with the observer to review the lessons(s) seen. A brief written record should be made on each occasion.
- The induction tutor should review the NQT's progress at frequent intervals. Objectives should be reviewed and revised in relation to the relevant standards and the needs and strengths of the NQT.
- The NQT should have formal assessments carried out either by the headteacher/principal or the induction tutor. There should be three assessments per year. Normally, the assessment dates should be fixed as near to the end of each term as possible
- Evidence used in assessments must be made clear and transparent and copies provided to the NQT and the appropriate body. Sources of evidence could include: assessment records for pupils; information about liaison with others; the NQT's lesson plans, records and evaluations and the NQT's self-assessment and record of professional development.
- Formal assessment reports should be completed for the first and second assessments. The final assessment meeting is at the end of the induction period and will form the basis of the headteacher/principal's recommendation to the appropriate body as to whether having completed his/her induction period, the NQT's performance against the teachers' standards is satisfactory, unsatisfactory or whether an extension period is needed. This recommendation should be recorded on the final assessment form.
- Once the assessment forms are completed, the NQT should add his/her comments. The forms should then be signed by the induction tutor, headteacher/principal and the NQT. Once signed, the original should be given to the NQT and a copy sent to the appropriate body within 10 days of the final assessment meeting (this can be done electronically).
- An interim assessment should be produced when an NQT leaves a post mid-way between formal assessments. This information will ensure that induction can be continued effectively in any subsequent post.
- If it becomes apparent that an NQT is not making satisfactory progress, the appropriate body must be informed and the headteacher/principal must ensure that additional monitoring and support measures are put in place immediately. The NQT must be made aware of the need to improve his/her practice and given every opportunity to improve.

- If performance is still unsatisfactory at the next assessment point, the headteacher/principal must explain to the NQT the consequences of failure to complete the induction period satisfactorily and discuss fully the identified weaknesses, the agreed objectives, details of additional monitoring and support put in place, the evidence used to form the judgement and details of the improvement plan for the next assessment period.
- In a few serious cases, it may be necessary to instigate capability procedures, which will run alongside the induction process. This may lead to dismissal before the end of the induction period. The appropriate body should be informed.
- Dismissal on grounds of capability before the end of an 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.

#### *Completing the induction period – satisfactory completion*

- The headteacher/principal should report to the appropriate body where the NQT has met the requirements for the satisfactory completion of the induction period within 10 working days of the completion of the induction period. Cohort 1 teachers must additionally pass the numeracy skills test before they can satisfactorily complete induction.
- Within 20 working days of the receipt of the recommendation, the appropriate body must decide whether the NQT has achieved the standards.
- Within three working days of the decision being made and recorded, the appropriate body must write to the NQT, the headteacher, the employer and the Teaching Regulation Agency (TRA).

#### **Special circumstances**

##### *Extension of induction before completion*

- Where the NQT is absent for 30 school days or more in the induction period, the period is extended by the total of the absences except where the NQT is on maternity leave.
- The induction period does not have to be continuous, but each separate period of service must be of at least one term's duration and the complete induction period should normally be completed within a period of five years.
- NQTs who take statutory maternity leave while serving an extension to their induction period may decide whether their induction should be extended or further extended to reflect the number of days absent for this purpose.
- An NQT may complete an extension or further extension to their induction in another institution if they find another post in which to do so.

#### **Unsatisfactory progress and appeals**

##### *Unsatisfactory completion*

- If the NQT has not satisfactorily completed the induction process, then the headteacher/principal must ensure that procedures are in place to give early warning of any difficulties experienced by the NQT.
- Reports sent to the appropriate body should include brief details of identified weaknesses, agreed objectives, planned support and the evidence used to inform the judgement.

*Consequences of failing the induction process*

- Failure to complete the induction period satisfactorily means that the NQT is no longer eligible to teach in a maintained school or a non-maintained special school.
- The NQT must be advised by the appropriate body of their right to appeal, who to appeal to and the time limit for doing so.

*Appeals*

- For full details of the appeals procedure, see schedule 3 of the regulations.

*Financial matters*

- The appropriate body for an independent school may make reasonable charges to the proprietor of an independent school for which it is supplying the service.
- The standards fund will enable LAs and schools to provide the necessary help and support to the NQT including supply cover costs for the NQT's lighter timetable.

*Additional notes*

- All the skills tests must have been completed satisfactorily before a NQT takes up an appointment. A new approach to testing came into force 1 April 2020.
- Schools need to ascertain from the DFE the status about the need for induction of qualified teachers from countries other than England. (These were listed in the previous guidance to schools, but do not appear in the 2018 version.)

**Roles and responsibilities**

The guidance has a detailed section about the roles and responsibilities of the key players in the induction process. This should be studied carefully, but the following are the main points.

The headteacher/principal should:

- Complete all the necessary pre-induction checks as to whether the NQT has been awarded QTS, and check whether that person may be exempt from the induction process (see above).
- Agree who will be the appropriate body (see above and below).
- Notify the appropriate body that s/he has appointed an NQT on to the staff of the institution and register the NQT with that appropriate body.
- Ensure that a trained and qualified induction tutor is provided and a personalised induction programme is set up for the NQT (see 'The induction tutor' below).
- Make summative assessments of the NQT's teaching and progress based on a termly assessment meeting between the induction tutor and/or the headteacher/principal and the NQT.
- Report the outcomes of these meetings to the appropriate body, and make a recommendation at the end of the NQT's induction period about whether or not the NQT has met the teachers' standards.
- Make a recommendation if an extension or further extension is needed.

- Send in a report if for any reason the induction period is interrupted, if a teacher leaves before induction is completed or if the school has appointed an NQT who is part-way through an induction period at another institution.

#### *The governing board*

The governing board should ensure that all those involved in the induction process comply with the regulations and statutory guidance. They should also ascertain that:

- The school has the capacity to support the NQT.
- The headteacher/principal is fulfilling his/her responsibility to meet the requirements for a suitable post for induction.
- They investigate concerns raised by any individual NQT as part of the institution's grievance procedure.
- They seek guidance when necessary from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process.
- They can view general reports on the progress of any NQT.

#### *The appropriate body*

- Along with the headteacher/principal, the appropriate body is responsible for an NQT's training and supervision during induction.
- For maintained schools, either the LA in which the school is situated or an LA in another area can be the appropriate body.
- A teaching school can be an appropriate body, provided it is not the body that recommended that the award of QTS should be made to a particular trainee teacher, or is a school where the NQT is employed or has served any part of their induction.
- For academies, free schools or CTCs, the appropriate body can be any LA in England with which the school reaches agreement.
- The National Teacher Accreditation (NTA) will act as the appropriate body for NQT induction in both maintained schools and academies.
- In a non-maintained special school, the LA for its area must perform this function.
- The appropriate body for sixth form colleges is any LA in England.
- The appropriate body should provide every NQT with a named contact to whom they may refer any concerns with their induction programme. That contact must not themselves be involved in the induction programme.
- The appropriate body should monitor whether:
  - Headteachers/principals have provided a suitable teaching post for an NQT.
  - The monitoring, support etc for the NQT in place is fit for purpose.

- The NQT gets a reduced timetable and his/her records and assessment reports are maintained.
  - Action is taken where an NQT is experiencing difficulties or a school is not fulfilling its responsibilities.
  - Induction tutors are fully qualified and properly trained.
  - Headteachers/principals are consulted on the nature and extent of the quality assurance procedures the appropriate body operates.
  - The final decision is made on whether the NQT's performance against the relevant standards is satisfactory and that the induction period has been completed.
  - An extension is required; or the NQT has left a school partway through induction; or a reduced induction period is appropriate.
- The appropriate body can also, at the request of schools, provide guidance, support and assistance to schools and training for teachers on their role of providing induction training, supervision and assessment.
  - Appropriate bodies are required to inform the TRA of the outcome of induction.

#### *The Teaching Regulation Agency (TRA)*

The TRA will carry out specific duties on behalf of the Education Secretary including:

- Hearing appeals.
- Ensuring that a list is kept of NQTs who have failed/not completed induction.
- Recording progress of NQTs through their induction process.
- Providing details of teachers who have passed or failed induction to employers through their employer access online service.

#### *The induction tutor*

- The headteacher/principal must identify a person to act as the NQT's induction tutor, to provide day-to-day monitoring and support, and co-ordination of assessment.
- The induction tutor must hold QTS and also have the necessary skills, knowledge and time to work effectively in this role. In particular, the induction tutor should be able to undertake effective coaching and mentoring.
- The induction tutor should also be able to make rigorous and fair judgements about the NQT's progress in relation to the core standards and to recognise when early action may need to be taken in the case of an NQT who is experiencing difficulties.
- It may, in some circumstances, be appropriate for the headteacher/principal to be the induction tutor.
- A suitable monitoring and support programme must be put in place for the NQT, personalised to meet their professional development needs.

*The newly qualified teacher*

An NQT should not be given a job description that makes unreasonable demands.

NQTs should expect to receive advice on the following:

- Timetabling of lessons and support arrangements, names and contacts of induction tutors and a schedule for formal assessment and meetings.
- Reporting arrangements and entitlements to pay during sickness absences, contacts for other absences, eg maternity leave.
- Arrangements for salary payments; provisions for pensions and any other entitlements.
- Health and safety and equal opportunity policies.
- Other relevant policies including arrangements for cover, child protection etc.
- The nature of the contract of employment, a list of duties and management arrangements.

The NQT should participate fully in the programme of monitoring, support and assessment that is agreed with the induction tutor.



## Preliminary meeting checklist

Tick items to indicate that they were covered and record any details.

Name of NQT		Name of induction tutor		Date	
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Agenda Item	Tick	Details
Diary		
Dates of terms and major school events		
Staff handbook and/or a school induction handbook		
The LA NQT handbook		
Timetable of lessons and groups to be taught		
Curriculum documents		
The 'named contact'		
Names and contact details of personnel (see index)		
How the school will manage the induction/assessment arrangements		
Career entry and development profile – transition point 1 checked and discussed		
Date of next meeting to discuss CEDP transition point 2		

## Professional development plan – objectives and activities to be undertaken

When each activity has been undertaken, evaluate it on the professional development objectives and activities evaluation sheet overleaf.

Objective/learning aim (to help identify the purpose, word each objective 'to...in order to...')	Target date	Success criteria (as measurable as possible with the sources of evidence identified)	Action to be taken, by whom and resources needed (to clarify, use bullet points with timescale and individuals attached to each action)	CPD code	Review date

**Professional development objectives and activities evaluation**

<b>Activity</b>
<b>What impact did the activity have on your feelings/attitudes towards the focus?</b>
<b>What gains did you make in your knowledge, understanding or skills?</b>
<b>What changes have you made to your classroom practice as a result?</b>
<b>What impact did the activity have on processes within the school?</b>
<b>What impact did the activity have on other teachers?</b>
<b>What was the impact on the quality of pupil learning?</b>
<b>Did the activity represent good value for money? Yes/No</b>

## Lesson observation record

To be completed by the induction tutor (or other observer) during the lesson.

NQT	Date
Observer	Subject
Focus for observation (from professional development plan)	

	Evidence (ie what is said, heard or noticed)	Thoughts/questions
1st part		
Middle		
Final part		
Overall assessment of lesson		
<p style="text-align: center;">Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Requires improvement <input type="checkbox"/> Inadequate <input type="checkbox"/></p>		
Record strengths and development points on the summary of lesson observation and carry forward areas for development to the professional development plan.		
Signed: NQT ..... Induction tutor.....		

## Summary of lesson observation

To be completed by the induction tutor (or other observer) and used for feedback to the NQT.

NQT	Date
Observer	Subject
Length of observation	
Comment on the quality of the NQT's teaching in relation to the induction standards. Refer to the guidance criteria shown for the induction standards in section 5. Ensure that generic advice is given that can be applied to other lessons, as well as specific advice relevant to this lesson.	

	Strengths	Development points – in order to improve you need to...
Professional values and practice		
Knowledge and understanding		
Teaching: planning, expectations and targets		
Teaching: monitoring and assessment		

Teaching: teaching and class management		
Carry forward development points to the professional development plan.		
Signed: NQT ..... Induction tutor.....		

## NQT's self-evaluation of lesson observation

To be completed by the NQT immediately after the observation with reference to the induction standards and brought to the feedback session with the induction tutor.

NQT	Date	Subject
Comment on your lesson in relation to the induction standards, using the following headings:		

	Strengths	Development points – to improve I will need to....
Professional values and practice		
Knowledge and understanding		
Teaching: planning, expectations and targets		
Teaching: monitoring and assessment		
Teaching: teaching and class management		
Areas with which I am particularly pleased or with which I have concerns I would like to discuss further:		

## Professional review meeting: record of discussion

Review of progress and achievement since the last meeting.

NQT	Date	Date of previous meeting
<p><b>General comments</b></p> <p>Note any issues relevant to the progress of induction which have arisen since the last review meeting, eg lesson observations, parents' evenings, assessment/marking, development activity. State:</p> <ul style="list-style-type: none"> <li>• Areas of strength (achievements and the specific aspects of the teachers' standards demonstrated by them).</li> <li>• Areas for development (related to the teachers' standards).</li> <li>• An outline of the areas to be carried forward as objectives in the professional development plan.</li> </ul>		
<p>Signed: NQT..... Induction tutor.....</p>		
<p>Date of next review meeting</p>		

NQT Name		
NQT Mentor Name		
Date of meeting		
Discussion Points		Minutes
1.		
2.		
3.		
Standards Update		
Targets		Timescale