

Newly Qualified Teacher Induction Handbook 2011/12

Guidance and Information for Headteachers Induction Managers and Induction Tutors

Your NQT is one of over two hundred Newly Qualified Teachers who join Wakefield's schools every year.

This Handbook contains information on all aspects of the NQT Induction Year – see the list of contents overleaf and the index at the end. It aims to keep Headteachers, Induction Managers and Induction Tutors up to date with current practice and guidance. Please take the time to read it through **before** your NQTs begin induction.

If you have any queries about any aspect of the Induction Year, please contact The Lead for Professional Learning who is the NQT Coordinator on 01977 721510 nqt@wakefield.gov.uk for advice. Further contact details are shown at the end of this document.

Downloads of the documents needed for the induction process are available at: www.gowild.org.uk/nqt

This handbook follows the current Statutory Guidance of Newly Qualified Teachers in England, 2008. It also contains ideas and information from the Training and Development Agency for Schools (TDA) publication Guidance for the NQT assessment reports.

Whilst it incorporates guidance from both documents it also contains elements of the original handbook, including proformas, the Core Standards & TDA Supporting the induction process: TDA guidance for newly qualified teachers

Information regarding training for NQTs, mentors and NQT leaders is included in Section 1. Dates for registration and deadlines for assessment forms are also included. Please see below key dates for NQT Leaders and Induction Tutor training:

NQT Leaders Partnership Forum – Termly meetings for those with the responsibility for NQTs

10 November 2011	13:45 – 16:00	Ref: 111111Q
08 March 2012	13:45 – 16:00	Ref: 120308Q
17 May 2012	13:45 – 16:00	Ref: TBA

Are you new to the process? If so, please enrol for **one** of these courses:

New Induction Tutor Training

16 September 2011	9:00 – 12:00	Ref. 110916Q
13 January 2012 (Repeat)	9:00 – 12:00	Ref. 120113Q
01 May 2012 (Repeat)	9:00 – 12:00	Ref. TBA
18 July 2012 (12/13 cohort)	9:00 – 12:00	Ref. TBA

Special Educational Needs

Recent Ofsted inspections have highlighted the need for methodical high quality training for new teachers in special educational needs and disabilities. NQTs can access this exceptional resource which NQTs in Wakefield helped to pilot in 2009.

Access Special Educational Needs and/or disabilities: a training resource for NQTs at:

http://www.tda.gov.uk/teachers/sen/training_resources/pgce_programmes.aspx

The proformas section includes documents to aid discussion in improving special educational needs awareness in lessons.

Schools and NQTs needing extra information or support should contact:

The Lead for Professional Learning who is the NQT Coordinator on 01977 721510 nqt@wakefield.gov.uk

Checklist for Headteachers, Induction Managers and Induction Tutors

This checklist will ensure that the NQT is eligible to start induction and that you are fully aware of your roles and responsibilities. If there are any questions that you are unsure of, please refer to the relevant part of this Handbook to find out what you need to do.

	Check
Are you familiar with the DCSF Statutory Guidance on Induction for NQTs in England? This is available on www.gowild.org.uk/nqt	
Is the NQT registered with Wakefield LA?	
Has the NQT provided a QTS certificate and have you sent details on LA registration form?	
Is the NQT registered with the GTCE?	
Have you arranged the NQT's 10% extra reduced timetable?	
Have you contacted the NQT's previous Appropriate Body to obtain a copy of any assessment forms including interim assessments where an NQT has already completed part of their period in another institution?	
Has the Headteacher appointed a separate Induction Tutor for each NQT?	
Does each Induction Tutor have the appropriate skills and experience to fully undertake the role?	
Has the NQT provided Induction tutor with his/her Career Entry Development Profile?	
Have you and the NQT familiarised yourselves with the Core Standards, and are you fully aware of what is required for the NQT to meet all of the Core Standards?	
Is the NQT fulfilling their roles and responsibilities?	
Is the NQT abiding by the General Teaching Council for England's (GTCE) 'Code of Professional Values and Practice for Teachers'? See the GTCE website at: www.gtce.org.uk/gtcinfo/code.asp	
Has/ve Induction Tutor(s) been prepared for the role, and attended/applied for the LA's training programme for Induction Tutors?	
Have Induction Tutors' preliminary meetings with the NQTs been arranged?	
Is a programme of observations and feedback/ progress reviews in place and have you scheduled the formal termly assessment meetings?	
Is the Governing Body aware of the school's arrangements for NQT induction and the school's responsibility to provide the necessary monitoring, support and assessment for NQTs?	
Are you and the NQTs aware of the dates of the Wakefield NQT Training Programme, have the dates been entered in the school's diary and has cover been arranged?	

Registering NQTs

Have you registered your NQT?

Please ensure that your NQTs are registered as soon as you appoint them. Registration forms are available on the website: www.gowild.org.uk/nqt These can be emailed or posted to the LA.

Key dates include:

The LA to receive Autumn registration by	Friday 09 September 2011
The LA to receive Spring registration by	Friday 06 January 2012
The LA to receive Summer Registration by	Friday 20 April 2012

Even if you don't have all the requested details, enter what you can as soon as you can. **It is this registration and timely receipt of all assessments which prompts the school's funding for the induction year to be authorised.**

Please be aware that a university certificate or a Teacher Reference Number (TRN) number are not evidence of QTS, which can only be awarded by the General Teaching Council (or in earlier years by the DfES). Once you have registered an NQT, you can amend or add details by ringing up or sending in up dated forms

Only when all the details for your NQT have been received, and the QTS certificate has been verified, can we authorise the funding for the school.

Have you downloaded Wakefield's customised termly assessment forms available on www.gowild.org.uk/nqt?

Key dates include:

The LA to receive Autumn Assessment by	Friday 09 December 2011
The LA to receive Spring Assessment by	Friday 23 March 2012
The LA to receive Summer Assessment by	Friday 13 July 2012

You can also download a pack of the proformas reproduced in the appendices from the same website.

Induction Timeline

Once you have been identified as the induction tutor for a newly qualified teacher (NQT)

- attend WMDC training offered by the local authority and
- familiarise yourself with the key documents that support the induction process:
- ensure the NQT has been registered with the Appropriate Body
- ensure both you and the NQT know the time span for the NQT's induction period. Guidance can be found at <http://www.tda.gov.uk/partners/induction/faqs.aspx>
- begin to outline the programme of support, taking into account any whole-school development/CPD that will be available

The following assumes a full-time NQT working in a school or college operating a three-term year. For part-time NQTs and those institutions with more than three terms in a year, the following should be carried out at equidistant intervals throughout the induction period.

By the end of the first four weeks that the NQT is in post

- meet the NQT to review their self-evaluation following initial teacher training and agree priorities for the personalised induction programme
- agree the pattern of observations and review for the first term
- complete the first term's personalised programme and ensure copies are given to NQT and headteacher/principal
- carry out an initial observation of the NQT

By the end of the first term

- carry out one progress review meeting per half term, focusing on evidence of the NQT's progress and development needs
- towards the end of term, collate relevant evidence to contribute to the formal assessment meeting, and
- following the meeting, an assessment form must be completed and a copy sent to the appropriate body within 10 working days of the meeting (you can email). The school should retain a copy and the NQT should be given the original

At the start of the second term

- meet the NQT to agree the next phase of the induction programme, reflecting any actions and development requirements identified in the first assessment report

By the end of the second term

- carry out one progress review meeting per half term, focusing on evidence of the NQT's progress towards meeting the core standards and development needs
- towards the end of term, collate relevant evidence to contribute to the formal assessment, and

- following the meeting an assessment form must be completed and a copy sent to the Appropriate Body within 10 working days of the meeting. The school should retain a copy and the NQT should be given the original

At the start of the third term

- meet the NQT to agree the next phase of the induction programme, reflecting any actions and development requirements identified in the second assessment report

By the end of the third term

- carry out one progress review meeting per half term, focusing on evidence of the NQT's progress towards meeting the core standards and development needs
- towards the end of term, collate relevant evidence to contribute to the formal assessment meeting
- following the meeting, an assessment form must be completed. This form must record the headteacher/principal's final recommendation as to whether or not the NQT has met the core standards. Within 10 days of the completion of the induction period, the form must be sent to the appropriate body

Monitoring and Supporting NQTs

This section is an overview of the essential elements in the statutory programme of induction monitoring, support and assessment and takes account of best practice in achieving successful NQT induction. It provides guidance on establishing a support and monitoring programme and ensures that the induction year's requirements are met. Some sections contain ideas and tips for mentors.

It is not a requirement for schools to publish an NQT induction policy, however, it is more likely that induction will be fair, consistent, and effective if there are agreed approaches to support, monitoring and assessment, and that the induction programme reflects school aims and values.

Tips:

- Welcome packs or school induction handbooks can summarise the aims of the induction programme at the school and give information about the statutory aspects of induction and assessment;
- Former NQTs can act as buddies, supporting NQTs into the school and induction process;
- Early start sessions in the term before induction can give opportunity to share information and answer NQT's questions about induction;
- Ensure all colleagues are aware of the organisation of the core standards and five themes and how they relate to NQTs working in a new context and in their induction year;
- Agree whether monitoring and assessment will be carried out according to the five themes or the three sections of the core standards;
- Clarify the roles and responsibilities of those with responsibility for assessment. If induction tutors have responsibility for mentoring and assessment, ensure NQTs are clear about the induction tutor's assessment role in the ongoing review, the assessment process, report writing, and recommendation to the appropriate body
- Some NQTs may have worked in the school previously but in a different role e.g. as teacher's assistant, technician, and trainee on an employment based route. Their induction needs and interests may be different to NQTs joining the school.
- Ensure key members of the staff team, such as subject mentors, those with safeguarding responsibility, SEN coordinators (SENCOs), phase leaders or heads of department are aware of how they can contribute to the NQT's individual support programme and to evidence of their progress;
- Set dates at the start of each of the three assessment periods for key activities such as the two observations and feedback/dialogue, review meetings, assessment meeting, and report writing;
- Ensure that sufficient time is allocated for drafting the report and for the NQT to reflect on it so they can make their own comments before it is finalised and sent to the appropriate body;
- Ensure key members of the staff team are aware of the timeline and pressure points in relation to review and assessment. Be aware of Wakefield deadlines, especially in the final term of induction;

- Briefing sessions for tutors and mentors will help ensure consistency in approaches to review and assessment procedures, and documentation. The induction tutor or headteacher will need to moderate reports before making the recommendation to the appropriate body.

The preliminary meeting with your NQT

Provide to NQTs before **they take up their appointment**:

- a diary, term dates and information about major school events
- a staff handbook and/or a school induction handbook
- timetables of lessons and groups to be taught
- curriculum documents
- details of the LA's induction and training programme for NQTs
- details of how the school will manage the induction/assessment arrangements
- an opportunity to review Transition Point 1 of the Career Entry Development Profile (CEDP)
- a schedule of assessment meetings
- a date for the initial meeting to complete Transition Point 2 of the CEDP

The NQT should bring their **Career Entry And Development Profile** to this meeting. This provides an early opportunity for you to become familiar with the areas for further development that were identified and recorded by the NQT and their Initial Teacher Training tutor. Remember that NQTs may not be aware of their responsibility to share Transition Point 1 with the school at the beginning of induction.

At Transition Point 1, towards the end of the ITT programme, the NQT and college tutor will have identified and recorded in the CEDP:

- the aspects of teaching they find most rewarding
- their main strengths and achievements
- the aspects of teaching in which they would value further experience
- their longer term professional aspirations and goals

At Transition Point 2, at the beginning of induction, you and the NQT must identify the areas for initial focus during induction:

- their most important professional development priorities
- how their priorities have changed since Transition Point 1
- how they would prioritise their needs during induction
- what preparation, support or development would help

Transition Point 3 will be completed at the end of induction.

Involving NQTs

NQTs need to know about the purposes of induction, the roles and responsibilities of the school and the appropriate body, and their own responsibility with regard to review and assessment.

NQTs need to know that the induction period must be completed satisfactorily in order to continue teaching.

Make NQTs aware of the structure of the complete teachers' standards framework and how it links to performance management and school improvement.

Tips:

- The coloured chart "Professional Standards for teachers" published by the TDA gives a helpful overview of the standards framework.
- Copies can be downloaded from www.tda.gov.uk/standards.

In planning the monitoring and support programme you should ensure that:

- You set diary dates at the outset for observations and review and assessment meetings in conjunction with NQTs
- the NQT is observed teaching during the first 4 weeks in post and at least once each following half term
- you plan non-contact time in partnership with NQTs identifying where activities relate to core standards
- the NQT has a scheduled professional review of progress at least once each half term
- the NQT knows that evidence from review activities will feed into the assessment meeting and be summarised in the termly reports, so there are no surprises
- the *Professional Development Plan* (a suggested proforma is available in this handbook) is used to record objectives and the action the NQT will take as support in meeting those objectives
- the NQT observes the work of other experienced teachers
- professional development activities are planned on the basis of the strengths, areas for further development and objectives identified in the CEDP
- the NQT takes part in programmes of training available to the school's staff as a whole
- the NQT spends time with the SENCO to focus on specific/general SEN matters
- training, development and advice is available when appropriate from professionals outside the school
- the NQT attends external training events relevant to their individual needs
- the 10% additional non-contact time is protected and used as part of the planned induction programme
- all copies of lesson observations, records of review meetings and objectives are kept and made available for the assessment meetings

Working with the Core Standards

NQTs will have already met the qualified teacher status (QTS) (Q) standards in training. Give NQTs early opportunity to review the core standards and five themes so that they are aware of how they will be building on the standards achieved in training into their teaching career. QTS standards should be maintained by the NQT throughout the induction period whilst he or she works towards the core standards. The core standards apply to all NQTs and underpin all the subsequent standards.

Judgements made during the induction period should relate directly to the award of QTS and the core standards. Reports can be written to the three areas of the core standards or the five themes.

At the end of the induction period the headteacher makes the recommendation and the appropriate body decides whether the core standards have been met.

An interactive version of the core standards is available on

<http://www.tda.gov.uk/teachers/professionalstandards/standards/attributes/relationships/core.aspx>

Tips:

Here are examples of some of the core standards which progress from QTS. These can easily be seen on the coloured poster:

C3 contributions of teachers to school policy and practice

C4 communicating with parents and carers about pupil progress and well being

C14 the use of assessment information

C15 the contribution teachers' subjects make to cross curricular learning and other developments

C20 the roles of colleagues with specific responsibilities for the individual needs of pupils

C21 safeguarding responsibility (particularly important for NQTs in a new context)

C22-25 relate to safeguarding and well being and are also of particular importance for NQTs who will need to know about school policies from the start of induction

C 26-34 mainly focus on the application of knowledge and understanding. They include ensuring progress, managing learning, and adapting teaching to suit the stage of the lesson and needs of learners

C30 relates to aspects of the quality of teaching and impact on learners

C31-34 include deeper focus on assessment for learning, target setting and independent learning

C35-36 relate to review of the impact of teaching over time and the impact of feedback on improving attainment

C37-39 focus on the learning environment and links to local contexts and personalised learning, school behaviour policy, and the social development of pupils

C40 includes focus on the management of colleagues and is of particular importance to NQTs who are likely not to have had this responsibility before.

Tips:

- Where there is more than one NQT in the school they could review the booklet together.
- Look at the five themes and prompt questions to help identify needs and plan the individualised programme.

For instance:

- Theme 3 professional knowledge and understanding: ii) promoting children and young people's development and well-being: Progress to C11, 12, 13 and 14 with links to, C4b, C9 and C34.
- Meet with the assessment leader to learn about school assessment policy; discuss examples of NQT's marking, feedback and impact of targets at second review meeting; attend AfL training; meet with a colleague to find out about report writing, draft a report and receive feedback.

Linking the induction programme and the core standards

Most of an NQT's progress will be evidenced through their teaching and day to day work. Some needs, interests, and aspects of the core standards are met through planned opportunities in the personal and school induction programmes.

Tips:

- Work with NQTs to plan the use of the 10% non-contact time e.g. observations of colleagues, meetings with the SENCO or inclusion manager, CPD activity, time to prepare for review and assessment meetings, finding out about risk assessment and school journey planning.
- Note where a school based or local authority (LA) induction CPD programme links with standards e.g. safeguarding, assessment and behaviour for learning.
- School improvement development activity such as involvement in data collection and analysis, department work scrutiny and co-teaching may also take place during the school year. A work scrutiny activity could evidence up to 20 core standards!

Note where there are links to the core standards in the personal programme e.g. meeting with the inclusion manager, visiting a department in another school, discussion following observation of a colleague, personal reading and research.

In special schools and some early years settings NQTs may have to work at a significantly high level right from the start of induction, such as in deployment of a team of support staff or work with specialists This work evidences many aspects of the core standards.

Evidence

Progress review meetings will be informed by evidence of the NQT's day to day work e.g. observation of teaching, pupils' work, scrutiny of lesson plans, pupil progress records and outcomes of support and development.

On-going judgements must be based on evidence and where possible on the impact on teaching and learning.

Termly assessments are informed by written reports from at least two observations and two progress review meetings.

Evidence relating to subject knowledge and teaching can be integrated with wider activities such as work with colleagues, parents and carers, pastoral and extracurricular activities.

Tips:

Other evidence could include:

- Examples of pupils' work, annotated lesson plans, records and evaluations
- Comments on reports and reflection on parent consultation meetings
- Testimonials from colleagues such as pastoral heads, inclusion manager, or headteacher
- NQT's self review
- Reflections on collaborative work

Maintaining a record of progress

Recording should in general be concise and open to avoid unnecessary misunderstanding or bureaucracy.

Tips:

- Progress can be tracked using a tool such as a core standards traffic light grid, colour coded according to progress: green: achieved; amber: developing; red: where there may be concerns or weaknesses.
- Progress could also be considered as developing, embedding and enhancing or achieved, maintained and consolidated over the three periods of induction.
- An ongoing record could include strengths and development needs, impact, evidence, targets and support.
- Ensure targets are outcome related e.g. as impact on the NQT and learners.
- Subject leaders/heads of department can be involved in discussion of progress where the mentor/tutor is not the specialist.

When NQTs are in difficulty

A very small number of NQTs will encounter difficulties. The vast majority will overcome these with support. Structures should be in place to support NQTs who may experience difficulties.

Tips:

- If an NQT is struggling to meet any of the QTS or core standards the judgement must be clearly identified, evidenced, and linked to the specific Standards.
- Areas of weakness, targets and support should be identified and recorded. The NQT must be involved at all stages. There should be no surprises in the report.
- Identify colleagues who can be called upon to support the NQT and mentor/tutor e.g. advance skills teachers (ASTs), LA consultants and advisers, professional and subject associations.
- Once a problem has been overcome acknowledge the success in the assessment meeting and in the report.

Assessment Report Writing

Following the first and second assessments (or an interim assessment when an NQT is moving schools) the assessment report form should be completed by the induction tutor and/or headteacher as appropriate.

The reports should indicate whether at the time of each assessment the NQT is judged to be making satisfactory progress towards the standards by the end of the induction period.

Following the third assessment the form must record the final recommendation as to whether or not, upon completion of induction, the NQT has met the core standards.

Wakefield LA has adapted the sample assessment form to support schools in the writing process available at www.gowild.org.uk/nqt

Schools must complete all sections. They can be completed according to the three areas of the professional standards or the five themes from the TDA guidance for newly qualified teachers.

Tips:

Comments must be in the context of and make reference to specific standards.

Brief pertinent details are required about progress and in particular:

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

The NQT should add their comments before signing the form. Once signed the NQTs should be given the original and then copies sent to the LA. Copies of all assessments and supporting evidence should be retained for six years.

Tips:

Schools will have different approaches to the report writing process. Here are some examples:

- The NQT is given time to carry out a self review before the assessment meeting and this is discussed in the assessment meeting and referred to in the report.
- The induction tutor refers to the range of evidence gathered during the preceding term and drafts the report which is discussed and amended at the assessment meeting with the NQT. It is then redrafted and the NQT given time to reflect and comment before it is signed.
- The induction tutor and NQT draft the report together referring to the range of evidence on which the judgements are made.
- The NQT and tutor/mentor meet with an assessor who then reviews their evidence and writes the report.

Writing the reports

Tips:

- Draft each of the sections or themes onto a separate sheet, or electronically, then transfer or cut and paste onto the report form
- List evidence at the beginning of each section
- Begin sections with a judgement linked to evidence; narrative must link to judgement
- Ensure reports build on each other: have the previous report(s) to hand when preparing for assessment
- Highlight the main areas of success and development
- The use of bullet points may give clarity
- Use the NQT's name in the report
- If there is a weakness give clear evidence and record the linked core standard and planned support
- Give telling examples of impact particularly where an NQT has been successful in achieving a target or making significant impact on learning or the school community
- There is no need to refer to every standard each term or repeat judgements from one term to the next
- An electronic version can be used to add term 2 comments to the term 1 report in a different colour or font style. In this way progression is recorded in a cumulative way
- The term 3 report has a different format. Tutors could consider using the term 1 / 2 format to produce a final report for the NQT's portfolio.

Evaluating Induction

Schools and colleges should evaluate their own induction programme and procedures and make judgements on their effectiveness by gathering information and feedback from the appropriate body and everyone who contributes to, and benefits from, induction in the school/college.

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

- how well the induction programme and materials are meeting NQTs' needs
- the effectiveness of different elements of the programme
- the quality of different contributions to the programme
- how NQTs value the induction programme, and
- the benefits to the school/college of investing in induction.

The outcomes can be used to improve the induction process and celebrate success.

Linking induction to further continuing professional development and career progression

The induction process should lay the foundations for continuing professional development and career progression. An effective induction programme will be integrated into the whole school/college development plan, with the induction tutor and CPD leader working together to make the most of the professional development opportunities both within and beyond school/college.

http://www.tda.gov.uk/teachers/continuingprofessionaldevelopment/epd/building_on_induction.aspx

For further information on early professional development, please go to the following link:

<http://www.tda.gov.uk/partners/cpd/epd.aspx>

At the end of the induction period the induction tutor and NQT should prepare for transition into the performance management cycle in the school/college, liaising with the NQT's reviewer as appropriate. The final review and assessment will form the basis for discussions about priorities and next steps in the coming year.

http://www.tda.gov.uk/teachers/performance_management.aspx