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Induction Regulations

The Education (Induction Arrangements for School Teachers) (England) Regulations 2008 were laid before Parliament on 17 March.

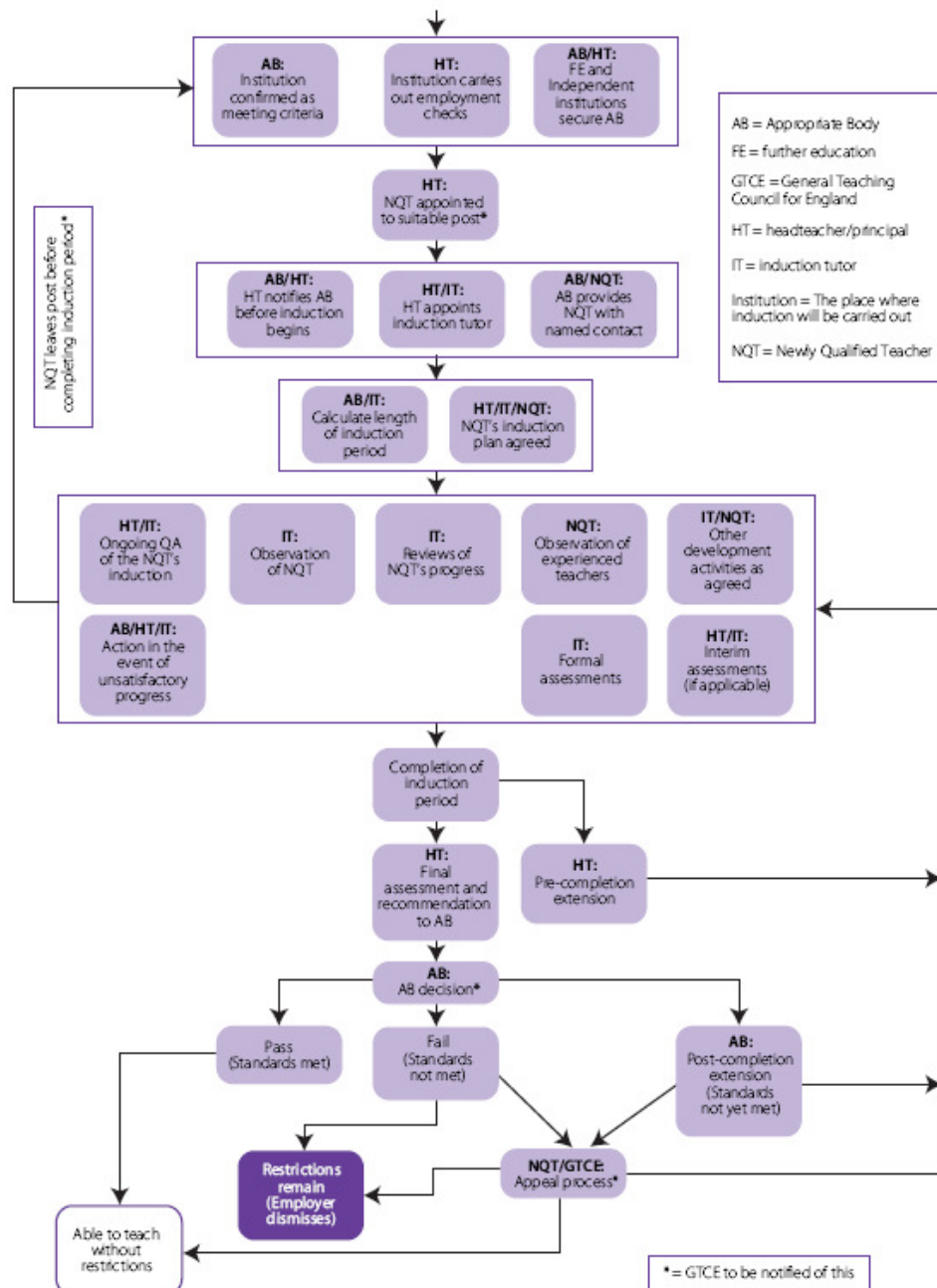
These regulations come into force from September 2008. They will replace the current regulations, and follow a public consultation undertaken by the Department for Children, Schools and Families (ending August 2007). This consultation sought views on proposals to amend some aspects of teachers' induction and to clarify, update and consolidate the existing regulations and guidance. New guidance will be issued to accompany these new regulations early in the summer term.

In summary, the new regulations will (from September):

- enable further education institutions to host induction for newly qualified teachers if they wish, providing the institutions comply with regulations and guidance;
- provide a clearer, more flexible and up-to-date definition of the induction period;
- allow the appropriate body (the body responsible for making the final decision on induction) to shorten the induction period in certain circumstances (as outlined in the regulations) by up to 29 days;
- allow the General Teaching Council for England one extra day to communicate a decision on an appeal;
- require headteacher/principal to contact 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;
- remove the requirement to complete induction within five years of starting the induction period;
- ensure copies of all assessments and supporting evidence should be retained by schools for six years.

Annex A

Overview of the Induction Process



Statutory Induction Programme for NQTs,
Induction Tutors and NQT Leaders

Date	Course Title	Time
AUTUMN		
20/07/11	NQT New Mentor (for 2011/12)	09.00-12.00
16/09/11	NQT New Mentor/Induction Tutor Training	09:00-12:00
22/09/11	Understanding the PE Curriculum	09:00-12:00
26/09/11	Primary NQT Welcome Meeting	16:00-18:00
27/09/11	Secondary NQT Welcome Meeting	16.00-18.00
30/09/11	NQT Primary Behaviour Management	09:00-16:00
10/10/11	Primary NQT – How to Inspire Children to Write	09.00-12.00
12/10/11	Secondary Maths	16.00-18.00
12/10/11	Secondary Science	16.00-18.00
18/10/11	Secondary MFL	13.00-16.00
19/10/11	Behaviour Management (Secondary)	09.00-16.00
20/10/11	Secondary English	16.00-18.00
01/11/11	Primary NQT MFL	13.00-16.00
02/11/11	Secondary NQT EAL	13.00-16.00
02/11/11	Primary NQT EAL	13.00-16.00
10/11/11	NQT Leaders	13.45-16.00
16/11/11	Secondary MFL	13.00-16.00
18/11/11	Primary NQT Literacy	13.15-15.30
25/11/11	Primary NQT Numeracy	13.15-15.30
06/12/11	Primary NQT Creativity	13.00-16.00
TBA	Secondary Assessment & Data	09.00-16.00
TBA	Health & Safety Including Educational Visits	15.45-17.30

SPRING		
11/01/12	Secondary English	16.00-18.00
12/01/12	NQT Risk Management in PE (Primary)	09.00-15.30
13/01/12	NQT New Mentor (Repeat)	09.00-12.00
18/01/12	Secondary Maths	16.00-18.00
17/01/12	NQT Mini Welcome	16.00-18.00
25/01/12	Secondary MFL	13.00-16.00
TBA	Secondary Assessment & Data	09.00-16.00
TBA	Secondary NQTs – Managing Other Adults	13.00-16.00
25/01/12	Primary NQT MFL	13.00-16.00
27/01/12	Primary NQT Behaviour Management	09.00-16.00
31/01/12	Primary NQT Numeracy	13.15-15.30
06/02/12	Primary NQT – How to Inspire Children to Write	09.00-12.00
09/02/12	Behaviour Management (Secondary)	09.00-16.00
09/02/12	Primary NQT – Help! I've got to teach Music	13.00-16.00
22/02/12	Primary NQT – There's No Need to Shout	13.00-16.00
22/02/12	Secondary NQT – There's No Need to Shout	09.00-12.00
29/02/12	Secondary Science	16.00-18.00
07/03/12	Secondary Maths	16.00-18.00
08/03/12	NQT Leader	13.45-16.00
09/03/12	Primary NQT Literacy	13.15-15.30
13/03/12	Primary NQT – New to Phonics	09.00-12.00

SUMMER		
16/04/12	Primary NQT Numeracy	13.15-15.30
26/04/12	Primary NQT – Help! I've got to teach Music	13.00-16.00
01/05/12	NQT New Mentor (repeat)	09.00-12.00
01/05/12	Primary NQT MFL	13.00-16.00
08/05/12	Mini Welcome	16.00-18.00
14/05/12	Primary NQT Literacy	13.15-15.30
17/05/12	NQT Leader	13.45-16.00
TBA	Secondary NQT Inclusion	09.00-16.00
23/05/12	Assessment in PE (Primary)	09.00-15.00
11/06/12	Primary NQT – How to Inspire Children to Write	09.00-12.00
19/06/12	NQT Conference	09.00-16.00
20/06/12	NQT Conference	09.00-16.00
04/07/12	Secondary English	16.00-18.00
11/07/12	Secondary MFL	13.00-16.00
18/07/12	NQT Mentor for 2012/13	09.00-12.00

ROLES AND RESPONSIBILITIES

The NQT

Before the period starts:

- check that they have passed any skills tests prior to starting the induction period; check with the GTCE that they have been awarded QTS before starting an induction period; and
- provide evidence that they have QTS and are eligible to start induction.

Once the period has started:

- at the earliest opportunity following appointment meet with their induction tutor to discuss and agree priorities for their induction programme and development, and keep these under review;
- agree with their tutor how best to use their reduced timetable allowance;
- use the TDA Career Entry and Development Profile (CEDP) to support planning the induction programme;
- monitor their progress against the core standards;
- participate fully in the agreed monitoring and development programme;
- (only) if they are a Cohort 1 teacher, ensure that they pass the numeracy test before completing the induction period and notify the GTCE;
- raise any concerns with their induction tutor as soon as practicable;
- consult their Appropriate Body named contact at an early stage where there are or may be difficulties in resolving issues with their tutor/ within the institution; keep track of and participate effectively in the scheduled classroom observations, 6 progress reviews and 3 formal assessment meetings;
- 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; and retain copies of all assessment forms and other documentation. This, along with tracking start and end dates for the induction period is especially important in cases where the NQT has a break/change of employer during the induction period.

In addition to the above:

- whilst **not** serving induction, teachers, who are subject to them, should comply with the limits on supply teaching and seek approval from the relevant Appropriate Body to extend the limit, where required.

Headteachers and Principals

The headteacher/principal is, along with the Appropriate Body, jointly responsible for the supervision and training (professional development) of the NQT during induction, and must:

Before the induction period starts:

- clarify whether the teacher needs to serve an induction period or is exempt, and check the supply limit status of a teacher yet to satisfactorily complete induction, if the post is on a short-term supply basis;
- check with the GTCE that the NQT has QTS and has passed the relevant skills tests in good time before the NQT's statutory induction period starts;
- notify the Appropriate Body when an NQT who is taking up a post in which they will be undertaking induction joins the school/college, before the appointment begins;
- ensure the NQT's post is a suitable post in which to serve induction;

- ensure that an appropriate induction programme is in place;
- ensure the NQT has both a reduced timetable and PPA time as necessary;
- where relevant, obtain documentation from the NQT's previous post including any interim assessment and details of absences, and take this into account in determining the length and nature of the NQT's induction programme and period;

Once the induction period starts:

- appoint an induction tutor (with QTS) and ensure that an appropriate cycle of observations, progress reviews and formal assessments is scheduled and takes place;
- ensure the induction tutor is appropriately trained and has time to carry out their role;
- act early, alerting Wakefield when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily;
- ensure third party observation of an NQT whose progress towards meeting the standards may be at risk;
- maintain accurate records of periods of employment that will count towards the induction period;
- monitor absences and notify the Wakefield as soon as absences over the whole period total 30 days or more;
- periodically inform the governing body about the institution's induction arrangements;
- ensure termly assessments reports are completed (on pro rated time scale for part-time staff) and sent to Wakefield as required;
- participate appropriately in the Appropriate Body's quality assurance procedures;
- consult and agree with the Appropriate Body in exceptional cases where it may be appropriate to shorten the induction period;
- within ten days of the NQT completing the induction period, make a recommendation to the Appropriate Body on whether the NQT has met the core standards, using agreed forms ;
- provide interim assessment reports for staff moving in between formal assessment periods;
- notify the Appropriate Body when an NQT serving induction leaves the school/college; and
- retain all relevant documentation/evidence on file for six years.

In addition to the above,

FE headteachers/ principals of independent schools should also:

- ensure the NQT's post and responsibilities comply with the specific requirements for FE institutions and independent schools

Induction Tutors

The induction tutor provides the NQT with day-to-day monitoring and support and must:

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with Wakefield where necessary);
- carry out six reviews of progress during 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-rated for part-time staff);
- ensure that at least six observations of the NQT's teaching take place and that the NQT is provided with copies of written feedback records
- 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; and
- take prompt and appropriate action where an NQT appears to be experiencing difficulties.

The Governing Body

- must ensure compliance with statutory guidance, and in particular ensure that the headteacher/ principal is fulfilling his or her responsibility to provide any NQTs serving induction in the institution with a suitable post and the necessary support, monitoring and assessment;
- can request general reports on the progress of an NQT but are not automatically entitled to have access to an individual's assessment forms;
- investigate concerns raised by an individual NQT as part of the institution's agreed grievance procedures; and
- seek guidance from Wakefield on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process.

The Appropriate Body (Wakefield Local Authority)

The Appropriate Body, along with the headteacher/principal, is jointly responsible for the supervision and training (professional development) of the NQT during induction and has the main quality assurance role. The Appropriate Body must:

- confirm that the headteacher/principal has checked the NQT has QTS (including the relevant skills tests),
- register the NQT;
- provide the NQT with a named contact(s) within Wakefield MDC with whom the NQT may raise concerns about their induction programme, where the institution does not resolve them;
- confirm and monitor that the NQT (in a maintained school) is working to a 90% timetable and has PPA time;
- offer advice and where practical and possible, direct help, to FE institutions (including sixth form colleges) to assist them in finding schools for NQTs to spend their mandatory ten days teaching children of compulsory school age in a school;
- maintain records and assessment reports for each NQT undertaking induction for whom it acts as Appropriate Body;
- assure itself that headteachers/principals, induction tutors and governing bodies are aware of, and are capable of meeting their responsibilities;
- act early in cases where an NQT may be experiencing difficulties, to ensure the assessments are fair and provide support as appropriate;
- where an institution appears not to be providing an appropriate programme or support, contact the institution to raise its concerns immediately (in writing, as appropriate) well before the end of the NQT's induction period or part period.
- as appropriate and as agreed, provide institutions with guidance, support

- and assistance in relation to NQT induction programmes, and training for teachers e.g. for induction tutors;
- monitor/write to notify relevant NQTs about pre-completion extensions
- approve cases where shortening an induction period in exceptional circumstances is required and record the decision on the relevant assessment form;
- decide whether to extend a teacher's entitlement to short-term supply work once the initial 16 month time limit has been reached;
- at the end of the period decide whether the NQT has met the core standards and notify the relevant parties within the agreed timelines;
- decide whether to extend an induction period post-completion and notify the relevant parties within the agreed timelines;
- provide the General Teaching Council for England (GTCE), via the termly GTCE email, with electronic lists of NQTs who have commenced an induction period; completed an induction period and met the standards; and those who leave a school partway through an induction period;
- notify the GTCE within three days of reaching a decision, of those NQTs whom the Body judges to have failed induction, or of those whose period the Body decides should be extended; and
- in relation to independent schools and Further Education institutions as appropriate, reach agreement with head teachers and principals to act as the Appropriate Body, including agreeing the scale and scope of any charges to be made.

The Appeal Body

The General Teaching Council for England (GTCE) is the Appeal Body in England. If an NQT chooses to appeal against a decision that they have failed to satisfactorily complete induction or the imposition of an extension, the Appeal Body can:

- allow the appeal;
- dismiss the appeal; or
- extend the period for as long as the Appeal Body sees fit (which may mean substituting a different extension for one originally put in place by the Appropriate Body).

THE INDUCTION PROCESS

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily.

The Purpose of Induction

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue, with monitoring and an assessment of performance against the core standards.

Each NQT's induction programme should enable the NQT to build on and extend the knowledge and skills developed during initial teacher training and provide the foundation for continuing professional and career development.

The programme should assist the NQT to meet the core standards by the end of the period and equip him or her with the tools to be an effective and successful teacher.

Each NQT's programme should be tailored to the individual's needs and circumstances and should provide a reduced timetable (and planning, preparation and assessment time) and significant opportunities for the NQT to:

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

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

The Statutory Framework

The statutory guidance explains the provisions of the 2008 regulations, which came into effect on 1 September 2008 and provides further advice to help individuals to comply with the regulations.

The Education (Induction Arrangements for School Teachers) (England) Regulations 2008 apply to:

- NQTs who start their induction on or after 1 September 2008; and
- NQTs who, on 1 September 2008, have started but not completed their induction;
- an NQT who is about to start or who is in the process of serving an extension prior to completing the induction period.

Registration with the General Teaching Council?

No teacher is allowed to work in a maintained school without being registered with the General Teaching Council. If you have not already done so, contact the GTC on 0870 001 0308. The annual subscription (currently £36.50 for 2011/12) is repaid to you by the LA each year via your salary.

Core Standards

The core standards apply to all NQTs. They form part of the framework of professional standards for teachers, build upon the Professional Standards for the award of Qualified Teacher Status (QTS), and are the standards which underpin all the subsequent standards. At the end of the induction period the headteacher/principal makes a recommendation, and the Appropriate Body decides whether the core standards have been met.

The framework of professional standards helps to guide teachers' professional development and the choices they make throughout their careers. To view the professional standards for teachers, please visit:

www.tda.gov.uk/teachers/professionalstandards

Following the award of QTS by the General Teaching Council for England (GTCE), an NQT begins the induction period having been assessed as meeting all of the QTS standards. These QTS standards should also be maintained by the NQT throughout the induction period, whilst he or she works towards meeting the core standards.

Requirement to complete an induction period

A qualified teacher cannot be employed as a teacher in a relevant school (a maintained school or non maintained special school in England, including a maintained nursery school or a PRU) unless he or she has satisfactorily completed an induction period in accordance with the induction regulations and statutory guidance. This requirement applies regardless of the route by which the individual gained QTS.

An NQT cannot start a statutory induction period in any permitted setting unless he or she has been awarded QTS by the GTCE.

There is no legal requirement to satisfactorily complete an induction period if an NQT intends to work solely in an independent school or in an FE institution. However, an NQT can, subject to certain conditions, serve an induction period in such settings, provided the NQT has QTS before the induction period starts.

An NQT has one chance only to complete induction. An NQT who has completed induction, and failed to meet the core standards, is not permitted to repeat induction although they may appeal against the decision.

While such an NQT does not lose his or her QTS, he or she cannot be employed lawfully as a teacher in a relevant school.

Funding for induction

Funding for the induction of Newly Qualified Teachers (NQTs) in maintained and non maintained special schools is incorporated into the main school funding system. It is for schools to ensure they commit appropriate resources to induction.

Appropriate bodies such as Wakefield Council have joint responsibility with schools for NQT training. To meet this responsibility Wakefield LA provides an extensive, high quality NQT training programme.

Funding for NQT Induction supports the school in providing induction, e.g. the cost of NQTs/Tutors attending courses and providing cover for them during non-contact time, meetings or courses.

Funding 2011-12

Registration will 'trigger' DSG funding to schools and Wakefield and is devolved the appropriate form and dates for each term's assessment submission for your NQT(s) are included. Funding is devolved from the Dedicated School Grant (DSG) each year and is paid by Journal transfer in January and by March 31st of each year.

The budget allocation per NQT per term will be approximately £1,400, the final figure depends on the total number of NQTs within Wakefield and the cost for training provision per NQT per term is **£183 per term**.

This funding is to enable the release of the NQT for training and assessment and the training of NQT Leaders and mentors.

The funding is paid by Family Services Finance. Lists of all **registered** NQTs are sent to Finance on a termly basis. Finance will notify schools of the amount of funding they will receive at the appropriate time.

Independent schools or further education institutions choosing to offer induction to NQTs should also ensure that appropriate resources are deployed.

Institutions in which induction may be served

Induction can be served in the following institutions under the following conditions:

- a relevant school in England (except a PRU)
 - this includes a maintained nursery school, a nursery that forms part of a maintained school, and a local authority maintained children's centre;
- an independent school in England (including an academy or a city technology college);
- a further education (FE) institution including a sixth form college.

Induction in a maintained nursery or children's centre

Induction can take place in a maintained nursery school, a nursery that forms part of a maintained school or a children's centre that is maintained by the Local Authority and has been legally designated as a maintained nursery school.

In all cases the nursery or children's centre must have a headteacher who can make the recommendation against the core standards, and provide the NQT with an induction tutor who holds QTS.

In all cases any NQT employed and completing a period or part period in these settings must teach classes of pupils predominantly aged three and over. This is because the education of pupils aged 0-2 years does not fall within the defined remit of a maintained nursery school. The headteacher must also ensure the NQT's post/duties comply with the requirements on what constitutes a suitable post.

Induction in an independent school including nursery provision in an independent school

Independent schools (including academies and city technology colleges) who wish to offer an NQT who has been awarded QTS the chance to complete statutory induction must provide suitable post and programme that will help the NQT to continue to meet the standards for QTS and meet all the core standards.

In addition:

- the curriculum for any pupils at Key Stage 1 and 2 that the NQT is employed to teach, must meet the National Curriculum requirements other than the requirements in relation to statutory assessment arrangements;
- the curriculum for any pupils at Key Stage 3 or 4, that the NQT is employed to teach, must meet the National Curriculum requirements: i.e. it includes the programmes of study specified in the Education Act 2002 in relation to every core or other foundation subject required to be taught;
- a prior agreement must be reached between the proprietor of the school and the Local Authority that they will act as the school's Appropriate Body;
- the school must provide the NQT with an induction tutor with QTS; and
- the NQT has a reduced timetable on a comparable basis to NQTs working in relevant schools, so that such NQTs are not disadvantaged when compared to those serving induction in a relevant school, and have time for further development.

Induction can also be served in the nursery of an independent school providing that:

- the criteria for independent schools above are met; and
- the NQT is employed to teach classes that predominantly comprise pupils aged three and over.

Induction in Further Education Institutions (including sixth form colleges)

Further Education (FE) institutions who wish to offer an NQT a post in which to complete a statutory induction period, must ensure beforehand that the NQT has been awarded QTS by the GTCE. The principal of the institution must also ensure the NQT's duties comply with the requirements of what constitutes a suitable post.

The principal will, on behalf of the FE governing body, need to identify and reach agreement with a Local Authority that the Authority will carry out the role of the Appropriate Body. Discussions between the principal and the Appropriate Body should be undertaken in good time before the institution offers an NQT a post, as

the induction programme and period cannot begin until agreement has been reached and the Appropriate Body has confirmed it is content to act.

In addition an FE institution or sixth form college wishing to provide an NQT with the statutory induction period must also ensure that:

- the NQT has adequate opportunity to further develop his or her knowledge, understanding and experience of the day-to-day practices and the role of a teacher in a remodelled school;
- the NQT has a reduced timetable on a comparable basis to NQTs working in relevant schools so that such NQTs are not disadvantaged when compared to those serving induction in a relevant school, and have time for further development;
- 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;
- the NQT must spend the equivalent of at least ten days teaching children of compulsory school age in a school during his or her induction;
- every effort is made to provide the NQT with 15 days experience in a school setting in addition to the mandatory ten days above; and
- the NQT is appointed an induction tutor who holds QTS.

Institutions where induction may not be served

Workplaces which cannot offer statutory teacher induction are:

- a pupil referral unit (PRU);
- a secure training centre;
- a school requiring special measures, except in cases where Ofsted have judged a school, or part of a school, to be suitable to host induction;
- an FE institution where, following an Ofsted inspection, it is reported that the overall effectiveness (OE) of the institution, or part of its education or training has been judged to be inadequate except in cases where Ofsted has judged the institution to be suitable to host induction;
- the above includes FE institutions that have received a category 4 for leadership and management;
- independent schools that do not meet the criteria described;
- private nurseries and other early years settings that do not meet the criteria described, including independent nurseries that are not part of an independent school; and
- schools abroad, including British schools.

Where induction may be served or continued in a maintained school in special measures

A school that has entered special measures cannot normally host induction. However, where a teacher was employed on an employment based initial teacher training scheme in the school prior to gaining QTS, or had already started an induction period in the school, before the school entered special measures, then induction can be served. This will require careful management to ensure that the NQT's needs are met without jeopardising the educational provision for pupils in the school.

Checking a teacher is eligible to start an induction period

Before the NQT takes up post the headteacher/principal must undertake a few pre-employment checks, which must be verified by the Appropriate Body upon registration.

Checking qualified teacher status

Any teacher who is not exempt from serving induction is only legally able to start the induction period once they have been awarded QTS by the GTCE.

It is essential that headteachers/principals check and confirm the individual's QTS with the GTCE.

Appropriate Bodies must always confirm that the NQT's QTS has been checked when registering the NQT. A teacher reference number does not mean the NQT has been awarded QTS.

Teachers completing Initial Teacher Training (ITT) after May 2001 must pass all the relevant skills tests before they can be awarded QTS. If an individual does not have QTS he or she cannot start induction. Teachers who completed ITT between the 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. Prior to offering a Cohort 1 NQT appointment, the headteacher/principal must check with the GTCE to confirm whether the individual has already 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.

Checking short-term supply limit status

Prior to offering a teacher who has not satisfactorily completed an induction period an appointment on a short-term supply basis, the headteacher/principal must ensure the individual has not exceeded the limit on such work.

Prior to a supply/employment agency offering a teacher to a school on a supply basis, the agency must carry out all necessary identity and background checks on NQTs and share the results of these checks with the school; and must inform the school of any information received after an appointment is made which may lead to doubts over the NQT's suitability.

Responsibility for induction

The headteacher/principal of the institution in which an NQT is serving an induction period and the Appropriate Body are jointly responsible for the supervision and training to meet the development needs of the NQT. The duties assigned to the NQT and the conditions under which he or she works should be such as to facilitate a fair and effective assessment of the NQT's conduct and efficiency as a teacher.

Ensuring that the NQT's post is suitable for induction

The headteacher/principal and Appropriate Body must ensure that the duties of the NQT, his or her supervision, personal development and the conditions under which the NQT works are such as to enable there to be a fair and effective assessment of the NQT's conduct and efficiency against the core standards. An important issue at the start and throughout the period is to ensure the suitability of the NQT's post. In particular a suitable post:

- must provide the NQT with the necessary employment tasks, experience and support to enable him or her to continue to meet the QTS standards, and to meet the core standards by the end of the induction period;
- must provide the NQT with a reduced timetable to enable them to undertake activities in their induction programme;
- must not make unreasonable demands upon the NQT;
- should not normally demand teaching outside the age range and/or subject(s) for which the NQT has been employed to teach;
- must not present the NQT, on a day-to-day basis, with discipline problems that are unreasonably demanding;
- must involve the NQT regularly teaching the same class(es);
- must involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged; and
- must not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

Cover teaching and cover supervision

A cover supervisor (even one holding QTS) who is not employed as a teacher cannot count their time spent as such towards induction.

Cover for absence is not an effective use of a teacher's time. There is currently a limit of 38 hours a year on the amount of cover that teachers, including NQTs, can be required to undertake and schools should expect to implement the objective that teachers should only rarely cover from 1 September 2009. There are exceptions for teachers who are employed wholly or mainly for the purpose of providing cover, however, the very nature of a cover teacher's responsibilities make it unlikely that such a post would comply with the requirements set out in statutory guidance on what constitutes a suitable post for induction.

Ensuring a reduced timetable and time for planning, preparation and assessment

All NQTs must have a reduced timetable, to enable them to undertake activities in their induction programme, and time for planning, preparation and pupil assessment. In a maintained school the headteacher must ensure an NQT should have a timetable of no more than 90% of the timetable of other main scale teachers in the school without responsibility points. NQTs are also entitled to additional Planning, Preparation and Assessment (PPA) time.

NQTs in independent schools and FE colleges must also have a reduced timetable on a comparable basis.

The Career Entry and Development Profile (CEDP)

The CEDP offers structured guidance to teachers at three Transition Points in their professional development:

1. towards the end of their initial training programme;
2. at the start of their induction period; and
3. towards the end of their induction period.

The purposes of the Profile are to help teachers make constructive connections between initial teacher training, induction and the later stages of their development as a teacher; to guide the processes of reflection and collaborative discussion; and to focus reflection on their achievements and goals.

Further information on the CEDP, is available at: www.tda.gov.uk. For full guidance on CEDP see page 78 of this section.

Role of the governing body upon appointment of an NQT

When an NQT is appointed the headteacher/principal should make the governing body aware of the arrangements that have been put in place to support him or her. The governing body must be satisfied that the institution has the capacity to support the NQT and that the headteacher/principal is fulfilling his or her responsibility to provide a suitable post and the necessary support, monitoring and assessment.

Charging by the Appropriate Body

The Appropriate Body may make reasonable charges, not exceeding the cost of supplying the service, to an independent school, an academy, a city technology college or a further education institution to which it is supplying the service. Agreement should be reached on this before an NQT starts an induction period.

Registering the NQT with the Appropriate Body (Wakefield MDC)

Once an NQT has been appointed, the headteacher or principal must notify the Appropriate Body as soon as possible to register the NQT, in advance of the NQT starting. The Appropriate Body needs to be made aware that an NQT is starting an induction period. The Appropriate Body must be satisfied that it has sufficient opportunity to fulfill its role, for example quality assurance of the NQT's post and programme and advising on professional development where appropriate.

Failure to register the NQT in advance may, particularly where there has been a significant interval, result in a delay to the start of the induction period.

Named contact at the Appropriate Body

Wakefield MDC provides the NQT with a named contact with whom he or she may raise any concerns about their induction programme which may arise, where he or she has been unable to resolve them within the institution.

NQTs in Wakefield can contact the NQT Coordinator, for more information

Email : nqt@wakefield.gov.uk or Telephone 01977 721510

Informing the GTCE of NQT appointments

Appropriate Bodies should inform the GTCE of any NQTs who start an induction period, as part of their termly statistical return.

The minimum period of continuous employment that can count towards induction

Regulations specify a minimum period of employment that can be counted towards completion of the induction period, this minimum is one term. Consequently, provided at the outset an NQT's contract/appointment is for at least a term, an NQT may serve their induction in one, two, three or more institutions.

For example an NQT may serve:

- two terms of induction in one institution on one contract, and one term in another;
- one and a half terms in one institution on one contract and one and a half terms in another; or

- three terms in three different institutions on three different contracts.

However, it would not be possible to serve two and a half terms of induction in one institution and the remaining half a term in another.

Some of the key core standards must be demonstrated over a sustained period of time, before they can be judged to have been met. The requirement for a minimum period also reflects the need for each NQT to work in a stable environment and receive a personalised, supported and preplanned induction programme.

Determining the length of the induction period

It is good practice for headteachers/ principals to ensure NQTs are clear at the outset about how long their induction period should be, assuming their circumstances remain the same.

Length of the induction period for a full-time NQT who starts a period of employment counting towards induction in a school after the first day of term

Where a full-time NQT starts his or her period(s) of employment counting towards induction on a day after the first day of a term, the induction period must equal the number of days in the academic year of the school in which they started induction. This will ensure that the NQT, the school and the Appropriate Body are clear from the outset about how many days the NQT must serve to complete the period. This will also help to ensure that, where the individual starts a new contract before completing induction, any subsequent employer is clear about how many days the NQT has yet to serve.

Length of the induction period for a full time NQT who starts his or her induction in a further education institution

A full-time NQT who starts their induction in a further education institution must serve an induction period of 189 days.

Length of the induction period for an NQT who works part-time at any time during their induction period

Where an NQT who starts induction in a school works part-time at any point during their induction, the number of days the individual will have to serve in order to complete induction will be the number of days in the academic year of the school in which the NQT started induction.

Where an NQT who starts induction in an FE institution works part-time at any point during the induction period, the NQT must serve an induction period that is at least 189 days.

It will take a part-time NQT a longer period of time than someone employed on a full-time basis to work the required period dependant upon the proportion of a fulltime teacher's contract the part-time NQT is contracted to work.

To calculate the period of time it will take for a part-time NQT to complete his or her induction period, divide the total number of days' induction the NQT must serve by the full-time equivalent (FTE) percentage that the individual is contracted to work. For example:

an NQT, contracted to work an FTE of 0.6 in a maintained school (who is required to serve an induction period of 195 days, would need to be employed for a period of 325 days ($195 \div 0.6 = 325$) in order to complete the induction period.

Recording starters, absences, leavers, and time served which counts towards an induction period

All institutions must maintain accurate records of the date an NQT starts a period of employment counting towards induction, how much of the period has been completed and any absences. These should be noted appropriately on the assessment forms at the end of each formal assessment. Where an NQT leaves or changes working patterns during the period, this will enable the institution and the Appropriate Body to calculate how much of the period remains to be completed.

The headteacher/principal should notify the appropriate body if an NQT leaves the institution before completing the period. The appropriate body will then notify the GTCE.

Starting and completing an induction period and breaks during an induction period

Whilst NQTs are encouraged to start their induction as soon as possible after gaining QTS, there is no set time limit for starting or completing an induction period. Where significant time has elapsed between gaining QTS and starting induction, or where there is a significant gap between teaching posts during the induction period, NQTs may want to consider undertaking some refresher training.

Obtaining previous records

Where an NQT has already completed part of their period in another institution, the headteacher/principal should:

- contact the NQT's previous Appropriate Body to obtain a copy of any assessment forms including any interim assessment/s; and
- establish how much of the period has been completed and how much remains to be served, including any absences during any previous periods of induction served
- send copies of any assessments to the Wakefield Appropriate Body at Chesneys Centre or email nqt@wakefield.gov.uk

Obtaining the assessment reports and associated information will enable the headteacher/principal:

- to develop an appropriately targeted programme and consider early action in cases where an NQT may need specific or additional support;
- facilitate scheduling of the outstanding formal assessments on an appropriate cycle; and
- ensure early identification of circumstances where a pre-completion extension due to absences during the period may be necessary.

To avoid any confusion at a later date it is good practice to confirm how much of the induction period has already been completed and any absences directly with the NQT as soon as the information is available after appointment. This is important as absences totalling 30 days or more must lead to the induction period being extended

Appointment of an 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. This is a very important role in the process. 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 to be the induction tutor, especially in very small schools.

Planning and preparing the induction programme

It is essential that NQTs receive a personalised, supported programme and the reduced timetable that they are entitled to so that each NQT has the time and support to focus on his or her professional development needs. It is, therefore, important that planning for induction starts before the NQT takes up post.

Headteachers/principals must ensure that the NQT's timetable is reduced appropriately. When putting together a programme of support, the induction tutor will need to make arrangements early on for the NQT to:

- receive information about the institution, their post and the arrangements for induction, in advance of the first day in post;
- meet with the induction tutor to discuss their individual strengths and development needs;
- receive and agree a timetable of observations, reviews and assessment meetings;
- agree with their induction tutor a personalised development plan setting out clear objectives and success measures;
- receive information about their rights and responsibilities and those of others involved, and the nature and purpose of assessment in the induction period;
- participate in the school's/college's general induction arrangements for new staff;
- take part in any appropriate programme of staff training or improvement activities at the institution;
- be made aware of any institution-wide policies, including those on safeguarding and child protection, management of behaviour and health and safety, and opportunities for more targeted support/advice in these areas where necessary;
- spend time with the institution's special educational needs (SEN) coordinator to focus on specific and general SEN matters;
- receive, where appropriate, training development or advice from professionals from outside the school/college, e.g. from other schools and colleges, LAs, higher education institutions, Diocesan authorities, professional bodies and subject associations;
- take part in external training events that are relevant to identified individual needs; and
- be made aware of the institution's grievance procedures and locally agreed capability policy.

In all cases the NQT induction programme must take account of the core standards and the demands of the post in which NQTs are serving induction. The induction tutor and the NQT should review and update the NQT's induction programme and development plan regularly over the period, as existing skills and knowledge are consolidated and new areas of learning are identified.

Mandatory ten days teaching in a school for NQTs completing induction in a further education institution

It is very important that all NQTs serving induction in an FE institution have the opportunity to build on their initial teacher training experiences to further develop a sound knowledge and understanding of the day-to-day practices and the role of a teacher in a remodelled school (further information about remodelling can be found at: www.teachernet.gov.uk/wholeschool/remodelling). Part of being able to meet the core standards will involve, for example, demonstrating a good understanding of the refocused role of a teacher in a school on teaching and learning, and the important contribution that other staff such as support staff can make to helping improve pupil achievement and well-being.

All NQTs completing induction in an FE institution must spend the equivalent of at least ten days teaching children of compulsory school age in a school during the period. Every effort should also be made to provide such NQTs with up to a further 15 days experience in a school setting.

The purpose of school placements and the nature of any support the NQT will receive from the school should be agreed in advance. The focus of the placement should involve teaching duties. An extended placement could also focus on transition issues for students, or involve curriculum development. In all cases the primary objective of any placement will be to inform the practice and meet the development needs of the NQT. The needs of the students affected and the institutions themselves will also need to be considered. Providing NQTs with a school based mentor will help them to gain maximum benefit from their placement.

School placements can take place at any time during the induction period, taking into account implications for pupils and other staff. The school placement need not be undertaken in a single institution, but can be served in shorter placements (e.g. two five day placements).

Monitoring and support during induction

The headteacher/principal and induction tutor should ensure that a suitable monitoring and support programme is put in place. A suitable programme must include the following components:

- support and guidance from a designated induction tutor who has the time and experience to carry out their role effectively;
- observation of the NQT's teaching and follow up discussion;
- regular professional reviews of progress;
- NQT's observation of experienced teachers – NQTs should be given opportunities to observe experienced teachers to help develop good practice in specific areas of teaching. This could be in the NQT's own institution or in another institution where effective practice has been identified. The focus for the observation should relate to the requirements

- for satisfactory completion of the induction programme and the NQT's objectives for development;
- other personalised professional development activities, based on the NQT's priorities for professional development, new areas of need due to the particular post, and the core standards; and
- in planning the activities that are needed to help the NQT meet their objectives, the NQT and the induction tutor will want to draw on the NQT's thinking at the end of initial teacher training, updating plans over the period.

It is also important that the NQT is fully engaged in this process and takes responsibility for his or her professional development as the induction programme progresses. The leadership team will have a critical role to play in this and in ensuring effective communication and handover between the NQT's induction tutor and any subsequent performance reviewer.

Observations

Observing the newly qualified teacher (NQT) at work is a central part of induction, and an essential ingredient in the development of an individualised programme.

Observation can:

- provide a rich source of information about an NQT's teaching, their progress, and the progress of their pupils
- stimulate discussion between NQTs and other members of staff, with a clear focus on teaching and learning
- help to monitor and to identify areas for further professional learning and development, and
- help NQTs, in the early stages of their induction, to gain a sense of whether their expectations of pupils are sufficiently challenging.

While lesson observations cannot provide all the evidence required to demonstrate an NQT is meeting the core standards, they are an important point of reference for the formal review meetings towards the end of each assessment period.

The majority of NQTs welcome observation of their teaching. Observation has made an important contribution to their initial teacher training and they are skilled in making good use of it. Day-to-day reassurances that they are progressing satisfactorily, while also welcome, do not give new teachers the level of support that they gain from planned, focused observation and thoughtful analysis of lessons. As the induction period progresses, NQTs can be supported in taking more of a lead in professional dialogue focused on classroom practice.

Timing and frequency

The statutory guidance indicates that the NQT's induction tutor, or another colleague, should observe the NQT's teaching at least twice in each assessment period; this includes an observation during the first four weeks in post. It is important that, during these observations, notes are made that can be used to inform follow-up discussions and analysis with the NQT. The outcomes of these discussions will in turn feed into the professional review meetings that follow a similar cycle.

Although the induction tutor is likely to undertake most of the observations, the NQT's need for support or development may also prompt observation by other colleagues from within or outside the school. For example:

- teachers with particular specialisms or relevant responsibilities, such as SENCO/ inclusion manager, head of department, literacy coordinator
- members of the school's senior management team
- advanced skills teachers, or
- tutors from partnership higher education institutions (HEIs).

It will help if the induction tutor coordinates such observations to make sure that the overall pattern of observations and the resulting evidence is relevant and coherent, and to make sure that the NQT is comfortable with the timing and frequency of observations.

Where there are concerns about an NQT's classroom practice, the headteacher/principal must observe the teaching of the NQT in addition to the observations that take place as part of the induction process. Where the induction tutor is the headteacher/principal, a third party (who holds QTS) should observe the NQT and review the evidence.

Preparation

During the induction period, observation will be conducted by the induction tutor and/or others as appropriate; the first observation should take place during the first four weeks. The induction tutor should also arrange an observation at least once in any six-to-eight week period.

NQTs should be involved and informed about the timing and purpose of the observations and have the opportunity to discuss the observation and feedback schedules in use.

Observations should focus on particular aspects of the NQT's teaching and the impact on learning. The focus should be agreed in advance between the NQT and the observer. The choice of focus for the observations should be informed by the requirements of the core standards and the NQT's personal objectives. Observations should be supportive and developmental.

The NQT and observer should meet to review any teaching that has been observed. Feedback should be prompt and constructive. Following observations and associated professional dialogue, a brief written record should be made relating to progress against the NQT's objectives. The NQT and induction tutor may decide to revise the objectives and action plan if necessary.

NQTs observing experienced teachers

Observing colleagues teaching can be very effective in helping NQTs to gauge appropriate expectations of pupils and to extend their teaching strategies. Such observation is particularly effective when:

- the staff team are aware of the benefits and purposes
- a focus has been agreed that is linked to the NQT's objectives or focus for professional development
- NQTs get the opportunity to observe teaching as part of an 'early start' or pre-induction programme

- observations include the opportunity to observe others teaching the NQT's pupils
- criteria have been identified for gathering information, and
- provision has been made for post-observation discussion.

Professional progress reviews of the NQT

The induction tutor should review the NQT's progress at regular intervals throughout the induction period. There should be at least one scheduled professional review meeting in any six to eight week period. Adjustments can be made for NQTs who works part-time.

Reviews should be informed by evidence of the NQT's work, e.g. observation of teaching or scrutiny of lesson plans. Objectives should be reviewed and revised in relation to the core standards and the needs and strengths of the individual NQT. The NQT should maintain a record of evidence of progress towards objectives and any new objectives set within the development plan, as well as identification of the steps to be taken to support the NQT in meeting the objectives. Evidence should come from day-to-day practice e.g. examples of planning and self-evaluation.

Quality assurance and the role of the appropriate body

The Appropriate Body has the main quality assurance role within the induction process. Through this the Appropriate Body can assure itself that:

- headteachers/principals and governing bodies are aware of, and are capable of meeting their responsibilities for monitoring support, and assessment. This includes ensuring that an NQT receives a personalised induction programme, designated tutor support and the reduced timetable;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

The Appropriate Body should on a regular basis consult with headteachers/principals on the nature and extent of the quality assurance procedures it operates, or wishes to introduce. Institutions are required to work with the Appropriate Body to enable it to discharge its responsibilities effectively.

The means of quality assurance will reflect the existing structures and patterns of practice for monitoring the work of institutions for which the Appropriate Body is responsible. It will also, in the case of independent schools and FE institutions, need to reflect any agreement entered into between the Appropriate Body and the institution's governing body.

Some Appropriate Bodies may concentrate on institutions where the need for additional support has been identified and monitor a sample of other institutions to ensure consistency of assessment.

The Appropriate Body should also:

- respond to requests from schools and colleges for guidance, support and assistance with NQTs' induction programmes; and
- respond to requests for assistance and advice with training for teachers related to their roles providing coaching and mentoring, supervision and assessment (such as training for induction tutors).

If an institution informs the Appropriate Body that an NQT is not making sufficient progress towards meeting the core standards, the Appropriate Body should, as soon as possible, act to assure itself that the assessment of the NQT is fair and accurate. The Appropriate Body should also ensure that

relevant objectives and a support programme are in place to help the NQT address areas of his or her performance that require further development.

Where the Appropriate Body considers that an institution is not providing an appropriate programme or support, the Appropriate Body must, as part of its quality assurance procedures, contact the institution to raise its concerns immediately.

Following discussion with the institution and the NQT, the Appropriate Body may feel that upon completion of induction it is unreasonable to expect the NQT to have met the core standards, or that there is insufficient evidence on which a decision can be based about whether the core standards have been met. In such circumstances the Appropriate Body can at the end of the period decide to extend the induction period for a period to be determined by the Appropriate Body.

Raising concerns

An NQT who has concerns about any aspect of the content and/or delivery of their induction programme should act on those as quickly as possible. The NQT should normally raise their professional concerns internally, informally in the first instance, with their induction tutor, or more formally where the nature of the concerns may warrant this.

Where the NQT's concerns go beyond the institution's systems or procedures, or where the NQT may lack confidence or feel that the concerns have not been properly addressed, they should contact the named individual at the Appropriate Body. In these cases the named individual should, as soon as possible, investigate the issues raised by the NQT. The named contact should take steps to assure themselves that the induction programme and/or the NQT's post and responsibilities are suitable and fair, provide adequate support and do not place unreasonable demands upon the NQT.

Formal assessments of progress

There should be three formal assessment meetings during the induction period, between the NQT and either the headteacher/principal or the Induction Tutor. These would normally take place towards the end of each term. However for part-time NQTs and institutions with more than three terms in a year the assessments should be carried out at equidistant intervals throughout the induction period. It is for institutions and NQTs to agree exactly when the assessment dates are set, but the final assessment should occur as near to the end of the induction period as possible. Good practice is to schedule dates for formal assessment(s) on appointment at the start of the induction period/ part period,

The induction tutor will, on behalf of the headteacher or principal, play a key role in providing and co-ordinating assessment throughout the NQT's induction programme. Where more than one person is involved in providing support and/or assessment, individual responsibilities should be clearly specified and agreed at the beginning of the induction period. All parties with a role should have clear arrangements for sharing information so that monitoring and assessment is based on, and informed by, evidence from the NQT's teaching and professional development.

The third formal assessment meeting is also the final end of induction period assessment, and will form the basis of the headteacher/principal's recommendation to the Appropriate Body as to whether the NQT, having completed the period, has or has not met the core standards.

Evidence to be used as the basis for formal assessment

Each formal assessment meeting should be informed by written reports from at least two observations of the NQT's teaching and two progress review meetings that have taken place during the preceding assessment period. This evidence should emerge from the NQT's everyday work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the standards for the award of QTS and the core standards. NQTs should be kept up-to-date so that they are aware of how the induction tutor sees their progress.

Under no circumstances should there be any surprises. Induction tutors must ensure they tell the NQT during the assessment meeting the judgements to be recorded in the formal assessment record and sent by the headteacher/principal to the Appropriate Body. Induction tutors should also invite NQTs to add their comments to the assessment record.

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

- the NQT's lesson plans, records and evaluations;
- assessment records for pupils for whom the NQT has had particular responsibility, including test and/or examination results;
- information about liaison with others, such as colleagues and parents; and
- the NQT's self assessment and record of professional development.

Induction tutors may want to collect more evidence in areas where there are concerns about the NQT's progress, to identify better what additional support and action may be needed.

Interim assessments

When an NQT leaves a post after completing more than one term in an institution but before the next formal assessment would be required, the headteacher/principal must complete an interim assessment. This should take place before the NQT leaves his or her post in order to ensure that the NQT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen.

The information recorded on the interim assessment form will serve as a starting point for any future induction tutor, inform the content and structure of the induction programme in any subsequent post and allow the programme to be tailored to the NQT's priorities for professional development so that induction can be continued effectively. Where only a short period has elapsed since the last formal assessment and the NQT's progress towards the core standards has not changed appreciably, the headteacher/principal may choose to refer back to the previous assessment. However, the number of days the NQT has worked since the previous assessment must still be recorded on the interim assessment form as any subsequent employers will need this information.

Once the interim assessment form is completed, it should be signed by the headteacher/principal and the NQT. The NQT should be invited to add their comments before signing the form. Once the form is signed, the NQT should be given the original and a copy sent to the Appropriate Body. The headteacher/principal should also retain a copy of the completed reports.

Completing the first and second formal assessment forms

Following the first and second formal assessment meetings an assessment form should be completed by the induction tutor and/or headteacher/principal and signed by the headteacher/principal and the NQT. The NQT should be invited to add their comments before signing the form. These reports should clearly indicate whether or not at the time of each assessment the NQT is judged to be making satisfactory progress towards meeting the standards by the end of the period.

Model assessment forms can be downloaded from Teachernet at the following address:
<http://www.education.gov.uk/schools/careers/traininganddevelopment>

Wakefield MDC has adapted these forms to reflect the level of achievement. Institutions should check that they have the correct version before completing them. Schools should check www.gowild.org.uk/nqt for the most up-to-date versions.

Once the form is signed, the NQT should be given the original and a copy sent to the Wakefield MDC within ten working days of the assessment meeting. The headteacher/principal should also retain a copy of the completed reports.

Access by the governing body to formal assessments

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 Wakefield.

Action on completing the induction period

An NQT completes their induction period when he or she has served:

- an induction period of the length specified;
- any extension to that period as a consequence of absences occurring during the period;
- any extension following a decision by the Appropriate Body or the GTCE.

Completing the third formal assessment form and making the recommendation

Following the third and final formal assessment meeting the relevant assessment form should be completed by the induction tutor and/or headteacher/principal. This form must record the headteacher/principal's final recommendation as to whether or not, upon completion of the induction period, the NQT has met the core standards.

The headteacher/principal, the induction tutor and the NQT must then sign the final assessment form and the NQT should be invited to add their comments before signing the form.

The headteacher/principal should ensure a signed copy of the assessment form, containing the recommendation, is sent to the Appropriate Body by the relevant assessment deadline. The headteacher/principal should keep a copy, and give the original to the NQT.

The Appropriate Body notifies the GTCE of NQTs that pass induction via the termly return.

Copies of all assessments and supporting evidence should be retained for **six years** by the headteacher/principal and the Appropriate Body.

Appropriate Body decision on whether the standards have been met

It is the Appropriate Body that makes the final decision as to whether or not an NQT has met the core standards, drawing on the recommendation of the headteacher/principal.

Within 20 working days of receiving the recommendation, the Appropriate Body must decide whether the NQT:

- has achieved the core standards and thereby satisfactorily completed their induction period;
- requires an extension of the induction period; or
- has failed to satisfactorily complete the induction period.

In making this decision the Appropriate Body must take into account all available evidence including any written representations received from the NQT.

The Appropriate Body must, within three working days of making the decision, write to:
the NQT;
the headteacher/principal (in whose institution the NQT was working at the end of their induction);
the employer,

Notifying the GTCE of NQTs who have not met the standards

A decision to fail or extend an NQT's induction must be notified to the GTCE within **three working days** of the decision being made and recorded.

The NQT's right to appeal against a decision that they have not met the standards

If the Appropriate Body decides to extend the period of induction or decides that the NQT has failed to complete their induction period satisfactorily, the Appropriate Body must inform the NQT of their right to appeal against this decision, with the name and address of the Appeal Body (the GTCE), and the deadline for appeals. Within **20 working days** of receiving this notification, the NQT must say if they will be exercising their right to appeal. After 20 days, this right expires except in exceptional circumstances.

Action following failure to complete induction satisfactorily

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.

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

If an NQT fails induction, and is appealing against that decision, the employer may choose to dismiss him or her at that point or may continue to employ the NQT pending the outcome of the appeal. If the NQT's appeal is heard, and he or she has been judged as having failed induction, the employer of an NQT who completed induction in a relevant school should dismiss the NQT within ten working days of being told of the outcome of the hearing.

RECORD KEEPING, RETENTION AND CONFIDENTIALITY

Record keeping

The Appropriate Body is responsible for keeping a record of the name; teacher reference number; date of birth and the amount of the induction period served for each NQT for whom it is the Appropriate Body. These records are based upon information from headteachers/principals about NQTs starting or completing induction or those leaving part-way through induction. The Appropriate Body should also monitor the return of assessment forms and contact the institution concerned when assessment forms have not been submitted or signed on time.

As the Appeal Body the GTCE keep records of all appeals but they also maintain a central record of those who are in the process of completing or who have completed induction. Hence it is important that institutions provide timely and accurate information to their Appropriate Body, and Appropriate Bodies provide timely and accurate information to the GTCE.

Retention of assessment reports

It is recommended that assessment reports are retained by the institution and the Appropriate Body for a minimum of six years in line with the guidance on performance management. NQTs are advised to retain the original copies of their own assessment reports. Retention of assessments is particularly important where an NQT changes jobs part-way through his or her induction.

If an NQT starts induction in an institution which is part of another Local Authority the Appropriate Body role transfers to that Authority and the new headteacher/principal is responsible for obtaining copies of the relevant paperwork from the NQT's previous Appropriate Body(s). The headteacher/principal is also responsible, upon registration, for alerting the new Appropriate Body to any concerns that have been raised about the NQT's progress by previous employers.

Confidentiality

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.

SPECIAL CIRCUMSTANCES

Reducing the induction period in exceptional circumstances

The prescribed induction period can be reduced in exceptional circumstances by up to and including 29 days. This applies only when all of the criteria specified below are met:

- the NQT cannot continue their induction in the same institution the following term (normally due to a time-limited contract);
- the NQT has met the core standards;
- the NQT agrees to the period being reduced in this way; and
- the shortfall in the induction period, when combined with absences that fall during the period, totals 29 days or fewer.

Where the NQT works part-time, only absences that fall when the NQT is contracted to work should be counted towards the 29 days.

The Appropriate Body and the headteacher will need to agree when the reduced period is applicable and this should be noted on the final assessment form. It is important that the form is signed by the NQT, the NQT's headteacher and the Appropriate Body to confirm that all three parties agree to the reduction.

Typical examples of circumstances where it would be appropriate to shorten an induction period would be:

- Case A – a full-time teacher employed at a school goes on long-term sick leave a couple of days into the new term and an NQT is recruited to cover the post for the remaining year. The school is unable to continue the contract into the following year as the original post-holder is returning.
- Case B – a full-time teacher employed at a school goes on maternity leave for a year and an NQT is recruited to cover the post. An induction programme is put in place; the NQT performs well and is able to demonstrate the standards. However, the post-holder then decides to return to duty three weeks before the end of the summer term. The school is not resourced to support the employment of two teachers for the remaining period.

Please note that the induction period can only be reduced towards the end of the induction period as the individual must be assessed against, and have met the core standards before a decision to reduce can be finalised. It would not be permissible to make such an assessment at the end of the first or second term.

Extending an induction period

Extension of the induction period prior to completion due to absences

The induction period is automatically extended prior to completion when an NQT's absences during the period total 30 days or more (with the exception of statutory maternity leave). In these circumstances the induction period must be extended by the aggregate total of days absent, for example, if the NQT is absent for a total of 35 days, the induction period is extended by 35 days (at least). Please note that when the NQT works part-time, only absences that fall when the NQT is contracted to work should be counted.

If an NQT is unable to, or chooses not to, continue his or her employment and serve the extension in the same institution, the NQT must find other employment in which to complete the extension. Please note that in these cases the minimum period of employment of a term or equivalent must still be served as the NQT will be working in a new institution. This will mean that, depending on the number of absences in question, in some cases the extended period actually served will exceed the number of days originally absent.

An individual's induction period can only be subject to a pre-completion extension once.

Extension of the induction period prior to completion due to statutory maternity leave

If an NQT has a break in her induction which includes statutory maternity leave, she may choose whether or not to have induction extended by the equivalent of the part of her absence which was statutory maternity leave. Any outstanding assessments should not be made until she returns to work and has had the opportunity to decide whether to extend induction, and any such request must be granted. If an NQT chooses not to extend her induction period following a period of statutory maternity leave her performance will still be assessed against the core standards. It is, therefore, recommended that an individual in this situation seeks advice from her headteacher, induction tutor or an appropriate unions professional association before making such a decision. For information on statutory maternity leave entitlements, please visit:

www.direct.gov.uk/en/employment/employees/workandfamilies/dg_10029285

Extension of the induction period after induction has been completed

The Appropriate Body has the option, when making its decision at the end of the induction period, to extend the period. It determines the length of the extension, the procedure for assessments during it, and the recommendation at its end. The appropriate body may decide to extend for reasons beyond the control of one or more of the parties involved, where it would be unreasonable to expect the NQT to have met the core standards. Such reasons might include:

- personal crises, illness, disability or other reasons relating to the NQT;
- issues around the support during induction; or
- where there is insufficient evidence for a decision about whether the core standards have been met to be made.

An NQT may be unable to, or choose not to, serve a post-completion extension in the institution in which he or she completed the original induction period. He or she will then need to find another post in which to complete the extended induction period. In these circumstances the minimum period of employment must still be served as the NQT will be working in a new institution

The headteacher/principal must, where an NQT leaves an institution before completing his or her extended induction period, complete an interim assessment and notify the Appropriate Body that the NQT has left.

Supply teaching

Long-term supply teaching posts (more than one term)

A supply teaching contract can only count towards the induction period if it is clear from the outset that the contract will last for the required minimum period of one term. The headteacher/principal must also comply with all of the applicable requirements for hosting induction.

Short-term supply teaching posts (less than one term)

Short-term supply placements of less than one term, or equivalent, cannot count towards induction. If a short-term supply contract is extended beyond one term the induction programme cannot be backdated but should be put in place as soon as practicable, once it is agreed that the contract will last for a further term or more.

Limit on short-term supply work

A qualified teacher, who has not completed an induction period, can undertake some short-term supply work in a relevant school but this is limited to 16 months only. The 16 month limit starts on the day that the teacher begins their first short-term supply contract and is measured as a fixed calendar period, rather than an aggregation of short periods of supply work. This means that the 'clock starts ticking' as soon as short-term supply work commences and does not stop during periods when the teacher is not undertaking short-term supply work.

Once the 16 month limit is reached the teacher cannot undertake any further supply work in a maintained school, non-maintained, special school, maintained nursery school, or pupil referral unit (PRU) unless:

- an extension has been granted by the Appropriate Body; or
- the post in question is a supply placement of at least one term in a setting in which induction can be undertaken, and the NQT is serving an induction period, in line with guidance; or
- the teacher is, whilst working part-time on a supply basis, serving induction concurrently on a part-time basis in another post.

Extension of the short-term supply limit

An Appropriate Body can agree to extend the period during which a teacher can undertake short-term supply work beyond the 16 month limit. Some examples of circumstances that might be considered appropriate would be:

- Personal circumstances, e.g. childcare or other care commitments, that mean the teacher is unable to move to another region in search of posts that can offer induction; or
- Serious illness, injury or disability has prevented or is preventing the teacher from securing a suitable post for induction.

The Appropriate Body has discretion to extend the limit by up to a maximum of 12 months. The Appropriate Body should confirm its decision to the NQT in writing, including the start and finish dates of any such extension.

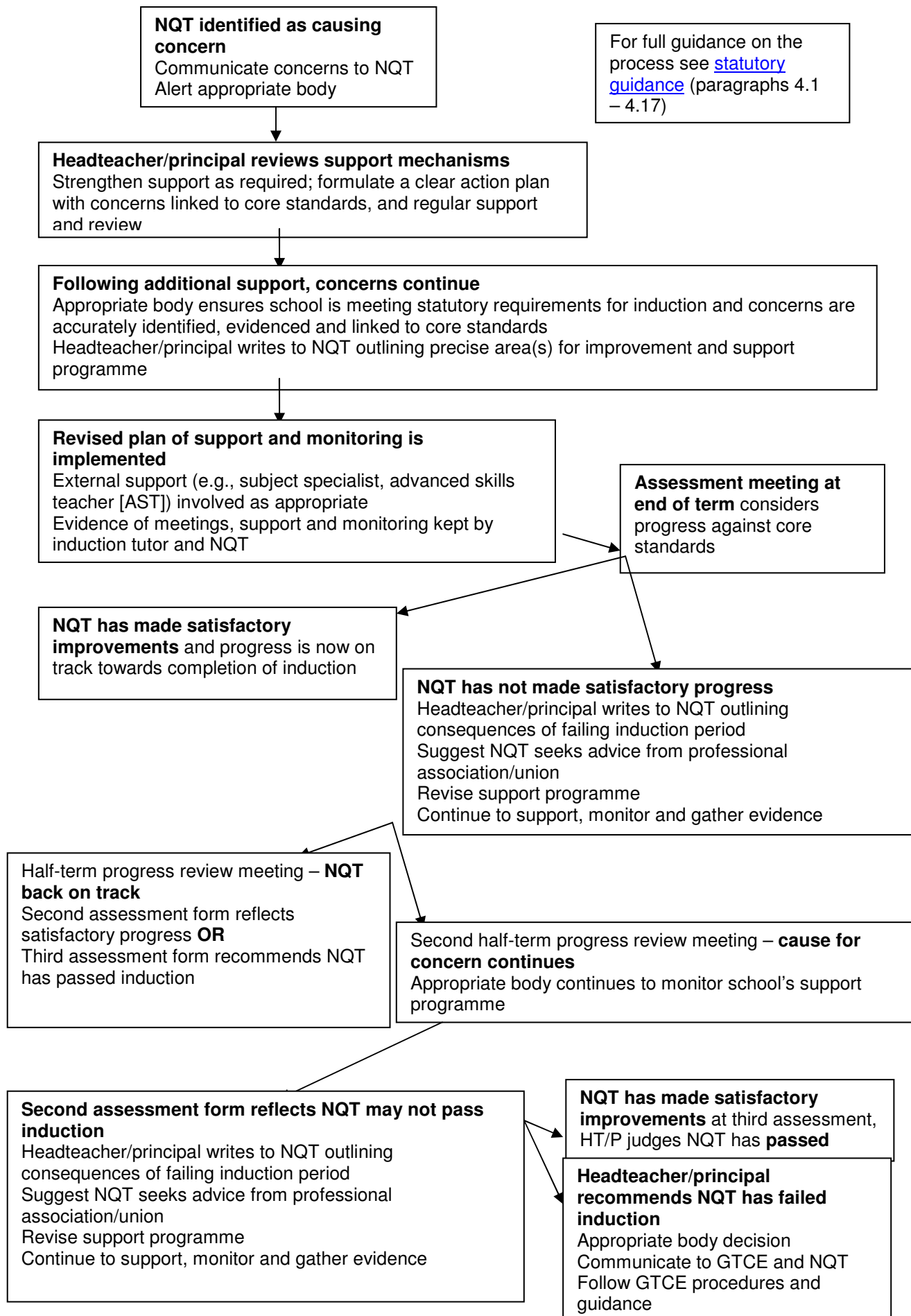
An Appropriate Body is only able to approve an extension to the supply limit for teachers wishing to work in schools for which the Appropriate Body has responsibility. In all cases it will only be possible to allow an extension of a further 12 months beyond the initial limit of 16 months.

NQTs employed in two or more institutions simultaneously

The length of the induction period for NQTs completing induction in more than one institution simultaneously

Where an NQT serves induction part-time in more than one institution simultaneously, the number of days in the induction period is the same as for anyone else who works part-time. The separate contracts are added together when calculating the FTE and that the number of days served in each institution is totalled together and recorded by the headteacher who is taking the leading role (i.e. the headteacher who will make the recommendation). Each separate contract of employment must meet the minimum period criteria

NQTs CAUSING CONCERN



Unsatisfactory progress

The vast majority of NQTs will complete the induction period satisfactorily. Nevertheless, there will be NQTs who, at some stage of their induction programme, may be judged to be making unsatisfactory progress or feel themselves that they are not progressing as they would like to. If this occurs, early action must be taken in order to provide the NQT with the opportunity to make the necessary improvements to his or her performance.

Acting early in the event of unsatisfactory progress

All NQTs must be monitored in accordance with statutory guidance. This process should enable the headteacher or principal to identify any difficulties experienced by the NQT in making progress towards the core standards at an early stage.

The headteacher/principal and Appropriate Body should act promptly in circumstances where an NQT experiencing difficulties has served part of their induction in another institution, and where at the time of the latest appointment there is only a short period of the induction period left to serve. It is also important in these circumstances that the headteacher/principal has contacted the previous Appropriate Body to obtain copies of earlier assessment reports, including any interim assessments and details of any absences. This will ensure any previously identified support needs are met as quickly as possible.

Putting in place additional monitoring and support

If it becomes apparent that an NQT is not making satisfactory progress, the headteacher or principal must ensure that additional monitoring and support measures are put in place immediately. **Action to improve performance must not be delayed until a formal assessment meeting has taken place.** Additional action might include setting more specific or shorter-term objectives, and closer monitoring and recording of progress. It is important that concerns are communicated quickly to all those with responsibilities in the induction process, including the NQT, induction tutor and the Appropriate Body. It is especially important that the NQT is made aware of the area(s) in which they need to improve their practice, and that he or she is given every opportunity to improve his or her performance and go on to meet the core standards.

Where there is concern about the NQT's progress, both the headteacher/principal and the Appropriate Body should be satisfied that:

- the assessment of the NQT is well founded and accurate;
- areas in which improvement is needed have been correctly identified;
 - appropriate objectives have been set to guide the NQT towards meeting the core standards; and
- an effective support programme is in place to help the NQT improve and to address identified areas for development.

Arranging a professional review by a third party

In cases where the induction tutor in an institution is not the headteacher/principal, the headteacher/principal must observe the teaching of any NQT considered not to be making satisfactory progress, in addition to the observations which take place as a part of the induction process, and review the available evidence. Where the induction tutor is the headteacher/principal, the headteacher/principal should ensure that a third party who holds QTS reviews the evidence and observes the NQT (for example an AST or other experienced teacher in the institution).

Action if performance is still unsatisfactory at the next assessment point

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 period as having met the core standards.

However, in some cases improvement will not be enough. Where there are still concerns about the NQT's progress at the next assessment point (and this is not the final assessment), the headteacher/principal should explain to the NQT the consequences of failure to complete the induction period satisfactorily and discuss fully with the NQT:

- the identified weaknesses;
- 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.

Following the discussion the headteacher/principal must complete the relevant assessment form and send it to the Appropriate Body, indicating to the Appropriate Body that, at their current rate of progress, the NQT is at risk of not completing their induction satisfactorily. In addition to comments on progress, the completed assessment form should, in these circumstances, include brief details of the issues discussed.

The NQT should as normal sign the assessment form to confirm that he or she is aware of the contents of the form. The headteacher/principal should then give the original copy of the completed form to the NQT, send a copy to the Appropriate Body and retain a copy.

Where performance remains unsatisfactory at the point of the final assessment the headteacher should follow the guidance and take action as set out.

Action in the event of serious capability problems

In a few particularly serious cases it may become necessary for the headteacher/principal to instigate a capability procedure 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 procedure must continue in parallel with the capability procedure.

Before instigating a capability procedure, it is important that the headteacher/principal is sure that the following actions have first taken place:

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

lead to instigation of the formal capability procedure and that this may lead to dismissal.

If an NQT is dismissed on grounds of capability before the end of the induction period, he or she would still be allowed to seek suitable employment to complete induction at another institution, as all NQTs must complete a full induction period before they can be judged to have failed induction. The Appropriate Body should pass on promptly any induction records, documentation and assessments, including interim assessments, to the new school and new Appropriate Body when asked to do so, so that appropriate support can be provided.

Where an employer has dismissed an NQT on the grounds of capability (or the teacher resigned before being dismissed), paragraph 29 of the disciplinary functions regulations¹¹ applies.

Paragraph 29 states that the employer must provide the GTCE with the information listed in the Schedule to the regulations.

The GTCE will then investigate and may, depending on their findings, decide to impose sanctions. These may be a reprimand; a conditional order; a suspension or, if the case is serious enough, de-registration. De-registration would prevent a teacher from teaching in a relevant school in the future.

The appeals procedure

The appeal should be addressed to:

Induction Appeals Team at the General Teaching Council for England:
Induction Appeals Team Leader,
Professional Standards,
General Teaching Council,
Victoria Square House,
Victoria Square,
Birmingham B2 4AJ
Direct Line: (0121) 345 0087
Switchboard: (0870) 001 0308
Fax: (0121) 345 0004

Making an appeal

If an NQT fails induction, or has their induction extended by the Appropriate Body, the Appropriate Body must advise the NQT of his or her right to appeal, who to appeal to, and the time limit for doing so.

In England the Appeal Body is the General Teaching Council for England (GTCE).

If the NQT (the appellant) decides to make an appeal he or she must send a written notice of appeal to the GTCE within 20 working days beginning with the date the appellant received notice of the Appropriate Body's decision. The GTCE will have discretion to extend this time limit in cases where not to extend the time limit would result in substantial injustice to the NQT. The notice of appeal should include all of the following information:

- the name and address of the appellant;
- the appellant's teacher reference number and date of birth;
- the name and address of the institution at which they were employed at

- the end of their induction programme;
- the name and address of their employer, if employed as a teacher, at the date of the appeal;
- the grounds of appeal;
- the name, address and profession of anyone representing the NQT in this matter, and an indication of whether the GTCE should send appeal documents to the representative rather than to the NQT;
- whether the teacher requests an oral hearing or not; and
- if the appeal is going to miss the deadline, justifications from the NQT for the delay, which the GTCE must consider.

It is important that the NQT signs the notice of appeal as it will be invalid without the appellant's signature.

- The NQT should send the following additional material with the notice of appeal: a copy of the document from the Appropriate Body notifying the NQT of its decision;
- a copy of any document from the Appropriate Body outlining its reasons for coming to this decision; and
- a copy of any other document which the NQT considers to be evidence for the appeal.

Appellants can amend or withdraw their grounds of appeal or any part of their appeal material without permission right up to the date they receive notice of the appeal hearing date or notice that the appeal will be decided without a hearing. They can also submit new material in support of the appeal. After the hearing date has been arranged the appellant needs the permission of the GTCE to amend or withdraw their appeal, or submit further material. Once an appeal is withdrawn it cannot normally be reinstated, although an appeal which has been withdrawn in error may be reinstated in exceptional circumstances.

GOLDEN HELLOS

Golden Hello eligibility criteria for AY2010/11

The golden hello is a one-off taxable bonus to encourage graduates to enter the teaching profession and teach priority secondary subjects in maintained schools. To be eligible for the golden hello, teachers have to meet the training, teaching and application criteria.

This eligibility criteria guidance is used to assess all Training and Development Agency for Schools (TDA) golden hello applications and should be read by teachers applying for a golden hello, and local authority administrators responsible for assessing claims. Additional information for administrators is available on the TDA website. This document only relates to eligible postgraduate initial teacher training (ITT) courses starting between 1 August 2010 and 31 July 2011. Eligibility criteria relating to other academic years (AY) can be found on the TDA website.

Process of claiming

The process for a teacher to claim and receive their golden hello is:

- the teacher completes their ITT course
- the teacher achieves qualified teacher status (QTS)
- the teacher completes their newly qualified teacher (NQT) induction
- the teacher obtains a teaching post in a maintained school
- the teacher applies for their golden hello, and
- the local authority of the employing schools assesses the teacher's application and pays the golden hello, if eligible, according to the criteria in this guidance.

The golden hello application form

The golden hello application form is given to teachers once they have successfully completed their ITT course. Teachers who require a golden hello application form should contact their ITT provider. The ITT provider will fill in the ITT provider section of the form before giving it to the teacher. Once the teacher has completed their NQT induction year and obtained a teaching post, their employing school signs off their teaching eligibility before sending it to the local authority for assessment and payment.

The TDA cannot issue application forms to students or teachers.

Eligibility criteria

To be eligible to apply for a golden hello, a teacher must comply with:

- training eligibility criteria – relating to the type of ITT undertaken
- teaching eligibility criteria – relating to the type of teaching post occupied
- application eligibility criteria – relating to the timing of the application.

If any part of these eligibility criteria is not satisfied, the teacher is not eligible to receive a golden hello. Where teachers do not satisfy an element of the teaching eligibility in their original application, they may reapply for a golden hello at a future date. This is provided that they fully satisfy the eligibility criteria, including the application eligibility, at the time of a subsequent application. Golden hello rates contained within this document relate to trainees who begin their ITT course in AY2010/11.

ITT eligibility criteria

The golden hello is only available to teachers who successfully completed a postgraduate ITT course, leading to the award of QTS in England. Teachers who undertook equivalent postgraduate courses in Wales, Scotland, Northern Ireland or the European Union (EU) may also be eligible for the golden hello as long as they satisfy the criteria set out in the 'Additional information' section.

Teachers who gained QTS through an undergraduate or employment-based ITT route do not qualify for a golden hello. Employment-based ITT routes include the Graduate and Registered Teacher Programmes, the Overseas Trained Teacher Programme, and the Teach First Programme.

The teacher must have taken an ITT course that covered teaching either or both of the 11–14 and 14–16 age ranges in an eligible subject.

Teaching eligibility

Eligible teachers must be a qualified schoolteacher and hold QTS.

Eligible teachers must have successfully completed their induction. Visit www.tda.gov.uk/teachers/induction for further details on induction.

Eligible teachers must be employed as a qualified schoolteacher in England in:

- a maintained secondary school (including middle-deemed secondary),
- a maintained or non-maintained special school (see www.nasschools.org.uk to identify status), or
- an academy.

Teachers in independent schools are not eligible for the golden hello. Sixth form colleges are classified as further education institutions and teachers working there are not eligible to claim the TDA golden hello.

After a teacher has completed their NQT induction, they must have either a permanent employment contract or a fixed-term contract of at least one term's duration. Where the teacher has a permanent contract, they will not be eligible for the golden hello if notice to terminate the contract is given before the golden hello payment is received.

The teaching post held by the teacher must contract them to teach at least 50 per cent of their teaching time in the subject they specialised in during ITT. The teacher must continue to be employed in an eligible role until receipt of the golden hello. As the golden hello payment can only be made through the standard local authority (LA) payroll, an applicant must remain in post for at least the period from application to payment. Applicants who leave before payment of the golden hello will forfeit their eligibility.

Supply teachers are eligible for golden hellos on the same terms as permanent teachers, provided that their contract with a school or LA is for at least one term. Supply teachers employed by private agencies are not eligible.

City technology colleges (CTCs) receive funding for golden hellos as part of the standards fund grant, which is included in their unit of funding. Therefore, teachers at CTCs are not eligible for the national golden hello scheme. CTCs are not required to spend their grant on golden hellos but are expected to meet the cost of golden hellos following the same principles as the national golden hello scheme. Teachers should check with the relevant CTC on its policy for paying golden hellos.

Application eligibility

Teachers must ensure their applications are made to the local authority within 12 months of completing their NQT induction, or equivalent, if induction is undertaken in Northern Ireland, Scotland or Wales.

This application time is extendable to 24 months in case of pregnancy or full-time caring responsibilities, and for any period during which a person is certified by a doctor as medically unfit to work as a teacher.

Applicants must not have previously received a TDA golden hello in England or the equivalent in Wales.

How much is the golden hello?

There are two golden hello rates – £2,500 and £5,000 – for eligible trainees beginning courses in AY2010/11, depending on the secondary subject in which the trainee specialises. These rates are before tax, National Insurance and student loan repayment if applicable.

Teachers who undertook equivalent postgraduate ITT courses in Wales, Scotland, Northern Ireland or the EU may also be eligible for the golden hello as long as they satisfy the eligibility criteria set out in this document

Golden hellos are a non-consolidated bonus and are subject to income tax and National Insurance. They are regarded by HM Revenue and Customs as taxable income and teachers repaying student loans might have their repayments increased accordingly. Teachers who are claiming state benefit (working tax credits, etc) are advised to discuss with their local Jobcentre Plus office the impact that the golden hello may have on such benefits.

£5,000 golden hello

To receive a £5,000 golden hello the ITT course must have comprised at least 50 per cent of:

- Mathematics
- Science, or
- Applied Science

ITT courses that offer joint subject areas can be considered, but at least 50 percent of the course must be in one of the subjects listed above.

£2,500 golden hello

To receive a £2,500 golden hello, eligible teachers must have completed their ITT in one of the following secondary subjects:

- Modern Languages
- Design and Technology
- Engineering
- Manufacturing
- Information and Communication Technology (ICT)
- Applied ICT
- Religious Education, or
- Music

ITT courses that offer joint subject areas can be considered, but at least 50 percent of the course must be in one of the subjects listed above.

Summary

The table below summarises the golden hello amounts that eligible teachers may apply for based on the subject in which they trained and subsequently teach.

For the purpose of golden hellos, all academic years begin on 1 August and end on 31 July. To be eligible, teachers must comply with the other eligibility criteria set out in this document.

Secondary subject specialism (trained in and taught)	Golden hello for initial teacher training (beginning in AY2010/11)
Mathematics	£5,000
Science	£5,000
Applied Science	£5,000
Applied ICT	£2,500
Design and Technology	£2,500
Engineering	£2,500
ICT	£2,500
Manufacturing	£2,500
Modern Languages	£2,500
Music	£2,500
Religious Education	£2,500
All other subjects	£0

The Induction (Core) Standards & TDA Guidance

This section should be read in conjunction with the Supporting the induction process: TDA guidance for newly qualified teachers summarised in this document.

The current Core standards came into force on 1 September 2007. They set out the criteria against which NQTs' progress is assessed and provide an important focus for NQTs' professional development during the induction period.

To complete the induction period satisfactorily, **an NQT must meet all the Induction (Core) Standards**

All teachers should be able to draw on the support and expertise of their colleagues. In particular, the statutory induction arrangements place a responsibility on schools and Appropriate Bodies to provide NQTs with the professional development opportunities they need in order to meet the Core standards and to show that they are doing so.

THE FRAMEWORK OF PROFESSIONAL STANDARDS FOR TEACHERS

1 Professional Attributes

C1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

C2 Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Frameworks

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

Communicating and working with others

C4

(a) Communicate effectively with learners and colleagues

(b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being

(c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.

C5 Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

C6 Have a commitment to collaboration and co-operative working where appropriate.

Personal professional development

C7 Evaluate their performance and be committed to improving their practice through appropriate professional development.

C8 Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified

C9 Act upon advice and feedback and be open to coaching and mentoring.

2 Professional knowledge and understanding

Teaching and learning

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

Assessment and monitoring

C11 Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.

C12 Know a range of approaches to assessment, including the importance of formative assessment.

C13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

C14 Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects and Curriculum

C15 Have a secure knowledge and understanding of the subjects/curriculum areas they teach including: the contribution that their subjects/curriculum areas can make to cross-curricular learning, recent relevant developments, and related pedagogy

C16 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

Literacy, Numeracy and ICT

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

Achievement and diversity

C18 Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic, cultural and linguistic influences.

C19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

C20 Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.

C21 Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies

Health and well-being

C22 Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

C23 Know the local arrangements concerning the safeguarding of children and young people

C24 Know how to identify potential child abuse or neglect and follow safeguarding procedures.

C25 Know how to identify and support children and young people whose progress or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

3. Professional skills

Planning

C26 Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.

C27 Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.

C28 Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

C29 Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:

- (a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
- (b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.
- (c) Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
- (d) Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly and using explanations, questions, discussions and plenaries effectively.
- (e) Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suite the stage of the lesson and the needs of the learners.

C30 Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

Assessing, monitoring and giving feedback

C31 Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

C32 Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

C33 Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

C34 Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching

Reviewing teaching and learning

C35 Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.

C36 Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Learning environment

C37

- (a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- (b) Make use of the local arrangements concerning the safeguarding of children and young people.
- (c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.

C38

- (a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- (b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.

C39 Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

Team Working and Collaboration

C40 Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

C41 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Supporting the induction process: TDA guidance for newly qualified teachers

Introduction

A new framework of professional standards for teachers will come into effect from September 2007. This includes standards for induction, which a newly qualified teacher (NQT) will be required to meet fully by the end of their induction period.

These standards are known as the core standards in the framework.

The standards set out what you must know, understand, and be able to do in order to successfully complete induction. During your induction period you should build on what you achieved during your initial teacher training; the standards reflect the progression and characteristics expected of you as you begin to work more confidently and independently as a teacher.

As an NQT, you are entitled to:

- a reduction of 10 per cent in your teaching timetable in relation to the other teachers in your school. This is in addition to the guaranteed minimum 10 per cent timetabled teaching time for planning, preparation and assessment (PPA) time that all teachers receive
- an individual programme of monitoring and support, which includes sustained and relevant professional development opportunities
- the support of an induction tutor in school who will work with you to provide support, review your progress towards meeting the standards, set objectives, and plan and monitor development opportunities.

To complete induction successfully, you must show by the end of it that you have met the standards.

Using this guidance

The guidance is arranged thematically, grouping together standards that have a natural relationship, and is designed – along with your career entry and development profile – to help you:

- review progress on how you are meeting the standards, and
- identify your professional development needs and priorities, including what further experience, monitoring and support you would find helpful.

For each themed group of standards the guidance sets out a rationale statement and examples of some aspects of practice that the standards might include. It is not intended to be a checklist of what you must do or know to meet each standard or criterion for assessment. Under normal circumstances, your work as a teacher and ongoing professional dialogue as part of your monitoring and support programme will provide evidence in relation to meeting the standards. You will not be expected to maintain an additional evidence base.

To help you reflect on your practice and identify any monitoring, support or professional development needs, the guidance also includes some questions designed to act as prompts for discussion with your induction tutor or other colleagues involved in your support and monitoring

Core standards
Standards 1, 2, 4, 6, 38, 39, 40, 41
Theme 1 Developing professional and constructive relationships
<p>Rationale</p> <p>The education and well-being of children and young people increasingly involves groups of teachers, support staff and other professionals working in schools and across a range of children’s services to support learners to fulfil their educational potential, develop positive values and attitudes and become confident, contributing members of society. The learning and development needs of all children and young people are better met when teachers develop constructive, respectful relationships with colleagues, learners and their parents or carers, founded on effective and considered communication, collaboration and high expectations of all.</p> <p>Standards</p> <p><i>C1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.</i></p> <p><i>C2. Hold positive values and attitudes and adopt high standards of behaviour in their professional role.</i></p> <p><i>C4 (a) Communicate effectively with children, young people and colleagues. (b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being. (c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.</i></p> <p><i>C6 Have a commitment to collaboration and co-operative working where appropriate.</i></p> <p><i>C38 (a) Manage learners’ behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school’s behaviour policy. (b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.</i></p> <p><i>C39 Promote learners’ self-control, independence and cooperation through developing their social, emotional and behavioural skills.</i></p> <p><i>C40 Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.</i></p> <p><i>C41 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.</i></p>

Scope

Education involves a multifaceted partnership between schools, the workforce, parents, carers and other agencies working within and beyond school. These standards are about developing and building professional relationships and how effective communication is used in these relationships to support teachers' work.

For example, aspects of practice covered by these standards might include:

- using a variety of techniques and strategies to develop learners' confidence and trust
- developing activities that promote and develop learners' social, emotional and behavioural skills
- using different strategies of communication (informal and formal) appropriate to the audience that take account of culture, context and linguistic differences
- taking opportunities to communicate with parents and colleagues, in and out of the classroom, and to establish relationships with them which encourage discussions about common issues relating to learners and provide relevant and concise information about their progress, development and well-being
- implementing working protocols and engaging in collaborative working such as team teaching, linking with specialist teachers who work with children with special educational needs or disabilities, or with those involved in implementing the Every Child Matters agenda, both in and beyond school
- developing your knowledge about when and how to refer issues about learners' behaviour to others within the school
- planning and implementing aspects of support work, guiding and/or directing the work of others.

Questions

Prompt questions which can be used for discussion with your induction tutor:

- What support and guidance have you received in developing constructive relationships with learners, parents and colleagues?
- What opportunities have you had to develop and promote positive behaviour, attitudes and values through your teaching?
- To what extent have your colleagues involved you in the planning of parents' evenings?
- What guidance and/or opportunities have you been offered in your school to help you work collaboratively with other professionals?
- What additional support or guidance do you feel you need to ensure your planning takes account of the roles of colleagues?

Core standards
Standards: 3, 16, 21, 22, 23, 24, 37a and b
Theme 2 Working within the law and frameworks
Rationale <p>Teachers have legal obligations, rights and contractual entitlements as employees to work within the law and frameworks in order to protect and safeguard the rights and well-being of learners and colleagues. Legislation, statutory and non-statutory frameworks exist to ensure not only that all children and young people receive their educational entitlement but also to protect and safeguard their well-being, both in schools and beyond.</p>
Standards <p><i>C3. Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.</i></p> <p><i>C16 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.</i></p> <p><i>C21 Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.</i></p> <p><i>C22 Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.</i></p> <p><i>C23 Know the local arrangements concerning the safeguarding of children and young people.</i></p> <p><i>C24 Know how to identify potential child abuse or neglect and follow safeguarding procedures.</i></p> <p><i>C37 (a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.</i> <i>(b) Make use of the local arrangements concerning the safeguarding of children and young people.</i></p>
Scope <p>These standards are about ensuring that teachers have a working knowledge and understanding of what the law and frameworks say, how they are to be implemented or complied with, and what expectations they place on you as a teacher.</p>

For example, aspects of practice covered by these standards might include:

- taking the initiative to find out about relevant workplace policies and practices and current legislation concerning the rights of children
- taking opportunities, for instance in staff, team or departmental meetings, to contribute to discussions about the development of any new policies or practices governing the teaching profession and the workplace and implementing them
- showing an awareness of the relevant statutory and non-statutory curricula and frameworks in your planning and teaching
- developing your understanding of your responsibilities in relation to the health, well-being and safety of children and young people
- developing your knowledge of how and when to access appropriate information regarding safeguarding using the experience and expertise of key personnel.
- making judgements, with support, about how to act to safeguard a child or young person and making appropriate use of the local safeguarding arrangements such as the Local Safeguarding Children Board or other agencies with responsibility for child welfare
- developing your knowledge about your school policy and guidance about how to recognise children who may be at risk of neglect or abuse and taking steps to increase your awareness of the different forms and extent of child abuse, including physical, emotional and sexual abuse.

Questions

Prompt questions which can be used for discussion with your induction tutor:

- What opportunities are there for you to keep up to date with the latest statutory requirements for your subject and/or curriculum area?
- What information and briefings have you received on the current legal requirements and local arrangements for safeguarding children and young people and implications for your practice?
- What information have you received about when and whom to consult regarding matters of safeguarding?
- How confident are you about how you can ensure your learners are safe and that health and safety regulations are complied with?
- What additional support or guidance do you feel you need?

Core standards
Standards 3.i) 10, 11, 12, 13, 14, 15, 17, 19 3.ii) 5, 18, 20, 25
Theme 3 Professional knowledge and understanding 3.i Pedagogic practice 3.ii Promoting children and young people’s development and well-being
Rationale <p>All children and young people, irrespective of background and ability, have a right to receive support, guidance and challenge tailored to their specific needs and abilities. Teachers will be more able to respond to the individual needs of learners, enabling them to make better progress, if they have an understanding and knowledge of how attainment can be raised and the many factors that influence children and young people’s well-being, development and ability to learn.</p>
Standards 3.i Pedagogic practice <p><i>C10 Have a good up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.</i></p> <p><i>C11 Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.</i></p> <p><i>C12 Know a range of approaches to assessment, including the importance of formative assessment.</i></p> <p><i>C13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.</i></p> <p><i>C14 Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.</i></p> <p><i>C15 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning and recent relevant developments.</i></p> <p><i>C17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.</i></p> <p><i>C19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.</i></p>

3.ii Promoting children and young people's development and well-being

C5 Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

C18 Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

C20 Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.

C25 Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Scope

3.i Pedagogic practice

These standards are concerned with how you gain and demonstrate the knowledge and understanding required to carry out the many activities involved in effective teaching. They are closely related to those on planning, teaching and assessment in theme four.

For example, aspects of practice covered by these standards might include:

- developing an awareness and understanding of strategies that ensure personalised learning and knowing what resources exist in your school to make personalised provision for learners such as the gifted and talented, those with special educational needs, disabilities or those for whom English is an additional language
- developing and using a range of strategies to manage behaviour and create a positive, calm and purposeful learning environment
- finding out what statistical information is available in school and how it is used by your colleagues
- developing knowledge about how and where to access information in order to advise learners about their attainment, current progress and areas for improvement
- developing your understanding of how different types of assessment can be used to identify personal learning needs
- taking steps to ensure that you maintain and update your subjects/curriculum area knowledge
- identifying and knowing where you can make effective use of your ICT skills in your teaching and wider professional activities
- understanding how you can promote the principles of inclusion and equal opportunity.

3.ii Promoting children and young people's development and well-being

This group of standards demonstrate the need for teachers' practice to be informed by an awareness of the factors that can contribute to under-achievement and an understanding of how children and young people's development and well-being can be promoted through the use of various strategies and collaborative approaches.

For example, aspects of practice covered by these standards might include:

- developing a general knowledge and understanding of the range of agencies, organisations and colleagues working with learners, both inside and outside school, so that you know when, how and who to ask for advice, support or information
- developing your awareness of your responsibilities regarding confidentiality and sharing information, and when and how information about an individual child or young person should be shared with others and the actions to take
- developing your knowledge about how to respond to concerns about a child or young person's development
- using knowledge obtained from others about learners' development and well-being to inform your own planning and practice.

Questions

Prompt questions which can be used for discussion with your induction tutor:

3.i Pedagogic practice

- From whom can you seek support, where appropriate, to help you implement and keep up to date with current assessment policies and practices?
- Where can you find out about behaviour management strategies and any specific issues concerning behaviour in your school?
- How can you develop your knowledge and understanding about the assessment requirements and expectations of learners in the age range above and below that which you teach?
- Are there any aspects of your professional activities which you believe could be improved through better knowledge and use of personal literacy, numeracy or ICT skills?
- What teaching resources that reflect cultural diversity have been made available to you, and what opportunities have you taken to apply them? What additional support or guidance do you feel you need?

3.ii Promoting children and young people's development and well-being

- Are there opportunities for you to involve parents and carers in discussions about a child or young person's development and well-being and how can you use these effectively?
- Have you been made aware of who you would need to ask for help in dealing with concerns about a child or young person's development and well-being?
- Are you kept fully informed of the range of other colleagues' responsibilities covered by these standards and the role they have in supporting your pupils' learning (for example, SENCOs, inclusion managers, gifted and talented leading teachers, child care workers, health service professionals, language assistants)?
- Have you been briefed about the local protocols for information sharing?
- What additional support or guidance do you feel you need?

Core standards
Standards: 4.i 26, 27, 28, 31, 32, 33, 36, 4.ii 29, 30, 34, 37c
Theme 4 Professional skills 4.i Planning and assessment 4.ii Teaching
Rationale <p>Learners will make better progress towards achieving learning objectives when they are encouraged to reflect on and develop a sense of ownership of their own learning and given feedback that accurately identifies what they have or have not understood.</p> <p>Teaching needs to be based on effective planning which takes account of assessment evidence about learners' progress and prior attainment and uses this to set meaningful and achievable learning objectives which allow learners to build on and strengthen what they have previously learnt.</p>
Standards 4.i Planning and assessment <p><i>C26. Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge</i></p> <p><i>C27 Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.</i></p> <p><i>C28 Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.</i></p> <p><i>C31 Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.</i></p> <p><i>C32 Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.</i></p> <p><i>C33 Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.</i></p> <p><i>C36 Review the impact of the feedback provided to learners and guide learners on how to improve their attainment</i></p>

4.ii Teaching

C29 Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:

(a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion

(b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress

(c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills

(d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively

(e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.

C30 Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

C34 Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement, and plan future teaching.

C37 (c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.

Scope

4.i Planning and assessment and 4.ii Teaching

These standards are closely linked to those in theme three and are concerned with applying knowledge and understanding in planning, teaching and assessment, and using a range of teaching and learning strategies to support learning.

For example, aspects of practice covered by these standards might include:

- planning lessons that make progressively challenging demands on all learners and have clear, specific and achievable learning objectives that take into account prior attainment as well as expectations in the next key stage
- explaining confidently the purpose of a lesson and its learning objectives, supporting learners' understanding of this through the use of questioning and relevant tasks which reinforce lesson objectives
- planning lessons, homework and other out-of-class assignments and activities which allow learners to choose, use and apply skills they have acquired within lessons, for example in literacy, numeracy and ICT
- using information from monitoring and assessment to set targets for progression and improvement in meeting learners' needs
- using your knowledge and understanding of your subject/curriculum area to stimulate and challenge learners
- adapting your teaching style where necessary to accommodate and recognise diversity and pupils' different learning needs

- using a range of resources to make personalised provision for learners, such as gifted and talented pupils, or those with special educational needs or disabilities
- managing physical and human resources to support learners and learning objectives
- helping learners to understand the different ways they learn and to think about which approaches are appropriate to the task they are working on
- discussing teaching and learning with learners themselves, their parents or carers, and colleagues and using their feedback to help you develop your teaching plans.

Questions

Prompt questions which can be used for discussion with your induction tutor:

4.i Planning and assessment and 4.ii Teaching

- What preparation and support have you been offered to guide you in planning your lessons or, where applicable, out-of-school learning activities?
- What opportunities have you had to be involved in out of school learning?
- Have you been informed of the different observation, assessment, monitoring and recording strategies used in your school?
- What support have you had to use assessment data and other evidence about learners' past achievements to set challenging learning objectives and enable learners to identify the progress they have made and what they have to do to improve?
- Have you been supported in taking opportunities such as parents evenings to discuss learners' targets and learning objectives, and to engage parents and carers in their children's learning?
- Have you been made aware of the school's policy on homework and its implications for your practice?
- How have you been helped to use resources in lessons which take practical account of diversity to meet learners' needs and promote equality and inclusion?
- Have you been made aware of the range of strategies used in your school to engage and motivate different groups of learners?
- What additional support or guidance do you feel you need?

Core standards
Standards: 7, 8, 9, 35
Theme 5 Developing practice
<p>Rationale</p> <p>Reviewing, identifying and implementing ways in which practice can develop and become more effective will have a greater impact on children and young people's learning, attainment and well-being, and the outcomes of reviews will form the basis for improving teaching and learning. As part of this review cycle, teachers have a responsibility to take an active part in identifying and reviewing their own performance and professional development needs so that they can develop their practice and improve their effectiveness through adopting critically evaluated ideas and approaches and sharing and adapting effective practice.</p>
<p>Standards</p> <p><i>C7 Evaluate their performance and be committed to improving their practice through appropriate professional development.</i></p> <p><i>C8 Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.</i></p> <p><i>C9 Act upon advice and feedback and be open to coaching and mentoring.</i></p> <p><i>C35 Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.</i></p>
<p>Scope</p> <p>These standards are about how you review the effectiveness of your teaching and its impact on learners and steps you might take to improve your effectiveness.</p> <p><i>For example, aspects of practice covered by these standards might include:</i></p> <ul style="list-style-type: none"> • using your induction entitlement to a 10 per cent reduced teaching timetable to engage in professional development opportunities and activities • taking opportunities to engage with coaching and mentoring, reflecting with others about your own progress against your identified development needs and the needs of learners • seeking evidence about improvements to learning, teaching and children and young people's development and well-being from a variety of sources such as recent and relevant research and the practice of other colleagues, in school and beyond • applying constructive criticism to new ideas, research and approaches and contributing to change and innovation by taking informed risks to promote and adopt them • discussing with learners themselves, parents, carers and colleagues issues concerning their well-being, progress and attainment • using assessment to monitor learners' work and progress and taking appropriate steps to refine your teaching approach and/or modify planning as required.

Questions

Prompt questions which can be used for discussion with your induction tutor:

- How have you been supported in identifying your professional development needs?
- How have your professional development needs been responded to in your school?
- Have you been given any suggestions or guidance on how to make best use of your induction entitlement of a 10 per cent reduced teaching timetable and how have you applied any such advice?
- What feedback, new ideas and suggestions have you received from coaches, mentors and others and how has this made a difference to your practice?
- What difference has your professional development made to your practice?
- What additional support or guidance do you feel you need?

PLANNING & PREPARING A PERSONALISED INDUCTION PROGRAMME

An Example of a Structured Plan

NOTE: the first few weeks are directed and serve as a model for the NQT with the intention that they become more independent and able to maximise the use of time for themselves.

Week	Structured plan for 10% professional development time The entries in bold indicate internal or external provision for all NQTs The entries in <i>italic</i> reflect the statutory elements of the programme	Notes
1	Focus: Teaching and learning Visit other classrooms and teaching areas Read teaching and learning policy and discuss with induction tutor	Induction tutor to arrange details
2	Focus: Induction programme. Review of self-evaluation since ITT; agree objectives and action plan <i>Observation of teaching and classroom practice by induction tutor (date/time/focus)</i> Feedback from observation (date/time)	
3	Focus: Safeguarding, health and safety Read health and safety policy and relevant safeguarding documentation; discuss with induction tutor or appropriate staff member	
4	Focus: Assessment Meeting led by assessment coordinator (date/time/location)	
5	Focus: Behaviour management Read behaviour policy; reflect on own practice; observe (teacher) with focus on positive behaviour management strategies	Induction tutor to support NQT in arranging observation
6	Focus: Inclusion	
7	Focus: Home-school links Prepare for parents evening	
8	Focus: Induction programme, progress review	
9	Focus: Personalising learning Meeting led by (AST) (date/time/venue)	
10	External course: (selected to meet needs of NQT)	Explain school's course booking process
11	Focus: ICT and learning resources <i>Observation (with feedback) of teaching by headteacher/principal (date/time/focus)</i>	
12	Focus: Tutor/pastoral roles and responsibilities	
13	Prepare for review of the term; <i>progress review meeting (date/time/location)</i> ; <i>formal assessment review meeting – read, discuss and sign assessment form</i> (induction tutor to send copy to appropriate body; original to NQT)	
14	Thoughts/plans/agree objectives and focus areas for professional development time for next term	

Some examples of how the release time might be used throughout the induction period

- Attending courses with local authority or external providers
- Planning collaboratively, for example
 - with induction tutor
 - with subject/phase leader, year group colleague(s)
- Lesson observations, including discussion before and after observation
 - of colleague(s) in year group/department using pre-agreed criteria
 - of other teachers in your school for subject specific development using pre-agreed criteria
 - of someone else teaching your class
 - of someone teaching a lesson that you have planned
 - of a teacher in a contrasting school using pre-agreed criteria
 - of a teacher in a similar school using pre-agreed criteria
 - of another NQT
- Coaching and support
 - from an advanced skills teacher (AST)
 - from the SENCO, e.g., on writing individual education plans (IEPs)
 - from the behaviour coordinator on positive behaviour management strategies
 - on report writing
- Developing strategies for teaching
 - pupils with special educational needs (SEN)
 - pupils with English as an additional language (EAL)
 - more able pupils (G&T)
 - team teaching with other NQTs/colleagues with particular expertise
- Personal enquiry and reading; researching websites, observation, discussion, etc
- Gaining experience of pastoral duties/form tutor role
- Improving generic aspects of teaching, e.g., AfL, creativity, thinking skills, social and emotional aspects of learning (SEAL), equal opportunities, diversity, etc
- Reading pupils' previous records and reports
- Analysing marking and record keeping systems in order to improve their own
- Moderation/standardisation meetings
- Planning a lesson based on the thorough assessment of pieces of work
- Shadow a meeting with outside agencies, e.g., social workers, speech therapists, educational psychologists, etc
- Looking at resources in school, such as computer software
- Reflecting on progress so far against core standards
- Meeting the induction tutor, e.g., for progress review meeting.

The DfE has signed agreements that will ensure that the 3,500 15 minute programmes previously available accessible on Teachers TV will still be available to watch online.

You can watch Teachers TV programmes by clicking on one of the links below. This will take you to a distributor's website where you will be able to stream the programme free of charge:

Distributor	Website
Phoenix TTV Limited	www.teachersmedia.co.uk/
Teach Pro Limited	www.schoolsworld.tv
Laser Learning Ltd	www.laserlearning.tv
TSL Education Ltd	www.tes.co.uk/video
Axis 12 Limited	www.teachfind.com/
Promethean Planet	www.prometheanplanet.com/PDTV

SETTING OBJECTIVES

Objectives and action plans with NQTs

Professional development objectives provide a strong sense of purpose and direction to those directly involved in induction. They help newly qualified teachers not only meet the core standards but also to look towards their longer-term professional development. Objective setting is not an end in itself. It is part of an overall professional development process that includes review, planning and action.

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

Developing effective objectives

Objectives vary in a number of significant ways:

- the extent to which they address short-, medium- or long-term needs within the induction period
- the levels and types of support they require (some can be addressed independently while others demand intensive development activity), and
- the ways in which they balance the personal priorities of the NQT and the demands of the context in which the NQT is working.

Effective objectives are:

- challenging and realistic
- precise and focused
- framed in a way that leads to clear statements about their achievement
- limited in number and balanced against other professional demands
- set within clear time frames, and
- linked to a programme of monitoring.

Broad, long-term objectives may be broken down into smaller achievable targets and tasks. Part of the induction tutor's skill will lie in helping NQTs to identify these smaller steps.

Agreeing objectives for induction

When agreeing objectives in the induction period, it is helpful to address the need for:

- early identification of objectives, based on the strengths and priorities for development identified by using the self-evaluation tool available to NQTs
- objectives that lend themselves to the half-termly review cycle and therefore can be either achieved relatively quickly in their entirety or monitored through interim goals
- planned opportunities related to the organisation's context, e.g., preparation for report writing, residential visits
- a balance between building on the NQT's strengths and addressing areas for development or improvement

- a clear focus on teaching and learning that helps NQTs to maintain high expectations of their own development as well as that of the pupils in their charge
- a recognition of the extent of the individual NQT's workload and a balance between professional development objectives and the day-to-day needs of pupils' education, and
- flexibility to respond to rapidly changing needs during the induction period and fluctuations in rates of progress.

Objectives will often relate to more than one core standard. This is shown in the objectives below, which have been extracted from the action plan for one primary teacher, an ongoing and flexible document that reflects the progressive nature of induction. Each objective relates to assessment and was set following either the NQT's initial discussion with his or her induction tutor or a performance review meeting.

Sample objectives (with reference to standards) relating to assessment that might be agreed as appropriate to the development of the NQT or the stage of the school year

- By the end of the first four weeks, to have become familiar with the school's policies and procedures for assessment, recording and reporting, and to have developed records that are consistent with these policies (standards C11, C12, C13).
- By the end of the first term, to have developed sound knowledge of individual pupil performance and identified trends and patterns in the performance of individuals and the class as a whole (standards C18, C29 (b), C29 (e)).
- By the end of [month], to have developed teaching objectives and effective strategies that are explicitly based on your monitoring and assessment information in literacy and numeracy (standards C19, C26, C29 (b), C34).
- By the end of the term, to be able to make independent and accurate assessment of achievement against attainment targets in literacy and numeracy, and to communicate effectively to all pupils and parents about these and about how pupils can progress to their next stage of learning (standards C14, C32, C33, C36).
- By the end of [month], to be able to set individual targets that are challenging, attainable and in line with the school's approach to target setting (standards C31, C34).

Objective setting in the induction period helps to prepare NQTs for longer-term objectives to be set for the second and subsequent years of teaching, when performance management arrangements will apply.

Creating an action plan

Some of the headings below could be used with the NQT to create an action plan:

- Objective – what is the intended outcome of the development, for pupils and the NQT?
- Evaluation of current strengths and weakness
- Link to core standards – what is the expected standard?
- Evidence for success – how will the induction tutor know the NQT has achieved the outcome?
- When will progress be reviewed?
- Support and resources, including professional development activities, cost and time.

Example of Professional Development Plan

Objective	Core standard	Target date	Success criteria	Action to be taken & by whom	Date to review
To use a range of strategies in order to secure effective management of pupil behaviour	2,10,38a,b,39	End of autumn term	<ul style="list-style-type: none"> • pupils focused on task • pupils demonstrate positive contributions • pupils make progress • pupils adhere to teacher's expectations • progress evident in books & through observation • behaviour referrals reduced • range of strategies used effectively 	<ul style="list-style-type: none"> • NQT to observe Ms Jones in an art and science lesson • NQT to implement strategies (e.g. eye contact, moving to stand near an off-task pupil) • NQT to use school behaviour policy • NQT to make expectations clear & agree code of conduct 	Nov 12

TARGETED PROFESSIONAL DEVELOPMENT ACTIVITIES

Ensuring a personalised programme

Review and action planning should have begun at the end of training when the trainee discussed transition point 1 of the career entry and development profile (CEDP) with their tutor. Discussions early in induction and towards the end are important opportunities for planning and reflecting on the personalised programme.

Whilst it is possible to develop a schedule of which core standards will be reviewed over each term it is important to be flexible and take account of individual NQTs, events, and circumstances.

On-going review can set the scene for performance management in the second year and beyond.

NQTs have a timetable of 90% of normal average teaching time in the school. The time released **must** be used for professional development activities in a way which meets the NQT's and the school's individual needs. To reach best practice standards you must ensure that these activities are focused and relate to the Core Standards, areas of strength, priorities for professional development and agreed objectives identified on the **Professional Development Objectives Plan**. This release time **must be clearly distinguished from normal non-contact time** provided for professional use, e.g. preparing for parents' evening and normal attendance at external events or courses attended by other staff. You must ensure that activities are programmed, structured and varied to match the NQT's learning style and to capitalise on his/her range of experience. The NQT must be given opportunities to gain competence across the whole range of Core Standards.

The **Professional Development Activity Codes** in the proforma section of the handbook (page 2 and 3) outline types of activity. Here are examples of how release time may be planned for the purpose of professional development:

- Participation in the school's general induction arrangements for new staff
- Time spent with the SENCO to focus on specific/general SEN matters
- Training and development or advice from other professionals from both inside and outside the school, e.g. inspectors, advisers, curriculum managers, behaviour managers
- Spending time with a different age group or visiting another area of the school, e.g. a different subject department
- Observation of experienced teachers either
 - in your own school; or
 - in another school where relevant effective practice has been identified, or in a special school or Sixth Form College

To meet effective practice standards, this must lead to learning outcomes for the NQT – so before the observation the NQT should agree with you the focus of the observation and how it relates to the Core Standards, agreed objectives and identified areas of strength or priorities for professional development. You can then discuss the observation at the professional reviews of progress.

Please note:

- The purpose of professional development activities and the expected learning outcomes should always be agreed with the NQT beforehand
- An opportunity to discuss the outcomes and their relation to objectives and the Core Standards must be provided at the professional reviews of progress.
- The NQT should keep a record of activities using, for example the **Induction Programme Log** (page 2 proforma section). This should also include occasions when substantial support or advice has been given. It is the NQT's responsibility to keep this log up to date, but the Induction Tutor has overall responsibility to ensure that this is being done.

You should ensure that there is coherence to the development programme, that the NQT receives non-contradictory advice and that the NQT is clear about the priority of actions he/she might subsequently take.

LESSON OBSERVATIONS

Observing the NQT teaching is one of the most important ways in which their progress can be monitored and further learning can be gained. Under the regulations NQTs must be observed in the first 4 weeks of taking up their post and at least once every half term subsequently. If they work part-time the intervals between observations can be adjusted appropriately, but the first observation must take place in the first half term.

To achieve best practice standards, the observations must:

- have a defined focus
- have been self-evaluated
- generate specific feedback
- lead to learning outcomes

Monitoring NQTs' progress against core standards: professional dialogue following lesson observation

The NQT and observer should meet promptly to review any teaching that has been observed. The following may be useful to consider and ensure the outcome of the discussion is supportive and developmental.

General points

- Establish at the start of the induction period how the feedback/professional dialogue will be structured.
- Give feedback as soon as possible after the observation somewhere away from others.
- Establish a positive atmosphere and start with the positive.
- Focus on the 'teaching behaviour' and impact on learners, their enjoyment and progress, not the person.
- Leave the NQT with choices.
- As the year progresses NQTs should be able to take an increasing lead in discussing and reviewing their teaching.

Useful phrases to start discussions are:

"I was interested when..."

"Did you notice that..?"

"I really enjoyed...."

"It was effective when...."

Where strengths are identified

- Recognise those elements that have developed since the last observation.
- Identify those factors that contribute towards the effectiveness of the strategy/approach.
- Success breeds success – always try to find some strengths.

Where development areas are identified, be constructive and analytical

- Identify a manageable number of development areas.
- Identify factors that contribute to the effective strategies in order to support further development.
- Ensure that the NQT is aware of the nature of any weakness and understands how to address it.

- Link development points to the NQT's objectives and relevant core standards.

Useful phrases to model this:

- "Because you didthe pupils responded ..."
- "Talk me through how you used the whiteboard to"
- "What do you think was the effect ...?"

Agree specific developments

- Prioritise issues where developments can be effected quickly.
- Guide the NQT towards effective practice or strategies.
- Ensure that a distinction is made between generic and subject specific teaching issues.
- Offer support and identify the responsibility the NQT has in taking this up.
- Identify small steps to improvement to ensure success is felt.
- Ensure that other staff who need to offer support are notified.

Useful phrases to model this:

"Let's summarise what went well and what needs to happen next..."

"So we both agree that we will now... "

NQTs may find it helpful to consider the following

- Reflect on the lesson and the impact of your teaching on the pupils' learning.
- Be clear about what is being said; check out anything you don't understand.
- Ask for any feedback that you would like but have not yet been given.
- Listen carefully to the strengths identified – these will help you to address any weaknesses.
- Be clear about the identified targets for development – check before you leave the meeting if you have any unanswered questions or lingering concerns.
- Remember that all teachers continue to grow and develop in their role.

UNDERTAKING NEW ACTIVITIES

There will be occasions during induction when the NQT will undertake certain responsibilities for the first time, e.g.:

- School trips
- Parents' evening
- Writing reports
- Taking an assembly

You should support the NQT during these activities. For this to be effective the level of support must be provided in three stages:

Before the activity takes place identify which core standards it will evidence. Relevant policy and procedures should be discussed with the NQT, including those on health and safety. For example, it may be necessary to familiarise the NQT with the procedures for school trips, or how to manage a difficult situation at parents' evening.

During the activity you should ensure that appropriate support is available. For example, at a parents' evening the Induction Tutor or a senior member of staff might be present or available during specific parent interviews

Following the activity a meeting should be arranged with the NQT to evaluate the experience. These evaluations should be referred to during the professional reviews of progress. Because of the infrequency of some of these activities it may be important not so much to set objectives as to record *'things I will bear in mind next time.'*

Professional review meetings

A professional review of progress based on your discussions with the NQT must take place at least once every half term. The review should be informed by evidence, so you and the NQT should be prepared with outcomes from lesson observations, professional development activities and other areas of work.

Successful review meetings are structured and involve:

An assessment and discussion about progress towards objectives

The NQT should be made aware of their progress towards objectives and have an opportunity to talk through their own self-evaluation and recent experiences, and to explore particular issues. Objectives should be reviewed and revised in relation to the requirements of the Core Standards and the NQT's needs and strengths

Discussion about any observations and feedback since the last review meeting

Guidance for undertaking observations and feedback is given above. At the review meeting, discussions on their outcome will contribute to the formulation of objectives and professional development activities

Discussion about any planned professional development activities

Discussion of professional development activities which were planned for in relation to the achievement of objectives – the NQT should evaluate these opportunities, to establish the learning outcomes and the level of success in meeting objectives. As a result of discussing these areas, further objectives may be set and professional development activities planned. Again, this should be recorded in the Professional Development Objectives Plan. Guidance on targeted professional development activities is given above.

An opportunity for the NQT to evaluate their own work and development toward the Core Standards

As induction progresses, the NQT is expected to be familiar with the Core Standards and to take increasing responsibility for their professional development; so it is important that they are encouraged to monitor and evaluate their development in relation to the Core Standards.

After lesson observations the NQT will have used the **NQT's Self-evaluation of Lesson Observation** which will identify specific points about the lesson which they would like to discuss during the feedback session.

Follow-up discussions can then take place at the professional review meeting, where you should give the NQT the opportunity to:

- raise issues about other areas of the teaching role, e.g. relationships with colleagues, managing assessment
- identify areas of particular concern
- identify areas with which they are particularly pleased

This part of the professional review will contribute to the revision and setting of objectives.

Recording outcomes from the assessments and discussions

A written record should be kept of the NQT's progress towards objectives and any new objectives set, and you and the NQT should identify steps to be taken to support the NQT in meeting the objectives. This information should be recorded in the **Professional Development Plan**.

At the close of the meeting **Professional Review Meeting: record of discussion** will be completed, and a date will be agreed for the next meeting.
Plan for the next review meeting

It is important to gather appropriate evidence before the next meeting to help both you and the NQT to decide whether the success criteria for the objectives have been met. This will involve carrying out a lesson observation linked to agreed objectives and collecting other evidence and any relevant information about professional development activities.

MAINTAINING A RECORD OF PROGRESS

NQTs can be encouraged to develop a portfolio divided into sections related to core standards, either in the five themes or three sections of the standards.

A portfolio or professional development record could build on the CEDP. It could contain, as a minimum, written feedback of the six observations, self-evaluations, reflections on observations of colleagues and impact of CPD activities, review meeting notes, and the assessment reports. NQTs could discuss aspects of their portfolio in review and assessment meetings.

Record keeping is necessary but need not be onerous. Consideration of impact will avoid records becoming tick lists and will help in reflection and the summative assessment of progress.

You must keep copies of the following records and make them available for the formal assessment meetings:

- Lesson observation records
- Professional review meeting: records of discussion
- The NQT's self-evaluation record
- Professional Development Plan
- The Induction Programme Log

THE 3 TERMLY FORMAL ASSESSMENTS

The Wakefield LA customised termly assessment forms should be downloaded from: www.gowild.org.uk/nqt. Examples of completed forms are available at mentor training sessions or on request. Section 3, page 15, gives advice on assessment report writing for NQT Induction Tutors.

Assessment dates and deadlines for returning the forms

It is a statutory requirement for schools to hold assessment meetings before the end of each term and to complete the formal assessment forms. Signed copies should be held by the school and the NQT for a period of at least six years. All assessment forms can be emailed from the headteacher's mail box to the LA, however, in addition, a hard, signed copy of the third assessment must always be sent to the LA. The forms must be signed and despatched, by first-class post or email, in time to be received **by the dates below** to:

NQT

School Improvement & Learning Transformation

Chesneys Centre

Regent Street

Featherstone

WF7 5EW

nqt@wakefield.gov.uk

Term ends	Latest date for Assessments to be received by the LA	Dates for part-time NQTs or those starting full-time induction after the beginning of a term
16 Dec 2011	09 Dec 2011	Calculate equivalent of 63 days before submitting 1 st form
30 Mar 2012	23 Mar 2012	
20 July 2012	13 July 2012	

Please note: Final (3rd) forms must not be late. The LA, not the school, makes the final assessment decisions on receipt of each form and notifies the General Teaching Council that an NQT has completed induction successfully. LAs send the GTC a single list each term of 'passes', so if just one final form is late it will not be included until the following term – and this delays the issue of their Induction Certificates which may have implications for future employment.

CAREER ENTRY AND DEVELOPMENT PROFILE

Introduction and purpose

However well it is planned, moving from being a trainee to teacher will always be challenging. Building on the professional learning from training during the induction period is essential for a smooth transition.

The career entry and development profile (CEDP) is a framework that helps teachers reflect on their achievements and goals as they move from initial teacher training (ITT) to their first teaching post. It helps guide new teachers to make constructive connections between ITT and induction, plan and record their professional development during the induction period and to look ahead to their future teaching career.

The CEDP is structured to offer guidance at three key 'review points'.

Review point 1 is towards the end of ITT when, supported by ITT tutors, trainees are encouraged to reflect on how early professional development might allow them to build on their strengths, interests and achievements and to gain more experience or expertise in areas where development has been limited.

Review point 2 is at the beginning of induction, with NQT being supported by their induction tutor. Here the emphasis is on sharing the discussions that took place at review point 1 and identifying any other professional development needs arising from their new teaching context. This review culminates in an action plan that highlights professional development objectives for the induction period.

Review point 3 is at the end of induction when NQTs, supported by their induction tutor, review their progress towards the objectives set at review point 2 and to look ahead to what they want to do next in their teaching career.

For each transition point, there is a set of guidance, proformas and examples to help trainees and NQTs reflect on progress and think about future professional development.

The CEDP belongs to the trainee/NQT and they have the main responsibility for working on it in preparation for the meetings they will have at the key review points. The format is deliberately flexible so that trainees and NQTs can use it in a way that suits their needs and preferences. **It is the process of reflection and review that is important.** Trainees are not expected to write lengthy notes unless they wish to do so and although sample recording formats are provided for each review point, trainees and NQTs can adapt these or use other more appropriate recording formats if they wish.

The CEDP supports the national statutory induction arrangements that are compulsory for all NQTs and the introduction of the Masters in Teaching and Learning (MTL). The audit process for Phase 1 of the MTL will draw significantly upon the personalised, professional objectives set out in the CEDP. Because the profile is process driven, it can easily be integrated into training, development and performance management systems already being used in schools.

Although the reflection involved in completing the CEDP will help trainees and NQTs monitor their progress towards particular standards and outcomes, **the CEDP is not an assessment tool and should not be used as such.** Assessment processes should be conducted separately from the CEDP. The process of gathering evidence to demonstrate that particular Standards have been met should be done via a separate ITT or induction portfolio, not in the CEDP.

This guidance will:

- introduce ITT and induction tutors to their roles and responsibilities and the outcomes of meetings at each review point, and
- enable tutors to familiarise themselves with the preparation that trainees and NQTs can be expected to have done for each review meeting and the expectations that NQTs and trainees will have of review meetings.

Completing the CEDP – an overview of the process

The CEDP helps facilitate a cycle of tutor-supported review and action planning that starts at the end of ITT and underpins the induction period. The tutor's role in supporting each stage is summarised below.

Review point 1 – towards the end of ITT

The requirements for ITT state that ITT providers must ensure trainee teachers receive help and are supported in completing their CEDP. NQTs must also be informed of statutory induction arrangements, and how to prepare for their induction period.

The responsibility of ITT tutors in respect of the CEDP is to:

- Introduce trainees to the profile and how it will be used during the induction period
- Work with each trainee to help them to:
 - reflect on their achievements, strengths and interests during training
 - reflect on aspects of their training where they would like more experience or to develop further expertise
 - identify priorities for development during their induction year
 - explore the support or development opportunities might help trainees move forward with their priorities.

As part of this trainees will probably look ahead to the core standards that every NQT is required to meet by the end of the induction period.

It is each trainee's responsibility to note the outcomes of their discussion in their CEDP and retain the profile for discussion with their induction tutor at review point 2, once they are in post as an NQT. Because priorities might change once the trainees are in their first teaching post, it is not appropriate at review point 1, to set objectives or an action plan for meeting the priorities that trainees identify. Objective setting and action planning will be the key outcome of the meeting they will have with their induction tutor at review point 2.

At the end of the meeting the school/provider and the trainee should sign to confirm that the appropriate discussions have taken place.

Review point 1

1a Notes to help trainees prepare for the meeting with their ITT tutor

Before the meeting with the ITT tutor, trainees should think back over their initial training.

Step 1 – reflect on professional strengths, interests and achievements

- Note down those aspects that are most interesting and rewarding. Consider what has led to interests in these areas.
- Note down main strengths and achievements. Consider the reasons for strength in these areas. Pick out one or two key examples to illustrate achievements in these areas.
- Identify any strengths or interests to develop further during induction period. Note down reasons for prioritising these areas.

Step 2 – reflect on aspects of teaching where you would value further experience

- Note down, for example, areas where you feel less confident or where you have had limited opportunities to gain experience.
- Identify which of these areas you would particularly like to address over the coming year. Note down our reasons for prioritising these areas.

Step 3 – consider what preparation, support or development opportunities might help you move forward with your priorities

- Consider school-based opportunities as well as training courses.

Step 4 – Meet your tutor/coach to discuss your professional development needs

The role of your tutor or coach is to help NQTs to identify the likely priorities for their professional development during induction and to help them to plan for the next stage of learning drawing appropriately on the core standards and other relevant outcomes, such as those for phase 1 of MTL

Review point 1

1b Preparing for the meeting with the ITT tutor – suggested proforma

Preparation for review meeting with:	
Date:	
Steps	Notes
Step 1 – reflect on your strengths and interests	
Note down those aspects of teaching that you have found most interesting and rewarding so far. Consider what has led to your interests in these areas.	Most interesting and rewarding
Note down your main strengths and achievements, so far, as a teacher. Consider the reasons for your strength in these areas. Pick out one or two key examples to illustrate your achievements in these areas.	Strengths and achievements
Identify any strengths or interests that you would like to develop further over the next year. Note down your reasons for prioritising these areas.	Strengths and interests to develop during induction (in priority order)

<p>Step 2 – reflect on aspects of teaching where you would value further experience</p> <p>Note down, for example, areas where you feel less confident or where you have had limited opportunities to gain experience.</p> <p>Identify which of these areas you would particularly like to address over the coming year. Note down your reasons for prioritising these areas.</p>	<p>Areas where I need further development (in priority order)</p>
<p>Step 3 – consider what preparation, support or development opportunities might help you move forward with your priorities</p> <p>Consider school-based opportunities as well as training courses.</p>	<p>Preparation/support</p>

Review point 1

1c Recording the outcomes of the meeting with the ITT tutor – suggested proforma

Preparation for review meeting with: Date:
Agreed priorities for development during induction
Building on strengths interests and achievements (in priority order)
Areas for further support and development (in priority order)
Possible development opportunities

Review point 1

1d Confirmation of completion of discussions between trainee and tutor

Print off this form

NQTs and their ITT tutor should sign it to confirm that they have jointly considered their experience from their initial training and have identified key points for development in relation to their teaching.

Name of trainee teacher (in block capitals)
Signature of trainee teacher
Date
Name of ITT tutor (in block capitals)
Job title
Signature of tutor on behalf of ITT provider
Date
<ul style="list-style-type: none">• ITT tutors are signing to confirm that the discussion has taken place at transition point 1 rather than verifying the notes made as a result• ITT tutors who sign this confirmation are not at the same time confirming that QTS has been awarded• The trainee teacher should retain their CEDP notes

Review point 1

1e Example – Preparation for meeting with ITT tutor – trainee studying for a secondary design and technology PGCE

<p>Step 1 – reflect on your strengths and interests</p> <p>Note down those aspects of teaching that you have found most interesting and rewarding, so far. Consider what has led to your interests in these areas.</p> <p>Note down your main strengths and achievements, so far, as a teacher. Consider the reasons for your strength in these areas. Pick out one or two key examples to illustrate your achievements in these areas.</p> <p>Identify any strengths or interests that you would like to develop further over the next year. Note down your reasons for prioritising these areas.</p>	<p>Most interesting and rewarding</p> <ul style="list-style-type: none">• The challenge of teaching topics that I have recently learnt myself• Participating in extra-curricular activities and appreciating the positive relationships that can be formed with pupils in these different environments and circumstances. <p>Strengths and achievements</p> <ul style="list-style-type: none">• Ability to communicate and develop a rapport with pupils• Developing positive relationships with pupils• Setting high expectations for pupils' behaviour and having a firm and fair approach to discipline• Thorough planning• Creative development of visual aids to help pupils understand content, ability to present the same content in different ways to suit different learning styles• Determination• Rising to the challenge of teaching brand new material and developing new skills <p>Strengths and interests to develop (in priority order)</p> <ul style="list-style-type: none">• Continue to learn new strategies for teaching theory to communicate information in a way that pupils enjoy and understand• Become more knowledgeable about new technologies and techniques so that I can keep projects up to date and exciting for pupils
<p>Step 2 – reflect on aspects of teaching where you would value further experience</p> <p>Note down, for example, areas where you feel less confident or where you have had limited opportunities to gain experience.</p> <p>Identify which of these areas you would particularly like to address over the coming year. Note down your reasons for prioritising these areas.</p>	<p>Areas where I need further development (in priority order)</p> <ul style="list-style-type: none">• Gain more experience of formal assessment methods, including GCSE and AS/A2 marking• Continue to practice using CAD/CAM software and to develop schemes of work where CAD/CAM is included as part of the design work• Improve my practical skills in workshops

Step 3 – consider what preparation, support or development opportunities might help you move forward with your priorities

Consider school-based opportunities as well as training courses

Preparation/support

- Join the Design and Technology association (DATA) to keep up to date
- Work with experienced colleagues in the school D & T department to assess GCSE and A/AS level work jointly
- Advanced CAD/CAM course with school-based assignments
- Courses to help develop practical skills
- Course/discussion with colleagues/research for ideas on developing teaching materials

Review point 2 – at the beginning of the induction period

The role of the induction tutor

During the induction period every NQT must receive adequate support. This includes:

- A designated induction tutor
- A personalised programme of professional development, including regular observations and feedback
- Regular reviews of progress towards meeting the core standards, and
- A named contact outside school or college with whom they can discuss concerns that go beyond the school/college, or are not addressed internally.

TDA guidance on the role of the induction tutor includes the induction tutor's responsibility to work with the NQT to organise and implement a personalised programme of monitoring, support and assessment that account for their identified needs and strengths, the core standards and the specific context of the school or college. The starting point for this support should be the NQT's CEDP.

The TDA publication 'The Role of the Induction Tutor' states that an induction tutor should work with the NQT to ... build on strengths and priorities for development that have been identified using Transition Point One of the NQT's CEDP while recognising new or different development needs arising from the NQT's first teaching post.

The role of the NQT

In preparation for the meeting with the induction tutor, NQTs will review their priorities for training and development by looking at the responses they made a review point 1 in the context of their first teaching post.

Since starting the new teaching post new or different priorities may have emerged.

They may have new or different needs and areas for development related to:

- The particular responsibilities of their teaching post, for example:
 - the pupils they will be teaching, e.g. their attainment levels, the proportion of pupils who are gifted and talented or who have special educational needs, the number of pupils who speak English as an additional language
 - the context of the school, for example, its phase, size, geographical area, organisation
 - the subject(s) and year group(s) they will be teaching
 - the courses they will be teaching or the schemes of work they will be using
 - the resources to which they will have access in order to support pupils' learning
- any responsibilities they will be taking on
- any feedback they have already received from their induction tutor or other colleagues, and
- the imperatives from the school's development plan

- their career plan – they may have registered for MTL* or have aspirations to become, for example, a SENCO or take on a curriculum management or pastoral role
- further self-review against the core standards and any other relevant professional outcomes, e.g. the MTL phase 1 modules learning outcomes and assessment requirements.

In the meeting with the NQT at review point 2, discussion about priorities for development in the context of teaching and in relation to the core standards should take place. Together objectives should be set and an induction action plan written, which both should record and sign.

Following this meeting, the tutor, NQT and others should work, within and outside the school, to provide appropriate learning opportunities to meet the NQT's identified professional development objectives.

*MTL is designed to align with induction requirements. If you have registered for MTL during your induction year, it is likely that your induction tutor will also be your phase 1 coach, so that all your professional needs can be addressed together. Audit point 1 (Establishing the learning journey) will require you to draw upon the objectives from your CEDP

Review point 2

2b Guidance notes – effective action planning

The action plan, it should identify:

- between three and five **objectives** that enable you to build in your identified strengths and support your needs in the context of your first teaching post. They should be phrased clearly, focused, realistic and achievable.
- The **success criteria** against which you can judge whether you have achieved each objective. These should be identified before decisions are made on actions to be taken and should describe how it will be evident that you have achieved your objectives. They should be phrased clearly in relation to your objectives.
- The **actions** that you and others need to take to achieve the objectives, and an indication of who needs to do what. The actions should identify exactly what is to be done, who will do it and who will support you. They should be realistic and achievable within the resources available
- The **resources** that will be needed to support the plan, including the time that will be allocated for your development opportunities
- **Target dates** for achieving your objectives – these should be realistic and manageable, and
- **Review dates** when progress will be evaluated. This should normally be every six to eight weeks.

Review point 2

2c Proformas to help you record the outcomes of the action planning done in collaboration with your induction tutor.

Print off one sheet for each objective. The 'Evaluation of Progress' section can be used at regular interim review points and at Review Point 3.

Objective:
Success criteria:
Actions to be taken and by whom:
Resources needed:
Target date for achievement:
Review date:
Confirmation of objectives set Signed (NQT): Date: Signed (Induction Tutor): Date:

Evaluation of progress	
Objective met	Yes/No
Objective carried forward to next action plan	Yes/No
Comments:	
Signed (NQT): Date:	
Signed (Induction Tutor): Date:	

Review point 2

2d Example – Reviewing responses at review point 1 in the light of first teaching post – newly qualified teacher of secondary design and technology

If you wish to see this teacher’s notes at review point 1, go to previous section.

Possible additional areas for development	Further development priorities arising from new teaching post
<p>Since starting your new teaching post, new or different priorities may have emerged. You may have new or different needs and areas for development related to:</p> <ul style="list-style-type: none">• The particular responsibilities of your teaching post, for example:<ul style="list-style-type: none">- the pupils you will be teaching, e.g. their attainment levels, the proportion of pupils who are gifted and talented or who have special educational needs, the number of pupils who speak English as an additional language- the context of the school, for example, its phase, size, geographical area, organisation- the subject(s) and year group(s) you will be teaching- the courses you will be teaching or the schemes of work you will be using- the resources to which you will have access in order to support pupils’ learning• any responsibilities you will be taking on• any feedback you already have from you induction or other colleagues, and• the imperatives from your school’s development plan• your career plan – you may have registered for MTL or have aspirations to become, for example, a SENCO or to take on a curriculum management or pastoral role• further self-review against the core standards and any other relevant professional outcomes, e.g. the MTL Phase 1 modules learning outcomes and assessment requirements.	<ul style="list-style-type: none">• The school has a resource for visually impaired pupils who are fully included across school. In my year 7 class I will have one pupil who is completely blind and one who is partially sighted and I urgently need to know how to include them fully and safely in my lessons• The school has a new ICT-based learning platform. All teachers in school have a performance management target to be able to upload lesson materials and create class pages on the platform. I would like to keep up with my colleagues in this• I don’t have any A-level classes this year so I could defer learning more about A-level assessment until later in the year• I want to enrol in the MTL

Review point 2

2e Example of action planning at review point 2 – newly qualified teacher of secondary design and technology

If you wish to see notes from this teacher's reflection at review point 2 go to previous section.

Action planning (NB only one of 5 objectives exemplified here)

Objective: By the beginning of the spring term, be able to include two visually impaired Year 7 pupils fully and safely in my resistant materials lessons.
Success criteria: I will know how to differentiate teaching and learning to include both pupils fully and safely so that they meet the same lesson outcomes as the rest of the class. I will know how to deploy teaching assistants to support these pupils to work as independently as possible. I will deliver these lessons confidently and independently.
Actions to be taken and by whom: <ul style="list-style-type: none">• Attend NQT induction programme run by staff in the Visual Impairment (VI) resource• Access TDA Induction SEN resource for background research on VI• Qualified teacher of VI (QTV) to arrange some tailored input on including V1 pupils in V1 lessons• Joint planning with QTVI, specialist VI teaching assistant in D&T department and experienced D&T teacher (Year 7, autumn term D&T lessons)• Show inclusive planning to QTVI and experienced D&T teacher (Year 7, spring term, resistant materials lesson). Teach lessons independently (option of being observed by experienced colleague in first few lessons).
Resources needed: Time to attend induction programme and 2 hours a week for joint planning and team teaching.
Target date for achievement: Beginning of spring term.
Review date: Autumn half term.
Confirmation of objectives set: Signed (NQT): Date: Signed (Induction Tutor): Date:

Evaluation of progress	
Objective met	Yes/No
Objective carried forward to next action plan	Yes/No
Comments:	
<p>Although the NQT now feels confident to plan to include visually impaired pupils in his resistant materials lessons he is still concerned about some aspects of health and safety, e.g. VI pupils using larger tools although he knows this is possible with adequate training, support and supervision. Agreed to arrange for specialist observation and support in the first few Year 7 resistant materials lessons to ensure safety and increase confidence.</p>	
<p>Signed (NQT):</p> <p>Date:</p> <p>Signed (Induction Tutor):</p> <p>Date:</p>	

Interim review points during the induction period

In addition to the formal review points outlined in the CEDP, the guidance on the induction of NQTs recommends that induction tutors meets NQTs for professional review meetings at least every six to eight weeks. As part of these meeting, induction tutor and the NQT should:

- Review progress towards the objectives in the NQT's induction action plan, and
- Revise the action plan, where necessary, taking account of the progress made and any new or different priorities and needs that have emerged since the last meeting.

Interim review

Reviewing progress during the induction period

The current guidance on the induction of NQTs recommends that NQTs and induction tutors meet for professional review meetings at least every six to eight weeks. During these meeting, NQT and tutor should review the objectives in the induction action plan together, taking account of progress and any new or different priorities and needs that have emerged since the last meeting.

Regular review of objectives will help NQTs track their achievements as they gain further experience and develop greater expertise. At these meetings mentors can feed back evidence, for example from classroom observations, to help NQTs consider the next stage of their induction programme. Remember that it is important that NQTs build on their strengths, as well as receiving support in areas where they feel less confident or need more experience.

In preparation for professional review meetings, NQTs have been encouraged to think about each of their objectives and identify the progress they have made. (See the suggested proforma below.)

As well as reviewing progress towards the objectives, it is also important that tutors and the NQT evaluate the support and development activities that have been provided. Tutors should identify particularly helpful development opportunities for future reference. Any perceived shortfalls should be discussed and recorded so that steps can be taken to ensure that support is re-established or reorganised, as required.

Preparing for regular review meetings – suggested proformas for NQTs

Preparation for review meeting with:	
Date:	
Question	Notes
<p>1. Think about the progress you have made towards achieving your objectives over the past six to eight weeks.</p> <p>How do you know you have progressed? How have you been able to make this progress?</p>	
<p>2. Which of your professional development opportunities have had the most impact on you and your teaching?</p> <p>Why were they so helpful? Have any of your support activities been less helpful? Why do you think this was?</p>	
<p>3. Are there any objectives, or aspects of objectives, where you have made less progress than you expected?</p> <p>How do you know? Why do you feel this has happened?</p>	
<p>4. What further support would you find valuable?</p> <p>What would help you to build on your achievements and improve your progress towards your objectives?</p>	
<p>5. What new or different objectives should be set for the next stage of your induction period? For example, these might relate to:</p> <ul style="list-style-type: none"> • Priorities you identified earlier in your induction period but which have not yet been addressed • New, different or unexpected priorities, or • Objectives that have been adapted and carried over from an earlier action plan <p>Why are these important to you now?</p>	

The action planning format suggested previously can be used to record the outcomes of review meetings. Where new or different objectives are set at review meetings, a new action planning sheet should be completed.

Review point 3 – at the end of the induction period

This stage of the process helps NQTs to review their professional development over the entire induction period and to take stock of how much they have achieved. At this meeting they will begin to focus on their continuing professional development needs for the next few years of teaching, preparing them for involvement in the school's performance management arrangements and, where appropriate, for phase 2 of MTL.

In preparation for this meeting NQTs have been encouraged to:

- Think back over their induction period – look at the records of review meetings with their induction tutor; consider how well they achieved the objectives they set and note any objectives that were not met and where they feel they will need further support next year
- Look forward – consider the options they are considering for professional and career development to help them identify some longer-term objectives and begin to identify training and development priorities for the next two or three years teaching, and
- Prioritise the needs that have been identified.

As NQTs move forward from their induction year, they will be expected, increasingly to take responsibility for their own professional development. It is important, therefore, that they are helped to evaluate the development opportunities and support that have been provided and identify particularly helpful development opportunities for future reference.

Induction tutors will not be expected to develop an action plan with the NQT in respect of the priorities identified at review point three. This will take place with the NQT's line manager in the context of the school's performance management arrangements.

Review point 3

3a Preparing for the meeting with induction tutor – looking back

Preparation for review meeting with:
Date:
1. Think about the progress you have made towards achieving your objectives over your induction period
(NB You may not have 10 objectives. Just fill in those you have)
Objective 1 (Write what the objective was)
Met completely <input type="checkbox"/> Partially met <input type="checkbox"/> Not met <input type="checkbox"/>
Comments: (e.g. How do you know you have progressed? How have you been able to make this progress? What were the barriers to progress?)
Objective 2 (Write what the objective was)
Met completely <input type="checkbox"/> Partially met <input type="checkbox"/> Not met <input type="checkbox"/>
Comments: (e.g. How do you know you have progressed? How have you been able to make this progress? What were the barriers to progress?)
Objective 3 (Write what the objective was)
Met completely <input type="checkbox"/> Partially met <input type="checkbox"/> Not met <input type="checkbox"/>
Comments: (e.g. How do you know you have progressed? How have you been able to make this progress? What were the barriers to progress?)

Objective 4

(Write what the objective was)

Met completely

Partially met

Not met

Comments:

(e.g. How do you know you have progressed? How have you been able to make this progress? What were the barriers to progress?)

Objective 5

(Write what the objective was)

Met completely

Partially met

Not met

Comments:

(e.g. How do you know you have progressed? How have you been able to make this progress? What were the barriers to progress?)

Objective 6

(Write what the objective was)

Met completely

Partially met

Not met

Comments:

(e.g. How do you know you have progressed? How have you been able to make this progress? What were the barriers to progress?)

Objective 7

(Write what the objective was)

Met completely

Partially met

Not met

Comments:

(e.g. How do you know you have progressed? How have you been able to make this progress? What were the barriers to progress?)

Objective 8

(Write what the objective was)

Met completely

Partially met

Not met

Comments:

(e.g. How do you know you have progressed? How have you been able to make this progress? What were the barriers to progress?)

Objective 9

(Write what the objective was)

Met completely

Partially met

Not met

Comments:

(e.g. How do you know you have progressed? How have you been able to make this progress? What were the barriers to progress?)

Objective 10

(Write what the objective was)

Met completely

Partially met

Not met

Comments:

(e.g. How do you know you have progressed? How have you been able to make this progress? What were the barriers to progress?)

2. Which of your professional development opportunities have had the most impact on your and your teaching? Why were they so helpful?

Have any of your support activities been less helpful? Why do you think that was?

Review point 3

3b Preparing for the meeting with your induction tutor – looking forward

Preparation for review meeting with:	
Date:	
Steps	Notes
<p>Step 1 – reflect on your strengths and interests</p> <p>Note down those aspects of teaching that you have found most interesting and rewarding, so far. Consider what has led to your interests in these areas.</p> <p>Note down your main strengths and achievement, so far, as a teacher. Consider the reasons for your strength in these areas. Pick out one or two key examples to illustrate your achievements in these areas.</p> <p>Identify any strengths or interests that you would like to develop further over the next two or three years. Note down your reasons for prioritising these areas.</p>	<p>Most interesting and rewarding</p> <p>Strengths and achievements</p> <p>Strengths and interests to develop during induction (in priority order)</p>
<p>Step 2 – reflect on aspects of teaching where you would value further experience</p> <p>Note down for example, areas where you feel less confident or where you have had limited opportunities to gain experience.</p> <p>Identify which of these areas you would particularly like to address over the next two or three years. Note down your reasons for prioritising these areas.</p>	<p>Areas where I need further development (in priority order)</p>

<p>Step 3 – consider the way in which you would like your career to develop over the next few years</p> <p>What professional development might you need in the short and longer term to help you achieve your goals?</p>	<p>Areas for development related to career aspirations (in priority order)</p>
<p>Step 4 – consider what preparation, support or development opportunities might help you move forward with your priorities</p> <p>Consider school-based opportunities as well as training courses</p>	<p>Preparation/support</p>

Review point 3

3c Recording the outcomes of the meeting with your induction tutor – suggested proforma

Preparation for review meeting with: Date:
Agreed priorities for development during the first few years of teaching Building on strengths, interests and achievements (in priority order)
Areas for further support and development (in priority order)
Areas related to career aspirations (in priority order)
Possible development opportunities