

**Corporate Director: Elaine McHale**

**School Improvement and CPD Support**

Woolley Hall, New Road, Woolley,  
Wakefield WF4 2JR

T 01226 392439; F 01226 392392

E [nqt@wakefield.gov.uk](mailto:nqt@wakefield.gov.uk)

Typetalk calls welcome

Our Ref.:

Date September 2010

**TO: NEWLY QUALIFIED TEACHERS**

Dear Colleague

Welcome to Wakefield. I am delighted that you have chosen to begin your teaching career with us. The LA will work with your school to help make your first year in teaching a success and I hope that you will be staying with us for many years to come.

You will find in Wakefield an authority where standards of achievement are rising. We know from OFSTED reports on our schools that teaching standards here compare well with those in other LAs. We want to continue that record, and you will find that teachers are offered a comprehensive programme of in-service education and training to enable them to extend their skills and build on experience. The achievement of our pupils rests on a foundation of expert, dedicated and committed teaching.

I hope that you will enjoy teaching in Wakefield, it is an authority large enough to offer great diversity in its schools and communities and small enough not to become impersonal. Your success is important to us, please accept my personal best wishes for a long and happy career.

Yours sincerely



**Elaine McHale**

Corporate Director – Family Services

# **Newly Qualified Teacher Induction Handbook**

## **2010/2011**

### **for**

## **NQTs in Wakefield Schools**

### **Welcome to Wakefield!**

You are one of over two hundred Newly Qualified Teachers who join Wakefield's schools every year.

Here you will find information on all aspects of the NQT Induction Year. Please take the time to read it through. You will need to use it throughout the year and we suggest that you file it in the Career Entry and Development Profile (CEDP) folder provided to you by the Training and Development Agency for schools (TDA).

The government's aim is to promote a generation of teachers with Masters level qualifications. To this end Wakefield local authority is working with Huddersfield University to offer all NQTs the opportunity of acquiring 30 Master level credits, free of charge, during their induction year.

If you have any queries about any aspect of the Induction Year that is not covered by this Handbook, please contact the NQT Coordinator, email: [nqt@wakefield.gov.uk](mailto:nqt@wakefield.gov.uk) or telephone 01226 392439 for advice.

**The Induction timeline gives an overview of different stages of the induction period over the whole three terms.**

We hope that you will find your Induction Year stimulating, rewarding and worthwhile and look forward to seeing you at the LA training courses for NQTs in the first section of this handbook.

## Checklist for NQTs

This checklist will ensure that you are eligible to start your induction and that you are fully aware of your roles and responsibilities. **Any questions in bold are prerequisites i.e. are essential for you to be eligible to start induction - otherwise any induction that you undertake will be invalid and will have to be repeated! All other questions highlight the essential elements of a successful induction support programme.**

	Check
<b>Have you been awarded QTS and given the school a copy of your QTS certificate?</b>	
<b>If not, have you checked with the GTC as to the reason why you have not received it and informed your Headteacher and Wakefield LA of the reason for it being late?</b>	
<b>Have you registered with the GTCE?</b>	
Are you receiving a reduced timetable?	
Have you been assigned an Induction Tutor?	
Have you discussed your Career Entry and Development Profile (CEDP) with, and made it available to, your Induction Tutor?	
Have you familiarised yourself with the 2007 Professional <b>Core</b> Standards for Teachers?	
Are you aware of the TDA guidance for newly qualified teachers (see appendices)?	
Have you and your Induction Tutor planned an individualised and structured induction support programme?	
Have regular meetings between you and your Induction Tutor been set up?	
Has your Induction Tutor set up a programme of assessment, observations and feedback/progress reviews?	
If you are part-time, do you know how long your induction period will last?	
Are you fulfilling your roles and responsibilities as an NQT?	
Are you abiding by the General Teaching Council for England's (GTCE) 'Code of Professional Values and Practice for Teachers'? See the GTCE website at: <a href="http://www.gtce.org.uk/documents/publicationpdfs/code_of_conduct_1009.pdf">http://www.gtce.org.uk/documents/publicationpdfs/code_of_conduct_1009.pdf</a>	

## Introduction

This handbook has been completely updated to take into account the Department for Children, Schools and Families (DCSF) Statutory Guidance of Newly Qualified Teachers in England, 2008.

Whilst incorporating the new guidance it also contains updated elements of the original handbook, including proformas, the Core Standards & TDA Supporting the induction process: TDA guidance for newly qualified teachers

A full timeline of training for NQTs, mentors and NQT leaders will be useful for planning successful statutory induction. Dates for registration and deadlines for assessment forms are also included.

This year Wakefield Local Authority (LA) is working with Huddersfield University to offer NQTs 30 Masters Level credits at no cost to schools.

## Special Educational Needs

### **Special Educational Needs and/or disabilities: a training resource for NQTs.**

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

#### **Access this resource at:**

[http://www.tda.gov.uk/teachers/sen/training\\_resources/pgce\\_programmes.aspx](http://www.tda.gov.uk/teachers/sen/training_resources/pgce_programmes.aspx)

#### **Schools and NQTs needing extra information or support should contact:**

NQT Co-ordinator, 01226-392436 [nqt@wakefield.gov.uk](mailto:nqt@wakefield.gov.uk)

## YOUR CONTRACT AND SALARY

Your contract with your school is binding once a verbal agreement has been made. Shortly after you begin work you will receive a written 'statement of particulars' of the terms of your contract. If you haven't received it by half term, raise the issue with the school's Administration or Personnel Officer.

The main teachers' pay scale consists of six points, and your salary automatically increases by one point each September (as long as you have been employed as a teacher for 26 weeks of the preceding year). At the September 2009 point M1 (which most NQTs start on) is M1 £21,588 and point M6 is £31,552 Mature entrants may be allocated additional spine points on appointment for experience gained outside teaching.

The cost of your compulsory annual subscription to the General Teaching Council (currently £36.50) will be repaid to you with your first salary cheque – under a national agreement, the total repayment is made to allow for tax etc.

For further information on your conditions of employment ask your school if you may see a copy of the DCSF's *School Teachers' Pay and Conditions Document*, which is revised annually. You can download a copy at

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

## The monitoring and support programme

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

### The preliminary meeting with your Induction Tutor

Your Induction Tutor will provide **before you take up your appointment**:

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

You must bring your **Career Entry And Development Profile** to this meeting. This provides an early opportunity for your Induction Tutor to become familiar with the areas for further development that were identified and recorded by you and your Initial Teacher Training tutor.

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

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

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

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

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

## Monitoring and support

In planning the monitoring and support programme your Induction Tutor will ensure that:

- you are observed teaching during the first 4 weeks in post and at least once each following half term.
- you have a scheduled professional review of progress at least once each half term
- the *Professional Development Plan* in Section 6 (or similar) is used to record objectives and the action you will take as support in meeting those objectives
- you observe the work of other experienced teachers
- professional development activities are planned on the basis of the strengths, areas for further development and objectives identified in your CEDP
- you take part in programmes of training available to the school's staff as a whole
- you spend time with the SENCO to focus on specific/general SEN matters
- training, development and advice is available when appropriate from professionals outside the school
- you attend external training events relevant to your individual needs
- your 10% additional non-contact time is protected and used as part of your planned induction programme
- all copies of lesson observations, records of review meetings and objectives are kept and made available for the assessment meetings

## The 3 termly formal assessments

### 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. The forms must be signed by you, your Headteacher and your Induction Tutor and sent to the LA (preferably by first-class post) in time to be received **by the dates below**:

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
17 Dec 2010	10 Dec 2010	Calculate equivalent of 63 days before submitting 1 <sup>st</sup> form
8 Apr 2011	25 Mar 2011	
22 July 2011	15 July 2011	

**Please note: Your Final (3rd) form must not be late and you must sign, comment and return it to your Headteacher in good time for the date shown above.** 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 GTCE each term a list of 'passes', so if your form is late we cannot notify them of your pass until the following term which will delay the issue of your Induction Certificate which may have implications for future employment.

### Assessment meetings

A formal assessment meeting between you and your Headteacher (or the Induction Tutor acting on behalf of the Headteacher) must take place towards the end of each term (or the end of the appropriate period if the you are part-time or began induction midway through a term).

The purpose of the meetings is to discuss and confirm the extent to which you are achieving the Core Standards. Following each meeting the statutory Assessment Form is completed and sent to the LA. The meeting dates should be set in advance and scheduled in time for the completed and signed forms to be received by the LA by the dates shown on the previous page.

Assessments must be rigorous, accurate, fair and consistent throughout a school, and the Core Standards (Section 5) are used to focus the gathering of evidence. If appropriate your Induction Tutor will undertake joint observations with experienced staff to help to assess you accurately and communicate the ongoing assessments and progress to the Headteacher/Secondary Induction Manager.

The pattern of these meetings should be as follows:

- The first meeting focuses on the extent to which you are beginning to meet the core standards.
- The second meeting focuses on your progress towards the Core standards

- The final assessment meeting is used to determine whether you have met **all** of the requirements for the satisfactory completion of the induction period. If so, the final meeting can be used to set objectives and professional development opportunities for the second year of teaching.

At the end of each form is a space for you to indicate whether or not you wish to make a comment, a box for your comments and a space for your signature. **No other parts of the form may be completed by you.** The school should provide you with a copy of the assessment form, keep another copy for school records and send the original to the LA.

Sufficient specific evidence must be shown on the form against each of the Standards. The termly assessment decisions about progress toward the Core Standards should be based on:

- The Professional Development Plan
- Lesson observation records of at least 2 observations during the term
- Progress review: records of discussion from at least 2 professional reviews of progress during the term
- Your self-evaluation records
- Formal and informal assessment records for pupils for whom you have had particular responsibility, including test or examination results
- Information about liaison with others, e.g. colleagues or parents
- Your lesson plans, records and evaluations
- Your CEDP

This evidence is retained by the school after induction until notified by the LA that you have successfully completed induction.

## Unsatisfactory progress

If you are not making satisfactory progress toward achievement of the Core Standards, action should be immediate and **not delayed** until a formal assessment meeting has taken place. The Headteacher (or his/her agreed representative) will:

- meet you to ensure that you are aware of the concerns about progress, and record this in writing
- ensure that a relevant support programme is put in place to help you overcome identified weaknesses and make any necessary improvements
- inform the LA of the concerns

If, despite support, you still do not make satisfactory progress, and at a formal assessment point are deemed to be at risk of failing to complete the induction period, **the Headteacher** will:

- observe you teaching and review the available evidence
- request a third party also to observe you and review the evidence, if the Headteacher is the Induction Tutor
- indicate this to the LA and seek advice from the LA where appropriate

- hold the formal assessment meeting and invite you to be accompanied by a representative (e.g. professional association representative). At the meeting the Headteacher will discuss and record:
  - identified weaknesses
  - agreed objectives set in relation to the Core Standards
  - planned support
  - evidence used to inform the judgement
- complete the appropriate assessment form indicating that you are at risk of failing to meet the Standards and include a record of the outcome of the assessment meeting
- write to you, enclosing a copy of the report, about the assessment and the consequences of:
  - failure to make the necessary improvements
  - failure to complete the induction period satisfactorily.
- send a copy of the assessment report and letter of warning to the LA
- with the LA assure themselves that:
  1. the assessment is well-founded and accurate
  2. weaknesses have been correctly identified
  3. appropriate objectives have been set to remedy weaknesses
  4. a relevant support programme is in place to help you to overcome identified weaknesses