

## Proformas:

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***These forms can also be downloaded from:***

**[www.gowild.org.uk/nqt](http://www.gowild.org.uk/nqt)**

You are not required to use these formats, but induction objectives, observations and review meetings must be recorded in some way.



## Professional Development Activity Codes used by Wakefield LA in supporting teachers' Continuous Professional Development (CPD)

The grid shows a range of methods that can be used for the CPD of NQTs, who should be encouraged to think imaginatively about combining different methods to achieve their attended aim.

- How might you encourage your NQT to use the different methods?
- Which of the ore Standards might they usefully support?

<b>CR</b>	Critical reflection	Time to read & research into a chosen focus, e.g. surfing web, reading, THINKING!! Could also include time to develop an IT skill via practice
<b>RO</b>	Reflective observation	Own targets/reflective practice; team teaching; observer
<b>OO</b>	Observations of others	In your school: same key stage, another key stage, a specific subject or strategy
<b>VO</b>	Observing	In another school: same year group, different setting etc
<b>NT</b>	Networking	Internal response partner or making link with another NQT or other teachers – cluster or own focus to think, discuss, evolve a resource, refine practice
<b>SU</b>	Support	1-1 support from a key person in/outside the school for subject guidance, needs analysis etc
<b>TI</b>	Training (internal)	Staff meetings, INSET days, working groups
<b>TE</b>	Training (external)	Attending external training from Directory or part of NQT Induction Programme
<b>VS</b>	Visits	Resource centres, educational visit centres, nurseries, other LAs
<b>EX</b>	Extending experience	Observing governors' meetings, work of an EP, librarian etc

## Preliminary Meeting Checklist

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

<b>Name of NQT</b>		<b>Name of Induction Tutor</b>		<b>Date</b>	
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Agenda Item	Tick	Details
School Diary for NQT		
Dates of terms & major school events		
Staff handbook and/or a school induction handbook		
The Wakefield LA NQT Handbook		
Timetable of lessons and groups to be taught		
Curriculum documents		
The LA's 'named contact' for NQTs		
Names and contact details of LA personnel (see Index)		
How the school will manage the induction/ assessment arrangements		
Career Entry Development Profile CEDP Transition Point 1 checked and discussed		
Date of next meeting to discuss CEDP T P 2		
Professional Development plan drawn up		
Copy of Core Standards available		
TDA Guidance on standards available		
Review/assessment meetings set for term/year		
Observations schedule set up		
Observations of others organised		
CEDP – T P 3 discussed and noted		

**Professional Development Plan - objectives & activities to be undertaken**

*When each activity has been undertaken, evaluate it on the Professional Development Objectives & Activities Evaluation sheet overleaf*

Objective/learning aim	
Core Standard	
Target date	
Success criteria (as measurable as possible with the sources of evidence identified)	
Action to be taken, by whom & resources needed (to clarify, use bullet points with timescale & individuals attached to each action)	
CPD code	
Review date	

## Professional Development Objectives & Activities Evaluation

<b>Activity:</b>
<b>What impact did the activity have on your feelings/attitudes towards the focus?</b>
<b>What gains did you make in your knowledge, understanding or skills?</b>
<b>What changes have you made to your classroom practice as a result?</b>
<b>What impact did the activity have on processes within the school?</b>
<b>What impact did the activity have on other teachers?</b>
<b>What was the impact on the quality of pupil learning?</b>



## Lesson Observation in Five Themes

NQT:	Lesson context:	Class:
Observer:		Time:
Feedback session (date):		Grouping:
<b>Section 1 Developing professional and constructive relationships</b> C1 Has high expectations and constructive relationships C4 Communicates effectively with learners C38 - 39 Manages learners' behaviour constructively by: <ul style="list-style-type: none"> <li>- establishing clear positive framework for discipline</li> <li>- using a range of techniques and strategies</li> <li>- promoting self-control, independence and cooperation</li> <li>- developing social and emotional skills</li> </ul> C41 Managing the work of colleagues, ensuring they are appropriately involved in supporting learning		
<b>Section 2 Working within the law and frameworks</b> C37 Establishes a purposeful and safe learning environment		
<b>Section 3 Professional knowledge and understanding</b> C15 Has secure knowledge and understanding of the pedagogy related to subject and national strategies C17 Uses ICT to support teaching C19 Promotes equality and inclusion		
<b>Section 4 Professional skills</b> C26 Plans for progression within the lesson and across a series of lessons C27 Provides opportunities to develop literacy, numeracy, ICT, thinking and learning skills C28 Plans, sets and assesses homework/coursework that extends pupils' learning C10, 29 and C30 Teaches challenging, well-organised lessons demonstrating: <ul style="list-style-type: none"> <li>- a range of strategies and resources</li> <li>- meeting learning objectives</li> <li>- clear introduction of new ideas and concepts</li> <li>- adaptation of language, use of explanations, questions, discussions and plenaries</li> <li>- effective management of individuals, groups and whole classes</li> <li>- engaging and motivating</li> </ul> C31 – 34 Uses assessment techniques appropriately to: <ul style="list-style-type: none"> <li>- set challenging learning objectives</li> <li>- monitor progress and attainment</li> <li>- provide verbal/written feedback</li> <li>- enable pupils to reflect on their learning</li> <li>- diagnose learners' needs and plan future teaching</li> </ul>		
Feedback/dialogue: <b>Section 5 Developing practice</b> C7 Evaluates their performance C35 Reviews the effectiveness of their teaching and its impact on learners' progress		

**Monitoring NQTs' progress against core standards: prompts to aid feedback**

**NQT:**

**Observer:**

**Class/lesson**

**Date:**

**Time:**

<p>What were the strengths in pupils' responses and learning?</p> <p>How did the tasks help the pupils achieve the learning objective?</p> <p>Were the resources, including the use of support staff, appropriate to the tasks set and the needs of the pupils?</p>	<p>Which teaching strategies/approaches were most successful and why?</p>																
<p>In what areas might the pupils have responded or learned better?</p> <p>How could the teaching improve the pupils' responses or learning?</p>	<p>How effective was this lesson in terms of pupil learning?</p> <table border="1" data-bbox="887 1193 1490 1382"> <tr> <td>Very Effective</td> <td>Effective in parts</td> <td>Hardly effective</td> <td>Not at all effective</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Do you feel your students have a sense of achievement after this lesson?</p> <table border="1" data-bbox="887 1565 1490 1677"> <tr> <td>All</td> <td>Most</td> <td>A few</td> <td>None</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>What, if anything, would you do differently next time?</p>	Very Effective	Effective in parts	Hardly effective	Not at all effective					All	Most	A few	None				
Very Effective	Effective in parts	Hardly effective	Not at all effective														
All	Most	A few	None														
<p>Development/next steps agreed in discussion</p> <p>Focus for next observation</p>																	

## NQT's Self-Evaluation of Lesson Observation

*To be completed by the NQT immediately after the observation with reference to the Core Standards & brought to the feedback session with the Induction Tutor*

<b>NQT:</b>	<b>Date:</b>	<b>Subject:</b>
<b>Comment on your lesson in relation to the Core Standards, using the following headings:</b>		

	<b>Strengths</b>	<b>Development points – to improve I will need to....</b>
<b>Professional Attributes</b>		
<b>Professional Knowledge &amp; understanding</b>		
<b>Professional Skills</b>		

*Areas with which I am particularly pleased or with which I have concerns I would like to discuss further:*

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## Professional review meeting: record of discussion

### *Review of progress & achievement since the last meeting*

NQT:	Date:	Date of previous meeting:
<p><b>General Comments</b></p> <p>Note any issues relevant to the progress of induction which have arisen since the last review meeting, e.g. lesson observations, parents' evenings, assessment/marking, development activity. State:</p> <ul style="list-style-type: none"><li>• Areas of strength (achievements &amp; the specific aspects of Core Standards demonstrated by them)</li><li>• Areas for development (related to the Core Standards)</li><li>• An outline of the areas to be carried forward as objectives in the Professional Development Plan</li></ul>		
<p>Signed: NQT..... Induction Tutor.....</p>		
<p>Date of next review meeting:</p>		

## **NQT Coaching Discussion – Using the GROW Approach**

**Date:**

**NQT:**

**Teacher Coach:**

### **Goal**

What is the aim of this discussion?

What do you want to achieve long term?

How much personal control or influence do you have over your goal?

What would be a milestone on the way?

### **Reality**

What is happening right now?

What have you done so far?

What are the results? How often have you tried?

What is holding you back from a way forward?

### **Options**

Have you seen anyone else doing this well?

What ideas have you had?

Imagine you had more energy and confidence what could you do then?

What is do-able for you?

### **Way forward**

What needs to be done to get started?

What support might be needed/ When will you try this out?

When shall we meet up again?

School:

Tel Number:

Headteacher's  
Signature :

Date:

School  
Coordinator: NQT

NQT Coordinator email:

NQT Full Name		NQT Full Name		NQT Full Name	
Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>	Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>	Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
TRN Number		TRN Number		TRN Number	
Date of Birth		Date of Birth		Date of Birth	
Home Address		Home Address		Home Address	
Home Telephone No or Mobile Number		Home Telephone No or Mobile Number		Home Telephone No or Mobile Number	
Email Address		Email Address		Email Address	
Term as NQT	1 <sup>st</sup> <input type="checkbox"/> 2 <sup>nd</sup> <input type="checkbox"/> 3 <sup>rd</sup> <input type="checkbox"/>	Term as NQT	1 <sup>st</sup> <input type="checkbox"/> 2 <sup>nd</sup> <input type="checkbox"/> 3 <sup>rd</sup> <input type="checkbox"/>	Term as NQT	1 <sup>st</sup> <input type="checkbox"/> 2 <sup>nd</sup> <input type="checkbox"/> 3 <sup>rd</sup> <input type="checkbox"/>
If 2 <sup>nd</sup> or 3 <sup>rd</sup> Term – Previous School & LA		If 2 <sup>nd</sup> or 3 <sup>rd</sup> Term – Previous School & LA		If 2 <sup>nd</sup> or 3 <sup>rd</sup> Term – Previous School & LA	
Permanent or Temp.	Perm <input type="checkbox"/> Temp <input type="checkbox"/>	Permanent or Temp.	Perm <input type="checkbox"/> Temp <input type="checkbox"/>	Permanent or Temp.	Perm <input type="checkbox"/> Temp <input type="checkbox"/>
Full or Part Time	F/T <input type="checkbox"/> P/T <input type="checkbox"/>	Full or Part Time	F/T <input type="checkbox"/> P/T <input type="checkbox"/>	Full or Part Time	F/T <input type="checkbox"/> P/T <input type="checkbox"/>
% if part time		% if part time		% if part time	
Start Date		Start Date		Start Date	
Due Finish Date		Due Finish Date		Due Finish Date	
90% Timetable in Place	Yes <input type="checkbox"/> No <input type="checkbox"/>	90% Timetable in Place	Yes <input type="checkbox"/> No <input type="checkbox"/>	90% Timetable in Place	Yes <input type="checkbox"/> No <input type="checkbox"/>
Secondary - Subject		Secondary - Subject		Secondary - Subject	
Primary - Phase	Fdn <input type="checkbox"/> KS1 <input type="checkbox"/> KS2 <input type="checkbox"/>	Primary - Phase	Fdn <input type="checkbox"/> KS1 <input type="checkbox"/> KS2 <input type="checkbox"/>	Primary - Phase	Fdn <input type="checkbox"/> KS1 <input type="checkbox"/> KS2 <input type="checkbox"/>
Date QTS Awarded		Date QTS Awarded		Date QTS Awarded	
University attended, degree and date		University attended, degree and date		University attended, degree and date	

Please complete and email to [nqt@wakefield.gov.uk](mailto:nqt@wakefield.gov.uk), or fax to: 01226 392335, or post to **Pat Milner, CPD, Woolley Hall, New Road, Woolley, WAKEFIELD, WF4 2JR**. PLEASE NOTIFY US OF ANY CHANGES TO THE ABOVE INFORMATION AND IF THE NQT LEAVES THIS POST ASAP.

School:

Tel Number:

Headteacher's  
Signature :

Date:

School  
Coordinator: NQT

NQT Coordinator email:

NQT Full Name		NQT Full Name		NQT Full Name	
Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>	Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>	Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
DfES Number		DfES Number		DfES Number	
Date of Birth		Date of Birth		Date of Birth	
Home Address		Home Address		Home Address	
Home Telephone No or Mobile Number		Home Telephone No or Mobile Number		Home Telephone No or Mobile Number	
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Permanent or Temp.	Perm <input type="checkbox"/> Temp <input type="checkbox"/>	Permanent or Temp.	Perm <input type="checkbox"/> Temp <input type="checkbox"/>	Permanent or Temp.	Perm <input type="checkbox"/> Temp <input type="checkbox"/>
Full or Part Time	F/T <input type="checkbox"/> P/T <input type="checkbox"/>	Full or Part Time	F/T <input type="checkbox"/> P/T <input type="checkbox"/>	Full or Part Time	F/T <input type="checkbox"/> P/T <input type="checkbox"/>
% if part time		% if part time		% if part time	
Start Date		Start Date		Start Date	
Due Finish Date		Due Finish Date		Due Finish Date	
90% Timetable in Place	Yes <input type="checkbox"/> No <input type="checkbox"/>	90% Timetable in Place	Yes <input type="checkbox"/> No <input type="checkbox"/>	90% Timetable in Place	Yes <input type="checkbox"/> No <input type="checkbox"/>
Secondary - Subject		Secondary - Subject		Secondary - Subject	
Primary - Phase	Fdn <input type="checkbox"/> KS1 <input type="checkbox"/> KS2 <input type="checkbox"/>	Primary - Phase	Fdn <input type="checkbox"/> KS1 <input type="checkbox"/> KS2 <input type="checkbox"/>	Primary - Phase	Fdn <input type="checkbox"/> KS1 <input type="checkbox"/> KS2 <input type="checkbox"/>
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University attended, degree and date		University attended, degree and date		University attended, degree and date	

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Tel Number:

Headteacher's  
Signature :

Date:

School  
Coordinator: NQT

NQT Coordinator email:

NQT Full Name		NQT Full Name		NQT Full Name	
Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>	Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>	Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>
DfES Number		DfES Number		DfES Number	
Date of Birth		Date of Birth		Date of Birth	
Home Address		Home Address		Home Address	
Home Telephone No or Mobile Number		Home Telephone No or Mobile Number		Home Telephone No or Mobile Number	
Email Address		Email Address		Email Address	
Term as NQT	1 <sup>st</sup> <input type="checkbox"/> 2 <sup>nd</sup> <input type="checkbox"/> 3 <sup>rd</sup> <input type="checkbox"/>	Term as NQT	1 <sup>st</sup> <input type="checkbox"/> 2 <sup>nd</sup> <input type="checkbox"/> 3 <sup>rd</sup> <input type="checkbox"/>	Term as NQT	1 <sup>st</sup> <input type="checkbox"/> 2 <sup>nd</sup> <input type="checkbox"/> 3 <sup>rd</sup> <input type="checkbox"/>
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Permanent or Temp.	Perm <input type="checkbox"/> Temp <input type="checkbox"/>	Permanent or Temp.	Perm <input type="checkbox"/> Temp <input type="checkbox"/>	Permanent or Temp.	Perm <input type="checkbox"/> Temp <input type="checkbox"/>
Full or Part Time	F/T <input type="checkbox"/> P/T <input type="checkbox"/>	Full or Part Time	F/T <input type="checkbox"/> P/T <input type="checkbox"/>	Full or Part Time	F/T <input type="checkbox"/> P/T <input type="checkbox"/>
% if part time		% if part time		% if part time	
Start Date		Start Date		Start Date	
Due Finish Date		Due Finish Date		Due Finish Date	
90% Timetable in Place	Yes <input type="checkbox"/> No <input type="checkbox"/>	90% Timetable in Place	Yes <input type="checkbox"/> No <input type="checkbox"/>	90% Timetable in Place	Yes <input type="checkbox"/> No <input type="checkbox"/>
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Date QTS Awarded		Date QTS Awarded		Date QTS Awarded	
University attended, degree & date		University attended, degree & date		University attended, degree and date	

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**Please return to:**

Woolley Hall  
Wakefield  
WF4 2JR

**NQT Induction assessment for the:**

- End of first assessment period.  
 End of second assessment period.  
 Interim assessment

**Instructions for completion**

- Where tick boxes appear please insert "X".
- The Head teacher/principal should retain a copy and send a copy of this completed form to the Appropriate Body within 10 working days of the NQT completing the assessment period.
- The original copy should be retained by the NQT.
- Full guidance on statutory induction can be found at [www.teachernet.gov.uk/induction2008](http://www.teachernet.gov.uk/induction2008).

**NQT's personal details:**

Full name		Former name(s) (where applicable)	
<input type="text"/>		<input type="text"/>	
Date of birth	DCSF/teacher reference number	National insurance number	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Name of institution (e.g. school or college)		DCSF institution number (if applicable)	
<input type="text"/>		<input type="text"/>	
Appropriate Body receiving this report			
<input type="text"/>			

Date of award of QTS:

**Recommendation:**

- The above named teacher's progress indicates that he/she **is making satisfactory progress towards meeting the Core Standards** within the induction period.

Please tick the appropriate statement.

	<b>In relation to the induction standards, the NQT:</b>	<b>Yes</b>
<b>A</b>	Has considerable strengths	
<b>B</b>	Has many strengths with a few areas for development that are being addressed easily	
<b>C</b>	Has strengths. Some areas for development have been met and some still to work on	
<b>D</b>	Sufficient areas of development to warrant additional support from within the school*	
<b>E</b>	Considerable areas for development required*	

- The above named teacher's progress indicates that he/she **may not be able to meet the Core Standards** for the satisfactory completion of the induction period.
- I confirm that the NQT has experienced support and monitoring in line with the statutory guidance ([www.teachernet.gov.uk/induction2008](http://www.teachernet.gov.uk/induction2008)).

\* If the NQT falls into category D or E please submit an action plan.

Date of the beginning of this assessment period:

Number of terms completed during this assessment period (usually one term or two terms – see statutory guidance paragraphs 2.45 and 2.46):

or

Number of days completed during this assessment period (where the period is calculated in days – see statutory guidance paragraph 2.47 – 2.53):

Date of end of this assessment period:

Does the NQT work:  Full time  Part time

Number of days of absence during this assessment period

### Assessment of progress against the Core Standards:

The Head teacher/principal or induction tutor should record, in the box below, brief details of the NQT's progress against the Core Standards including:

- strengths;
- areas requiring further development, even where progress is satisfactory (for example aspects of the Core Standards which the NQT has yet to meet);
- evidence used to inform the judgements; and,
- targets for the coming term.

In completing this box, use as headings either the three areas of the new Professional Standards Framework ([http://www.tda.gov.uk/upload/resources/pdf/s/standards\\_core.pdf](http://www.tda.gov.uk/upload/resources/pdf/s/standards_core.pdf)), or the five themes as outlined in *Supporting the induction process: TDA guidance for newly qualified teachers* ([http://www.tda.gov.uk/upload/resources/pdf/c/core\\_standards\\_guidance.pdf](http://www.tda.gov.uk/upload/resources/pdf/c/core_standards_guidance.pdf)).

Comments **must** be in the context of and make reference to specific Core Standards. Please continue on a separate sheet if required.

<p><b>The three areas of the new Professional Standards Framework:</b></p> <ul style="list-style-type: none"><li>• Professional Attributes</li><li>• Professional Knowledge and Understanding</li><li>• Professional Skills</li></ul>	<p><b>The five Themes from <i>Supporting the induction process: TDA guidance for newly qualified teachers</i>:</b></p> <ul style="list-style-type: none"><li>• Developing Professional and Constructive Relationships</li><li>• Working within the Law and Frameworks</li><li>• Professional Knowledge and Understanding</li><li>• Professional Skills</li><li>• Developing Practice</li></ul>
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### **Comments by the NQT:**

The NQT should record their comments or observations on their induction to date.

Please reflect on your time throughout this assessment period and consider whether:

- you feel that this report reflects the discussions that you have had with your induction tutor and/or head teacher during this assessment period;
- you are receiving your full range of entitlements in accordance with regulations and guidance ([www.teachernet.gov.uk/induction2008](http://www.teachernet.gov.uk/induction2008));
- there are any areas where you feel you require further development/support/guidance when looking towards the next stage of your induction. If so, what are these areas?

I have discussed this report with the induction tutor and/or head teacher:  Yes  No

I have the following comments to make:

Will this NQT be remaining at this school for the next assessment period?  Yes  No

If not, then please attach details of the school/Appropriate body the NQT is moving to, and contact information.

This form should be signed below, unless it is being sent electronically in which case it must be sent from the Headteacher/principal's mailbox and copied to the NQT and Induction Tutor.

Signed: **Head teacher/principal**

Date

Full name (CAPITALS)

Signed: **NQT**

Date

Full name (CAPITALS)

Signed: **Induction tutor** (if different from Head teacher/principal)

Date

Full name (CAPITALS)

**Please return to:**

Woolley Hall  
Wakefield  
WF4 2JR

**NQT Induction: final assessment and recommendation**

**Instructions for completion**

- Where tick boxes appear please insert "X".
- The Head teacher/principal should retain a copy and send a copy of this completed and signed form to the Appropriate Body within 10 working days of the NQT completing the induction period.
- The original copy should be retained by the NQT.
- Full guidance on statutory induction can be found at [www.teachernet.gov.uk/induction2008](http://www.teachernet.gov.uk/induction2008).

**Recommendation:**

The teacher named below has **met** the Core Standards for the satisfactory completion of induction

The teacher named below has **not met** the Core Standards for the satisfactory completion of induction

**NQT's personal details:**

Full name		Former name(s) (where applicable)	
<input type="text"/>		<input type="text"/>	
Date of birth	DCSF/teacher reference number	National insurance number	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Name of institution (e.g. school or college)		DCSF institution number (if applicable)	
<input type="text"/>		<input type="text"/>	

Appropriate Body receiving this report

Date of the beginning of the final assessment period:

Number of terms completed during the final assessment period (usually one term or two terms – see statutory guidance paragraphs 2.45 and 2.46):

or

Number of days completed during the final assessment period (where the period is calculated in days – see statutory guidance paragraph 2.47 – 2.53):

Date of end of the final assessment period:

Does the NQT work:  Full time  Part time

Number of days of absence during the (entire) induction period

**Confirmation of induction:**

I confirm that the NQT has experienced support and monitoring in line with statutory

If a reduction to the number of days to be served by the NQT has been agreed with the appropriate body please include the number of days here (for more information on reductions see paragraph 3.2 of the guidance on statutory induction [www.teachernet.gov.uk/induction2008](http://www.teachernet.gov.uk/induction2008)).

## Assessment of progress against the Core Standards:

The Head teacher/principal or induction tutor should record, in the box below, brief details of the NQT's progress against the Core Standards including:

- strengths;
- areas for further development
- evidence used to inform the judgements; and
- where appropriate, targets to be met.

In completing this box, use as headings either the three areas of the new Professional Standards Framework ([http://www.tda.gov.uk/upload/resources/pdf/s/standards\\_core.pdf](http://www.tda.gov.uk/upload/resources/pdf/s/standards_core.pdf)), or the five themes as outlined in *Supporting the induction process: TDA guidance for newly qualified teachers* ([http://www.tda.gov.uk/upload/resources/pdf/c/core\\_standards\\_guidance.pdf](http://www.tda.gov.uk/upload/resources/pdf/c/core_standards_guidance.pdf)).

Comments **must** be in the context of and make reference to specific Core Standards.  
Please continue on a separate sheet if required.

<b>The three areas of the new Professional Standards Framework:</b> <ul style="list-style-type: none"><li>• Professional Attributes</li><li>• Professional Knowledge and Understanding</li><li>• Professional Skills</li></ul>	<b>The five Themes from <i>Supporting the induction process: TDA guidance for newly qualified teachers</i>:</b> <ul style="list-style-type: none"><li>• Developing Professional and Constructive Relationships</li><li>• Working within the Law and Frameworks</li><li>• Professional Knowledge and Understanding</li><li>• Professional Skills</li><li>• Developing Practice</li></ul>

**Comments by the NQT:**

The NQT should record their comments or observations on their induction to date.

Please reflect on your time throughout your entire induction period and consider:

- Whether you feel that this report reflects the discussions that you have had with your induction tutor and/or head teacher/principal during this assessment period; and,
- you received your full range of entitlements in accordance with regulations and guidance ([www.teachernet.gov.uk/induction2008](http://www.teachernet.gov.uk/induction2008)),
- areas where you feel you require further development/support/guidance when looking towards the next stage in your career? Please indicate these are part of your comments in the box below.

I have discussed this report with the induction tutor and/or head teacher/principal:

Yes

No

I have the following comments to make:

This form should be signed below, unless it is being sent electronically in which case it must be sent from the Headteacher/principal's mailbox and copied to the NQT and Induction Tutor.

Signed: **Head teacher/principal**

Date

Full name (CAPITALS)

Signed: **NQT**

Date

Full name (CAPITALS)

Signed: **Induction tutor** (if different from Head teacher/principal)

Date

Full name (CAPITALS)

## Masters Level Credits

<b>Module Code</b>	<b>DMX6330</b>
<b>Module Title</b>	Early Professional Development for Newly Qualified Teachers (NQT)
<b>School(s) involved in delivery</b>	School of Education and Professional Development
<b>Name of course (s)</b>	Postgraduate Certificate in Professional Development (Action Research in Teaching and Learning) Postgraduate Diploma in Professional Development (Action Research in Teaching and Learning) MA Professional Development (Action Research in Teaching and Learning)
<b>Module Leader</b>	Jayne Price
<b>Location</b>	Woolley Hall/Queensgate
<b>Module type</b>	Optional
<b>Credit rating</b>	30 Credits
<b>Level</b>	<b>M</b>
<b>Learning methods</b>	Tutor led methods (48 hours) Independent Study (157 hours) Assessment (95 hours)
<b>Pre-requisites</b>	QTS, Postgraduate Certificate in Education or Professional Certificate in Education
<b>Recommended prior study</b>	None
<b>Co-requisites</b>	None
<b>Professional body requirements</b>	None
<b>Graded or Non-graded</b>	Non-graded
<b>Barred combinations</b>	None

### **Synopsis**

This module provides teachers with the opportunity to gain support and accreditation at this key stage in their career. Support is offered by experienced professionals for the identification, analysis and evaluation of evidence to support the induction standards. Accreditation is gained through critical reflection upon key issues in an induction portfolio, and the development of theoretical perspectives supported by evidence, in collaboration with other professionals and subject experts. This module is characterised by a critical approach to day-to-day practice in the key areas of pedagogy, personalised learning and working with other professionals.

### **Outline syllabus**

In collaboration with other professionals and subject specialists students will share experiences of the induction year in order to develop critical understanding of the nature of evidence in the areas of professional attributes, professional knowledge and understanding and professional skills.

Students will choose a focus from the areas of pedagogy, personalised learning, or

working with other professionals. They will evaluate the contribution of literature and experience to their understanding of their professional practice in one or more of these areas.

### **Learning Outcomes**

#### **Knowledge and Understanding:**

- 1 Understands the contested nature of evidence. (e.g Validity, reliability)
- 2 Shows a critical awareness of the relative merits of stakeholder perspectives (e.g. Pupil, Ofsted, Business, Govt.)
- 3 Critically understands the different factors that shape stakeholder perspectives (e.g. Economic, Social, Cultural)

#### **Abilities:**

- 1 Collaborates with other professionals to develop professional practice
- 2 Supports standards statements with a range of valid evidence.
- 3 Critically evaluates valid and reliable research that contributes to the development of professional understanding.
- 4 Critically evaluates evidence that contributes to the development of professional understanding.

### **Assessment Strategy**

#### **Formative Assessment:**

Tutor and peer group feedback on portfolio development and written assignment

#### **Summative Assessment:**

##### **Assessment Tasks:**

Construction of an induction portfolio that includes evidence from professional and institutional practice to meets induction standards Portfolio to be equivalent to 3,000 words. (Abilities 1, 2, 4).

The portfolio will be accompanied by a 3,000 word critical reflection upon a clearly focused issue, or issues arising from the portfolio (Knowledge and Understanding 1 – 3; Abilities 3).

##### **Assessment Criteria:**

Through the assessment tasks the student will demonstrate an analysis of critical engagement with relevant theory and a high level of evaluation, analysis and synthesis showing how these apply to the student's professional practice.

##### **Learning Strategy**

Tutor-led methods will consist of a combination of presentations, discussion and group activities, and tutorials.

Independent study will consist of the collection of data from professional practice, literature searches and critically reflective writing.

Assessment will consist of the development of an induction portfolio and a critical reflection on an issue or issues arising from the portfolio

## Appendix 1

### Indicative References

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- Armitage, A. Bryant, R. Dunnill, R. Hayes D. Hudson, A. Kent, J. Lawes, S. and Renwick, A. (2003) *Teaching and Training in Post-compulsory Education*. Buckingham, Open University Press
- Bloor, M. (1997) Techniques of validation in qualitative research in Miller, G. Dingwall, R. (Eds) *Context and Method in Qualitative Research*. London, Sage
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- Butroyd, R. (2007) Denial and distortion of instrumental and intrinsic value in the teaching of Science and English: its impact on fifteen Year 10 teachers. Forum for promoting 3 – 19 comprehensive education. Volume 49 Number 3 2007 pp 311 - 328
- Cairns, J. (2000) Schools, Community and the Developing Values of Young Adults: Towards an ecology of Education in Values. In Cairns, J. Gardiner, R. Lawton, D. (Eds) *Values and the Curriculum*. London. Woburn Press.pp52 – 73.
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- Denscombe, M. (2003) *The good research guide: for small scale social research projects*. Maidenhead. Open University Press
- Dillon, J. Maguire, M. (eds) (2001) *Becoming a teacher: issues in secondary teaching*. Buckingham. Open University Press.
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- Kyriacou, C. (1997) *Effective teaching in schools: theory and practice*. London. Nelson Thornes.
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- TDA (2007) Professional Standards. TDA website  
<http://www.tda.gov.uk/teachers/professionalstandards.aspx> (2/8/07)
- TES (2003b) Teachers being driven out of schools, warns academic. TES website (25/6/03) Available: [http://www.tes.co.uk/breaking\\_news/story.asp?id=18735](http://www.tes.co.uk/breaking_news/story.asp?id=18735) (25/6/03)
- Tripp, D. (1993) *Critical Incidents in Teaching*. London, Routledge.

## **SEN discussion prompts to use with NQTs following lesson observations**

**These prompts are designed to provide information on aspects of the Core Standards that may not be evident from lesson observations.**

<p><b>How did you use assessment information, individuals' education plans and data on pupils' attainment levels and targets to help you plan for this class? (C11,C13,C18,C19,C26)</b></p>
<p><b>Who did you work with when planning for this class? Did you have any access to advice, support or any particular information to help you plan for the pupils with SEN or disabilities? (C11,C12,Q13,C26)</b></p>
<p><b>Have you had any discussion with pupils with disabilities and/or SEN or their parents or carers about work in this class? (C1,C4,C5,C6)</b></p>
<p><b>Tell me a bit about how you used your knowledge of particular types of SEN to influence your planning.(C18,C19,C20,C21,C29)</b></p>
<p><b>How did you decide to deploy the teaching assistant (if present) in the lesson? What was the thinking behind that?(C5,C6,C,C29)</b></p>
<p><b>How did you arrange for any additional adults/TAs present to let you know about successes/issues with understanding in the lesson? (C5,C6,C20)</b></p>
<p><b>Is there anyone you are worried about in the class – a child or group not achieving their potential? What makes you think this? What have you done about it? What do you think the next steps are in that child/group's learning? (C12,C13,C19,C21)</b></p>
<p><b>What evidence do you have that the planned learning outcomes were appropriate for any disabled pupils/pupils with SEN in the class? (C13,C14, C25)</b></p>

**SEN lesson observation tool to use with NQTs**

<b>Multi-sensory teaching approaches</b>	<b>Yes/No</b>	<b>Evidence</b>
<b>Is there use of multi-sensory teaching approaches (visual, verbal, kinaesthetic)?</b>		
<b>Has s/he planned alternatives to paper and pencil tasks, where appropriate?</b>		
<b>Does the NQT make effective use of ICT to remove barriers e.g. speech or sign supported software, on screen word banks, predictive word processing?</b>		
<b>Is there use of visual and tangible aids e.g. real objects, signs/symbols, photographs, computer animations?</b>		
<b>Is scaffolding used (e.g. problem solving grids, talk and writing frames, clue cards) to support learners?</b>		
<b>Does the NQT find ways of making abstract concepts concrete e.g. word problems in mathematics turned into pictures or acted out or modelled with resources?</b>		
<b>Peer collaboration</b>		
<b>Over time, does the NQT employ a variety of pupil groupings so that pupils are able to draw on each other's strengths and skills?</b>		
<b>Has the NQT made arrangements (buddying, adult support, taping) where necessary to ensure that all children can access written text / instructions?</b>		
<b>Does the NQT involve pupils with SEN and disabled pupils, with appropriate support, in peer consideration of task objectives and their evaluation?</b>		
<b>Communication in the classroom</b>		
<b>Is there use of interactive strategies eg. pupils having cards to hold up or own whiteboards or coming to the front to take a role?</b>		
<b>Does the NQT understand the importance of using a pupil's preferred communication style?</b>		
<b>Is new or difficult vocabulary clarified, written up, displayed, returned to?</b>		
<b>Does the NQT check for understanding of instructions e.g. by asking a pupil to explain them in their own words?</b>		
<b>Are tasks clearly explained/modelled –task cards or boards as reminders, time available and expected outcomes made clear?</b>		
<b>Does the NQT give time/support before responses are required, e.g. personal thinking time, partner talk, persisting with progressively more scaffolding until the pupil can answer correctly?</b>		
<b>Are questions pitched so as to challenge pupils at all levels?</b>		
<b>Does the NQT work directly with lower attaining groups /pupils with SEN or disabled pupils as well as with more able groups?</b>		

<b>Managing additional adults</b>		
<b>Are the adults providing support clear about what it is the individual or group is to learn? how to assess that it has been learned?</b>		
<b>Where extra adult support is available for pupils with SEN or disabilities, is it deployed in ways which promote independence, protect self esteem and increase pupils' inclusion within their peer group?</b>		
<b>Assessment, planning and review</b>		
<b>Has the NQT identified appropriate and differentiated learning objectives for all learners?</b>		
<b>Is use made of tasks that are simplified/extended e.g. short, concrete text used by one group and long, abstract text by another, numbers to 100 by one group or to 20 by another?</b>		
<b>Are all learners involved in monitoring their own progress?</b>		
<b>Are tasks made more open or more closed according to pupils' needs?</b>		
<b>Motivation</b>		
<b>Is appropriate behaviour noticed, praised or rewarded?</b>		
<b>Is the contribution of all learners valued – is this a secure and supportive learning environment where there is safety to have a go and make mistakes?</b>		
<b>Has the NQT explored the strengths and interests of those in the class to help plan lessons?</b>		
<b>Planning the environment and layout</b>		
<b>Can all the pupils see/hear the NQT and any resources s/he is using (e.g. background noise avoided where possible, light source in front of Trainee not behind, pupils' seating carefully planned)?</b>		
<b>Are pupils provided with and regularly reminded of resources to help them be independent, e.g. relevant material from whole class session kept on display, word lists or mats, dictionaries of terms, glossaries, number lines, tables squares?</b>		
<b>Consolidating memory</b>		
<b>Does the NQT encourage the use of memory aids, such as wall charts and posters, memory cards and other devices, for those who benefit from them?</b>		
<b>Does the NQT work with pupils, particularly those for whom working memory is an issue, on developing their own learning strategies?</b>		

**Action points/areas to develop for NQT arising from lesson observation**


Materials adapted from TDA SEN Pilot Material

**Evaluating NQT Induction Practice**

Name of School:	Coordinator:	Established	Developing	Not in Place
1. The school has an up to date written policy for the Induction of NQTs				
2. The policy has been agreed by the Governing Body				
3. The Governing Body has agreed that the school has the capacity to fulfil the requirements of the NQT Induction requirements and could employ an NQT				
4. There are written roles and responsibilities for staff involved in the Induction Year (eg NQT, Induction Tutor, Coordinator, Headteacher, Governing Body)				
5. There is a written procedure for NQTs not satisfied with the induction process				
6. The school has a written Induction Programme for NQTs				
7. The Induction Tutor received recent training to fulfil their role				
8. The Induction Tutor has time to work alongside the NQT in the classroom				
9. The school makes use of the Career Entry and Development Profile when establishing the NQTs Action Plan				
10. The NQT has an initial Action Plan				
<b>11. The NQT is fully aware of the formal assessment procedures and significance of the Induction Year*</b>				
<b>12. The NQT has a reduced timetable ie 90% of the average teacher's teaching load*</b>				
13. The NQT is not expected to regularly cover for absent colleagues				
14. The NQT is accessing a planned Induction Programme				
<b>15. Formal observations are made of the NQTs teaching*</b>				
<b>16. These observations are made within the correct time scale*</b>				
<b>17. Outcomes of such observations are recorded and used in follow-up discussions*</b>				
<b>18. Termly report/s submitted within the correct time scale*</b>				
<b>19. Report/s completed in line with requirements*</b>				
20. The NQT has a revised Action Plan for term 2				
<b>21. The school holds half termly review meetings *</b>				
<b>22. The outcomes of the meetings are recorded *</b>				
23. Informal observations are made of the NQTs teaching				
24. The Induction Tutor negotiates improvement targets with the NQT				
25. There is on-going monitoring and evaluation of progress towards meeting the targets and other standards				
26. There is a system for gathering evidence for each element of the standards				
27. The NQT has the opportunity to observe other experienced teachers teaching in their school				
28. The NQT has the opportunity to observe other experienced teachers teaching in other schools/organisations				
29. The NQT takes responsibility for own professional development by taking action to keep up to date with research and development in pedagogy				
30. The NQT is maintaining a professional development file				

Comments:				
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Date Headteacher:

**\*Please note that Statutory Requirements are typed in bold**

## Strengths, Achievements and Developments (SAD) in 3 Professional Areas

Core Standards in 3 Professional Areas	1 <sup>st</sup> ½ term	2 <sup>nd</sup> ½ term 1 <sup>st</sup> assessment	3 <sup>rd</sup> ½ term	4 <sup>th</sup> ½ term 2 <sup>nd</sup> assessment	5 <sup>th</sup> ½ term	6 <sup>th</sup> ½ term 3 <sup>rd</sup> assessment
<b>Area 1 – Professional Attributes</b>						
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.						
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.						
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.						
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.						
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.						
<b>Area 2 – Professional Knowledge and Understanding</b>						
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.						
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.						
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.						
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.						
C17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.						

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.						
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.						
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, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.						
<b>Area 3 – Professional Skills</b>						
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.						
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 training.						
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.						
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.						
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.						
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## Strengths, Achievements and Developments (SAD) in 5 Themes

Core Standards in Themes	1 <sup>st</sup> 1/2 term	2 <sup>nd</sup> 1/2 term 1 <sup>st</sup> assessment	3 <sup>rd</sup> 1/2 term	4 <sup>th</sup> 1/2 term 2 <sup>nd</sup> assessment	5 <sup>th</sup> 1/2 term	6 <sup>th</sup> 1/2 term 3 <sup>rd</sup> assessment
<b>Theme 1 –Developing professional and constructive relationships</b>						
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.						
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.						
C6 Have a commitment to collaboration and co-operative working where appropriate.						
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.						

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.						
<b>Theme 2 – Working within the law and frameworks</b>						
C3 Maintain and 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.						
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.						
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.						
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.						
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.						
<b>Theme 3 – Professional knowledge and understanding</b>						
<b>3.i Pedagogic practice</b>						
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.						
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.						
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.						
C17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.						
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.						
<b>3.ii Promoting children and young people's development and well-being</b>						
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.						
<b>Theme 4 – Professional skills</b>						
<b>4.i Planning and assessment</b>						
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.						

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.						
C36 Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.						
<b>4.ii Teaching</b>						
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.						
C34 Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future training.						
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.						
<b>Theme 5 – Developing practice</b>						
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.						
C35 Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.						

## Contacts and Websites

### Information/advice about the induction year:

LA Induction Coordinator      [nqt@wakefield.gov.uk](mailto:nqt@wakefield.gov.uk)  
Project Coordinator              01226 392439

### M Level Credits

Jayne Price                      [i.price@hud.ac.uk](mailto:i.price@hud.ac.uk)

### Early Professional Development

Dr. Nick Sutcliffe              [n.sutcliffe@leedsmet.ac.uk](mailto:n.sutcliffe@leedsmet.ac.uk) , 0113-8121771

### Wakefield Schools and Lifelong Learning

Supports schools through Management Partnership for NQT Induction; delivers NQT training programmes

### Information on training

See page 4 (Generic Section) for Headteacher/Induction Tutor training and the Wakefield Training and Professional Development Programme 2010/2011

### ‘Appropriate Body Named Contact’

The LA is statutorily required to provide a ‘named contact’ for NQTs should they require confidential, impartial advice on any aspect of their induction which in their opinion has not been satisfactorily addressed by either their school or the LA. The following contact is obliged to play an objective and independent role:

Annette Parker      Behaviour & Attendance Consultant      [annetteparker@wakefield.gov.uk](mailto:annetteparker@wakefield.gov.uk)

## Other contacts/websites

Wakefield LA to register NQTs: induction proformas: termly assessment forms:	Down load from: <a href="http://www.gowild.org.uk/ngt">www.gowild.org.uk/ngt</a> or use packs circulated to all heads and NQT coordinators	
Training and Development Agency for Schools: Advice/downloadable materials for the induction year, including the CEDP	<a href="http://www.tda.gov.uk">www.tda.gov.uk</a> Publication Line 0845 606 0323	
General Teaching Council general/to register: to verify QTS:	<a href="http://www.gtce.org.uk">www.gtce.org.uk</a> 0870 001 0308 0121 345 0140	
DCSF	0780 001 2345 <a href="http://www.dfes.org.uk">www.dfes.org.uk</a>	
Overseas Trained Teachers	01245 454321 <a href="http://www.teachernet.gov.uk/teachinginengland">www.teachernet.gov.uk/teachinginengland</a> <a href="mailto:ott@tdainfo.co.uk">ott@tdainfo.co.uk</a>	
Teachers' Pensions	01325 745746 <a href="http://www.teacherspensions.co.uk">www.teacherspensions.co.uk</a>	
Occupational Health Unit Help and advice for all Wakefield Employees (includes counsellors)	01924 306714	
Teacherline (national confidential counselling and support service for teachers)	08000 562561 <a href="http://www.teacherline.org.uk">www.teacherline.org.uk</a>	
Subject Specific Websites:		
• Art & Design	<a href="http://www.nsead.org/home/index.aspx">www.nsead.org/home/index.aspx</a>	
• Business/Economics	<a href="http://www.ebea.org.uk/ebea/tdasite">www.ebea.org.uk/ebea/tdasite</a>	
• Citizenship	<a href="http://www.citized.info">www.citized.info</a>	
• Design & Technology	<a href="http://www.data.org.uk">www.data.org.uk</a>	
• English	<a href="http://www.nate.org.uk">www.nate.org.uk</a>	
• Geography	<a href="http://www.geography.org.uk/gtip">www.geography.org.uk/gtip</a>	
• History	<a href="http://www.historyitt.org.uk">www.historyitt.org.uk</a>	
• ICT	<a href="http://www.ict-tutors.co.uk">www.ict-tutors.co.uk</a>	
• Maths	<a href="http://www.itemaths.org.uk">www.itemaths.org.uk</a>	
• MFL	<a href="http://www.itmfl.org.uk">www.itmfl.org.uk</a>	
• Music	<a href="http://www.name.org.uk/">www.name.org.uk/</a>	
• PE	<a href="http://www.afpe.org.uk/public/peitte.htm">www.afpe.org.uk/public/peitte.htm</a>	
• Science	<a href="http://www.ase.org.uk/sci-tutors">www.ase.org.uk/sci-tutors</a>	