

# Warwickshire Local Authority



## Guidance for Schools on Newly Qualified Teacher (NQT) Induction

Updated July 2017

*Working for  
Warwickshire*



# **Contact List**

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All NQTs should raise concerns about their induction and support arrangements with their school in the first instance and subsequently with the local authority using the contact details above. Your well-being and employment matter to us, so please get in touch if necessary.

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## 2. Introduction

Induction provides a bridge from Initial Teacher Training (ITT) to effective professional practice and ensures that the future professional and career development of individual teachers is built on a firm foundation. By the end of the induction period, all NQTs must be able to demonstrate that they have met the relevant standards. Following a successful induction, NQTs will have full registration with the National College for Teaching and Leadership.

All NQTs who were awarded Qualified Teacher Status (QTS) after 7 May 1999 must complete an induction period of three terms if they wish to be employed in a maintained school or a non maintained special school.

This guidance provides information for all those involved in the induction process in Warwickshire and sets out how NQTs should be supported, monitored and assessed during their induction period.

Headteachers, induction co-ordinators and NQTs are strongly recommended to read the 'Statutory Guidance on Induction for Newly Qualified Teachers in England' (June 2013) as this expands the guidance contained in this document. An electronic copy can be downloaded online from <http://www.education.gov.uk/schools/leadership/deployingstaff/b0066959/induction-newly-qualified-teachers>

Induction should consist of an individualised programme of guidance, support, monitoring and assessment. The registration form and three formal assessments must be completed during the induction period on NQT Manager ([www.warwickshire.nqtmanager.com](http://www.warwickshire.nqtmanager.com)) and approved by Warwickshire Local Authority (Appropriate Body). The deadline for assessment forms in academic year 2017/18 is:

Autumn Term            Friday 22<sup>nd</sup> December 2017

Spring Term            Thursday 29<sup>th</sup> March 2018

Summer Term           Friday 20<sup>th</sup> July 2016

(Induction Co-ordinators with NQTs undertaking induction as part time teachers should contact Hilary Honess for assessment deadlines)

# Key Principles

- Support during the induction period must build on the QTS standards gained at the end of ITT. The Teachers' Standards will be used to assess an NQT's performance at the end of their induction period. The decision about whether an NQT's performance against the relevant standards is satisfactory upon completion of induction should take into account the NQT's work context and must be made on the basis of what can be reasonably expected of an NQT by the end of their induction period within the framework set out by the standards. Judgements should reflect the expectation that NQTs have effectively consolidated their initial teacher training (ITT) and demonstrated their ability to meet the relevant standards consistently over a sustained period in their practice.
- Induction co-ordinators and NQTs should agree between three and five objectives and these should be written into an action plan (Appendix 5). Objectives can be short, medium or long term. When there is sufficient evidence that the NQT has met the objective, this can be replaced by another following agreement between the NQT and their induction co-ordinator.
- NQTs should not undertake performance management. The NQT action plan sets out when and how performance will be monitored and assessed.
- In Warwickshire, we advise that alongside an action plan, all NQTs are offered an induction programme to ensure a firm foundation into the teaching profession. An example of an autumn term induction programme is set out in Appendix 4. Some elements of an induction programme can be delivered to groups of NQTs across a cluster of schools or across departments in a large secondary school. NQTs usually welcome the opportunity to network with other NQTs.
- NQTs must have a reduction of 10% of their teaching timetable in relation to other teachers in their school. This reduced timetable should be used to support professional development needs as identified in the action plan and induction programme. The 10% reduction is in addition to the 10% PPA time that all teachers are entitled to.
- The timetable for NQTs must allow them to regularly teach the same classes and must not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.
- If it becomes apparent that the NQT is making insufficient progress and might be unlikely to meet the relevant standards, this must be communicated to the NQT and the local authority as soon as possible. The NQT must be clear about which areas they need to improve and they must be given appropriate support. Schools should also suggest that the NQT contacts their professional association for advice and support.

# **Roles and Responsibilities**

(From section 5 of the statutory guidance)

This section summarises the roles and responsibilities of those involved in the induction process.

## **The NQT**

The NQT should:

- provide evidence that they have QTS and are eligible to start induction;
- meet with their induction co-ordinator to discuss and agree priorities for their induction programme and keep these under review;
- agree with their induction co-ordinator how best to use their reduced timetable allowance;
- provide evidence of their progress against the relevant standards
- participate fully in the agreed monitoring and development programme;
- raise any concerns with their induction co-ordinator as soon as practicable;
- consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their co-ordinator within the institution;
- keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings;
- agree with their induction co-ordinator 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
- ensure they have their own log in details for NQT Manager

## **The Headteacher/Principal**

The headteacher/principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the NQT during induction, and should:

- check that the NQT has been awarded QTS;
- clarify whether the teacher needs to serve an induction period or is exempt;
- agree, in advance of the NQT starting the induction programme, which body will act as the appropriate body;
- notify the appropriate body when an NQT is taking up a post in which they will be undertaking induction;
- meet the requirements of a suitable post for induction;
- ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively;
- ensure an appropriate and personalised induction programme is in place;
- ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching;
- ensure that termly assessments are carried out and reports completed and sent to the appropriate body;
- maintain and retain accurate records of employment that will count towards the induction period;
- make the governing body aware of the arrangements, that have been put in place to support NQTs serving induction;
- make a recommendation to the appropriate body on whether the NQT's performance against the relevant standards is satisfactory or requires an extension;
- participate appropriately in the appropriate body's quality assurance procedures; and
- ensure details are kept fully up to date on the NQT Manager system

There may also be circumstances where the headteacher/principal should:

- obtain interim assessments from the NQT's previous post;
- act early, alerting the appropriate body when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily;
- ensure third party observation of an NQT who may be at risk of not performing satisfactorily against the relevant standards;
- notify the appropriate body as soon as absences total 30 days or more;
- periodically inform the governing body about the institution's induction arrangements;
- advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period
- provide interim assessment reports for staff moving in between formal assessment periods; and
- notify the appropriate body via NQT Manager when an NQT serving induction leaves the institution.

In addition to the above, headteachers/principals of FE institutions, independent schools and nursery schools must also ensure the NQT's post and responsibilities comply with the specific requirements for statutory induction in these settings.

## **The Induction Co-ordinator**

The induction co-ordinator (or the headteacher if carrying out this role) should:

- provide, or co-ordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the appropriate body where necessary);
- carry out regular progress reviews throughout the induction period;
- undertake three formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally three termly, or pro rata for part-time staff);
- inform the NQT during the assessment meeting the judgements to be recorded in the formal assessment record and invite NQTs to add their comments;
- ensure that the NQT's teaching is observed and feedback provided;
- 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, appropriate action if an NQT appears to be having difficulties.

## **The Appropriate Body**

The appropriate body has the main quality assurance role within the induction process. Through quality assurance the appropriate body should assure itself that:

- headteachers/principals (and governing bodies where appropriate) 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; and
- 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 appropriate body must ensure that:

- headteachers/principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- the monitoring, support, assessment and guidance procedures in place are fair and appropriate
- where an NQT may be experiencing difficulties action is taken to address areas of performance that require further development and support;
- where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- induction co-ordinators are trained and supported including being given sufficient time to carry out the role effectively;
- headteachers/principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- any agreement entered into with either the FE institution or the independent school's governing body is upheld;
- the headteacher/principal has verified that the award of QTS has been made;
- the school is providing a reduced timetable in addition to PPA time;
- the NQT is provided with a named contact(s) within the appropriate body with whom to raise concerns;
- FE institutions (including sixth form colleges) are supported in finding schools for NQTs to spend their mandatory ten days teaching children of compulsory school age in a school;
- NQTs' records and assessment reports are maintained;
- agreement is reached with the headteacher/principal and the NQT to determine where a reduced induction period may be appropriate
- a final decision is made on whether the NQT's performance against the relevant standards is satisfactory or an extension is required and the relevant parties are notified; and
- they provide the National College for Teaching and Leadership with details of NQTs who have started; completed (satisfactorily or not); require an extension; or left school partway through an induction period.

The appropriate body should also (as local capacity, resources and agreements allow):

- 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 induction co-ordinators.

## **The Governing Body**

The governing body:

- should ensure compliance with this guidance;
- should be satisfied that the institution has the capacity to support the NQT;
- should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction;
- must investigate concerns raised by an individual NQT as part of the institution's agreed grievance procedures;
- can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process; and
- can request general reports on the progress of an NQT.



# **The National College for Teaching and Leadership**

The National College for Teaching and Leadership will carry out specific duties on behalf of the Secretary of State including:

## **Statutory**

- hearing appeals; and
- ensuring that the names of NQTs who have failed induction are included on the list of persons who have failed satisfactorily to complete an induction period.

## **Non-statutory**

- recording the progress of NQTs through their induction process and providing details of teachers who have passed or failed induction to employers through their Employer Access Online service.

# Raising Concerns

## Schools

Early action must be taken when concerns arise within the school and /or from the NQT about progress in meeting the relevant standards.

Problems must be clearly identified and must be discussed with the NQT as soon as possible so that there is time to remedy any weaknesses. The school should be clear about how they plan to support the NQT to address the areas of concern and how the impact of the extra support will be monitored. The action plan may need to be amended by introducing more specific short term objectives (with relevant success criteria) and more intensive support mechanisms. The headteacher must observe the teaching of an NQT where concerns have been raised and where the induction tutor is the headteacher, a third party should carry out the observation.

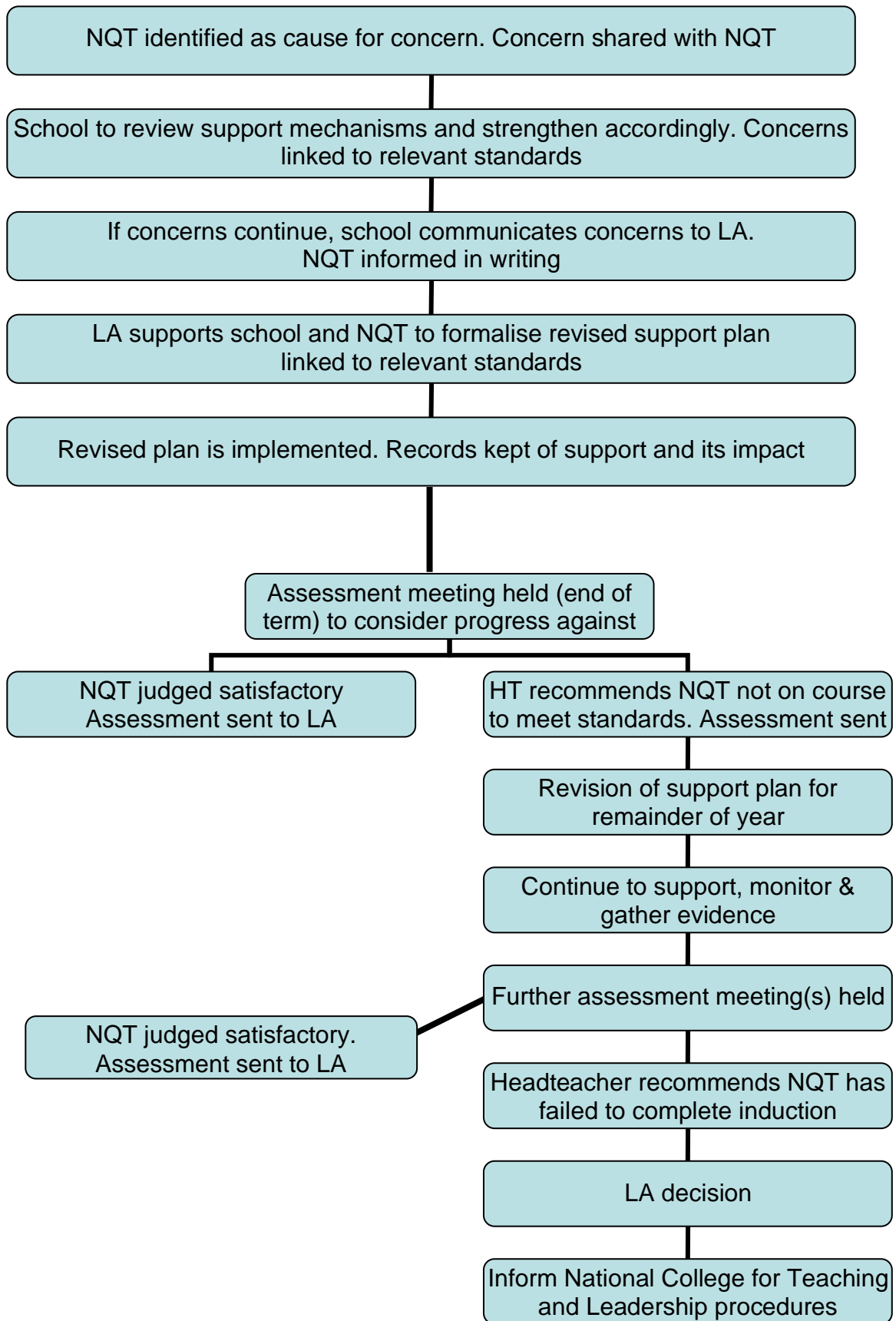
If there is any doubt that the NQT may not meet the relevant standards by the end of the induction period, the headteacher must inform the local authority and advise the NQT to involve their professional association as soon as possible. Local authority co-ordinators will visit all schools where concerns have been raised about progress to offer support and advice as necessary and to view the evidence in relation to the school's judgements to ensure the assessment is well founded and accurate.

Where progress has not been sufficient for a particular term, the end of period assessment form must reflect this and indicate on the first page in the appropriate box that the NQT may not/has not met the relevant standards. The school should ensure that sufficient time is given for the NQT to add their comments and ensure the form is signed and dated by the NQT before it is sent to the local authority. The headteacher and NQT should retain copies of assessment forms.

*If the NQT is absent from school during the time the assessment form is completed and the school is unsure whether to send the form to the NQT or not, the school should contact the local authority for advice.*

Following the third and final formal assessment, the local authority acting as the Appropriate Body and drawing on the recommendation of the headteacher makes the final decision as to whether or not an NQT has met the relevant standards. The local authority can also decide to extend the induction period and determine the length of the extension. The local authority must notify the National College for Teaching and Leadership within three days following a decision to fail or extend an induction period and must notify the NQT in writing explaining the NQT's right to appeal against the decision.

# Action in the event of unsatisfactory progress



# **Appendices**

## **Appendix 1: Statutory guidance on induction for NQTs – Revised December 2016**

### **Appendix 2: Teacher standards**

The Teachers' Standards will be used to assess an NQT's performance at the end of their induction period.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/301107/Teachers\\_Standards.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf)

### **Appendix 3: Example of completed NQT Manager registration form**

### **Appendix 4: Essential checklist for schools**

### **Appendix 5: An example of an induction programme for period 1 and suggestions for topics to be included in induction programmes in periods 2 and 3**

Many topics in an NQT induction programme are generic and therefore the programme may be delivered to NQTs in all departments in a secondary school and to all NQTs working within a professional learning community or group of schools working together. Alternatively, schools can also employ professional consultants to deliver their NQT induction programme.

### **Appendix 6: Proforma for an action plan**

Newly qualified teachers undertaking induction should not participate in performance management. As part of the schools induction, an individualised action plan should be developed by the induction co-ordinator and the NQT. The action plan should identify a small number of objectives, based on identified issues and should also include success criteria so that the NQT and induction co-ordinator can measure progress effectively. Objectives should be challenging, realistic and precise and linked to the relevant standards. At the start of their induction period, NQTs should be encouraged to reflect on their professional experience to date in order to identify objectives for their action plan. Schools should ensure that appropriate support is available to enable NQTs to meet their objectives and ensure that NQTs are clear about how the impact of the support given will be monitored and evaluated. The Warwickshire action plan pro forma also includes space for induction co-ordinators to detail dates of review meetings and formal assessment meetings.

### **Appendix 7: Examples of an action plan with objectives, success criteria, support and monitoring actions**

### **Appendix 8: Lesson observation form**

A full-time NQT's teaching should be observed regularly and at appropriate intervals. Where an NQT works part time, the intervals between observations will need to be adjusted.

*All lesson observations relating to NQT induction should be carried out against the relevant standards and should include the NQT's personal objectives as outlined in the action plan whenever possible. Foci for lesson observations should be agreed with the NQT in advance. The pro forma in appendix 6 lists relevant standards that may be evident during a lesson observation.*

Following each lesson observation, the NQT should meet with the observer at a mutually convenient time to receive feedback.

### **Appendix 9: Proforma for a record of a professional review meeting**

Induction co-ordinators must hold professional review meetings at regular intervals. The purpose of the review meeting is to evaluate the evidence and to form a judgement about the NQT's progress against the success criteria and objectives in the action plan and to consider evidence of progress against other relevant standards as appropriate. Any concerns about the NQT's progress should be raised and logged during the review meeting and the NQT's induction action plan should be amended or revised to take account of emerging priorities. *The review meeting record should be signed by the NQT and the induction co-ordinator.*

### **Appendix 10 and 10a: Example of NQT Manager assessment forms**

The formal assessment meeting must take place at the end of each term. The meeting brings together evidence from review meetings and any other evidence of the NQT's progress in meeting the relevant standards. It is good practice to show the NQT a draft of the formal assessment report at this meeting and to ensure the NQT is clear about the school's recommendation. NQT's must be given sufficient time to discuss the report and to comment on their induction and on the school's judgement. Completed formal assessment reports must be signed by the headteacher, induction tutor and the NQT. Once the form is signed, the NQT should be given the original and a copy must be sent to the Appropriate Body (local authority) by the dates set out at the beginning of this guidance document or if the NQT is part time, the report should be sent on the date specified. The headteacher should also retain a copy of the formal assessment report.

An interim assessment must be completed when an NQT leaves a post after completing more than one term, but before the next formal assessment would be required. The interim assessment should be signed by the headteacher and the NQT should be invited to add their comments before signing the form. Once the form is signed the NQT should be given a copy and a copy must be sent to the local authority.

Following the third and final assessment meeting, the final assessment form should be completed recording the headteacher's final recommendation as to whether or not, upon completion of the induction period, the NQT has met the relevant standards. The NQT must digitally sign the form and should be invited to add their comments. The headteacher must ensure that a signed copy of the assessment form is sent to the Appropriate Body by the date specified via NQT Manager. The school should retain copies of all assessments and supporting evidence for six years.

### **Appendix 11: Contact details for professional associations (trades unions)**