

# Buckinghamshire Learning Trust

## NQTs

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### The Induction Process

“This section of the handbook is designed to give everyone involved in the induction process an overview of what to expect.”

#### **The Induction Process**

Many schools believe that the NQT induction is the responsibility of the whole school. The programme may be co-ordinated by one person, but a variety of people contribute to coaching, demonstrating, encouraging, assessing and reporting. Such a rich fabric of support is essential, but it is imperative that everyone involved has a thorough understanding of the whole induction process and of his or her own roles and responsibilities.

#### ***What is the purpose of the NQT Induction Year?***

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

Each NQT's induction programme should enable the NQT to build on and extend the knowledge and skills developed during initial teacher training and provide the foundation for continuing professional and career development. The programme should assist the NQT to meet the core standards by the end of the period and equip him or her with the tools to be an effective and successful teacher. Each NQT's programme should be tailored to the individual needs and circumstances and should provide a reduced timetable (and planning, preparation and assessment time) and significant opportunities for the NQT to:

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

Some training providers still use the old TDA Career Entry and Development Profile (CEDP) to support the final training reflection on strengths and areas for development. Where this is the case, NQTs should bring their CEDP into their first post, where they and their induction tutor can use it when planning the NQT's

induction programme. The CEDP can be used beyond the induction period as well as during it. Where the CEDP is not in use, NQTs will need to negotiate with his/her mentor a starting point of strengths and areas for development as soon as possible after starting the year.

### **Why does an NQT have to complete induction?**

Subject to the exceptions listed in Annex B of the “Statutory Guidance...” document, a qualified teacher cannot be employed as a teacher in a relevant school in England unless he or she has satisfactorily completed an induction period in accordance with the induction regulations and its guidance. This requirement applies regardless of the route by which the individual gained Qualified Teacher Status.

### **What is QTS?**

Qualified Teacher Status is granted by the National College for Teaching and Leadership (NCTL) and is the formal and legal recognition that a person has undertaken recognised training is properly qualified to teach in schools in England and Wales. Without this, schools can only employ a teacher in an unqualified position for a limited period of time, or in the capacity of “Instructor”. Central to the granting of QTS is the need for teachers to hold a pass on the skills tests, which are undertaken on-line prior to their training. **It must be noted that, at the point of writing, no International PGCE carries QTS.**

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

***It is essential that headteachers/principals check and confirm the individual's QTS before an appointment is offered, either by writing to or telephoning the TA, or, where the institution or their Appropriate Body has access to it, checking the NCTL online database. Please note that the NCTL issue a certificate to all NQTs to confirm their QTS, which also clarifies whether or not they are required to complete induction.***

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

### **Who must complete induction?**

The regulations list categories of teachers who are exempt from the requirement to complete an induction period (See Annex B of the Guidance). Any teacher who is not exempt from serving induction is only legally able to start the induction period

once they have been awarded QTS by the TA. **The requirement to hold QTS before starting induction applies to all permitted settings.**

There are a few instances where you will not need to complete induction. These are if:

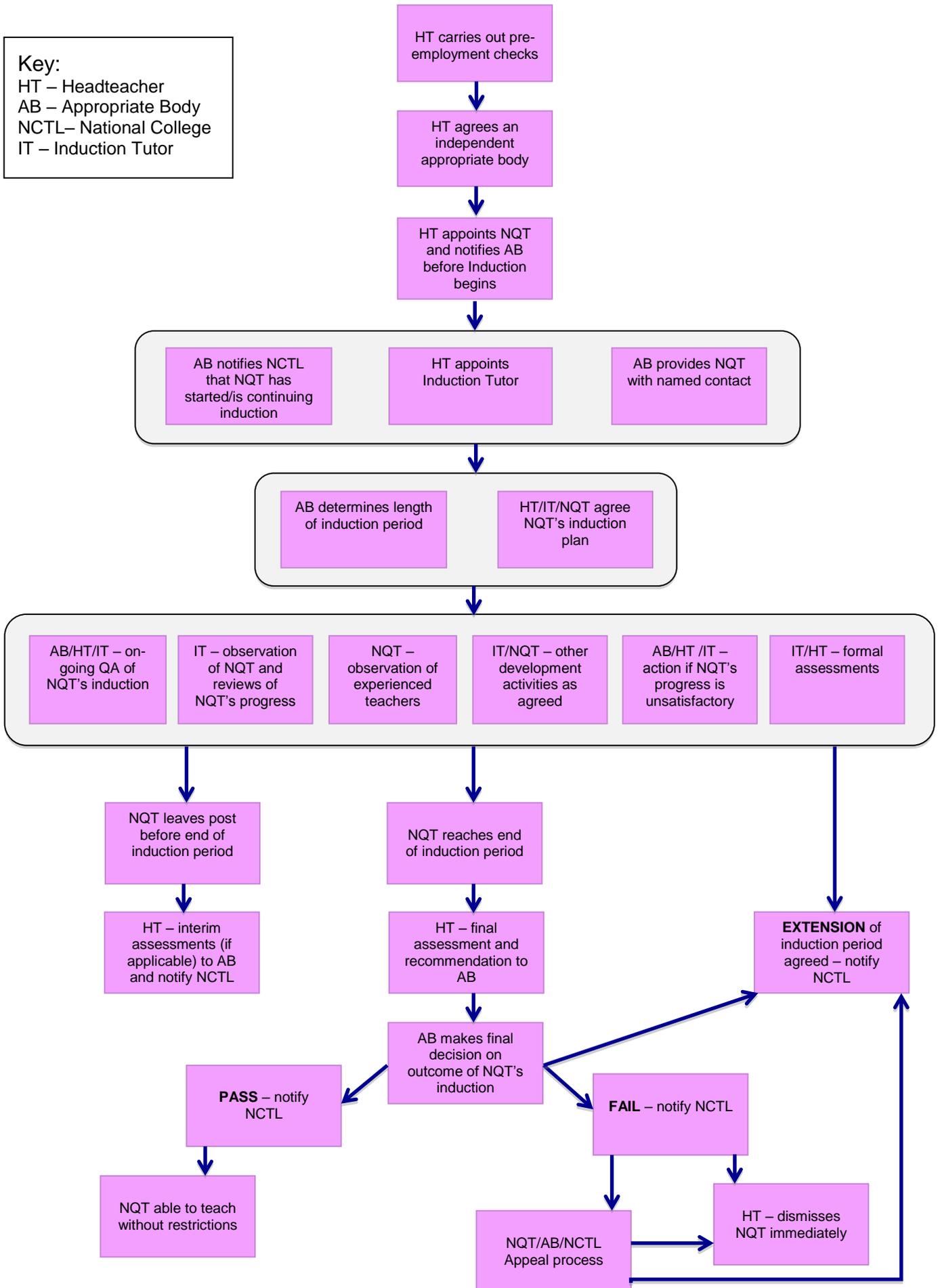
- **you gained QTS before 7 May 1999;**
- **you are a qualified teacher from the European Economic Area (EEA);**
- **you are a qualified teacher from a country outside the EEA who has at least two years' experience and has simultaneously been assessed by the NCTL as meeting QTS and the Induction Standards;**
- **you are an overseas qualified teacher employed as an unqualified teacher. In this instance, you can be employed for up to four years only. After this period, if you wish to continue working as a teacher, you will need to gain QTS and successfully complete the Induction Standards.**

If you fall into any of the categories above or in Annex B of the Guidance, you must check your status with the NCTL. You must successfully complete your induction if you want to continue teaching in a maintained school or a non-maintained special school.

# An Overview of the Induction Process – taken from the Statutory Guidance

## Key:

HT – Headteacher  
 AB – Appropriate Body  
 NCTL – National College  
 IT – Induction Tutor



## Who is involved in the process and what are their responsibilities?

WHO?	WHAT?
<p><b>The NQT</b></p>	<p><b>Before the period starts:</b></p> <ul style="list-style-type: none"> <li>• check that they have passed all skills tests prior to starting the induction period;</li> <li>• check with the NCTL that they have been awarded QTS before starting an induction period; and</li> <li>• provide evidence that they have QTS and are eligible to start induction.</li> </ul> <p><b>Once the period has started:</b></p> <ul style="list-style-type: none"> <li>• at the earliest opportunity following appointment meet with their induction tutor to discuss and agree priorities for their induction programme and development, and keep these under review;</li> <li>• agree with their tutor how best to use their reduced timetable allowance;</li> <li>• build on the strengths and areas for development identified by their training provider (maybe the old TDA Career Entry and Development Profile (CEDP) to support planning the induction programme;</li> <li>• monitor their progress against the Teacher Standards;</li> <li>• participate fully in the school's monitoring and development programme;</li> <li>• (only) if they are a Cohort 1 teacher (1999-2001), ensure that they pass the numeracy test before completing the induction period and notify the TA;</li> <li>• raise any concerns with their induction tutor as soon as practicable;</li> <li>• consult their Appropriate Body named contact at an early stage where there are or may be difficulties in resolving issues with their tutor/within the institution;</li> <li>• keep track of and participate effectively in the scheduled classroom observations, 6 progress reviews and 3 formal assessment meetings;</li> <li>• agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period; and</li> <li>• retain copies of all assessment forms and other documentation. This, along with tracking start and end dates for the induction period is especially important in cases where the NQT has a break/change of employer during the induction period.</li> </ul>
<p><b>The Induction Tutor</b></p>	<p>The induction tutor (or the headteacher where he/she carries out this role) provides the NQT with day-to-day monitoring and support and must:</p> <ul style="list-style-type: none"> <li>• provide, or co-ordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the Appropriate Body where necessary);</li> <li>• carry out 6 reviews of progress during the induction period;</li> <li>• undertake 3 formal assessment meetings during the total induction period, co-ordinating input from other colleagues as appropriate (normally three termly, or pro rata for part-time staff);</li> </ul>

	<ul style="list-style-type: none"> <li>• undertake 6 observations of the NQT's teaching and provide the NQT with copies of written summaries;</li> <li>• 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;</li> <li>• take prompt and appropriate action where an NQT appears to be experiencing difficulties; and</li> <li>• ensure completed assessment reports/forms are sent to the Appropriate Body by the appropriate deadlines.</li> </ul>
<b>Headteacher</b>	<p><b>Before the induction period starts:</b></p> <ul style="list-style-type: none"> <li>• clarify whether the teacher needs to serve an induction period or is exempt;</li> <li>• where the teacher does need to complete an induction period, check with the NCTL that the NQT has QTS, has passed the relevant skills tests in good time before the NQT's statutory induction period starts, and is registered with them;</li> <li>• notify the Appropriate Body when an NQT who is taking up a post in which they will be undertaking induction, joins the school/college before the appointment begins;</li> <li>• ensure the NQT's post is a suitable post in which to serve induction;</li> <li>• ensure that an appropriate induction programme is in place;</li> <li>• ensure the NQT has both a reduced timetable and ppa time as necessary; and</li> <li>• where relevant obtain documentation from the NQT's previous post including any interim assessment and details of absences, and take this into account in determining the length and nature of the NQT's induction programme and period.</li> </ul> <p><b>Once the induction period starts:</b></p> <ul style="list-style-type: none"> <li>• appoint an induction tutor (who must hold QTS) and ensure that an appropriate cycle of observations, 6 progress reviews and 3 formal assessments is scheduled (ideally in advance) and takes place;</li> <li>• ensure the induction tutor is appropriately trained and has time to carry out their role;</li> <li>• act early, alerting the Appropriate Body when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily;</li> <li>• ensure third-party observation of a NQT whose progress towards meeting the standards may be at risk;</li> <li>• maintain accurate records of periods of employment that will count towards the induction period and when NQTs leave the school part way through a period;</li> <li>• monitor absences and notify the Appropriate Body as soon as absences reach 30 days or more, cumulatively;</li> <li>• periodically inform the governing body about the school's induction arrangements;</li> <li>• ensure termly assessment reports are completed (on pro-rata time scale for</li> </ul>

	<p>part-time staff) and sent to the Appropriate Body as required;</p> <ul style="list-style-type: none"> <li>• participate appropriately in the Appropriate Body’s quality assurance procedures;</li> <li>• consult and agree with the Appropriate Body the exceptional cases where it may be appropriate to shorten the induction period;</li> <li>• within 10 days of the NQT completing the induction period, make a recommendation to the Appropriate Body on whether the NQT has met the core standards, using agreed forms;</li> <li>• provide interim assessment reports for staff moving in between formal assessment periods and notify the Appropriate Body when an NQT serving induction leaves the school/college; and</li> <li>• retain all relevant documentation/evidence on file for six years.</li> </ul> <p><b>In addition to the above</b>, FE &amp; independent school headteachers/principals should also:</p> <ul style="list-style-type: none"> <li>• agree, in advance of the NQT starting the induction programme, which authority will act as the Appropriate Body;</li> <li>• agree the scale and nature of any charges for services provided by the AB; and</li> <li>• ensure the NQT’s post and responsibilities comply with the specific requirements for FE institutions and independent schools.</li> </ul>
<p><b>Governing Body</b></p>	<p>The governing body:</p> <ul style="list-style-type: none"> <li>• must ensure compliance with this guidance, and in particular ensure that the headteacher/principal is fulfilling his or her responsibility to provide any NQTs serving induction in the institution with a suitable post (including a reduced timetable and ppa) and the necessary support, monitoring and assessment;</li> <li>• can request general reports on the progress of an NQT but are not automatically entitled to have access to an individual’s assessment forms;</li> <li>• investigate concerns raised by an individual NQT; and</li> <li>• 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.</li> </ul>
<p><b>The Appropriate Body</b></p>	<p>The Appropriate Body, along with the headteacher/principal, is jointly responsible for the supervision and training (professional development) of the NQT during induction and has the main quality assurance role. The Appropriate Body must:</p> <ul style="list-style-type: none"> <li>• confirm that the headteacher/principal has checked the NQT has QTS (including the relevant skills tests);</li> <li>• register the NQT with the NCTL;</li> <li>• provide the NQT with a named contact(s) within the Appropriate Body with whom the NQT may raise concerns about their induction programme, where the institution does not resolve them;</li> <li>• confirm and monitor that the NQT (in a maintained school) is working to a 90% timetable and has ppa time, or in a further education institution or</li> </ul>

independent school, has a reduced timetable on a comparable basis to that required in maintained schools;

- offer advice and, where practicable and possible, direct help to FE institutions (including sixth form colleges) to assist them in finding schools for NQTs to spend their mandatory ten days teaching children of compulsory school age;
- maintain records and assessment reports for each NQT undertaking induction for whom it acts as Appropriate Body;
- assure itself that headteachers/principals, induction tutors and governing bodies are aware of, and are capable of meeting their responsibilities;
- act early in cases where an NQT may be experiencing difficulties, to ensure the assessments are fair, and that support is appropriate;
- where an institution appears not to be providing an appropriate programme or support, contact the institution to raise its concerns immediately (in writing, as appropriate) well before the end of the NQT's induction period or part period.
- as appropriate and as agreed, provide institutions with guidance, support and assistance in relation to NQT induction programmes, and training for teachers e.g. for induction tutors;
- monitor/write to notify relevant NQTs about pre-completion extensions;
- approve cases where shortening an induction period in exceptional circumstances is required and record the decision on the relevant assessment form;
- at the end of the period decide whether the NQT has met the core standards and notify the relevant parties within the agreed timelines;
- decide whether to extend an induction period post-completion and notify the relevant parties within the agreed timelines;
- provide the NCTL, via the termly data returns, with electronic lists of NQTs who have met the standards, and details of those NQTs who leave a school partway through an induction period;
- notify the NCTL within 3 days of reaching a decision, of those NQTs whom the Body judges to have failed induction, or of those whose period the Body decides should be extended; and
- in relation to independent schools and FE institutions, reach agreement with headteachers and principals to act as the Appropriate Body, including agreeing the scale and scope of any charges to be made.

### ***When must an NQT complete induction?***

There is no time limit for starting and finishing induction. However, it is recommended that where an NQT takes a significant gap in employment before completing then extra training should be considered by the NQT and the employing school.

***Please note that guidance changes on a regular basis. Please check the NCTL website ([www.education.gov.uk/get-into-teaching](http://www.education.gov.uk/get-into-teaching)) for up to date***

*information. The latest statutory guidance can also be found on [nqt.learningtrust.net](http://nqt.learningtrust.net)*

### **What does the induction programme involve?**

Your induction programme is an individualised programme of monitoring, support and assessment. The induction programme must enable you to show that you meet all of the Teacher Standards. However, the programme will also be tailored to meet your needs and the needs of the school. It is vital that you work with the school to identify strengths and areas for development early to inform the development and support programme you need.

As an NQT, you have specific time that is set aside for induction activities. This time should not be used for teaching activities. Induction activities might include:

- working with others in the department or the school to plan lessons and programmes of work;
- observing more experienced teachers within the school or in other schools;
- visiting other schools and educational settings;
- taking part in formal training events and courses;
- meeting your induction tutor to review progress and consider your development needs.

You will be monitored and assessed throughout your induction. This will include having regular review meetings with your induction tutor, being observed, and being formally assessed. The monitoring and assessment process provides you with an opportunity to see how the school is judging your performance and progress throughout the year. This means that you should be able to identify if there are likely to be any problems with your induction and, if needed, take action to address any concerns.

### **What do the Standards require?**

The Teacher Standards are complete in that there is an expectation that all teachers can meet them throughout their careers. The Standards recognise that, as an NQT, you will be taking on roles and responsibilities that it was not appropriate for you to undertake as a trainee teacher. Whilst you may begin the induction year able to meet most of the Standards, this year is about supporting your ability to acquire new skills, develop your knowledge and understanding and sustain your development as a professional. All assessments of your progress will be done against the Standards, and you are expected to maintain a portfolio of evidence against the Standards.

### **How can you track your progress?**

Several approaches exist to help you plan and review your development as an NQT. On the NQT website, [nqt.learningtrust.net](http://nqt.learningtrust.net), you will find a simple action

plan and a couple of different progress tracking and review documents that you can choose between to use.

You are advised to keep good records of your year, to maintain a portfolio of meeting notes, observation feedback, an evaluation and review document and any other useful document. You are expected to build your portfolio around the Standards. See more details in Section Three.

# Teachers' standards

## Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## Part one: Teaching

**A teacher must:**

### **1. Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### **2. Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### **3. Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4. Plan and teach well structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and

- when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## **Part two: Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## What happens if an NQT fails to meet the Teacher Standards?

The vast majority of NQTs will complete the induction period satisfactorily. Nevertheless, some NQTs will, at some stage of their induction support programme, feel that they are not making satisfactory progress, and some will be judged by others to be in this situation. If this occurs early action should be taken in order to support and advise the NQT to make any necessary improvements.

All NQTs should benefit from observations, professional reviews and formal assessment meetings. However, the Headteacher should ensure that procedures are in place in the school to give early warning of any difficulties experienced by the NQT in making progress towards the Standards. **Early warning and excellent communication to all involved is the key!**

### Action in the event of unsatisfactory progress

- If it becomes apparent that the NQT is not making satisfactory progress, this should result in an immediate stepping up of support and monitoring. This may, for example, include setting more specific or shorter-term objectives, closer monitoring and recording of progress. Action should not be delayed until a formal assessment meeting has taken place. It is better to bring forward a formal review meeting.
- Concerns should be communicated quickly to all those involved in the induction process, including the NQT and the Appropriate Body.
- It is especially important that the NQT is aware of the area(s) in which they need to improve their practice, and is advised and supported in doing so. There will be a need for additional meetings at agreed intervals to monitor progress.
- As soon as there is any concern about the NQT's progress, the Headteacher and the LA, as the Appropriate Body, need to assure themselves that:
  - the assessment of the NQT as not achieving the teacher standards is well-founded and accurate;
  - areas in which improvement is needed have been correctly identified;
  - appropriate objectives have been set to guide the NQT towards meeting the standards; and
  - a relevant support and monitoring programme is in place to help the NQT to meet these objectives.
- Where the Induction Tutor is not the Headteacher, the Head should observe the teaching of any NQT considered not to be making satisfactory progress, and review the available evidence. Where the Induction Tutor is the Headteacher, they should ensure that a third party reviews the evidence and observes the NQT.

- At the next formal assessment point, if there are still concerns about the NQTs progress, the Headteacher should complete the First/Second Assessment Form and send it to the Appropriate Body indicating that at their current rate of progress the NQT is at risk of not completing their induction satisfactorily. A formal letter should also be written from the Headteacher to the NQT to inform them of this decision and to outline the consequences of failing to meet the Standards by the end of term 3.
- If the concerns are being made at the end of the second term, the school and NQT must agree a personal development plan that clearly identifies the NQT's areas of weakness (referenced to the teacher standards), the support to be provided and the monitoring to be undertaken. A copy of this plan could accompany, or follow, the Second Assessment Form when it is sent to the Appropriate Body.
- It is also advised that the NQT involves their relevant professional association.

### **How the Appropriate Body can help**

In the event of an NQT requiring additional support over and above that normally provided by the school it is **imperative that you contact us immediately**. We will be available at all times to discuss any perceived problems or issues which you may have.

### **Following your initial contact it is likely that we will arrange some or all of the following support:**

- Further visits by a Learning Trust (LT) School Improvement Adviser to address key issues;
- Visit by LT Subject Specialist (particularly useful for subject-based issues);
- Visit by an AST or experienced teacher from a Teaching School Alliance;
- Visit by NQT Induction Co-ordinator.

### **Ways in which the above visitors can offer support:**

- Joint planning of lessons with the NQT;
- Team teaching;
- Teaching of lessons whilst observed by the NQT;
- Observation of the NQT's lesson and feedback focussing on specific targets.

Visits can be one-off or arranged in a series, as appropriate. It is important that these visits are structured, thus briefings need to take place prior to the meetings. Discussion and reflection will take place after the lesson and will be clearly related to the Standards.

## **Formal actions of the Appropriate Body (AB)**

### ***On the receipt of a first assessment form indicating the likelihood of not meeting the standards:***

- A phone call to the Induction Tutor to discuss the school's evidence, support and monitoring plans, and if any outside support is required.

### ***On the receipt of a second assessment form indicating the likelihood of not meeting the standards:***

- The school should provide the AB with an action plan for the support and monitoring of the NQT;
- The AB will discuss options with the school to ensure it is doing the best it can for the NQT and will broker any outside support as well as observation from the SIA to validate the school's judgements;
- Prior to the final assessment, the AB will visit the school to review all records and processes to ensure the process is sound.

### ***On receipt of a failed assessment in the third term:***

- The school will provide the AB with their evidence for failing the NQT;
- The NQT has the right to submit their own evidence;
- The AB will decide whether or not the NQT has met the standards within 20 days and will write to the NQT, the Headteacher and the employer (if other than the school or LA) informing them of their decision and their recommendation for action. The AB will have three options:
  - to fail the NQT;
  - to extend the period of induction to enable further support;
  - to pass the NQT.
- The AB will inform the NCTL of its decision within 3 days and the 20 day appeal period for the NQT will begin.
- The NQT has the right of appeal to the TA. The process for appealing can be found in the DfE Statutory Guidance, available on the NCTL website, as [nqt.learningtrust.net](http://nqt.learningtrust.net)

Please contact Roxanne Jackson or Izzy Hall (01296 382859) to discuss any issues and arrange further support.

The following diagram is a useful quick-reference guide to the process in the event of unsatisfactory progress:

**NQT identified as causing concern**

- Communicate concerns to NQT
- Alert Appropriate Body

For full guidance on the process see [Statutory Guidance](#) on the DfE website

- Headteacher/Principal reviews support mechanisms
- Strengthen support as required; formulate a clear action plan with concerns linked to the standards and regular support and review

**Following additional support, concerns continue**

- Appropriate Body ensures school is meeting statutory requirements for induction and concerns are accurately identified, evidenced and linked to core standards
- Headteacher/Principal writes to NQT outlining precise area(s) for improvement and support programme

- Revised plan of support and monitoring is implemented
- External support (eg subject specialist, AST) involved as appropriate
- Evidence of meetings, support and monitoring kept by induction tutor and NQT

Assessment meeting at end of term considers progress against the standards

NQT has made satisfactory improvement and progress is now on track towards completion of induction

**NQT has not made satisfactory progress**

- Headteacher/Principal writes to NQT outlining consequences of failing induction period
- Advise NQT to seek advice from professional association/union
- Revise support programme

- Half term progress review meeting – NQT back on track
- 2nd Assessment form reflects satisfactory progress OR
- 3rd Assessment form recommends NQT has passed induction

**Second half term progress review meeting – cause for concern continues**

- Appropriate Body continues to monitor school's support programme

**2nd Assessment form reflects NQT may not pass induction**

- Headteacher/Principal writes to NQT outlining consequences of failing induction period
- Advise NQT to seek advice from Professional Association/Union
- Revise support programme
- Continue to support, monitor and gather evidence

NQT has made satisfactory improvements at 3rd assessment  
**HT/P judges NQT has passed induction**

**Headteacher/Principal recommends NQT has failed induction**

- Appropriate Body decision: Communicate to NCTL and NQT, following NCTL procedures and guidance

## Key External Contacts

As well as the information provided within this handbook and that which our NQT Induction Team can provide, you may also wish to access further, more specific information.

### Support and Guidance can be provided by:

Agency	Telephone/Email	Address	Website
DfE (Department for Education)	0370 000 2288	DfE Ministerial and Public Communications Division Department for Education Piccadilly Gate Store Street Manchester M1 2WD	<a href="https://www.gov.uk/government/organizations/department-for-education">https://www.gov.uk/government/organizations/department-for-education</a>  <a href="https://www.education.gov.uk/help/contactus">https://www.education.gov.uk/help/contactus</a>
National College for Teaching and Leadership (NCTL)	0207 593 5392	National College for Teaching and Leadership Piccadilly Gate Store Street Manchester M1 2WD	<a href="https://teacherservices.education.gov.uk/">https://teacherservices.education.gov.uk/</a>

## Useful websites

### Teaching Information Line

An advice line of the NCTL for teachers seeking advice about the profession.  
Telephone 0845 6000 991

### Times Educational Supplement

The weekly newspaper has a regular NQT section  
[www.tes.co.uk](http://www.tes.co.uk)

### Teachers' Professional Associations

Association of Teachers and Lecturers (ATL)  
7 Northumberland Street  
London WC2N 5DA  
Telephone 0207 930 6441  
[www.atl.org.uk](http://www.atl.org.uk)

National Association of Schoolmasters and Union of Women Teachers  
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[www.nasuwat.org.uk](http://www.nasuwat.org.uk)

National Union of Teachers (NUT)  
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[www.teachers.org.uk](http://www.teachers.org.uk)

Voice – the Union for Education Professionals  
2 St James' Court  
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