

NQTs in Buckinghamshire and beyond

The Induction Tutor

Dear NQT Induction Tutor

Firstly, I would like to say a big thank you for volunteering to guide, support and encourage your NQTs through their first year of teaching. Your new role is one of key importance in which you will use your obvious dedication, experience and skill to ensure the successful induction of new members of staff.

Previous NQTs have described an excellent Induction Tutor as friendly, approachable, trustworthy, patient, knowledgeable, well-organised and informed, objective and proactive. I am sure that you have been chosen for this essential role with these key skills in mind.

The handbook has been written as a flexible step-by-step information guide to give you an overview of the key aspects of the Induction Year. It will help to ensure that the statutory requirements for which you are responsible are addressed.

The handbook is also supplemented by our experienced NQT Induction Team and other School Improvement staff who are on hand to offer any personal support or guidance that you may need. Please call us at any time.

I'm sure you will all remember your first year of teaching and am positive you will keep this in mind when applying this invaluable support and encouragement to our new NQTs. All the best with the induction year!

Kindest regards

Roxanne Jackson
Teaching Excellence Practitioner – NQT Manager
Buckinghamshire Learning Trust

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What are your responsibilities?

- **You** should provide, or co-ordinate, guidance and effective support for the NQT's professional development.
- **You** should have the skills, expertise and knowledge to work effectively in this role. In particular, you should be able to make rigorous and fair judgements about the NQT's progress in relation to the Teacher Standards.
- **You** will play a key role in providing assessment throughout the NQT's induction programme.
- **You** are likely to undertake most of the observations of the NQT's teaching. Professional reviews of progress should take place at intervals throughout the induction support programme.
- **You** should keep a dated and signed copy of all reports on observations, review meetings and objectives for a period of 5 years. A note should be kept of any other evidence used. A copy of the assessment forms, usually one at the end of each term must be sent to the appropriate body within 10 working days of the review meeting. The review meeting needs to occur before the end of each period (usually each term).
- **You** are responsible for sending assessment forms at the appropriate times to the Appropriate Body. The National College (NCTL) requires an official return of data from the AB on a termly basis. This deadline is approximately a month into the next term. Any assessments returned after that will have to wait until the following term, delaying the issuing of certificates if it is the final report.
- Check that the NQT is given the appropriate:
 - time for inclusion and PPA;
 - observations;
 - regular reviews;
 - clear targets for development with identified support;
 - assessments are completed and sent in to the Appropriate Body.

The NQT Checklist – First Priorities

Here is a quick and easy checklist to make sure an NQT is eligible to start their induction period and that **you** are fully aware of **your** roles and responsibilities to ensure a successful Induction Year.

Any questions in bold are prerequisites i.e. if the answer is NO, the NQT cannot start their induction, and any induction that they undertake will be invalid and have to be repeated!

If there are any non-bold questions for which you tick NO, please refer to the relevant section of the Statutory Guidance to find out what to do next.

QUESTION	WHEN DONE ✓	DATE ACTION TO BE TAKEN
Your NQT needs QTS to register for the Induction Year. If they do not have QTS, discuss this with your Headteacher immediately.		
Has information about the school, policies and procedures been shared prior to the first day in post.		
Has an Appropriate Body been notified that they have started their induction? The school must do this otherwise the induction period may be invalid.		
Are they receiving a reduced timetable? This should be 90% with 10% allowed as release time for professional development (in addition to PPA time)		
Have they been assigned a Mentor?		
Does the induction Tutor have all the information/knowledge needed to be effective?		
Have they discussed their Career Entry and Development Profile (CEDP) with, and made it available to, you or the Mentor?		
Have they familiarised themselves with the Teacher Standards? Have you?		
Do you have the details for your named contact at your Appropriate Body? (See this handbook).		
Have you and your NQT planned an individualised and structured induction support programme?		
Have regular meetings been set up between you and your NQT?		
Have you set up a programme of assessment, observations and feedback/progress reviews for your NQT?		
When putting together a programme of support, the Induction Tutor will need to make arrangements early on for the NQT to: <ul style="list-style-type: none"> • have shared information about the school, the post and the arrangements for induction, in advance of the first day in post; • meet with the induction tutor to discuss their individual strengths and development needs; • receive and agree a timetable of observations, reviews and assessment meetings; • agree with their Induction Tutor a personalised development plan setting out clear objectives and success measures; • receive information about their rights and responsibilities and those of others involved, and the nature and purpose of 		

<p>assessment in the induction period;</p> <ul style="list-style-type: none"> • participate in the school's/college's general induction arrangements for new staff; • take part in any appropriate programme of staff training or improvement activities at the institution; • be made aware of any institution-wide policies, including those on safeguarding and child protection, management of behaviour and health and safety, and opportunities for more targeted support/advice in these areas where necessary; • spend time with the institution's special educational needs (SEN) co-ordinator to focus on specific and general SEN matters; • receive, where appropriate, training development or advice from professionals from outside the school/college e.g. from other schools and colleges, LAs, Higher Education institutions, Diocesan authorities, professional bodies and subject associations; • take part in external training events that are relevant to identified individual needs. 		
<p>If they are undertaking their induction part-time, have you established with them how long the induction support programme will be? Please visit: nqt.learningtrust.net then select Forms, then select Induction Calculator.</p>		
<p>Are they aware of and fulfilling their roles and responsibilities as an NQT? (See Section 2). Are you and the school fulfilling your responsibilities towards the NQT?</p>		

The Induction Year Checklist

Induction Term 1 – meeting the standards

<p>The NQT should review the provisions of the advice manual and should ensure that they are familiar with the requirements of the Teacher Standards.</p>	<p>Initial observation of the NQT should take place within their first four weeks in post. Observations should then take place every 6-8 weeks. Observations should be followed by a review meeting with the induction tutor. A written report of the meeting should be given to the NQT as soon as possible after the meeting. The induction objectives and support should be reviewed and revised as necessary. The NQT should keep a copy of the interim review report.</p>	<p>A meeting to discuss progress should be held immediately before the end of the first term, with an interim review before the first half term break.</p>
<p>The Career Entry and Development Profile, or other completion profile from their ITT provider should be discussed with the Induction Tutor.</p>		<p>The NQT induction assessment proforma should be completed by the Headteacher, Induction Tutor and NQT.</p>
<p>Objectives for induction should be set based upon the strengths and weaknesses identified in initial discussions/observations. The objectives should be agreed with the NQT. The objectives should make clear what resources will be made available to support the NQT. The NQT should receive a written copy of the objectives for induction identified by the school.</p>		<p>The form should be used to identify the NQT's strengths and weaknesses. It should also provide an indication of the support planned for the NQT and targets for the coming term.</p>
<p>The induction programme should provide for:</p> <ul style="list-style-type: none"> ▪ 90% teaching timetable; ▪ named Induction Tutor; ▪ individualised induction programme; ▪ schedule of meetings with Induction Tutor; ▪ classroom observation programme; ▪ review meetings every 6-8 weeks; ▪ termly assessment meetings; ▪ written progress reports; ▪ additional support in cases of difficulty; ▪ a named contact at the Appropriate Body. 		<p>The NQT should use the form to express any concerns about the operation of the induction programme, their support needs or any other matter. It is helpful to both the school and the Appropriate Body if the NQT also acknowledges the support and help given by the school.</p>
		<p>The NQT should keep a copy of the induction assessment form for future reference.</p>
		<p>Contact from the Appropriate Body will be made with the Induction Tutor where the form indicates that the NQT may not achieve the standards.</p>

<p style="text-align: center;">Induction Term 2 – progress on Teacher Standards</p>	<p style="text-align: center;">Induction Term 3 – meeting the Teacher Standards</p>
<p>Observation of the NQT's practice should take place within six weeks and be followed by a review meeting with the induction tutor. A written report of the meeting should be given to the NQT as soon as possible after the meeting. The induction objectives and support should be reviewed and revised as necessary. The NQT should keep a copy of the interim review report.</p>	<p>Observation of the NQT's practice should take place within six weeks and be followed by a review meeting with the Induction Tutor. A written report of the meeting should be given to the NQT as soon as possible after the meeting. The induction objectives and support should be revised as necessary. The NQT should keep a copy of the interim review report.</p>
<p>A further meeting to discuss progress should be held immediately before the end of the second term.</p>	<p>A further meeting to discuss progress should be held immediately before the end of the third term.</p>
<p>The NQT induction assessment pro forma should be completed by the Headteacher, Induction Tutor and NQT at the end of the second term.</p>	<p>As appropriate, the NQT induction summary statement pro forma should be completed by the Headteacher, Induction Tutor and NQT at the end of the third term to recommend that the NQT has met the standards.</p>
<p>The form should be used to identify the NQT's strengths and weaknesses. It should also provide an indication of the support planned for the NQT and targets for the coming term. Where the form indicates that the NQT may not achieve the standards, the Appropriate Body would like a copy of the support and monitoring plan for the third term.</p>	<p>As appropriate, the Headteacher, Induction Tutor and NQT should complete the pro forma to recommend the failure of the NQT to complete the induction satisfactorily. The school should specify the reasons why it is recommended that the NQT has failed to meet the Teacher Standards in three areas: (1) planning, teaching and class management; (2) monitoring assessment, recording, reporting and accountability; (3) other professional issues. The school should provide evidence to support any judgements made.</p>
<p>The NQT should use the form to express any concerns about the operation of the induction programme, their support needs or any other matter.</p>	<p>The NQT should use the form to express any comments about the induction programme and their treatment. The NQT should contact their union Regional Centre for advice and support.</p>
<p>The NQT should be given and should keep a copy of the induction assessment form for future reference.</p>	<p>The NQT should be given and should keep a copy of the final assessment form for future reference.</p>
<p>If the NQT is not likely to meet the standards, the Appropriate Body will make contact to discuss support and a review of the school's procedures.</p>	

Your CPD within School - Devising a Successful Induction Programme

As part of the school's duty to their NQT(s), it is important that you think about creating a varied and stimulating Induction Programme. This may of course be used to complement the Learning Trust Induction Programme, which has been designed to address the Teacher Standards and in particular the main areas of need of NQT(s) as indicated by national research¹. The Learning Trust will be working with the Teaching School Alliances to ensure a coherent and accessible provision across all schools with NQTs.

The NQT should be encouraged to play an active role in helping to plan the learning and development opportunities, which will help them to build on their strengths and meet their needs. It is advisable to discuss this in your first formal meeting at the start of induction.

Accurate identification of an NQT's needs allows both the school and the NQT to:

- Make the best use of an NQT's abilities and skills;
- Build on ITT to allow continued improvements in their quality of teaching.

At the end of their initial teacher training the NQT may have formally reflected on their progress, strengths and their development areas for the future. This should be revisited at the start of induction whilst taking into account the:

- knowledge, skills and understanding needed to perform successfully in this teaching post;
- Teacher Standards;
- NQT's view of their long-term CPD requirements.

We advise that you record with your NQT the professional development that they will undertake in their 10% release time. A copy of this should be filed in the NQT's Professional Portfolio and used as evidence to demonstrate their professional development. You may choose to do this on the **Professional Development Log**.

Regular review of CPD needs will be required throughout the course of the induction programme as an NQT's requirements can change dramatically throughout the induction period as they grow in confidence and gain more experience. This should be addressed in the Professional Review Meetings.

¹ Evaluation of the Effectiveness of the Statutory Arrangements for the Induction of NQTs: Michael Totterdell, Ruth Heilbronn, Sara Bubb, Cath Jones. 2001.

AN EXAMPLE OF A STRUCTURED PLAN (from the “Essential Guidance” material – see nqt.learningtrust.net for the full document)

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

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

Week 14	Thoughts/plans/agree objectives and focus areas for professional development time for next term	
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Examples of CPD Opportunities

- Attending courses with local authority, ISCTip, Teaching School Alliances or external providers
- Planning collaboratively, for example
 - with induction tutor, including progress review meetings
 - with subject/phase leader, year group colleague(s).
- Shadowing a colleague
- Lesson observations, including discussion before and after observation
 - of colleague(s) in year group/department using pre-agreed criteria
 - of other teachers in your school for subject specific development using pre-agreed criteria.
 - of someone else teaching your class
 - of someone teaching a lesson that you have planned
 - of a teacher in a contrasting school using pre-agreed criteria
 - of a teacher in a similar school using pre-agreed criteria
 - of another NQT
- Being observed (by Induction Tutor and other colleagues for example Learning Trust Adviser, AST)
- Coaching and support
 - from an Advanced Skills Teacher (AST)
 - from the SENCo, e.g. on writing individual education plans (IEPs)
 - from the Behaviour Coordinator on positive behaviour management strategies
 - on report writing
 - with reflecting on progress so far against core standards
 - Buddying/pairing the NQT with a second year teacher
- Developing strategies for teaching
 - pupils with special educational needs (SEN)
 - pupils with English as an additional language (EAL)
 - more able pupils (G & T)
 - team teaching with other NQTs/colleagues with particular expertise
- Personal enquiry and reading; researching websites, observation, discussion etc.
- Studying for an accredited qualification
- Gaining experience of pastoral duties/form tutor role
- Improving generic aspects of teaching e.g. AfL, creativity, thinking skills, Social and Emotional Aspects of Learning (SEAL), equal opportunities, diversity etc
- Participating in planning and delivering INSET
- Planning/organising special events, for example school fetes or curriculum days
- Establishing networking groups with other NQTs or visiting/liasing with other schools
- Reading pupils' previous records and reports
- Analysing marking and record keeping systems in order to improve their own
- Moderation/standardisation meetings
- Planning a lesson based on the thorough assessment of pieces of work
- Shadow a meeting with outside agencies, e.g. social workers, speech therapists, educational psychologist, etc

- Gaining experience in managing Support Staff
- Looking at resources in school, such as computer software
- Liaising with exam boards
- Helping to arrange offsite visits.