

# Wye Forest Federation

Redbrook Church of England Primary School  
St Briavels Parochial Church of England Primary School



Name of Policy: Newly Qualified Teacher policy Jan 2022

|   |          |
|---|----------|
| This policy was agreed by the Full Governing Body on:<br>(and supersedes all previous policies relating to this area) |          |
| Signed by:<br><br>(Executive Headteacher)   |          |
| Signed by:<br><br>(WFF Chair of Governors)  |          |
| Implemented:  | Jan 2022 |
| Review date:  |          |

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### **1. Introduction**

The staff and governors of our federation recognise that the appointment of an NQT makes a valuable contribution to the development of our federation. Through the development of a real partnership there is an opportunity to embrace new ideas, approaches and as well as the federation influencing and supporting the beginning of a new career for the NQT. Governors and staff understand that early experiences in teaching can have a profound effect on a teacher's later career, helping to shape effective practice, establish appropriate expectations and develop the confidence and awareness necessary for good and outstanding teaching. Through enabling an NQT to make a positive start in their career the Wye Forest Federation aspires for them to flourish now and in the future as we strive together to be the best we can be.

#### **The staff and governors will ensure that the induction period:**

- helps the NQT to build upon the knowledge, skills and understanding developed in initial teacher training (see ITT policy)
- provides a foundation for longer-term professional development, within the context of individual needs
- helps the NQT to meet identified targets, particularly those relating to requirements for meeting the teachers' standards
- includes systematic, fair and rigorous assessment procedures, based on evidence of the NQT's professional practice over time
- provides sufficient and timely support to make improvements where needed.

#### **Our school has a responsibility to provide:**

- an appropriate timetable which is no more than 90% of the timetable, in addition to planning, preparation and assessment time (PPA)
- an induction tutor with the expertise, time and experience to support a new teacher
- wherever possible, a mentor to offer day to day informal help and support
- feedback on teaching and regular professional progress reviews which makes clear the NQT's performance against the standards
- a well structured school-based personalised induction programme
- opportunities for the NQT to access appropriate continuous professional development (CPD) including meeting other NQTs, where possible
- opportunities for the NQT to observe other members of teaching staff to see effective practice and to visit other schools / settings where possible
- reasonable level of duties and responsibilities e.g. by delaying subject leadership.

### **Length of the induction period**

NQT's will be required to complete a satisfactory induction period of the full-time equivalent of one school year, determined at the beginning of the induction. This policy assumes that an NQT is full-time but the principles remain the same if they are part-time.

### **2. Newly qualified teacher (NQT) induction transitional arrangements:**

NQTs who had started but not completed their induction **on 1<sup>st</sup> September 2021** will continue to follow one year induction. They have until 1<sup>st</sup> September 2023 to complete their induction within a year, as outlined in the statutory guidance '*Induction for newly qualified teachers (England)*', Revised April 2018. However, if they do not complete their induction by 1<sup>st</sup> September 2023, they will be required to complete what remains of a two-year induction.

### **3. Legislation and statutory guidance**

This policy describes induction of newly qualified teachers (NQTs) for our school (using Gloucestershire LA as the appropriate body).

- [Induction for newly qualified teachers \(England\) statutory guidance, Revised April 2018](#)
- [Teachers' Standards - July 2011](#)

### **4. Roles and responsibilities**

Details in italics below are taken directly from: '*Induction for newly qualified teachers (England): Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies*', Revised April 2018.

#### ***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 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 count towards 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*
- *retain all relevant documentation/evidence/forms on file for six years.*

*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 or deem that it has been satisfactorily completed*
- *provide interim assessment reports for staff moving in between formal assessment periods*
- *notify the appropriate body when an NQT serving induction leaves the institution.*

*In addition to the above, headteachers/principals of Further Education (FE) institutions, independent schools, academies and free schools, British Schools overseas (BSOs) 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 tutor (or the headteacher/principal if carrying out this role) should:***

- *provide, or coordinate, 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 one per term, or pro rata for part-time staff)*
- *inform the NQT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the NQT 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 NQT should:***

- *provide evidence that they have QTS and are eligible to start induction*
- *meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review*
- *agree with their induction tutor 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 tutor 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 tutor/within the institution*
- *keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings*

- *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*
- *retain copies of all assessment forms.*

### **Mentor**

Although not a requirement, but in line with good practice, we aim to assign a mentor from within our school in order to supplement the tutor's role and who should:

- support the NQT more informally and in a non-judgemental capacity
- meet with the NQT informally each week but also be accessible for day to day support, advice and guidance
- complement, rather than replace, the support, guidance and advice provided by the induction tutor and help the NQT put strategies into practice.

### **The appropriate body**

The appropriate body has the main quality assurance role within the induction process. It also makes the final decision as to whether or not an NQT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the headteacher / principal.

## **5. Overview of induction period**

There are two main documents that demonstrate the induction period as an overview:

- LA produced timeline of the year which is a checklist of tasks term by term. This can be found on the NQT website on Schoolsnet and is replaced every year.

NQT website: <http://www.gloucestershire.gov.uk/schoolsnet/glosed/networks/>

(See Appendix A)

- Induction overview chart showing the year broken down into 3 assessment periods and the tasks to be carried out within each period.

(See Appendix B)

## **6. Support, monitoring and assessment within the induction period**

### **Induction programme**

The NQT will be given early support (ie before taking up their class) in key issues such as safeguarding, child protection, emergency procedures etc. in line with the school's induction policy for all new staff. As soon as possible after joining our school, the induction tutor and NQT will agree an induction programme for the term (based on 3 terms per year). This plan will include some key activities that are pre-planned, e.g. preparing for Parents' Evening or following up from areas of need highlighted during /since initial teacher training. Others may be added as the term progresses and can be driven by observation feedback etc. The programme initially guides NQTs on the use of their non-teaching time with the intention that they become more independent and able to maximise the use of time for themselves as the year progresses.

See blank format (Appendix C) and example Induction Programme (Appendix D).

### **Observations, monitoring and feedback**

During the induction period, each NQT will be observed at least once every six weeks by the induction tutor and /or by others as appropriate. The first observation will be within the first 4 weeks. Feedback will be written and will be against the standards, but will also include opportunity for discussion. Copies of the written feedback will be shared with the NQT, the tutor and the headteacher. The information from this observation as well as from other monitoring e.g. drop-ins, planning, book looks, pupil voice, learning environment, curriculum provision, pupil progress etc will feed into the professional progress review meeting and will be used to update the tracker. See below.

See sample blank observation format (Appendix E).

### **The tracker and the professional progress review meetings**

The tracker is a year long accumulative document that records the NQT's performance against each of the standards and is updated at each professional progress review meeting i.e. six times per year. The updates are as a result of discussion with the NQT, and the pooling of information from observations and other monitoring (see above). The NQT is encouraged to reflect on his / her own performance and bring any additional evidence to each professional progress review meeting. Annotations made on the tracker are a written record of the discussion in professional progress meetings. However, if the tutor prefers to record in greater detail, the meeting record in appendix H can be used.

See tracker (Appendix F), example tracker (Appendix G) and meeting record (Appendix H).

### **Additional support and CPD**

The induction tutor and headteacher will work with the NQT to arrange training opportunities including the following:

- observing other teachers within our own school
- observing other teachers in other schools
- paired planning with mentor or tutor or subject leaders as appropriate
- CPD within our own school and local partnerships
- opportunities for the NQT to access appropriate continuous professional development (CPD) including meeting other NQTs, where possible
- additional activities to address any specific personalised objective

### **Support Plan in the event that extra support is needed**

If the tracker is showing that progress is slow in some areas, or if there are any concerns that a NQT might not be making satisfactory progress, then additional monitoring and support will be immediately provided and contact will be made with the LA NQT helpline. Tutors will not wait until the next assessment point. The NQT will be made aware of the areas of concern and be given every opportunity to raise their performance.

If additional monitoring and support measures do not rectify the concerns, then a support plan will be implemented which details the areas of concern, agrees what success looks like in each of these areas and specifies a review date. This plan will be shared with the appropriate body, and records kept which demonstrate the additional support and the impact this has.

See blank support plan format (Appendix I) and example support plan (Appendix J)

### **Assessment reports**

The second, fourth and sixth professional progress review meetings will be used to summarise performance so far in preparation for the termly assessment report. This includes discussion with the NQT and an opportunity for any further evidence to be considered. The reports show performance against the standards at each assessment period and the tutor makes a judgement about whether progress is satisfactory at this stage. It is anticipated that in the first and second report, some standards will not yet be met but progress will be satisfactory if they are moving towards them being met over the year. If in doubt, the tutor or headteacher will contact the LA NQT helpline for support and advice. Copies of the report will be shared with the NQT before sending to the LA and their comments included.

The final assessment report (ie assessment period 3) will include a recommendation to the appropriate body on whether the NQT has met/not met the Teachers' Standards or whether an extension is being requested.

See blank assessment report (Appendix K) and example report (Appendix L).

### **Informal support**

In addition to the above, we aim for the NQT and mentor to meet at least once each week to share ideas and strategies around daily practice. In particular, in enhancing performance where feedback has been given and where standards are not yet fully demonstrated.

### **7. In the event that satisfactory progress is not being made**

If it becomes apparent that an NQT is not making satisfactory progress, the tutor will make contact with the appropriate body and the Headteacher or principal will ensure that additional monitoring and support measures are put in place. The NQT will be made aware of where they need to improve their practice, and given every opportunity to raise their performance. See Support Plan above.

The Headteacher/principal and the LA NQT adviser should be satisfied that:

- areas in which improvement is needed have been correctly identified
- appropriate objectives have been set to guide the NQT towards satisfactory performance against the standards
- an effective support programme is in place to help improve performance, including time deadlines and points of review / evaluation and
- the Headteacher / principal has explained to the NQT the consequence of failure to complete the induction period satisfactorily.

Contact with the LA NQT adviser should be sustained whilst the support plan is being implemented and for many NQTs, this increased support brings about the required improvement.

### **Capability**

Although unusual, it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the NQT remains at the setting, the induction process and support continue in parallel with the capability procedure. The LA NQT adviser will need to be kept informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the NQT from completing induction at another setting.

### **Making an appeal**

If an NQT fails induction, or has their induction extended, the LA will advise the NQT of their right to appeal, who to appeal to and the time limits etc. In England, the appeals body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. Further guidance on the appeals process is available at:

<https://www.gov.uk/government/publications/induction-appeals-procedures>

## 8. Appendix of key documents

See Appendices attached for the following key documents:

|          |  |
|----------|--|
| <b>A</b> | <b>LA Timeline of activities</b>                             |
| <b>B</b> | <b>Induction overview chart</b>                              |
| <b>C</b> | <b>Blank Induction Programme format</b>                      |
| <b>D</b> | <b>Example Induction Programme</b>                           |
| <b>E</b> | <b>Blank lesson observation format against the standards</b> |
| <b>F</b> | <b>Blank tracker</b>   |
| <b>G</b> | <b>Example tracker</b>                                       |
| <b>H</b> | <b>Blank Professional Progress Review Meeting Record</b>     |
| <b>I</b> | <b>Blank Support Plan format</b>                             |
| <b>J</b> | <b>Example Support Plan</b>                                  |
| <b>K</b> | <b>Blank Assessment Report format</b>                        |
| <b>L</b> | <b>Example assessment report</b>                             |
| <b>M</b> | <b>Teachers' Standards</b>                                   |

In order to use the most up-to-date version of the above documents, please access them from the NQT website: <http://www.gloucestershire.gov.uk/schoolsnet/glosed/networks/>

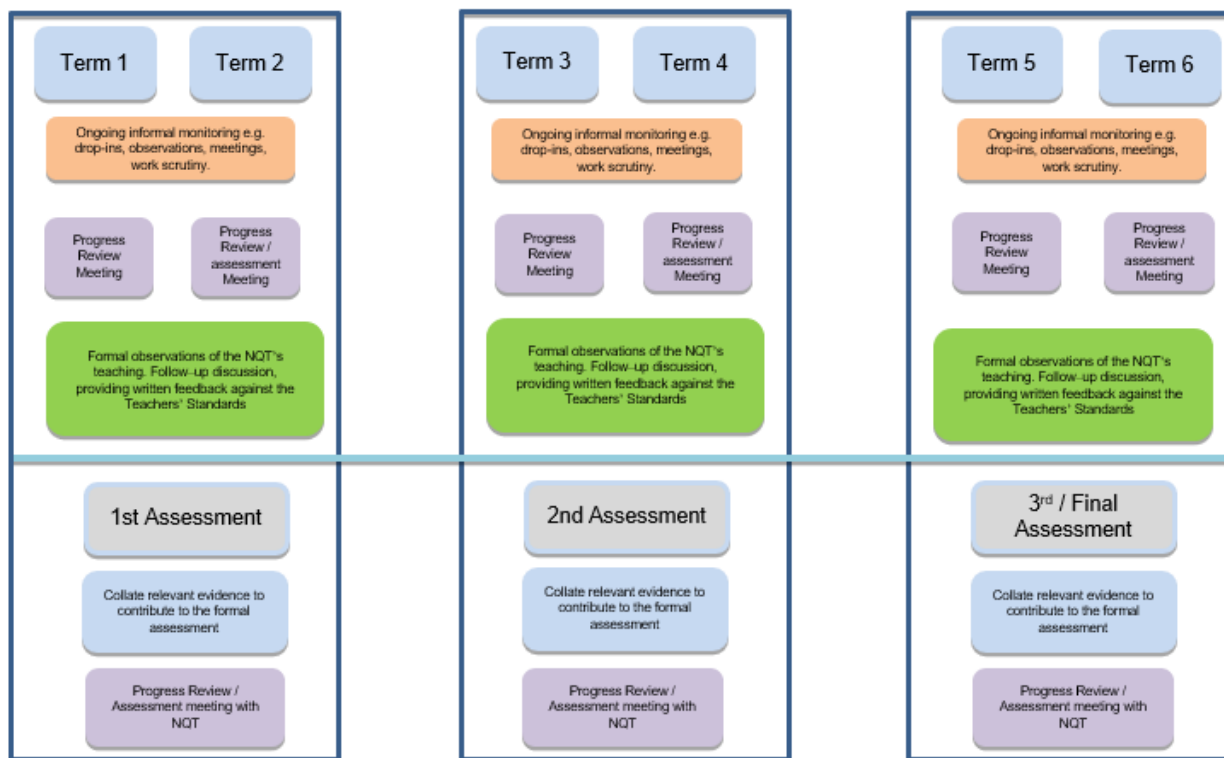


|                   | Checklist  | Primary NQT CPD Programme for Gloucestershire | Notes:<br>eg dates of observations & review meetings |
|-------------------|--|---|--|
| Before NQT starts | <ul style="list-style-type: none"> <li>□ Appoint Induction Tutor.</li> <li>□ Check NQT has QTS.</li> <li>□ Establish any initial focus areas from ITT if appropriate.</li> <li>□ Purchase LA's appropriate body service via <a href="#">GCC plus</a> and register NQTs</li> <li>□ Ensure additional 10% timetable reduction for NQT induction.</li> <li>□ If part-time, GCC to work out assessment period for induction.</li> </ul>  | Please see below.                             |  |
| Term 1            | <ul style="list-style-type: none"> <li>□ Consider attending GCC update for NQT Induction tutors on <b>21<sup>st</sup> September 2021</b>. To reserve a place, please book via <a href="#">GCC plus</a></li> <li>□ Meet with NQT and prepare Induction programme for terms 1 and 2, including any initial focus areas.</li> <li>□ Ensure NQT has school handbook, NQT policy, details of main policies and practice in school.</li> <li>□ Formal observation during first four weeks. Discussion and written feedback against the standards and set up the tracker.</li> <li>□ Informal observation(s) and informal monitoring.</li> <li>□ Seek CPD opportunities with the NQT, including seeing others teach, both within own school and others if possible.</li> <li>□ Professional Progress Review Meeting 1 and update tracker.</li> </ul>  | Please see below.                             |  |
| Term 2            | <ul style="list-style-type: none"> <li>□ Formal observation, discussion and written feedback against the standards</li> <li>□ Continue to support through this term's induction programme.</li> <li>□ Informal monitoring eg drop-ins, pupil voice, work scrutiny.</li> <li>□ Seek CPD opportunities with the NQT, including seeing others teach, both within own school and others if possible.</li> <li>□ Professional Progress Review Meeting 2 (which is also the assessment meeting in preparation for the first report). Review and update tracker.</li> <li>□ For NQTs starting on or after 1<sup>st</sup> September 2021, first assessment reports <b>completed on-line via GCC plus by 8<sup>th</sup> December 2021</b></li> </ul>  | Please see below.                             |  |
| Term 3            | <ul style="list-style-type: none"> <li>□ Agree induction programme for terms 3 and 4. NQT to suggest some of these actions.</li> <li>□ Formal observation. Discussion and written feedback against the standards. Review and update tracker.</li> <li>□ Informal observation and any other monitoring eg drop-ins, book looks, pupil voice etc</li> <li>□ Seek CPD opportunities with the NQT, including seeing others teach, both within own school and others if possible.</li> <li>□ Professional Progress Review Meeting 3 and update tracker.</li> </ul>  | Please see below.                             |  |
| Term 4            | <ul style="list-style-type: none"> <li>□ Formal observation, discussion and written feedback against the standards.</li> <li>□ Continue to support through this term's induction programme.</li> <li>□ Informal monitoring eg drop-ins, pupil voice, work scrutiny.</li> <li>□ Seek CPD opportunities with the NQT, including seeing others teach, both within own school and others if possible.</li> <li>□ Professional Progress Review Meeting 4 (which is also the assessment meeting in preparation for the second report). Review and update tracker.</li> <li>□ For NQTs starting on or after 1<sup>st</sup> September 2021, second assessment reports <b>completed on-line via GCC plus by 30<sup>th</sup> March 2022</b></li> </ul>   | Please see below.                             |  |
| Term 5            | <ul style="list-style-type: none"> <li>□ Agree induction programme for terms 5 and 6. NQT to suggest most of these actions.</li> <li>□ Formal observation. Discussion and written feedback against the standards. Review and update tracker.</li> <li>□ Informal observation and any other monitoring eg drop-ins, book looks, pupil voice etc</li> <li>□ Seek CPD opportunities with the NQT, including seeing others teach, both within own school and others if possible.</li> <li>□ Professional Progress Review Meeting 5 and update tracker.</li> </ul>  | Please see below.                             |  |
| Term 6            | <ul style="list-style-type: none"> <li>□ Formal observation, discussion and written feedback against the standards.</li> <li>□ Continue to support through this term's induction programme.</li> <li>□ Informal monitoring eg drop-ins, pupil voice, work scrutiny.</li> <li>□ Seek CPD opportunities with the NQT, including seeing others teach, both within own school and others if possible.</li> <li>□ Professional Progress Review Meeting 6 (which is also the assessment meeting in preparation for the final report). Review and update tracker and confirm standards are met.</li> <li>□ For NQTs starting on or after 1<sup>st</sup> September 2021, final assessment report <b>completed on-line via GCC plus by 29<sup>th</sup> June 2022</b></li> <li>□ GCC to consider recommendation and informs NQT, <del>headteacher</del> and Teaching Regulation Agency of decision.</li> </ul> | Please see below.                             |  |

#### Gloucestershire Primary NQT CPD Programme

The following programme was run 'virtually' during the academic year 2020-21. It was built around the Teachers' Standards, to support NQTs in their induction. These recorded events are available for schools to purchase at a cost of £20 per session per NQT via [GCC plus](#). Please also email [NQTs@gloucestershire.gov.uk](mailto:NQTs@gloucestershire.gov.uk) your selection and then your NQT will be given access to the events on the training platform.

|         |                                |   |
|---------|--------------------------------|---|
| Event 1 | Behaviour and Attitude         | Introduction to the NQT year. Behaviour management, including Covid challenges            |
| Event 2 | Personal Development           | Introduction to the NQT year. PSHE and well being. Looking after yourself.                |
| Event 3 | SEND                           | Meeting the needs of all pupils including those with SEND. Learning walks at host school. |
| Event 4 | Assessment and ICT             | Whole school assessment and tips for teaching. Computing across the curriculum.           |
| Event 5 | English and writing moderation | Teaching English, including writing moderation.   |
| Event 6 | Maths                          | Teaching Maths.   |
| Event 7 | Early Years                    | Understanding Early Years.  |
| Event 8 | Science                        | Teaching Science. Transition from NQT to RQT (Recently Qualified Teacher).                |



## Appendix C:

## Planning and preparing a newly qualified teacher's personalised induction programme

In effective NQT programmes the induction tutor will structure the time taking account of internal and external provision and of the NQT's starting points and needs as professional practice develops over the induction period.

An example of a structured plan

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 | Notes |
|---------|---|-------|
| Week 1  | Focus:  |       |
| Week 2  | Focus:  |       |
| Week 3  | Focus:  |       |
| Week 4  | Focus:  |       |
| Week 5  | Focus:  |       |
| Week 6  | Focus:  |       |
| Week 7  | Focus:  |       |
| Week 8  | Focus:  |       |
| Week 9  | Focus:  |       |
| Week 10 | Focus:  |       |
| Week 11 | Focus:  |       |
| Week 12 | Focus:  |       |
| Week 13 | Focus:  |       |
| Week 14 | Focus:  |       |

## Appendix D:

### Planning and preparing a newly qualified teacher's personalised induction programme

In effective NQT programmes the induction tutor will structure the time taking account of internal and external provision and of the NQT's starting points and needs as professional practice develops over the induction period.

An example of a structured plan

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   | Notes   |
|---------|---|---|
| Week 1  | Focus: Teaching and Learning<br>Visit other classrooms and teaching areas<br>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<br>Observation of teaching and classroom practice by Induction Tutor [date/time/focus]<br>Feedback from observation [date/time] |   |
| Week 3  | Focus: Safeguarding, Health and Safety<br>Read Health and Safety policy and relevant Safeguarding documentation; discuss with induction tutor or appropriate staff member   |   |
| Week 4  | Focus: Assessment<br>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: Induction programme: Professional progress review meeting.   |   |
| Week 7  | Focus: Home -school links<br>Prepare for Parents Evening  |   |
| Week 8  | Focus: Indusion.  |   |
| Week 9  | Focus: Personalising learning<br>Meeting led by colleague within school [date/time/venue]   |   |
| Week 10 | External course: [selected to meet needs of NQT]  | Explains school's course booking process                |
| Week 11 | Focus: ICT and learning resources<br>Observation (with feedback) of teaching by headteacher/principal [date/time/focus]   |   |
| Week 12 | Focus: Tutor/pastoral roles and responsibilities  |   |
| Week 13 | Prepare for review of the term; Professional Progress review meeting [date/time/location]; Formal assessment review meeting - discuss and finalise assessment form. NQT to add comments.  |   |
| Week 14 | Thoughts/plans/agree objectives and focus areas for professional development time for next term   |   |

**Appendix E:** <http://www.gloucestershire.gov.uk/schoolsnet/glosed/networks/>  
(for NQTs, you are able to use the lesson observation format for ECTs located on schoolsnet)



**Lesson Observation:**

*Based on Parts One and Two of the Teachers' Standards.  
(Focused on those standards which can normally be observed during a lesson.)*

|                               |  |                  |  |
|-------------------------------|--|------------------|--|
| <b>NQT:</b>                   |  | <b>School:</b>   |  |
| <b>Phase/<br/>Subject:</b>    |  | <b>Observer:</b> |  |
| <b>Class/<br/>Year group:</b> |  | <b>Date:</b>     |  |
| <b>Number of<br/>pupils:</b>  |  | <b>Duration:</b> |  |
| <b>Lesson context:</b>        |  |                  |  |
|                               |  |                  |  |

| PART ONE: TEACHING   |           |               |     |     |
|--|-----------|---------------|-----|-----|
| <b>1 Set high expectations which inspire, motivate and challenge pupils</b><br>• 1.1a establish a safe and stimulating environment for pupils, rooted in mutual respect<br>• 1.1b set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions<br>• 1.1c demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.   | Comments: |               |     |     |
|  | Not met   | Partially met | Met | N/A |
| <b>2 Promote good progress and outcomes by pupils</b><br>• 1.2a be accountable for pupils' attainment, progress and outcomes<br>• 1.2b be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these<br>• 1.2c guide pupils to reflect on the progress they have made and their emerging needs<br>• 1.2d demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching<br>• 1.2e encourage pupils to take a responsible and conscientious attitude to their own work and study. | Comments: |               |     |     |
|  | Not met   | Partially met | Met | N/A |

|   |           |               |     |     |
|---|-----------|---------------|-----|-----|
| <b>3 Demonstrate good subject and curriculum knowledge</b><br>• 1.3a have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings<br>• 1.3b demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship<br>• 1.3c demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject<br>• 1.3d if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics<br>• 1.3e if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.   | Comments: |               |     |     |
|   | Not met   | Partially met | Met | N/A |
| <b>4 Plan and teach well structured lessons</b><br>• 1.4a impart knowledge and develop understanding through effective use of lesson time<br>• 1.4b promote a love of learning and children's intellectual curiosity<br>• 1.4c set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired<br>• 1.4d reflect systematically on the effectiveness of lessons and approaches to teaching<br>• 1.4e contribute to the design and provision of an engaging curriculum within the relevant subject area(s).   | Comments: |               |     |     |
|   | Not met   | Partially met | Met | N/A |
| <b>5 Adapt teaching to respond to the strengths and needs of all pupils</b><br>• 1.5a know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively<br>• 1.5b have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these<br>• 1.5c 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<br>• 1.5d 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. | Comments: |               |     |     |
|   | Not met   | Partially met | Met | N/A |



|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| <b>Teachers' Standards Tracker</b>   |  |  |  |  |  |  |
| <b>Name:</b>   |  |  |  |  |  |  |
| <b>Review Dates</b>  |  |  |  |  |  |  |
| <b>Evidence key</b><br><b>W</b> Pupil's work <b>AR</b> Assessment & record keeping <b>F</b> feedback from colleagues on practice <b>P</b> Planning<br><b>O</b> lesson observation <b>CPD</b> CPD activities <b>RP</b> reporting to/discussions with parents and carers<br><b>TE</b> teaching environment <b>AM</b> Assessment meeting <b>PRM</b> Professional review meeting <b>SR</b> Self review |  |  |  |  |  |  |

| PART ONE: TEACHING   |         |            |                             |                                  |
|--|---------|------------|-----------------------------|----------------------------------|
|  | Not met | Developing | Met<br>(NQT Induction Year) | Evidence/<br>Actions to be taken |
| <b>1. Set high expectations which inspire, motivate and challenge pupils</b>   |         |            |                             |                                  |
| • 1.1a establish a safe and stimulating environment for pupils, rooted in mutual respect   |         |            |                             |                                  |
| • 1.1b set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions  |         |            |                             |                                  |
| • 1.1c demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.   |         |            |                             |                                  |
| <b>2. Promote good progress and outcomes by pupils</b>   |         |            |                             |                                  |
| • 1.2a be accountable for pupils' attainment, progress and outcomes  |         |            |                             |                                  |
| • 1.2b be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these   |         |            |                             |                                  |
| • 1.2c guide pupils to reflect on the progress they have made and their emerging needs   |         |            |                             |                                  |
| • 1.2d demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching  |         |            |                             |                                  |
| • 1.2e encourage pupils to take a responsible and conscientious attitude to their own work and study.  |         |            |                             |                                  |
| <b>3. Demonstrate good subject and curriculum knowledge</b>  |         |            |                             |                                  |
| • 1.3a have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings                                       |         |            |                             |                                  |
| • 1.3b demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship  |         |            |                             |                                  |
| • 1.3c demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject |         |            |                             |                                  |
| • 1.3d if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics  |         |            |                             |                                  |
| • 1.3e if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.  |         |            |                             |                                  |

| Teachers' Standards Tracker   |       |       |      |  |  |
|---|-------|-------|------|--|--|
| Name: _____   |       |       |      |  |  |
| Review Dates  | 20.10 | 17.12 | 18.2 |  |  |
| Evidence key  |       |       |      |  |  |
| <b>W</b> Pupil's work <b>AR</b> Assessment & record keeping <b>F</b> feedback from colleagues on practice <b>P</b> Planning<br><b>O</b> lesson observation <b>CPD</b> CPD activities <b>RP</b> reporting to/discussions with parents and carers<br><b>TE</b> teaching environment <b>AM</b> Assessment meeting <b>PRM</b> Professional review meeting <b>SR</b> Self review |       |       |      |  |  |

| PART ONE: TEACHING   |         |                |                             |                                  |
|--|---------|----------------|-----------------------------|----------------------------------|
|  | Not met | Developing     | Met<br>(NOT Induction Year) | Evidence/<br>Actions to be taken |
| <b>1. Set high expectations which inspire, motivate and challenge pupils</b>   |         |                |                             |                                  |
| • 1.1a establish a safe and stimulating environment for pupils, rooted in mutual respect   |         | 20.10<br>17.12 | 18.2                        |                                  |
| • 1.1b set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions  | 20.10   | 17.12<br>18.2  |                             | Eng + Maths<br>SE                |
| • 1.1c demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.   |         | 20.10          | 17.12                       |                                  |
| <b>2. Promote good progress and outcomes by pupils</b>   |         |                |                             |                                  |
| • 1.2a be accountable for pupils' attainment, progress and outcomes  | 20.10   | 17.12<br>18.2  |                             | Ind Tutor / Month                |
| • 1.2b be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these   | 20.10   | 17.12<br>18.2  |                             | Ind Tutor / Month                |
| • 1.2c guide pupils to reflect on the progress they have made and their emerging needs   |         | 20.10          | 17.12                       |                                  |
| • 1.2d demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching  |         | 20.10          | 17.12                       |                                  |
| • 1.2e encourage pupils to take a responsible and conscientious attitude to their own work and study.  |         |                |                             |                                  |
| <b>3. Demonstrate good subject and curriculum knowledge</b>  |         |                |                             |                                  |
| • 1.3a have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings                                     |         |                | 20.10                       |                                  |
| • 1.3b demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship  |         |                | 20.10                       |                                  |
| • 1.3c 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 |         |                | 20.10                       |                                  |
| • 1.3d if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics  |         |                | 20.10                       |                                  |
| • 1.3e if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.  |         |                | 20.10                       |                                  |

## Record of professional review meeting

| Term one |          | Term two |          | Term 3   |          |
|----------|----------|----------|----------|----------|----------|
| Review 1 | Review 2 | Review 3 | Review 4 | Review 5 | Review 6 |

The DfE statutory guidance states that a record of these meetings must be kept.

|                  |  |        |  |
|------------------|--|--------|--|
| NQT:             |  | Class: |  |
| Induction tutor: |  | Date:  |  |

Evidence considered, for example lesson observation, planning, pupils work, NQT's evaluations

Objectives reviewed and progress made

Revised objectives

Support to be provided by the school and action to be taken by the NQT  
(recorded in detail in action plans for induction programme)

|  |                         |             |
|--|-------------------------|-------------|
| Date for the next dialogue and review: | Signed Induction tutor: | Signed NQT: |
|--|-------------------------|-------------|



**Appendix I:** <http://www.gloucestershire.gov.uk/schoolsnet/glosed/networks/>

**ECT Support Plan in order to meet the standards**

|                      |  |                                |  |
|----------------------|--|--------------------------------|--|
| School:              |  | Head teacher:                  |  |
| ECT:                 |  | ECT induction period:          |  |
| ECT Induction Tutor: |  | Date of start of support plan: |  |
| Mentor:              |  | Target date for review:        |  |



| Standard | Area for development | Action to be taken and support given | Timeline for actions / support | Success criteria | Monitor, evaluate and review |
|----------|----------------------|--------------------------------------|--------------------------------|------------------|------------------------------|
|          |                      |                                      |                                |                  |                              |
|          |                      |                                      |                                |                  |                              |
|          |                      |                                      |                                |                  |                              |
|          |                      |                                      |                                |                  |                              |

**Appendix J:** <http://www.gloucestershire.gov.uk/schoolsnet/glosed/networks/>

Example ECT Support Plan in order to meet the standards: (Aim for three or less areas. See two example entries below.)

|                      |  |                                |  |
|----------------------|--|--------------------------------|--|
| School:              |  | Head teacher:                  |  |
| ECT:                 |  | ECT induction period:          |  |
| ECT Induction Tutor: |  | Date of start of support plan: |  |
| Mentor:              |  | Target date for review:        |  |

| Standard   | Area for development  | Action to be taken and support given  | Timeline for actions / support  | Success criteria   | Monitor, evaluate review notes |
|--|---|---|---|--|--------------------------------|
| 1.2b ... be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.                | Recording learners' progress in writing on the school tracker and using these to inform planning.<br><br>(CPD has already been received as a whole staff, but more 1:1 needed). | 1:1 workshop with tutor/mentor on school's tracking system and how to record success against the key objectives in writing.<br><br>1:1 support with tutor /mentor. Model planning from the key objectives that pupils need to be taught.<br><br>ECT to then begin planning independently. | 1:1 by 31 <sup>st</sup> March<br><br>Weekly 1:1 with tutor /mentor through April 2018<br><br>Observe planning through May.                                    | Tracking records will show that key objectives in writing have been assessed and updated.<br><br>Planning, book looks, drop-ins, etc will show that pupils are working on the appropriate key objectives in writing and that their writing is improving. |                                |
| 1.5a ...Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. | Provide challenge for more able pupils, though appropriately differentiated tasks in maths.   | Jointly observe good teaching with tutor / mentor and reflect together on features of successful challenge.<br><br>Work with tutor/mentor to select resources and jointly plan for more able pupils.<br><br>ECT to then begin planning independently.                                     | 3 visits by 20 <sup>th</sup> May<br><br>Reflections by 31 <sup>st</sup> May<br><br>Weekly 1:1 with tutor /mentor in June<br><br>Observe planning through July | Planning, book looks, drop-ins, informal observation will show that ECT's teaching includes differentiation and that more able pupils are accessing challenging tasks in maths.  |                                |



### Assessment Form (First, Second or Interim)

| NQT details | Assessment:      |
|-------------|------------------|
| Name:       | Induction Start: |
| DoB:        | TRN:             |
| Site:       | Absence:         |

### Recommendation

Please confirm whether the teacher has (or has not) performed satisfactorily against the Teachers' Standards for the completion of induction.

- ☐ Yes, the teacher IS making satisfactory progress
- ☐ No, the teacher IS NOT making satisfactory progress

### Assessment information

Start date of this assessment period:

End date of this assessment period:

The NQT worked Full or Part Time:

- ☐ Full time
- ☐ Part time

If part time, please enter the full-time equivalent contracted time eg. 0.5

Number of days of absence during this assessment period:

Give details of any further known absences

## Assessment of performance against the Teachers' Standards:

Guidance:

The head teacher/principal or induction tutor should record, in the boxes below, brief details of the NQT's performance against the Teachers' Standards including:

- Strengths (stated in terms of how well the NQT is meeting the standard) - drawing on evidence.
- Area(s) to develop, including relative areas ie even where progress is satisfactory – drawing on evidence.

### Part One: Teaching

**Teaching Standard 1: A teacher must set high expectations which inspire, motivate and challenge pupils**

**TS1:**

Met

☐

Developing

☐

Not yet met

☐

**TS1: Strengths**

**TS1: Areas to develop**

**Assessment Form (First, Second or Interim)**

| NQT details |                 | Assessment:      |            |
|-------------|-----------------|------------------|------------|
| Name:       | Jane Bloggs     | Induction Start: | 02/09/2020 |
| DoB:        | 01/01/1994      | TRN:             | 1234567    |
| Site:       | Bramble Primary | Absence:         | 1.00 days  |

## Recommendation

Please confirm whether the teacher has (or has not) performed satisfactorily against the Teachers' Standards for the completion of induction.

- ☒ Yes, the teacher IS making satisfactory progress
- ☐ No, the teacher IS NOT making satisfactory progress

### Assessment information

Start date of this assessment period:

02/09/2020

End date of this assessment period:

18/12/2020

**The NQT worked Full or Part Time:**

- ☒ Full time
- ☐ Part time

If part time, please enter the full-time equivalent contracted time eg. 0.5

11/1/2010

Number of days of absence during this assessment period:

1.00

Give details of any further known absences

## Assessment of performance against the Teachers' Standards:

Guidance:

The head teacher/principal or induction tutor should record, in the boxes below, brief details of the NQT's performance against the Teachers' Standards including:

- Strengths (stated in terms of how well the NQT is meeting the standard) - drawing on evidence.
- Area(s) to develop, including relative areas ie even where progress is satisfactory – drawing on evidence.

### Part One: Teaching

#### Teaching Standard 1: A teacher must set high expectations which inspire, motivate and challenge pupils

TS1:

Met

☒

Developing

☐

Not yet met

☐

TS1: Strengths

- Teaching is kept concise and pupils' focus is maintained.
- Lessons are planned well and build on previous learning.
- Pupils are given clear time reminders and this helps them to stay on task, and move on rapidly to new learning and to challenge.
- Xxxxxxx has created a positive culture wherein her pupils know that they are respected and valued.

TS1: Areas to develop

- Use of support staff to further enhance the challenge for middle ability pupils.

#### Teaching Standard 2: A teacher must promote good progress and outcomes by pupils

TS2:

Met

☐

Developing

☒

Not yet met

☐

TS2: Strengths

- Lessons cater well for the needs of most pupils.
- Good questioning has been seen which enabled pupils to apply their phonics well.
- Teacher assessment and test results demonstrate that pupils in xxxx's class have made appropriate progress this year, especially so in writing which has been a whole school focus for improvement.
- Aspirational attainment targets have been agreed for each pupil (based on prior attainment) and these are ambitious goals. Pupils are given detailed feedback which enables them to see how well they are doing and also how to improve further. Many pupils are reaching or are close to their targets.

TS2: Areas to develop

- Support for children with special educational needs (see Standard 5 below).

# 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, articulation 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.