

# NQT Induction Programme

## Guidance

### 2020 to 2021

Before using this handbook please ensure that your school is registered with the Sussex  
TSA appropriate body on [NQT Manager](#)

# Welcome to Induction Coordinators and Tutors.

The teaching schools work together to provide high quality induction and professional development in the context of the Early Career Framework (ECF).

We believe that a well-supported and structured induction is vitally important to NQTs in their induction and then for the rest of their ECF.

For clarity we are using the terms employed on NQT Manager to define roles in the induction process:

- Headteacher: the head of school, headteacher, principal, acting headteacher or executive headteacher who determines the fitness of the NQT to pass the induction period.
- Induction Coordinator (IC): the person who ensures that the NQT's induction programme is planned to meet their individual needs and is sustained throughout the year, conducts the key pre-assessment observations and coordinates the activities of the tutors.
- Tutor: the person supporting the NQT on a day-to-day basis, delivering some of the skills and knowledge required by the NQT, informing the IC of NQT progress and completing the induction assessments. Please note that some schools and the content of the ECF documentation refer to this role as the mentor.
- Designated lead: the appropriate body leader who directs the activity of the appropriate body and is the named contact in the event of a cause for concern being raised.

This handbook is intended to act as a working guide to IC and tutors. Key abstracts are provided in two shorter handbooks, one for headteachers and the other for NQTs. The handbook is drawn from, but does not replace, the DfE [statutory induction guidance](#) or [statutory induction appeals procedure](#).



## What can you expect from the Sussex TSA as your appropriate body?

### Who we are.

The Sussex NQT induction service is an innovative teaching school-led appropriate body. Established in 2016 we expanded to include all of East Sussex in 2018, and since 2019, have supported schools in West Sussex and Surrey. In 2019/2020 we have worked with 223 NQTs across 97 schools, colleges and specialist providers.

### What we provide.

Using the NQT Manager online platform we provide all of the statutory infrastructure required of an appropriate body.

This includes:

- maintaining records for named NQT(s) in line with DfE requirements;
- providing a named contact for NQT induction;
- two formative and one summative assessment over the induction period;
- informing each NQT when the final assessment form has been received and confirming whether or not the AB will be recommending that he/she has successfully completed the induction period;
- informing the TRA, or such other national body as regulation requires, of the outcome of each NQT's induction period;
- and retaining appropriate records for such time as legislation requires (currently 6 years).

Recognising that schools need a time efficient and effective service, additionally we provide:

- dedicated email and telephone support and advice for tutors/mentors and headteachers with regard to NQT induction regulation and employment;
- exemplar assessments, support plans, NQT documentation and NQT induction policy;
- the option to group all of the schools in a single MAT or federation under a single umbrella heading so that key staff can access across the organisation;
- SLE support for NQTs whose progress is identified as a cause for concern;
- newsletter updates and policy development summaries;
- access to teaching school-led face to face CPD;
- twenty sessions of online CPD provision for NQTs covering the neuroscience of learning, mental health, wellbeing, creative thinking, diversity and inclusion;
- tutor and induction coordinator online CPD and online quality assurance.

Your designated lead Sussex NQT appropriate body is Stephen Calladine-Evans.

The contact details for the Sussex NQT appropriate body team are:

- Helpdesk - through your NQT Manager account.
- Email - [nqt@strichardsgcc.com](mailto:nqt@strichardsgcc.com)
- Telephone - 01424 731070 (ext 289)
- Post - Sussex TSA NQT Appropriate Body, Ashdown Road, Bexhill on Sea, East Sussex, TN40 1SE.



We respond to contacts within one working day (Term time) or three working days (non-Term time).

### Privacy information.

A full copy of the privacy policy of the appropriate body is available in the appendix to this handbook.

### Complaint resolution.

In the first instance complaints regarding the operation of the appropriate body should be directed, in writing, to the designated lead.

Complaints resolution investigation will be concluded within 14 working days and the relevant parties informed.

Should the resolution be disputed an appeal notification should be given in writing to the principal of the lead teaching school in the appropriate body. The appeal resolution will be concluded within 14 working days and all relevant parties notified.

The complaints resolution procedure does not affect your commercial and consumer rights, and does not form part of the NQT appeals process.



# Contents

Section 1 (p5) Induction year overview

Section 2 (p9) Assessing and supporting progress

Section 3 (p18) Quality assurance

Section 4 (p21) Appendices

## SECTION 1 : Induction Year Overview

### NQT Induction and QTS

Statutory NQT induction may not commence prior to the award of QTS. This is a legal requirement in which there is no flexibility.

Any period of teaching that is served prior to the award of QTS cannot be counted toward the completion of the statutory induction period. It is vital that both teacher and school satisfy themselves that QTS has been awarded before statutory NQT induction begins.

It is a requirement that all NQTs undertake a formal induction period. The period lasts for three full terms (in a three-term year). Teachers cannot begin their induction until they have been awarded QTS and are registered as a qualified teacher with the [Teacher Regulation Agency](#).

### The induction year

Teachers with QTS are required to complete an induction period of one academic year<sup>1</sup>, (i.e. six East Sussex school terms or three in those counties operating a three Term year) if they are to work in maintained schools or non-maintained special schools in England. The very few who do not meet the Teachers' Standards at the end of this period will not be eligible for employment as a teacher in any such school.

Teachers with QTS are not required to complete NQT induction in private sector settings, but are encouraged to do so.

#### Prior to commencing induction NQTs must:

- provide the school with original documents confirming their qualifications, award of QTS and successful completion of the skills tests;
- present proof of an enhanced Disclosure and Barring Service (DBS) check.

#### Prior to commencing induction schools should:

- Have a NQT induction policy in place (this has been a DfE requirement since September 2019). An exemplar is shown in the appendices.
- Send to the NQT documentation which will help them to become familiar with the school's systems and expectations;
- Allocate a tutor for the NQT;
- Provide the NQT with the opportunity to visit the school and meet key staff with whom they will be working, including their induction tutor;

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<sup>1</sup> Please note that all references to the duration of induction are predicated on 1.0 FTE. Where the FTE is less the duration of the induction period extends accordingly. NQT Manager automatically sets the assessment and completion dates according to the FTE information provided by the school. 0.2 FTE and less contracts are not regarded as suitable for induction, unless the NQT holds parallel contract/s with another school/s.

- Give the NQT sufficient information about the class or classes they will be teaching to be able to begin planning;
- Ensure that the NQT has an introductory meeting with their tutor.

The NQT's induction programme must include:

- an individualised programme of monitoring and support, adapted to their needs as the year progresses;
- a 10% reduced timetable. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. The additional 10% for NQTs to be used for CPD activities;
- support from a designated tutor. In a small school this could be the headteacher, in another school a senior member of staff while in larger schools it could be a team leader or a suitably experienced teacher;
- focused observation of teaching and a follow-up discussion. NQTs should be observed at least once in every term (in a six-term year). The first observation must be within the first four weeks in school. The NQT should have the opportunity for a follow-up discussion and should receive a brief written record of each observation;
- at least one professional review meeting with their tutor every term (in a six-term year) to discuss their progress, set new targets and identify any support they may need;
- three formal assessment meetings with the induction coordinator, to assess performance measured against the Teachers' Standards;
- the opportunity to observe experienced teachers in their own school, and in another school, where particular areas of good practice have been identified;
- a planned programme of CPD, to be organised by the school and to take place within their 10% timetabled allocation. The programme of CPD should be based on their strengths and areas for development, identified in their self-review against the Teachers' Standards. Part of the programme of CPD may also involve attending training sessions and courses organised by the appropriate body or other providers;
- opportunities to work with the school SENCO or another teacher with significant expertise in teaching SEN pupils;
- support for parents' meetings;
- the contact details of the appropriate body and the name of the designated lead.

By the end of the induction year NQTs should have an online or hard copy professional portfolio that includes:

- a completed self-review against the Teachers' Standards;
- a series of action plans and evidence demonstrating the progress made during the induction year referencing the Teachers' Standards;
- evidence of the CPD activities they have undertaken during the year towards meeting the Teachers' Standards;
- evidence of review meetings attended with the tutor and induction coordinator.

## Planning the induction programme

It is very important for NQTs to have an accurate overview of their induction programme right from the outset.

The induction tutor should discuss this with the NQT as soon as possible. The school has the primary responsibility for setting up and managing induction – but NQTs should be expected to play an active role as well.

The programme should enable the NQT to take progressively more responsibility for their own professional development, as they become more experienced. This means making sure that the training and other activities NQTs take part in genuinely meet their bespoke needs. By the end of the induction programme NQTs should be in a position to identify their own needs and plan their own professional development as they move from the completion of induction into the normal performance management policy of the school

Most NQTs begin their induction year in September, but others may start at different times during the year. If the NQT was appointed in a Summer Term this is not the start of their induction, which commences at the start of the new academic year.

### Induction schedule.

Here is an outline for a generic induction schedule<sup>2</sup> that could be used as the basis for your school's induction, adapting it to address the context of the school and the NQT.

#### Term 1 and 2.

- Meeting with the IC and tutor to go through a personal and professional induction schedule.
- Share NQT Induction policy.
- School orientation (safeguarding, who's who, main policies, ICT access, etc).
- Check that IC, tutor and NQT accounts are all set up on NQT Manager.
- Review targets and areas of focus from ITT.
- Draft targets for initial phase of induction.
- Introduce NQT to online CPD available through the Sussex TSA appropriate body.
- Arrange first formal observation (this must take place in the first four weeks).
- Review of first formal observation.
- Confirm action plan (example in Appendices) for Term 1 and 2.
- On-going tutor meetings, CPD (this must include a CPD session with the SENCO) and support (this must include support at parent consultation evenings throughout the year).
- Second formal observation (this must occur prior to the first assessment).
- Review meeting to draft first assessment.
- Complete and submit the first assessment.

#### Term 3 and 4.

- Targets and areas for development in the first assessment used to update action plan for Term 3 and 4.

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<sup>2</sup> Given as a six Term year.





- On-going tutor meetings, CPD and support.
- Third formal observation (this must occur prior to the second assessment).
- Review meeting to draft second assessment.
- Complete and submit the second assessment.

#### Term 5 and 6.

- Targets and areas for development in the second assessment used to update action plan for Term 5 and 6.
- On-going tutor meetings, CPD and support.
- Fourth formal observation (this must occur prior to the final assessment).
- Review meeting to discuss the NQT portfolio for the year and draft final assessment.
- Complete and submit the final assessment.
- Prepare NQT for second year of ECF.

## SECTION 2 : Assessing and Supporting Progress

All progress in the NQT induction period should reference the [Teacher Standards](#).

### Assessing Progress

The first and second assessment forms are formative. They are not submitted to the TRA. The final assessment is summative, determines whether the NQT has successfully completed their induction and is submitted to the TRA.

A formative interim assessment is completed if a NQT leaves their school prior to the conclusion of the induction period.

### Completing an assessment.

All assessments are completed online through [NQT Manager](#).

- The assessments are filled in by the tutor and/or IC.
- After the IC has digitally signed the assessment a notification is automatically sent to the NQT.
- The NQT reads the assessment, indicates that they have had a review meeting prior to the assessment and fills in the NQT comment section.
- In the comment section the NQT must, as a minimum: state whether they have been in receipt of an induction programme; confirm that they have read and understood the targets set; and indicate what next steps they intend to take.
- After the NQT has digitally signed the assessment a notification is automatically sent to the headteacher.
- The assessment can only be reviewed and authorised by the appropriate body after the headteacher has digitally signed it.

### First and second assessments.

The formative nature of the first and second assessments provides the NQT, headteacher, tutor, IC and appropriate body with an indication of the level of progress.

The levels of progress are:

- A. The NQT is making excellent progress towards meeting the Teachers' Standards
- B. The NQT is making good progress towards meeting the Teachers' Standards
- C. The NQT is making a satisfactory level of progress but will require improvement and the NQT has been advised of the areas for improvement
- D. There are some concerns over the NQT's progress and these are being addressed including providing the NQT with an action plan
- E. The NQT's performance indicates that he/she is not making satisfactory progress towards meeting the Teachers' Standards for the satisfactory completion of the induction. A support plan has been completed.

The level of progress should be discussed with the NQT, prior to submission of the assessment form. The NQT must be given an opportunity to comment on the content of the assessment form.

## Cause for concern.

If 'D.' or 'E.' is marked in the first or second assessments, following a discussion with the IC, the headteacher should conduct their own observation of the NQT's teaching in an arranged formal observation. If the headteacher is satisfied that there is cause for concern the headteacher must explain to the NQT that they will be moved to a support plan and what the consequences are of failure to complete the induction period satisfactorily. It is advisable that the meeting with the headteacher is minuted and that the NQT is provided with the opportunity to be accompanied by a representative of their professional association. NQTs, if they are suffering for instance from stress and anxiety, are recommended as well as seeking support from colleagues, to contact a support network such as the [Education Support Partnership](#). The NQT should also be provided with the contact details of the appropriate body designated lead.

Your designated lead Sussex NQT appropriate body is Stephen Calladine-Evans.

The contact details for the Sussex NQT appropriate body team are:

- Helpdesk - through your NQT Manager account.
- Email - [nqt@strichardscc.com](mailto:nqt@strichardscc.com)
- Telephone - 01424 731070 (ext 289)

## Support plan.

The NQT should be moved from an action plan to a support plan (example in Appendices). A support plan should focus on small steps progress towards the aspects for development identified in the assessment.

The support plan should be reviewed and updated at least once every two weeks.

The NQT remains on the support plan until they are no longer considered a cause for concern by the school.

## Informing the appropriate body.

The IC or headteacher should alert the appropriate body ([nqt@strichardscc.com](mailto:nqt@strichardscc.com)) that the NQT is a cause for concern and attaching the first support plan.

The first and subsequently updated support plans should be uploaded to the Documents section in the NQT's details on NQT Manager.

The school should update the appropriate body regularly on the NQT's progress and when they are no longer a cause for concern.

## Capability issues.

The statutory regulations do not permit the granting of an extension based solely on poor performance.

In very rare cases, it may become apparent that the education of pupils being taught by the NQT is being seriously affected or there are serious or continued breaches of professional conduct.

In such instances the headteacher may wish to consider instigating a capability procedure at any 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 school, the induction procedure continues in parallel with the capability procedure.

When instigating a capability procedure, it is important that the headteacher is assured that the following has taken place:

1. The NQT's performance has been fully monitored and evidenced with feedback to the NQT.
2. The NQT has been clearly advised about the aspects of their practice that are causing concern and understands the improvements that are expected.
3. Except in serious or repeated breaches of professional conduct, a reasonable and time-limited period (at least four weeks) of careful and structured support or training, monitoring, evaluation and evidence gathering has taken place, giving the NQT an opportunity to improve.
4. The NQT has been given an informal warning that failure to improve may lead to entry to the formal capability procedure and that this may lead to dismissal.
5. A discussion has taken place with the designated lead for the appropriate body.
6. The IC has liaised with appropriate personnel in the school and/or MAT.

Before making a decision to place an NQT on capability procedures, the concerns should be discussed with the relevant source of HR support for school (ie: MAT or county HR team). The NQT should be advised by the school to seek support from their professional association. If they are suffering from stress and anxiety, NQTs are recommended, as well as seeking support from colleagues, to contact a support network such as the [Education Support Partnership](#).

The induction procedure should provide the appropriate structure to cover the requirements of points 1-6 above. It is essential that the warning about the capability procedure and the possibility of dismissal (point 4) is given in addition.

If an NQT withdraws from their post or is dismissed on grounds of capability before the end of the induction period, they may seek to complete induction at another school.

If an NQT leaves during the period between the second and final assessments, an interim assessment form should be completed and submitted to the appropriate body ([nqt@strichardsgcc.com](mailto:nqt@strichardsgcc.com)).

## Extensions to the induction period

An extension to the induction period may be required in the following circumstances:

- Absence in excess of 30 working days (including INSET).
- Prolonged absence of the tutor or induction coordinator in circumstances where the school has been unable to make a reasonable substitution

In these instances, if there is a detrimental effect on the NQT's performance, there may be grounds for the school to discuss with the NQT, if their progress is unsatisfactory, the award of an extension to their induction year.

The headteacher should contact the designated lead of the appropriate body to discuss any extension.

Your designated lead Sussex NQT appropriate body is Stephen Calladine-Evans.



The contact details for the Sussex NQT appropriate body team are:

- Helpdesk - through your NQT Manager account.
- Email - [nqt@strichardsgcc.com](mailto:nqt@strichardsgcc.com)
- Telephone - 01424 731070 (ext 289)

The AB induction panel will consider each case individually on its merits.

## Final assessment.

The final assessment is summative. The school indicates that the NQT either is making progress towards meeting the teacher standards or is not making progress towards meeting the teacher standards.

### Failure to make progress.

Failure to make progress towards meeting the teacher standards is extremely rare. It should never be a surprise to the NQT and should come as the culmination of the cause for concern procedures.

The legal responsibility for the decision to award failure to make progress sits with the headteacher.

The school must be able to satisfy the appropriate body that it has detailed evidence to show that all necessary steps were taken by the school in regard to cause for concern and that there were no surprises for the NQT in the decision to award failure to make progress.

The NQT has a [right of appeal](#) in the case of a failure to make progress.

### Making progress.

The period of NQT induction is successfully concluded when the headteacher judges that the NQT is making progress towards the teacher standard in the final assessment.

Data regarding successful completions is uploaded to the TRA by the appropriate body three times in an academic year.

When the notification is received by the TRA it will send an automated email to the NQT informing them that their period of induction has been successfully completed. The email will include a link to a completion certificate which the NQT should save.

## Professional development.

Professional development for NQTs is principally the responsibility of the school. It is important the NQT understands that professional development is more than attending a face to face or online course. We recommend that the NQT maintains a professional development record (example in Appendices).

School-based professional development may include:

- Observing other teachers
- Shadowing a colleague
- Visiting other schools
- Networking or sharing practice
- Observing or working with a visitor, for example an artist in residence
- Coordinating or taking the lead in providing school-based development opportunities

- Assisting a subject leader
- Leading a special initiative in school
- Action research on teaching and learning
- Contributing to a professional publication
- Mentoring or coaching a colleague or trainee
- Contributing to a working group
- Participating in interviews
- Reviewing others' performance
- Being a representative of a professional association
- Being a governor
- Working with external agencies, for example educational psychologists
- Liaising with examination boards
- Collaborating with community agencies
- Liaising with schools in the same or a different phase
- Arranging or leading off-site visits, for example study visits
- Taking part in conferences or seminars
- Participating in or leading school-based INSET
- Studying for an accredited qualification
- Organising displays, exhibitions or special events

Sussex TSA appropriate body supports professional development through:

1. [Online CPD for NQTs](#).
2. Face to face CPD provided by teaching schools for NQTs. Information and booking through the Courses section of your NQT Manager account.
3. [Online CPD for IC and tutors](#).

## Opportunities

The IC or tutor should provide NQTs with guidance and support in accessing their professional development opportunities. The 10% reduction on a fully qualified teacher's timetable is there to enable NQTs to develop their knowledge, skills and abilities within the school context.

It is good practice for NQTs to maintain a professional portfolio, in which they can record their professional development and the impact that this has had their teaching and the pupils' learning.

## Lesson planning and observation

### Frequency of observation.

NQTs should be observed teaching at least once in any six- to eight-week period, i.e. once each term (in a six-term year), including within their first four weeks in post.

NQTs should also be involved in observing the lessons of other more experienced teachers as part of their induction programme. In both cases links to the Teachers' Standards must be made.

## Focus of observations.

NQT observations should focus on particular aspects of their teaching, with the focus informed by objectives identified in their action plan. Similarly, when they are observing other colleagues it is good practice to have a clearly identified and agreed objective or focus. The focus should be related to the Teachers' Standards.

## Protocols for observations.

### Recording observations

Observations should follow arrangements that are agreed in advance and there should always be a follow-up discussion.

A brief written record should also be made on each occasion. This is also important for NQTs when observing other teachers. This record should relate to their objectives for development, indicating clearly what progress is being made towards those objectives and also any further steps that need to be taken. If, as a result of the observation, new objectives are identified, these should be recorded in a revised action plan at the review meeting and added into the NQTs portfolio.

### Observers

The IC is likely to undertake most of the formal observations of a NQT's teaching. In larger schools a tutor may also be involved in observation and feedback activities. As deemed fit by the headteacher, other people from within or outside the school may also be involved in observations, for example teachers with particular specialisms or responsibilities; members of the school's senior management team; specialist leaders of education; and consultants. Such observations should be coordinated by the IC.

### Suggested steps in setting up a lesson observation

- Agree the lesson plan format and observation document if being used. Please note that it is not appropriate to use appraisal/performance management documentation in NQT observations.
- Agree the focus which should include the standards being addressed.
- Agree the lesson to be observed.
- Agree the role of the observer in the classroom (for example, fly on the wall or participating).
- Carry out the observation, making a written record.
- Give detailed constructive feedback as soon as possible, basing feedback on facts and not opinions. Effective feedback is focussed on exploring 'what has gone well' and aspects that could be 'even better if'
- Summarise the main points, agree objectives and actions to be taken, and set a focus for the next observation, which should be included in the next action plan.

If the NQT is observing another colleague, all of the points above also apply.

There are many versions of lesson observation forms and it is at the discretion of the school to determine the exact format. An example is included in the appendices.

## Guidance for lesson observation feedback

- Arrange to give feedback as soon as possible after the observation, once you have had sufficient time for reflection.
- Allocate sufficient time for discussion and give feedback in a quiet, friendly environment.
- Focus your comments on the quality of the learning and teaching, according to the agreed focus of the observation.
- Combat self-criticism by the teacher. Aim for a ratio of three good features to one area for improvement (three stars and a wish!). Be positive: say what went well and point out improvements in a constructive way. Give praise and acknowledge successful features.
- Be clear about what you think are areas for development. Limit yourself to one or two areas for improvement, three at the most. Don't make all the positive points first and then turn to the negative. Finish on a positive note!

Make sure that any improvements you recommend are achievable through practical steps, and that you identify suitable support to help the NQT achieve the targets you are setting.

Share a written record of your observation with the teacher. Agree the format in advance, and whether you will use your observation notes or a second draft. Formal observations for assessment purposes should be copied to the Headteacher for the NQTs file.

## Review meetings

### When?

A formal review meeting should take place between the NQT and IC towards the end of each term (i.e. six times a year, in a six-term year). The IC may delegate this responsibility to an experienced tutor.

It is strongly recommended that NQTs have regular meetings with the IC or tutor in between their statutory review meetings.

### What is reviewed?

NQTs' progress in working towards and meeting the Teachers' Standards at Induction level will be the focus of these meetings, along with lesson observations, CPD activities undertaken and other evidence.

### Action planning

During the meeting, action plans and actions from previous review meetings will be reflected on and new action plans drawn up responding to progress made, development needs, standards to be addressed, support required and CPD activities.





These action plans should be used as a working document to refer to, annotate and modify as a result of what the NQT has been doing, encouraging them to reflect on their progress as a teacher.

A written record of these meetings and action plans must be kept by both the NQT and induction tutor.

## The formal assessment meeting

### When?

A formal assessment meeting should take place between the NQT and IC or headteacher towards the end of the second, fourth and sixth terms (in a six-term year). As part of the assessment the IC or headteacher will observe the NQT teaching.

### What is assessed?

During the meetings, the NQT's progress towards meeting the standards will be formally assessed. The following evidence will be referred to in these meetings: self-review against the standards; lesson observations; CPD activities; records of review meetings; action plans; planning; along with any other relevant evidence such as exercise books or planning folders.

### The assessment form

After each meeting the IC or headteacher should complete the assessment form, on which he or she will make comments on the NQT's progress towards meeting the standards and an overall judgement about whether the NQT is making satisfactory progress.

Examples of completed assessment forms are provided in the Resources section of your NQT Manager account.

## SECTION 4 Quality assurance

### Roles and responsibilities

The Sussex Teaching Schools Alliance (appropriate body) are responsible for:

- quality assuring schools' induction process is in accordance with statutory guidance
- providing a named contact for the school and NQT
- deciding whether or not to uphold the headteacher's judgement in the final assessment
- making sure that headteachers and IC are aware of what their responsibilities are
- checking that the NQT is receiving appropriate support if the school is concerned about their progress;
- providing access to a range of appropriate professional development
- informing the TRA of the outcome of the NQT's Induction, so that their name can be officially recorded as a fully fledged member of the profession.

The school's governing body is responsible for:

taking into account the school's responsibility to provide the necessary monitoring, support and assessment for NQTs when appointing new staff;  
seeking guidance, if it so wishes, on induction arrangements and the roles of the headteacher and other staff in this process.

The headteacher is responsible for:

- coordinating and organising the school's arrangements for induction and making sure that the induction programme is of the highest quality
- recommending to the AB, at the end of the induction period, whether the NQT has met the Teachers' Standards at induction level and are a fully fledged member of the profession
- keeping the governors of the school informed about arrangements for induction in general, and of an NQT's progress
- recording on NQT Manager if the NQT joins and leaves the school.

In larger schools the headteacher may delegate some or all of these responsibilities to the Induction Coordinator (IC).

The IC is responsible for:

- knowing what support the NQT is entitled to and making sure that this is provided
- organising, in consultation with the NQT, a programme of monitoring, professional development, support and assessment
- supervising the NQT tutor activities
- coordinating observations and feedback of teaching
- making fair and rigorous judgements about performance
- ensuring that records are kept of all observations, meetings and support activities

- making the NQT, headteacher and appropriate body aware immediately if there are any concerns about the NQT's progress which may have a bearing on their final assessment;
- ensuring that where responsibilities for support and assessment are separated, all concerned have a clear understanding of who is responsible for what.

In larger schools NQTs may have a tutor to whom the IC will delegate some induction responsibilities.

## The NQT induction quality assurance visit.

Quality assurance visits are part of the overall quality assurance systems of the NQT Induction Service which includes:

- Review and moderation of NQT assessments
- Bespoke support visits to schools
- Mentor support and high quality training
- Sampling of NQT engagement with NQT Manager systems.
- Tracking of NQT progress
- Online quality assurance audits

Visits to schools are an opportunity to:

- To identify to what extent the school based process matches the requirements of NQT Induction.
- Meet NQTs and gain insight into their induction.
- Provide tutors/mentors with an opportunity to share the strengths of their provision and receive feedback on their systems and processes
- Stimulate Professional dialogue about the development of new teachers to the profession.

## Structure of the visit

As a guideline each part of the visit should aim to be approximately half an hour long. A school with 1 NQT would expect a visit to be conducted in approximately 1.5 hours.

Venue, the school needs to provide an office space where the visit can occur in a confidential manner without disruption. A staffroom or classroom would not be appropriate.

Part 1 - Meet the IC/tutor to discuss NQT Induction processes, progress, concerns.

Part 2 - Meet the NQT(s) individually to discuss aspects of their induction and their progress. Where the school has a number of NQTs a sample number should be agreed with the school.

Part 3 - Feedback to the IC and headteacher and agree the strengths and areas for development.

It is a requirement of the service that all visits are conducted in the following way:

1. Schools are contacted with at least 4 school weeks notice to arrange suitable dates and times for the moderation visit.
2. Arrangements are confirmed prior to the visit
3. Where issues arise the visitor approaches the concern from the point of view of curiosity as opposed to judgement.
4. No surprises, nothing should be recorded after the visit that was not discussed in the visit.
5. The QA moderation document should be returned to the school within 10 school days of the visit taking place.
6. A record of the audit will be retained by the appropriate body for three years.

## Alternatives to school visit quality assurance.

As part of our commitment to reducing the environmental impact of appropriate body activities school visit quality assurance may be replaced by:

1. An online version of the audit document for the school to complete.
2. An online discussion with the IC about the information provided in the audit document.
3. An online discussion with NQT/s about their experience of induction.
4. The quality assurance moderation audit completed and sent to the IC or headteacher within 5 school days.
5. A record of the audit will be retained by the appropriate body for three years.

## Appendices.

### Appendix One Privacy Policy.

The policy: This privacy policy notice is for the web based service NQT Manager, provided through Sussex Teaching School Alliances NQT Service and governs the privacy of those who use it. The purpose of this policy is to explain to you how we control, process, handle and protect your personal information while browsing or using this website, including your rights under current laws and regulations. If you do not agree to the following policy you may wish to cease viewing / using this website.

#### **Policy key definitions:**

"I", "our", "us", or "we" refer to the business, East Sussex Teaching School Alliances NQT Service.

"you", "the user" refer to the person(s) using this website.

GDPR means General Data Protection Act.

PECR means Privacy & Electronic Communications Regulation.

ICO means Information Commissioner's Office.

Cookies mean small files stored on a users computer or device.

Processing of your personal data

Under the GDPR (General Data Protection Regulation) we control and / or process any personal information about you electronically using the following lawful basis.

#### **Lawful basis: Consent**

The reason we use this basis: by completing the content request form or contact form you are consenting to Sussex Teaching School Alliances NQT Service holding your data as submitted.

We process your information in the following ways: to send or release the content that you have requested; to contact you regarding a service or product that you have indicated interest in; and to distribute related content.

Data retention period: We will continue to process your information under this basis until you withdraw consent or it is determined your consent no longer exists.

Sharing your information: We do not share your information with third parties.

#### **Your individual rights**

Under the GDPR your rights are as follows:

- the right to be informed;
- the right of access;
- the right to rectification;
- the right to erasure;
- the right to restrict processing;



- the right to data portability;
- the right to object; and
- the right not to be subject to automated decision-making including profiling.

You also have the right to complain to the ICO [[www.ico.org.uk](http://www.ico.org.uk)] if you feel there is a problem with the way we are handling your data.

We handle subject access requests in accordance with the GDPR.

### **Internet cookies**

We use cookies on this website to provide you with a better user experience. We do this by placing a small text file on your device / computer hard drive to track how you use the website, to record or log whether you have seen particular messages that we display, to keep you logged into the website where applicable, to display relevant adverts or content, referred you to a third party website.

Some cookies are required to enjoy and use the full functionality of the website.

We use a cookie control system which allows you to accept the use of cookies, and control which cookies are saved to your device / computer. Some cookies will be saved for specific time periods, where others may last indefinitely. Your web browser should provide you with the controls to manage and delete cookies from your device, please see your web browser options.

### **Data security and protection**

We ensure the security of any personal information we hold by using secure data storage technologies and precise procedures in how we store, access and manage that information. To the best of our understanding our methods meet the GDPR compliance requirement.

### **Email marketing messages & subscription**

Under the GDPR we use the consent lawful basis for anyone subscribing to our system or marketing mailing list. We only collect certain data about you, as detailed in the "Processing of your personal data" above. Any email marketing messages we send are done so through an EMS, email marketing service provider. An EMS is a third party service provider of software / applications that allows marketers to send out email marketing campaigns to a list of users.

Email marketing messages that we send may contain tracking beacons / tracked clickable links or similar server technologies in order to track subscriber activity within email marketing messages. Where used, such marketing messages may record a range of data such as; times, dates, I.P addresses, opens, clicks, forwards, geographic and demographic data. Such data, within its limitations will show the activity each subscriber made for that email campaign.

To the best of our understanding, any email messages we send are in accordance with the GDPR and the PECR. We provide you with an easy method to withdraw your consent (unsubscribe) or manage your preferences / the information we hold about you at any time. See any marketing messages for instructions on how to unsubscribe or manage your preferences.

## Appendix Two NQT Induction Policy

### Example school policy for the Induction of Newly Qualified Teachers (NQTs)

..... School/Academy

#### Overview

The school/academy's induction programme ensures an effective transition from Initial Teacher Training into the teaching profession, enabling NQTs to establish a secure foundation upon which to build a successful teaching career.

During the induction period NQTs benefit from a supportive start to their teaching career through appropriate challenge and development opportunities.

The NQT induction programme has been designed to meet statutory requirements and support the professional development of NQTs.

The programme provides:

- a high quality transition from teacher training, continuing to support NQTs in meeting their development needs in their Induction year
- effective and timely support to the NQT
- an individualised development and support programme
- high quality mentoring including providing NQTs with examples of good classroom practice
- support to the NQT in forming effective professional relationships with all members of the school community
- opportunities to recognise and celebrate success
- the development of reflective skills in their practice
- support in addressing development needs and if necessary areas of progress concern
- longer-term professional development.

#### Roles and responsibilities

##### The Governing Body

The governing body must be satisfied that the school has the capacity to support the NQT and that the headteacher/principal is fulfilling their responsibilities.

Careful consideration should be given, prior to any decision to appoint an NQT, as to whether the school currently has the capacity to fulfil all of its obligations during the induction period.

##### The Headteacher/Principal

The Headteacher/Principal ensures the process for the induction of NQTs to the school.

They will ensure:

- a high quality induction programme and support are in place, including all pre-employment requirements are carried out
- the NQT has the opportunity to meet with key staff prior to the start of their Induction year
- that the NQT is formally observed within four weeks of commencing Induction
- observe and, if needed, give support and advice to an NQT at risk of failing to meet the Teachers' Standards
- recommendation to the Appropriate Body of successful completion of the Induction period
- keep the Governing Body aware and up to date about induction arrangements and NQT progress.

### **Induction Tutor**

The Induction Tutor is responsible for:

- the management and supervision of the NQT's development during their Induction period
- support and guidance, providing additional support where needed
- a fair and consistent assessment of the NQT's progress
- ensuring the Teachers' Standards are being met
- at all times keeping progress records and monitoring the quality of provision
- completion with the NQT of three assessment forms over the Induction period.

### **The NQT's induction programme**

The induction programme ensures that NQTs are provided with individualised support and monitoring to help them fulfil their professional duties and meet the requirements for satisfactory completion of Induction.

It builds on prior knowledge and skills in their Initial Teacher Training in meeting the Teachers' Standards in their Induction period.

The programme will include the following.

- Prior to the start of the Induction year, the NQT receives documentation which will help them become familiar with the school's systems and expectations.
- Have the opportunity to visit the school and meet key staff with whom they will be working, including their induction tutor.
- Receive information about the class or classes they will be teaching to be able to begin planning.
- Have an introductory meeting with their induction tutor.
- Access to an Induction programme that will commence upon appointment, with review at the required assessment points and a final review after one full-time year in post.



- An individualised programme of monitoring and support, adapted to their needs as the year progresses.
- A 10% reduced timetable. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. The additional 10% for NQTs to be used for CPD activities.
- Support from a designated induction tutor. In a small school this could be the headteacher, in another school a senior member of staff. In larger schools it could be a team leader or a suitably experienced teacher.
- Focused observation of teaching and a follow-up discussion. NQTs should be observed at least once in every term (in a six-term year). The first observation should be within the first four weeks in school. They should have the opportunity for a follow-up discussion and should receive a written record of each observation.
- At least one professional review meeting with their induction tutor every term (in a six-term year) to discuss their progress, set new targets and identify any support they may need.
- Three formal assessment meetings of their performance measured against the Teachers' Standards.
- The opportunity to observe experienced teachers in their own school, and in another school, where particular areas of good practice have been identified.
- A planned programme of CPD, to be organised by the school and to take place within their 10% timetabled allocation. The programme of CPD should be based on their strengths and areas for development, identified in their self-review against the Teachers' Standards. Part of the programme of CPD may also involve attending training sessions and courses organised by Sussex Teaching Schools or other providers.
- Opportunities to work with the school SENCO or another teacher with significant expertise in teaching SEN pupils.
- Support for parents' meetings.
- A named contact with whom they can get in touch to discuss any difficulties with induction that they have not been able to resolve in school. The contact is for schools using Sussex Teaching School Alliance as its Appropriate Body.

### **Assessment and Quality Assurance**

The assessment of a NQT's progress will be rigorous, fair and objective.

- The criteria and timings used for formal assessments will be shared and agreed in advance.
- Using both formative assessment (e.g. lesson observations and target setting) and summative assessment (assessment forms).

- Assessment will draw on views from teaching staff who are supporting the NQT's progress.
- Assessment forms should include details of:
  - evidence of strengths and areas requiring development
  - evidence used to inform judgements
  - targets for the next assessment period and, for the final assessment, beyond Induction
  - support and development opportunities provided by the school.
- As well as formal observations of teaching, assessments should include evidence from planning, pupils' work, progress data and the NQT's relationships with staff, students and parents.
- The Induction mentor will ensure that assessment procedures are consistently applied.
- Copies of records and assessment forms will be forwarded to the NQT for their comment.
- Each year, the school will undertake Quality Assurance of their NQT procedures using the Sussex TSA NQT audit (available in Resources on NQT Manager), ensuring that suitably experienced mentors are supporting the NQT's progress.

### **Progress concerns**

From time to time NQTs may experience progress concerns.

For NQTs not meeting particular Teachers' Standards, the following procedures will be put into place.

- Additional support provided to include a Support plan with milestones and targets set against the relevant Teachers' Standards.
- A Support plan provided with specific steps outlined for securing an improvement in practice.
- A record kept of weekly meetings.
- Experienced colleagues modelling good practice to address particular areas of teaching.
- The Appropriate Body kept informed of the NQT's progress concerns and support provided.
- Where an NQT advises there are mitigating reasons for the progress concerns, consideration will be given and any reasonable adjustments to their teaching will be made where possible to support the NQT's development needs.
- If an NQT has a declared disability that may be affecting their performance this will be discussed with the Appropriate Body to support the NQT and any reasonable adjustments to their teaching will be made where possible.



- In the weeks prior to the assessment form submission, the NQT be advised of the likely progress grading to be given. If necessary where concerns continue, prior to the commencement of their final assessment period, the NQT is advised of the risk of failure to successfully complete Induction.
- Where there are mitigating reasons, an extension to Induction may be considered.

Where an NQT has continuing progress concerns, further support and advice will be given.

The named Appropriate Body contact will be informed as soon as it becomes clear an NQT is at risk of not meeting one or more of the Teachers' Standards. The NQT to be advised they can discuss concerns with the named contact.

If an NQT has concerns about their induction mentoring and support, these should be raised with their school mentor in the first instance. Where the school is not able to resolve the concern the NQT should raise concerns with the named Appropriate Body contact.

## Appendix Three Action Plan Outline.

Term			
Aspect for development (Teacher Standard number)	Target	Completion or Progress review date	Support/CPD

## Appendix Four Professional Development record.

	Title and date				
Online CPD					
Face to face CPD (external)					
Face to face CPD (in-school)					
Opportunity to observe practice (external)					
Meeting with SENCO					
Research or reading activity					
Whole school INSET					
Subject INSET					
Year group INSET					
Whole school twilight CPD					

The following table should be copied and filled as required throughout induction.

Title of CPD	
Teacher Standard	
Learning points	
Actions	



## Appendix Five Support Plan outline.

A support plan should focus on small steps progress towards the aspects for development identified in the assessment.

The support plan should be reviewed and updated at least once every two weeks.

The NQT remains on the support plan until they are no longer considered a cause for concern by the school.

Week beginning			
Aspect for development (taken from assessment)	Success criteria	Support/CPD	Outcome/Review

## Appendix Six Lesson Observation Form

Observation date and time:	
Observer:	
Focus of observation:	
Teachers' Standard/s related to observation focus:	
Contextual information (ie: class, SEND, PP, etc)	
Lesson plan available?	Y/N
What went well	Even better if
Recommended actions from the observation:	
Signed (observer)	



## Appendix Seven Quality Assurance Audit

Sussex Teaching School Alliances NQT Induction QA School Visit Moderation Document		
<b>School</b>		
<b>Headteacher</b>		
<b>Induction coordinator</b>		
<b>Auditor</b>		
<b>Date of visit</b>		
<b>Summary of evidence (Please tick)</b>	<input type="checkbox"/> QA Form <input type="checkbox"/> Induction Policy	<input type="checkbox"/> IC/Tutor <input type="checkbox"/> Discussion with NQT
<b>Induction Assurance Focus</b>	<b>Good practice to be discussed</b>	<b>Moderator Notes – Strengths and Areas for Development</b>
<b>Regular meetings with Mentor and Planned Professional Study Sessions</b>	Regular mentor meetings ie weekly at first or bi weekly and Professional Studies Sessions	
<b>10% teaching timetable reduction</b>	Additional time for PPA compared to other staff	
<b>10% PPA time</b>	As for other staff	
<b>CPD needs analysis and CPD activities undertaken including observation opportunities</b>	The NQT has identified with the induction tutor their development needs and these are being met through CPD activities. Opportunities provided for NQT to undertake a range of CPD. A record is kept by the NQT and copied to the IC.	
<b>Professional Portfolio</b>	The NQT maintains a record of their reflections on their teaching on their teaching and on their pupils' progress. This may be a hard copy or online on NQT Manager.	
<b>Use of the Teachers' Standards and guidance</b>	Progress through the standards is regularly monitored. Standards referenced in action plans and CPD activities.	
<b>Lesson observations</b>	An observation takes place in the first four weeks of the first term. Observations take place prior to each termly review meeting.	

	Observations are linked to action plans and Teachers Standards. The planned focus of each observation is linked to the action plan in agreement with the NQT.	
<b>Review Meetings</b>	The NQT's observation feedback is reviewed and progress against the Teachers' Standards is formally reviewed. The NQT has the opportunity to raise any issues or concerns and identify any development needs.	
<b>Action plans</b>	The NQT has an action plan which he/she works to which is reviewed and updated at each review meeting. Action plan is based on areas for development identified through the use of the Teachers' Standards, lesson observations and any needs identified by the NQT or the IC.	
<b>Formal Assessment meetings</b>	These meetings are informed by written reports from at least 2 lesson observations, one of which must be a formal observation.	
<b>Accountabilities</b>	<input type="checkbox"/> The IC regularly informs the headteacher of the NQT's progress <input type="checkbox"/> The headteacher ensures that there are effective procedures in place to monitor the induction programme and processes within the school. <input type="checkbox"/> The governing body is kept informed of the progress the NQT is making towards the core standards	
<b>Failure to progress against standards</b>	<input type="checkbox"/> The school is aware of the procedures to follow if an NQT is failing to make progress against the core	
<b>Signed Headteacher/IC</b>		<b>Full Name:</b>
<b>Signed Auditor</b>		<b>Full Name:</b>
<b>Date of QA Visit</b>		<b>Date of report</b>
<b>Summary of Induction processes key strengths and areas identified for development</b>		
<b>Any further Support required</b>		



**Sussex**

*Teaching School Alliances*

## Appendix Eight Teachers' Standards

Teaching Standards Description
<b>1. Set high expectations which inspire, motivate and challenge pupils</b>
<ul style="list-style-type: none"> <li>establish a safe and stimulating environment for pupils, rooted in mutual respect</li> </ul>
<ul style="list-style-type: none"> <li>set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> </ul>
<ul style="list-style-type: none"> <li>demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li> </ul>
<b>2. Promote good progress and outcomes by pupils</b>
<ul style="list-style-type: none"> <li>be accountable for pupils' attainment, progress and outcomes</li> </ul>
<ul style="list-style-type: none"> <li>be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> </ul>
<ul style="list-style-type: none"> <li>guide pupils to reflect on the progress they have made and their emerging needs</li> </ul>
<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> </ul>
<ul style="list-style-type: none"> <li>encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>
<b>3. Demonstrate good subject and curriculum knowledge</b>
<ul style="list-style-type: none"> <li>have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> </ul>
<ul style="list-style-type: none"> <li>demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> </ul>
<ul style="list-style-type: none"> <li>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</li> </ul>
<ul style="list-style-type: none"> <li>if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> </ul>
<ul style="list-style-type: none"> <li>if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>
<b>4. Plan and teach well-structured lessons</b>
<ul style="list-style-type: none"> <li>impart knowledge and develop understanding through effective use of lesson time</li> </ul>
<ul style="list-style-type: none"> <li>promote a love of learning and children's intellectual curiosity</li> </ul>
<ul style="list-style-type: none"> <li>set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> </ul>
<ul style="list-style-type: none"> <li>reflect systematically on the effectiveness of lessons and approaches to teaching</li> </ul>
<ul style="list-style-type: none"> <li>contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>
<b>5. Adapt teaching to respond to the strengths and needs of all pupils</b>
<ul style="list-style-type: none"> <li>know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> </ul>
<ul style="list-style-type: none"> <li>have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> </ul>

<ul style="list-style-type: none"> <li>● 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</li> </ul>
<ul style="list-style-type: none"> <li>● 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.</li> </ul>
<p><b>6. Make accurate and productive use of assessment</b></p>
<ul style="list-style-type: none"> <li>● know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> </ul>
<ul style="list-style-type: none"> <li>● make use of formative and summative assessment to secure pupils' progress</li> </ul>
<ul style="list-style-type: none"> <li>● use relevant data to monitor progress, set targets, and plan subsequent lessons</li> </ul>
<ul style="list-style-type: none"> <li>● give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>
<p><b>7. Manage behaviour effectively to ensure a good and safe learning environment</b></p>
<ul style="list-style-type: none"> <li>● 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</li> </ul>
<ul style="list-style-type: none"> <li>● have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> </ul>
<ul style="list-style-type: none"> <li>● manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> </ul>
<ul style="list-style-type: none"> <li>● maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>
<p><b>8. Fulfil wider professional responsibilities</b></p>
<ul style="list-style-type: none"> <li>● make a positive contribution to the wider life and ethos of the school</li> </ul>
<ul style="list-style-type: none"> <li>● develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> </ul>
<ul style="list-style-type: none"> <li>● deploy support staff effectively</li> </ul>
<ul style="list-style-type: none"> <li>● take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> </ul>
<ul style="list-style-type: none"> <li>● communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>