

# Newly Qualified Teacher (NQT)

## Induction Essentials

### NQT Induction

The checklist below outlines the essential information to consider when undertaking the role of a Newly Qualified Teacher (NQT) induction tutor.

#### Knowledge

Key personnel within appropriate body (local authority or independent schools council teacher induction panel)

- Newly qualified teacher (NQT) induction coordinator
- NQT administrator
- Named contact for NQTs

#### Key documentation for NQT induction

- Statutory guidance on induction for newly qualified teachers in England
- Guidance on professional standards for teachers: supporting the induction process (PDF, 126 KB)
- NQT self-evaluation tool (career entry and development profile)
- Know how to complete assessment form so that the appropriate body can be satisfied that all requirements and entitlements are being met
- School policies and processes
- School continuing professional development (CPD) programme and how induction fits into wider school context

#### Skills

- Efficient personal organisation and time management
- Confidence in carrying out developmental observation and feedback
- Coaching and mentoring
- Effective communication skills
- Experienced in evaluating evidence
- Identifying strategies to support development and progression for NQTs

#### Responsibilities

- Provide or coordinate guidance and effective support, including coaching and mentoring.
- Carry out six reviews of progress during the induction period
- Undertake three formal assessment meetings during the total induction period, coordinating input from other colleagues as appropriate
- Ensure that at least six observations of the NQT's teaching take place and that the NQT is provided with copies of written feedback records
- Ensure the NQT understands the roles of those involved in induction, including their entitlements and responsibility to take an active role in their own development
- Work with the NQT to organise and implement a personalised programme of monitoring, support and assessment that takes into account the NQT's identified needs and strengths, the core standards, and the specific context of the school or college
- In a further education institution or sixth form college, ensure the NQT is supported during the required school experience and placement for teaching children of compulsory school age

- Ensure dated records of monitoring and support are kept, plus formative and summative assessment activities undertaken, and their outcomes
- Take advantage of training for your role as induction tutor

## Statutory requirements

Successful completion of an induction programme is a statutory requirement for a teacher with qualified teacher status (QTS) to continue teaching in a maintained school or nursery, a non-maintained special school or pupil referral unit, subject to certain exceptions (as set out in regulations).

During the induction period an NQT must receive:

- 1) **A reduced timetable** (in addition to statutory 10 per cent planning, preparation and assessment time)
- 2) **Adequate support** – the statutory induction guidance suggests all NQTs should have:
  - a designated induction tutor
  - a personalised programme of professional development activities including regular observations and feedback
  - regular reviews of progress towards meeting the core standards
  - a named contact outside school or college with whom they can discuss concerns that go beyond the school/college, or are not addressed internally; this contact will normally be someone within the local authority or the Independent Schools Council Teacher Induction Panel (ISCTip) who is not directly involved in monitoring or supporting the NQT, or in making decisions about satisfactory completion of induction.

Regulations make it clear that an NQT's duties, supervision, and the conditions under which they work must enable there to be a fair and effective assessment of their conduct and efficiency as a teacher. An important element of this is ensuring that their post is suitable for induction. A suitable post is one which provides them with the tasks, experience and support that will enable them to meet the core standards, and which doesn't make unreasonable demands.

These guidelines assume that the NQT is full-time in an institution operating a three-term year and begins induction at the start of a term. The regulations provide for NQTs in non-standard circumstances, or with different work patterns, to serve a period equivalent to three terms.

- For guidance on how to determine the length of the induction period consult the statutory guidance (paragraphs 2.42–2.53) or contact your appropriate body.
- You can also use TDA induction calculator.
- To determine the length of induction refer to popular questions about induction.

### Further information

- Statutory guidance on Induction for Newly Qualified Teachers in England (Teachernet website)
- The Education (Induction Arrangements for School Teachers) (England) Regulations 2008 (OPSI website)
- Determining the appropriate body

## Roles and responsibilities

Clarity on roles and responsibilities is fundamental to positive and effective induction. The headteacher/principal, governing body and NQT all have particular responsibilities within NQT induction. Further information about these roles and responsibilities can be found by following the links:

- NQT <http://www.tda.gov.uk/teachers/induction/howinductionworks/whattoexpect.aspx>
- Headteacher <http://www.tda.gov.uk/teachers/induction/rolesandresponsibilities/headteachers.aspx>

### The role of the induction tutor

The induction tutor has day-to-day responsibility for monitoring, supporting and assessing a newly qualified teacher (NQT). They should be a member of the teaching staff with the time, skills, preparation and authority to carry out the role effectively, including making rigorous and fair judgments on progress towards meeting the core standards.

Who carries out this role will vary according to the organisation and number of NQTs. Support and monitoring/assessment functions may be split between two or more teachers, depending on the structure of the school or college. If this approach is taken, one person must have day-to-day responsibility for coordinating the induction programme. It is important for responsibilities to be clearly specified at the outset.

In small schools it may be appropriate for the headteacher to be the induction tutor, in which case it is strongly recommended that another member of staff is identified as an NQT mentor and it is particularly important that the NQT has access to any support networks such as local authority or local cluster groups of NQTs.

In larger organisations, especially where there are several NQTs, someone such as faculty head, head of department or key stage/year group leader may be designated as the NQT's induction tutor. In such models, either the headteacher/principal or appropriate senior leader should coordinate the induction programmes, reviews and assessments of the NQTs, ensuring quality of provision across the school or college.

Most schools and colleges identify a mentor or 'buddy' for each NQT; this would be someone who works closely with the NQT and provides practical, day-to-day curriculum or subject support.

The induction tutor's responsibilities include:

- providing, or coordinating, guidance and effective support, including coaching and mentoring
- carrying out six progress reviews during the induction period
- undertaking three formal assessment meetings during the total induction period, coordinating input from other colleagues as appropriate
- ensuring that at least six observations of the NQT's teaching takes place and that the NQT is provided with copies of written feedback records
- ensuring the NQT understands the roles of those involved in induction, including their entitlements and responsibility to take an active role in their own development
- working with the NQT to organise and implement a personalised programme of monitoring, support and assessment that account for their identified needs and strengths, the core standards and the specific context of the school or college

- in an further education institution or sixth form college, ensure the NQT is provided with the required school experience and placement for teaching children of compulsory school age
- ensuring dated records of monitoring and support are kept, plus formative and summative assessment activities undertaken, and their outcomes.

The induction tutor will provide formative assessment and often be involved with the headteacher/principal in the formal, summative assessment at the end of induction.

## **Record keeping**

It is important to keep induction records for each NQT and to maintain the confidentiality of these records. The induction tutor is advised to keep the following, copied for the NQT:

- A copy of the personalised induction programme
- Any notes made at or following progress or review meetings
- Records of any monitoring activities and copies of the assessment forms; NQTs should have the original copies of the assessment forms
- Details of any professional development offered and/or undertaken
- Any feedback comments on the induction process

## **External support where there is cause for concern over the NQT's progress**

If there are concerns that the NQT may not meet the core standards by the end of induction, the headteacher/principal should act early to ensure further support is arranged as soon as possible

## **Personalising the induction programme**

Each newly qualified teacher should have an individual programme of professional development, support, monitoring, and assessment.

The programme is planned by the induction tutor together with the NQT and should:

- make effective use of the 10% reduced timetable (which is in addition to PPA time entitlement for every teacher)
- include development opportunities
- ensure regular review of progress including observations and feedback
- take into account the NQT's previous experiences during and, where relevant, since initial teacher training
- in an FE institution or sixth form college, provide the NQT with the required school experience and placement for teaching children of compulsory school age
- allow the NQT to make rapid advancement towards excellence in teaching, taking account of the core standards.

## **Reduced timetable**

In maintained schools, The School Teachers' Pay and Conditions Document states that the headteacher/principal must ensure a reduced timetable for all teachers taking part in induction. This means teaching for no more than 90 per cent of the time that another main-scale teacher (who does not receive a teaching and learning responsibility (TLR) payment)

would be expected to teach at the same school. Newly qualified teachers undertaking induction in independent schools and further education colleges must also have a comparable reduced timetable. It is in addition to any planning, preparation and assessment time normally allocated by the school or college and is intended to be used for professional development activities

### **Development opportunities**

During the induction period a range of development opportunities should be planned, which could include:

- observing more experienced colleagues or those with a specialism eg Advanced Skills Teacher (AST); SENCO
- broadening knowledge, skills and understanding of special educational needs
- focused visits to schools/colleges and settings beyond the workplace
- participating in more formal training events and courses
- the NQT working alongside others within the department or school/college
- meetings between induction tutor and NQT to consider progress and development

### **Setting objectives and agreeing action plans**

Professional development objectives provide a strong sense of purpose and direction to those directly involved in induction.

They help newly qualified teachers not only meet the core standards but also look towards their longer-term professional development. Objective-setting is not an end in itself; it is part of an overall professional development process throughout a teacher's career that includes review, planning and action.

Appropriate objectives provide a basis for reviewing an NQT's progress, and enable the NQT and induction tutor to identify both the aspects of the induction programme that are supporting development and any areas in which improvements may need to be made. Objectives in the induction period need to be carefully thought through and designed to meet the individual needs and circumstances of the NQT.

At the beginning of the induction period, the NQT should have an opportunity to discuss the outcome of experiences during and, if appropriate, since initial teacher training. The induction tutor and NQT should agree development priorities and set objectives for the first period of induction. Objectives need to be challenging but realistic, with a precise focus linked to standards in the action plans, making it easier to review progress and provide evidence in the assessment reports.

It is important to identify the support the NQT will require in order to meet the objectives. This support includes identifying who will be responsible for what, and when activities will take place. As the NQT's confidence grows they will want to be challenged and tested, and the school/college should provide opportunities to do so, without the NQT being disadvantaged by undertaking a particularly difficult role, or taking on additional responsibilities unless additional support and/or preparation is provided.

There is no universal format for recording objectives or an individual action plan but some headings that have been found to be useful are:

- Objective – what is the intended outcome of the development, for pupils and the NQT?
- Evaluation of current strengths and weakness
- Link to core standards – what is the expected standard?
- Evidence for success – how will the induction tutor know the NQT has achieved the outcome?
- When progress will be reviewed?
- Support and resources

If there are concerns that the NQT may not meet the core standards by the end of induction, the headteacher/principal should act early to ensure further support is arranged as soon as possible. The only circumstances in which the induction period could be extended are laid out in the regulation and detailed in the statutory guidance and must involve the appropriate body

## **Observing an NQT's classroom practice**

Observing the newly qualified teacher (NQT) at work is a central part of induction, and an essential ingredient in the development of an individualised programme.

During the induction period NQTs should have their classroom practice observed during their first four weeks in post, and thereafter at least once in any six to eight week period (every half term in an institution operating a three-term year). Observation will be conducted by the induction tutor and/or others as appropriate.

Observations should focus on particular aspects of the NQT's teaching and the impact on learning. The focus should concentrate on learning and be agreed in advance between the NQT and the observer. The precise choice of focus for the observations should be informed by the requirements of the core standards and the NQT's personal objectives. Observations should be supportive and developmental.

Following observations there should be prompt, constructive and developmental feedback leading to a professional dialogue focused on next steps and, if necessary, a clear understanding of any improvements that should be made. It is good practice to take the opportunity to review progress against objectives, and revise the objectives and action plan as appropriate.

Whilst lesson observations cannot provide all the evidence required to demonstrate an NQT is meeting the core standards, they are an important point of reference for the formal review meetings towards the end of each assessment period

## **Reviews and formal assessment**

For full time newly qualified teachers (NQTs), six half-termly progress reviews and three formal assessment meetings will be conducted over the induction period

For part-time NQTs, the meetings are carried out on a pro rata basis. After each of the first two formal assessment meetings, the headteacher/principal will send an assessment report on the NQT's progress towards meeting the core standards to the appropriate body. At the end of induction, the headteacher/principal will recommend whether or not the NQT has successfully met the core standards.

In terms of review and formal assessment, the statutory guidance places the following expectations on the induction tutor, NQT, headteacher/principal, appropriate body and the General Teaching Council for England (GTCE):

**Induction tutor:** carry out six progress reviews and coordinate three formal assessment meetings

**NQT:** keep track of, and participate effectively in, the scheduled progress reviews and assessment meetings

**Headteacher/principal:** ensure termly assessment forms are completed and sent to the appropriate body, including the recommendation on whether standards have been met at the end of the period

**Appropriate body:** maintain records and assessment reports for each NQT undertaking induction; at the end of the induction period, decide whether the NQT has met the core standards and notify the relevant parties within the agreed time limits; provide the GTCE with data on NQTs starting or completing induction and those who start and then leave a school/college part way through an induction period

**GTCE:** the GTCE is the appeal body in England.

## **Progress review meeting**

Progress reviews are an opportunity for the induction tutor and NQT to discuss achievements and agree any changes to the induction plan in terms of objectives or actions. Progress reviews should be held half-termly (pro rata for part-time NQTs) and it is good practice to schedule them in at the start of induction.

The NQT and induction tutor should be properly prepared before the progress review meeting. For the induction tutor, this includes seeking feedback from the NQT's mentor and other colleagues who have, for example, run specialist induction sessions or observed the NQT

## **Formal assessment meeting**

The termly formal assessment meeting (pro rata for part-time NQTs) prior to completing the assessment form should be informed by evidence of the NQT's professional practice and the outcome of progress review meetings.

Objectives should be reviewed and revised in relation to the core standards and the needs and strengths of the individual NQT. Evidence should come from day-to-day practice, eg examples of planning and self-evaluation as well as lesson observations.

The outcomes of the final formal assessment meeting provide an opportunity for the induction tutor and NQT to take stock of what has been achieved over the induction period and prepare the NQT for involvement in performance management arrangements

## **Evidence of progress towards meeting the core standard**

Over the course of the induction period, evidence from day-to-day practice as well as from specific development activities will build up to show how the NQT is making progress towards meeting the core standards.

There is no requirement to maintain a portfolio of evidence against each standard. The booklet 'Supporting the Induction Process' is arranged thematically, grouping together standards that have a natural relationship, and is designed to help an NQT review progress and identify professional development needs and priorities.

## **Advice and guidance on completing assessment forms**

NQTs must demonstrate that they have completed induction satisfactorily to remain registered with the General Teaching Council for England (GTCE) and to be able to continue teaching in a maintained school or non-maintained special school.

NQTs need to know that evidence from support and development activities will feed into the progress review meetings and be summarised in the termly assessment reports; lesson observation is just one source of evidence towards this overall picture. Reports are cumulative over the year, building to give a complete picture of the NQT's professional practice measured against the core standards. If links are made to the core standards in action plans, the day-to-day evidence that arises from the actions will become the evidence base for the assessment report. There should be no surprises.

Most local authorities and the Independent Schools Council Teacher Induction Panel (ISCTip) organise training that includes practical guidance on gathering evidence and completing assessment forms. To find out what is offered in your area, contact your local authority NQT induction coordinator. If you are unsure who this is, contact the TDA Induction Team

## **Evaluating induction**

Schools and colleges should evaluate their own induction programme and procedures and make judgements on their effectiveness by gathering information and feedback from the appropriate body and everyone who contributes to, and benefits from, induction in the school/college.

Induction tutors can contribute to this evaluation by drawing together qualitative and quantitative information to help make judgements about:

- how well the induction programme and materials are meeting NQTs' needs
- the effectiveness of different elements of the programme
- the quality of different contributions to the programme
- how NQTs value the induction programme
- the benefits to the school/college of investing in induction

The outcomes can be used to improve the induction process and celebrate success

## **Linking induction to further continuing professional development and career progression**

The induction process should lay the foundations for continuing professional development and career progression. An effective induction programme will be integrated into the whole school/college development plan with the induction tutor and CPD leader working together to make the most of the professional development opportunities both within and beyond school/college.

At the end of the induction period the induction tutor and NQT should prepare for transition into the performance management cycle in the school/college, liaising with the NQT's reviewer as appropriate. The final review and assessment will form the basis for discussions about priorities and next steps in the coming year.

There are many benefits, particularly for induction tutors, of getting involved in supporting induction, as shown in these responses from induction tutors asked about what they get from the role:

"A wider view of the school community".

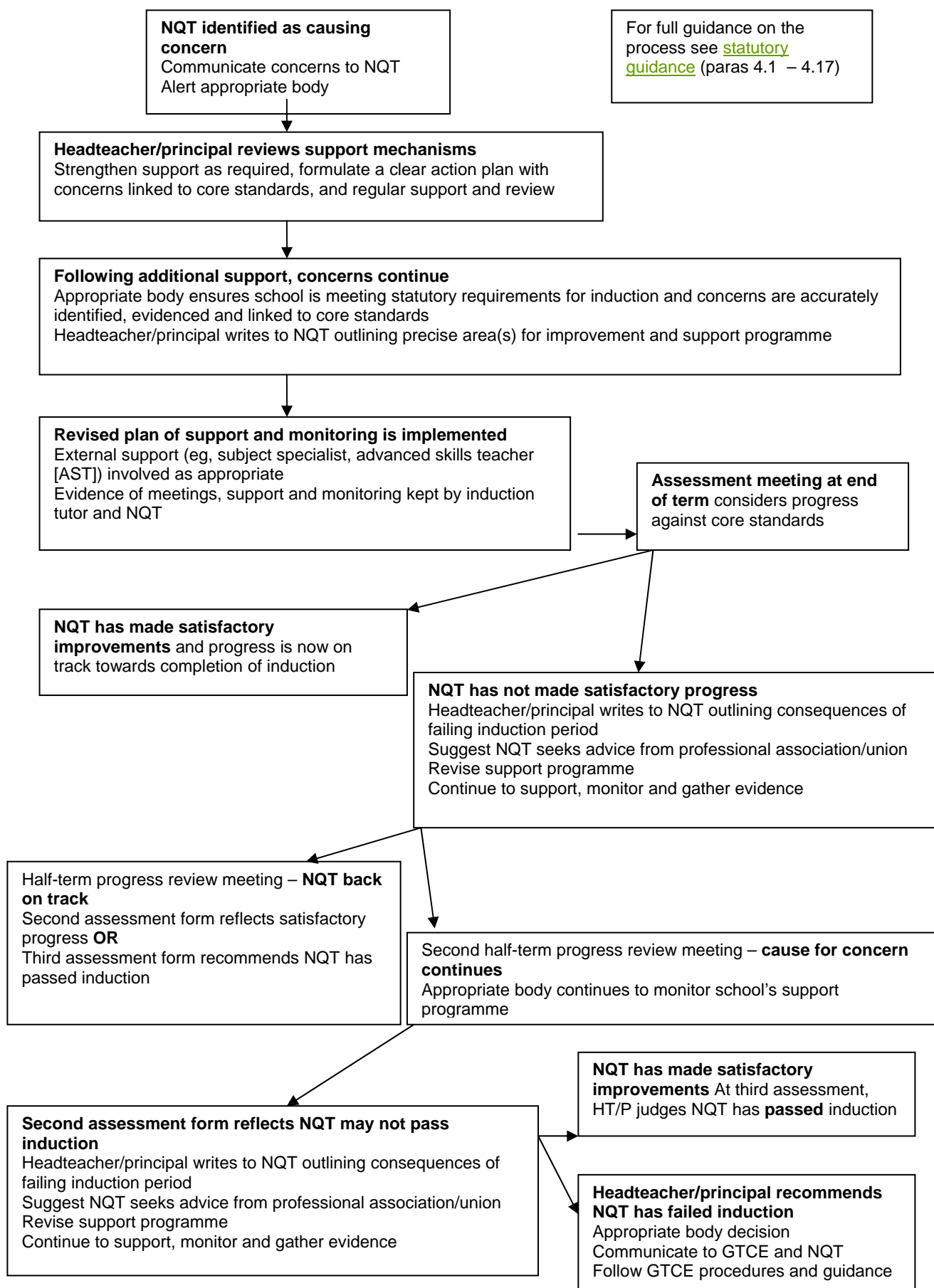
"Personally, it's taught me a lot about people and the different ways they work and approach things."

Having undertaken the role of induction tutor, you may find the experience and learning will lead to different opportunities in your career

## Appendix 1 – Determining the appropriate body for the NQT induction period

<b>Type of institution</b>	<b>Appropriate body</b>
Community, foundation or voluntary school Community or foundation special school Maintained nursery school	The local authority maintaining the school
Non-maintained special school	The local authority in which the school is situated
Independent school that is a member of the Independent Schools Council (ISC)	The Independent Schools Council Teacher Induction Panel (ISCTip) <b>or</b> a local authority that the school reaches agreement with
Academy or city technology college Independent school that is not a member of the ISC	A local authority that the school reaches agreement with
Sixth form college Further education college	A local authority that the school reaches agreement with

## Appendix 2 – Action in the event of unsatisfactory progress



## Appendix 3 – Planning and preparing an NQT’s personalised induction programme

Headteachers/principals must ensure that the NQT’s timetable is no more than 90 per cent of the timetable of other main scale teachers in the school without responsibility points. 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.*

	<b>Structured plan for 10 per cent professional development time</b> The entries in <b>bold</b> indicate internal or external provision for all NQTs The entries in <i>italic</i> reflect the statutory elements of the programme	<b>Notes</b>
Week 1	Focus: Teaching and learning Visit other classrooms and teaching areas Read teaching and learning policy and discuss with induction tutor	Induction tutor to arrange details
Week 2	Focus: Induction programme. Review of self-evaluation since ITT; agree objectives and action plan <i>Observation of teaching and classroom practice by induction tutor (date/time/focus)</i> Feedback from observation (date/time)	
Week 3	Focus: Safeguarding, health and safety Read health and safety policy and relevant safeguarding documentation; discuss with induction tutor or appropriate staff member	
Week 4	Focus: Assessment <b>Meeting led by assessment coordinator (date/time/location)</b>	
Week 5	Focus: Behaviour management Read behaviour policy; reflect on own practice; observe (teacher) with focus on positive behaviour management strategies	Induction tutor to support NQT in arranging observation
Week 6	Focus: Inclusion	
Week 7	Focus: Home-school links <b>Prepare for parents evening</b>	
Week 8	Focus: Induction programme, progress review	
Week 9	Focus: Personalising learning <b>Meeting led by (AST) (date/time/venue)</b>	
Week 10	<b>External course: (selected to meet needs of NQT)</b>	Explain school’s course booking process
Week 11	Focus: ICT and learning resources <i>Observation (with feedback) of teaching by headteacher/principal (date/time/focus)</i>	
Week 12	Focus: Tutor/pastoral roles and responsibilities	
Week 13	Prepare for review of the term; <i>progress review meeting (date/time/location)</i> ; <i>formal assessment review meeting – read, discuss and sign assessment form</i> (induction tutor to send copy to appropriate body; original to NQT)	
Week 14	Thoughts/plans/agree objectives and focus areas for professional development time for next term	

## **Some examples of how the release time might be used throughout the induction period**

- Attending courses with local authority, ISCTip or external providers
- Planning collaboratively, for example
  - with induction tutor
  - with subject/phase leader, year group colleague(s)
- Lesson observations, including discussion before and after observation
  - of colleague(s) in year group/department using pre-agreed criteria
  - of other teachers in your school for subject specific development using pre-agreed criteria
  - of someone else teaching your class
  - of someone teaching a lesson that you have planned
  - of a teacher in a contrasting school using pre-agreed criteria
  - of a teacher in a similar school using pre-agreed criteria
  - of another NQT
- Coaching and support
  - from an advanced skills teacher (AST)
  - from the SENCO, eg, on writing individual education plans (IEPs)
  - from the behaviour coordinator on positive behaviour management strategies
  - on report writing
- Developing strategies for teaching
  - pupils with special educational needs (SEN)
  - pupils with English as an additional language (EAL)
  - more able pupils (G&T)
  - team teaching with other NQTs/colleagues with particular expertise
- Personal enquiry and reading; researching websites, observation, discussion, etc
- Gaining experience of pastoral duties/form tutor role
- Improving generic aspects of teaching, eg, AfL, creativity, thinking skills, social and emotional aspects of learning (SEAL), equal opportunities, diversity, etc
- Reading pupils' previous records and reports
- Analysing marking and record keeping systems in order to improve their own
- Moderation/standardisation meetings
- Planning a lesson based on the thorough assessment of pieces of work
- Shadow a meeting with outside agencies, eg, social workers, speech therapists, educational psychologists, etc
- Looking at resources in school, such as computer software
- Reflecting on progress so far against core standards
- Meeting the induction tutor, eg, for progress review meeting.

A useful resource to support independent research and learning is Teachers TV at [www.teachers.tv](http://www.teachers.tv)

## Appendix 4 – Agreeing objectives and action plans with NQTs

**Professional development objectives provide a strong sense of purpose and direction to those directly involved in induction. They help newly qualified teachers not only meet the core standards but also to look towards their longer-term professional development. Objective setting is not an end in itself. It is part of an overall professional development process that includes review, planning and action.**

Appropriate objectives provide a basis for reviewing an NQT's progress, and enable the NQT and induction tutor to identify both the aspects of the induction programme that are supporting development and any areas in which improvements may need to be made. Objectives in the induction period need to be carefully thought through and designed to meet the individual needs and circumstances of the NQT.

### Developing effective objectives

Objectives vary in a number of significant ways:

- the extent to which they address short-, medium- or long-term needs within the induction period
- the levels and types of support they require (some can be addressed independently while others demand intensive development activity), and
- the ways in which they balance the personal priorities of the NQT and the demands of the context in which the NQT is working.

Effective objectives are:

- challenging and realistic
- precise and focused
- framed in a way that leads to clear statements about their achievement
- limited in number and balanced against other professional demands
- set within clear time frames, and
- linked to a programme of monitoring.

Broad, long-term objectives may be broken down into smaller achievable targets and tasks. Part of the induction tutor's skill will lie in helping NQTs to identify these smaller steps.

### Agreeing objectives for induction

When agreeing objectives in the induction period, it is helpful to address the need for:

- early identification of objectives, based on the strengths and priorities for development identified by using the self-evaluation tool available to NQTs
- objectives that lend themselves to the half-termly review cycle and therefore can be either achieved relatively quickly in their entirety or monitored through interim goals
- planned opportunities related to the organisation's context, eg, preparation for report writing, residential visits
- a balance between building on the NQT's strengths and addressing areas for development or improvement
- a clear focus on teaching and learning that helps NQTs to maintain high expectations of their own development as well as that of the pupils in their charge

- a recognition of the extent of the individual NQT's workload and a balance between professional development objectives and the day-to-day needs of pupils' education, and
- flexibility to respond to rapidly changing needs during the induction period and fluctuations in rates of progress.

Objectives will often relate to more than one core standard. This is shown in the objectives below, which have been extracted from the action plan for one primary teacher, an ongoing and flexible document that reflects the progressive nature of induction. Each objective relates to assessment and was set following either the NQT's initial discussion with his or her induction tutor or a performance review meeting.

**Sample objectives (with reference to standards) relating to assessment that might be agreed as appropriate to the development of the NQT or the stage of the school year**

- By the end of the first four weeks, to have become familiar with the school's policies and procedures for assessment, recording and reporting, and to have developed records that are consistent with these policies (standards C11, C12, C13).
- By the end of the first term, to have developed sound knowledge of individual pupil performance and identified trends and patterns in the performance of individuals and the class as a whole (standards C18, C29(b), C29(e) ).
- By the end of [month], to have developed teaching objectives and effective strategies that are explicitly based on your monitoring and assessment information in literacy and numeracy (standards C19, C26, C29(b), C34).
- By the end of the term, to be able to make independent and accurate assessment of achievement against attainment targets in literacy and numeracy, and to communicate effectively to all pupils and parents about these and about how pupils can progress to their next stage of learning (standards C14, C32, C33, C36).
- By the end of [month], to be able to set individual targets that are challenging, attainable and in line with the school's approach to target setting (standards C31, C34).

Objective setting in the induction period helps to prepare NQTs for longer-term objectives to be set for the second and subsequent years of teaching, when performance management arrangements will apply.

**Creating an action plan**

Some of the headings below could be used with the NQT to create an action plan:

- Objective – what is the intended outcome of the development, for pupils and the NQT?
- Evaluation of current strengths and weakness
- Link to core standards – what is the expected standard?
- Evidence for success – how will the induction tutor know the NQT has achieved the outcome?
- When will progress be reviewed?
- Support and resources, including professional development activities, cost and time.

## Appendix 5 – Observing the classroom practice of NQTs

**Observing the newly qualified teacher (NQT) at work is a central part of induction, and an essential ingredient in the development of an individualised programme.**

Observation can:

- provide a rich source of information about an NQT's teaching, their progress, and the progress of their pupils
- stimulate discussion between NQTs and other members of staff, with a clear focus on teaching and learning
- help to monitor and to identify areas for further professional learning and development, and
- help NQTs, in the early stages of their induction, to gain a sense of whether their expectations of pupils are sufficiently challenging.

While lesson observations cannot provide all the evidence required to demonstrate an NQT is meeting the core standards, they are an important point of reference for the formal review meetings towards the end of each assessment period.

The majority of NQTs welcome observation of their teaching. Observation has made an important contribution to their initial teacher training and they are skilled in making good use of it. Day-to-day reassurances that they are progressing satisfactorily, while also welcome, do not give new teachers the level of support that they gain from planned, focused observation and thoughtful analysis of lessons. As the induction period progresses, NQTs can be supported in taking more of a lead in professional dialogue focused on classroom practice.

### **Timing and frequency**

The statutory guidance indicates that the NQT's induction tutor, or another colleague, should observe the NQT's teaching at least twice in each assessment period; this includes an observation during the first four weeks in post. It is important that, during these observations, notes are made that can be used to inform follow-up discussions and analysis with the NQT. The outcomes of these discussions will in turn feed into the professional review meetings that follow a similar cycle.

Although the induction tutor is likely to undertake most of the observations, the NQT's need for support or development may also prompt observation by other colleagues from within or outside the school. For example:

- teachers with particular specialisms or relevant responsibilities, such as SENCO/ inclusion manager, head of department, literacy coordinator
- members of the school's senior management team
- advanced skills teachers, or
- tutors from partnership higher education institutions (HEIs).

It will help if the induction tutor coordinates such observations to make sure that the overall pattern of observations and the resulting evidence is relevant and coherent, and to make sure that the NQT is comfortable with the timing and frequency of observations.

Where there are concerns about an NQT's classroom practice, the headteacher/principal must observe the teaching of the NQT in addition to the observations that take place as part of the induction process. Where the induction tutor is the headteacher/principal, a third party (who holds QTS) should observe the NQT and review the evidence.

## **Preparation**

During the induction period, observation will be conducted by the induction tutor and/or others as appropriate; the first observation should take place during the first four weeks. The induction tutor should also arrange an observation at least once in any six-to-eight week period.

NQTs should be involved and informed about the timing and purpose of the observations and have the opportunity to discuss the observation and feedback schedules in use.

Observations should focus on particular aspects of the NQT's teaching and the impact on learning. The focus should be agreed in advance between the NQT and the observer. The choice of focus for the observations should be informed by the requirements of the core standards and the NQT's personal objectives. Observations should be supportive and developmental.

The NQT and observer should meet to review any teaching that has been observed. Feedback should be prompt and constructive. Following observations and associated professional dialogue, a brief written record should be made relating to progress against the NQT's objectives. The NQT and induction tutor may decide to revise the objectives and action plan if necessary.

Aides-mémoire identifying areas that could be commented on in a lesson observation and how they relate to core standards, a framework for reflecting on the lesson and for providing feedback, are available [here](#) [LINKS TO separate docs: *Lesson observation recording (.docx)*; *lesson observation and professional dialogue (.docx)*].

## **NQTs observing experienced teachers**

Observing colleagues teaching can be very effective in helping NQTs to gauge appropriate expectations of pupils and to extend their teaching strategies. Such observation is particularly effective when:

- the staff team are aware of the benefits and purposes
- a focus has been agreed that is linked to the NQT's objectives or focus for professional development
- NQTs get the opportunity to observe teaching as part of an 'early start' or pre-induction programme
- observations include the opportunity to observe others teaching the NQT's pupils
- criteria have been identified for gathering information, and
- provision has been made for post-observation discussion.



## Monitoring NQTs' progress against core standards in five themes : lesson observation recording (example 2)

This example focuses on the core standards that could be evident when planning for, and during, a lesson observation

<p><b>NQT:</b></p> <p><b>Observer:</b></p> <p><b>Feedback session (date):</b></p>	<p><b>Lesson context:</b></p>	<p><b>Class:</b></p> <p><b>Time:</b></p> <p><b>Grouping:</b></p>
<p><b>Section 1 Developing professional and constructive relationships</b>  C1 Has high expectations and constructive relationships  C4 Communicates effectively with learners  C38 - 39 Manages learners' behaviour constructively by:</p> <ul style="list-style-type: none"> <li>- establishing clear positive framework for discipline</li> <li>- using a range of techniques and strategies</li> <li>- promoting self-control, independence and cooperation</li> <li>- developing social and emotional skills</li> </ul> <p>C41 Managing the work of colleagues, ensuring they are appropriately involved in supporting learning</p>		
<p><b>Section 2 Working within the law and frameworks</b>  C37 Establishes a purposeful and safe learning environment</p>		
<p><b>Section 3 Professional knowledge and understanding</b>  C15 Has secure knowledge and understanding of the pedagogy related to subject and national strategies  C17 Uses ICT to support teaching  C19 Promotes equality and inclusion</p>		
<p><b>Section 4 Professional skills</b>  C26 Plans for progression within the lesson and across a series of lessons  C27 Provides opportunities to develop literacy, numeracy, ICT, thinking and learning skills  C28 Plans, sets and assesses homework/coursework that extends pupils' learning  C10, 29 and C30 Teaches challenging, well-organised lessons demonstrating:</p> <ul style="list-style-type: none"> <li>- a range of strategies and resources</li> <li>- meeting learning objectives</li> <li>- clear introduction of new ideas and concepts</li> <li>- adaptation of language, use of explanations, questions, discussions and plenaries</li> <li>- effective management of individuals, groups and whole classes</li> <li>- engaging and motivating</li> </ul> <p>C31 – 34 Uses assessment techniques appropriately to:</p> <ul style="list-style-type: none"> <li>- set challenging learning objectives</li> <li>- monitor progress and attainment</li> <li>- provide verbal/written feedback</li> <li>- enable pupils to reflect on their learning</li> <li>- diagnose learners' needs and plan future teaching</li> </ul>		
<p>Feedback/dialogue:  <b>Section 5 Developing practice</b>  C7 Evaluates their performance  C35 Reviews the effectiveness of their teaching and its impact on learners' progress</p>		

## Appendix 7 – Monitoring NQTs’ progress against core standards: professional dialogue following lesson observation

The NQT and observer should meet promptly to review any teaching that has been observed. The following may be useful to consider and ensure the outcome of the discussion is supportive and developmental.

### General points

- Establish at the start of the induction period how the feedback/professional dialogue will be structured.
- Give feedback as soon as possible after the observation somewhere away from others.
- Establish a positive atmosphere and start with the positive.
- Focus on the ‘teaching behaviour’ and impact on learners, their enjoyment and progress, not the person.
- Leave the NQT with choices.
- As the year progresses NQTs should be able to take an increasing lead in discussing and reviewing their teaching.

### Useful phrases to start discussions are:

“I was interested when...”

“Did you notice that..?”

“I really enjoyed....”

“It was effective when....”

### Where strengths are identified

- Recognise those elements that have developed since the last observation.
- Identify those factors that contribute towards the effectiveness of the strategy/approach.
- Success breeds success – always try to find some strengths.

### Where development areas are identified, be constructive and analytical

- Identify a manageable number of development areas.
- Identify factors that contribute to the effective strategies in order to support further development.
- Ensure that the NQT is aware of the nature of any weakness and understands how to address it.
- Link development points to the NQT’s objectives and relevant core standards.

### Useful phrases to model this:

- “Because you did .....the pupils responded ...”
- “Talk me through how you used the whiteboard to .....”
- “What do you think was the effect ...?”

### Agree specific developments

- Prioritise issues where developments can be effected quickly.
- Guide the NQT towards effective practice or strategies.
- Ensure that a distinction is made between generic and subject specific teaching issues.
- Offer support and identify the responsibility the NQT has in taking this up.
- Identify small steps to improvement to ensure success is felt.
- Ensure that other staff who need to offer support are notified.

### Useful phrases to model this:

“Let’s summarise what went well and what needs to happen next...”

“So we both agree that we will now... “

### NQTs may find it helpful to consider the following

- Reflect on the lesson and the impact of your teaching on the pupils’ learning.
- Be clear about what is being said, check out anything you don’t understand.
- Ask for any feedback that you would like but have not yet been given.
- Listen carefully to the strengths identified – these will help you to address any weaknesses.
- Be clear about the identified targets for development – check before you leave the meeting if you have any unanswered questions or lingering concerns.
- Remember that all teachers continue to grow and develop in their role.

**Monitoring NQTs' progress against core standards: prompts to aid feedback**

**NQT:**

**Observer:**

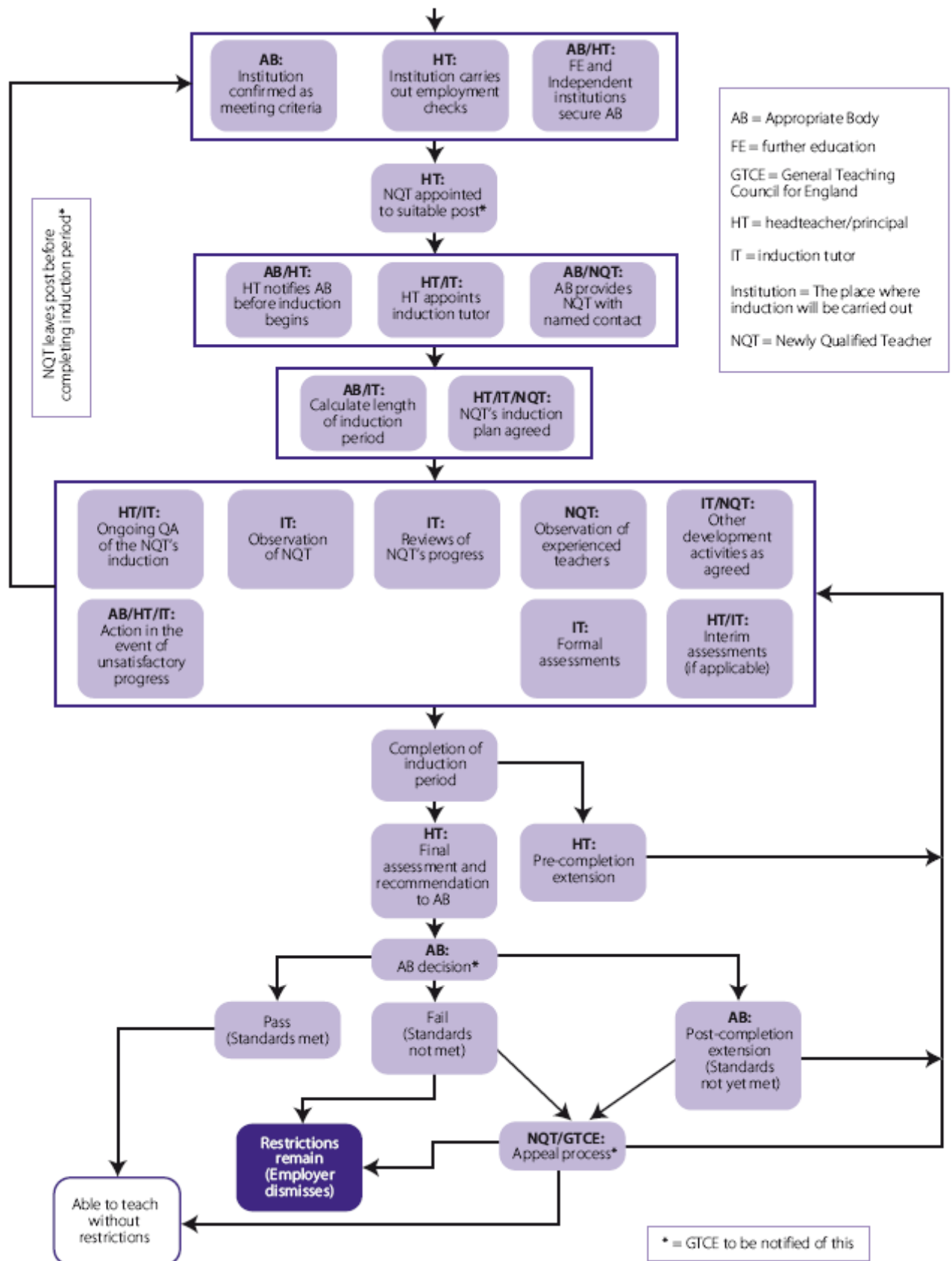
**Class/lesson**

**Date:**

**Time:**

<p>What were the strengths in pupils' responses and learning?</p> <p>How did the tasks help the pupils achieve the learning objective?</p> <p>Were the resources, including the use of support staff, appropriate to the tasks set and the needs of the pupils?</p>	<p>Which teaching strategies/approaches were most successful and why?</p>
<p>In what areas might the pupils have responded or learned better?</p> <p>How could the teaching improve the pupils' responses or learning?</p>	<p>How effective was this lesson in terms of pupil learning?</p> <p>Very effective    Effective in parts    Hardly effective    Not at all effective</p> <p>Do you feel your students have a sense of achievement after this lesson?</p> <p>All    Most    A few    None</p> <p>What, if anything, would you do differently next time?</p>
<p>Development/next steps agreed in discussion</p> <p>Focus for next observation</p>	

## Appendix 8 – Overview of the induction process



## Appendix 9 – NQT induction timeline for induction tutors

Italicised references in brackets refer to the relevant paragraphs in the [Statutory Guidance on Induction for Newly Qualified Teachers in England](#)

### **1. Once you have been identified as the induction tutor for a newly qualified teacher (NQT)**

- attend any relevant training offered by the local authority or Independent Schools Council, and
- familiarise yourself with the key documents that support the induction process:

[Statutory Guidance on Induction for Newly Qualified Teachers in England](#)

Your local authority or Independent Schools Council handbook on induction

Supporting the Induction Process

[http://www.tda.gov.uk/upload/resources/pdf/s/supporting\\_the\\_induction\\_process\\_nqt.pdf](http://www.tda.gov.uk/upload/resources/pdf/s/supporting_the_induction_process_nqt.pdf)

- ensure the NQT has been registered with the appropriate body (ie, local authority or Independent Schools Council Teacher Induction Panel (para 2.32)
- ensure both you and the NQT know the time span for the NQT's induction period. Guidance can be found at <http://www.tda.gov.uk/partners/induction/faqs.aspx>
- begin to outline the programme of support, taking into account any whole-school development/INSET that will be available

**The following assumes a full-time NQT working in a school or college operating a three-term year. For part-time NQTs and those institutions with more than three terms in a year, the following should be carried out at equidistant intervals throughout the induction period.**

### **2. By the end of the first four weeks that the NQT is in post**

- meet the NQT to review their self-evaluation following initial teacher training and agree priorities for the personalised induction programme (para 6.3)
- agree the pattern of observations and review for the first term (para 2.70)
- complete the first term's personalised programme and ensure copies are given to NQT and headteacher/principal, and
- carry out an initial observation of the NQT

### **3. By the end of the first term**

- carry out one progress review meeting per half term, focusing on evidence of the NQT's progress and development needs
- towards the end of term, collate relevant evidence to contribute to the formal assessment meeting, and
- following the meeting, an assessment form must be completed and a copy sent to the appropriate body within 10 working days of the meeting. The school should retain a copy and the NQT should be given the original (paras 2.92 – 2.94)

#### **4. At the start of the second term**

- meet the NQT to agree the next phase of the induction programme, reflecting any actions and development requirements identified in the first assessment report (paras 2.68 – 2.69)

#### **5. By the end of the second term**

- carry out one progress review meeting per half term, focusing on evidence of the NQT's progress towards meeting the core standards and development needs
- towards the end of term, collate relevant evidence to contribute to the formal assessment, and
- following the meeting an assessment form must be completed and a copy sent to the appropriate body within 10 working days of the meeting. The school should retain a copy and the NQT should be given the original (paras 2.92 – 2.94)

#### **6. At the start of the third term**

- meet the NQT to agree the next phase of the induction programme, reflecting any actions and development requirements identified in the second assessment report (paras 2.68 – 2.69)

#### **7. By the end of the third term**

- carry out one progress review meeting per half term, focusing on evidence of the NQT's progress towards meeting the core standards and development needs
- towards the end of term, collate relevant evidence to contribute to the formal assessment meeting
- following the meeting, an assessment form must be completed. This form must record the headteacher/principal's final recommendation as to whether or not the NQT has met the core standards. Within 10 days of the completion of the induction period, the form must be sent to the appropriate body (paras 2.97 – 2.104)

### **Acknowledgments**

This guide was developed with the help of induction tutors in schools, the Independent Schools Council Teacher Induction Panel, local authorities, and the Department for Children, Schools and Families.

The Essential Guide for NQT Induction Tutors could not have been produced without the help and support of the following:

#### **Local authorities**

Birmingham, Bradford, Bristol, Gloucestershire, Darlington, Herefordshire, Hertfordshire, Leeds, Medway, Milton Keynes, Rotherham, Sandwell, Sefton South, , Wakefield, Wigan, Wiltshire, Wolverhampton.

#### **Independent Schools Council Teacher Induction Panel**

#### **Induction tutors** from schools in:

Leicester City, Milton Keynes, Northampton, Walsall, Warwickshire, independent sector

#### **Headteachers** from:

Northamptonshire, Warwickshire

Contributions from participants at the TDA regional induction coordinator conferences in November 2008