

# Summary of statutory requirements for induction

## Section 1

[www.wigan.gov.uk](http://www.wigan.gov.uk)

# Introduction

*This guidance document, as with all documentation relating to employment matters of the school, will be applied fairly, with a consistent approach, and in accordance with the School's Equal Opportunities commitment.*

Wigan Council offers a caring and supportive welcome to newly qualified teachers and appointed staff. We are committed to the continuing professional development of all our staff and wish to ensure that all colleagues make a valuable contribution to the education of the young people in Wigan.

This guidance from Wigan Council has been devised to ensure that schools are consistent in the arrangements they make for the induction of Newly Qualified Teachers (NQTs). It has been drawn up with due consideration to the following documents:

- (i) The Education (Induction Arrangements for School Teachers) (England) Regulations 2008;
- (ii) DCSF Statutory Guidance 00364-2008: Induction for Newly Qualified Teachers in England.
- (iii) Supporting induction for newly qualified teachers TDA.\*

The original guidance, which forms the basis of this document, was compiled by a group which included representatives of Children & Young People's Services, Primary and Secondary Headteachers and recognised Teacher Associations.

\* These documents are currently being rewritten nationally. Once released they will be made available to Wigan Schools on the Wigan Schools Online website.

## The Legal Framework

The award of Qualified Teacher Status (QTS) remains at the end of initial teacher training. However, NQTs have to complete a statutory induction period to be eligible for employment as a teacher in a maintained school or non-maintained special school. The induction period will last for no less than one academic year, currently three terms in Wigan. A teacher must normally complete his/her induction within five years of starting it.

Within ten working days of the end of the induction period the headteacher will be required to make a recommendation to the Council about whether the NQT has met the requirements for the satisfactory completion of the induction period. The NQT must also be notified of the Headteacher's recommendation at this point.

Within twenty working days of receiving the Headteacher's recommendation, the Council is then required to decide whether the NQT has satisfactorily completed his/her induction period, has failed to do so or whether the induction period should be extended.

In order for the NQT to be judged to have satisfactorily completed the induction period, the headteacher and the Council should be satisfied that the NQT has:

- (a) continued to meet the standards for the award of Qualified Teacher Status consistently and with increasing professional competence
- (b) met all the new Core Standards for Mainscale Teachers which came into force from 1<sup>st</sup> September 2007

The Council recommends that all schools use an NQT lesson observation form for the day to day monitoring, support and assessment of each NQT. Sample forms are provided in section 5 of this document.

The proformas for recording termly judgements and the final summary are included in section 5. Formal written evidence is also required in support of the judgement regarding the completion of the induction period and may be required as evidence where judgements are challenged by the NQT or by the Council. Where the NQT wishes to appeal against a failed induction period, the school will be required to present these documents as evidence to the Council. They will be forwarded for consideration, within twenty working days, to the General Teaching Council.

The maintenance of complete and accurate documentary evidence in all cases is therefore of paramount importance. Failure to complete the induction year satisfactorily, ultimately, will lead not only to termination of current employment, but will prohibit the NQT from being employed as a teacher at any time in the future in a maintained school or non maintained special school.

# Appointing a Newly Qualified Teacher

Policy and practice for the induction of newly qualified teachers should be explicit and built into a school's development planning and organisation before considering the appointment of an NQT.

It is essential to ensure that posts offered to NQTs are matched to their initial training with regard to phase or subject.

## *Registration of Newly Qualified Teachers with the Appropriate Body*

All Headteachers of maintained schools are required to formally register newly Qualified Teachers with an Appropriate Body, once the teachers has been appointed Failure to register the NQT's details and programme may result in a consequent delay to the start of the induction

A registration form for each NQT appointed should be sent to Lorraine Carey, Progress House, Westwood Park Drive, Wigan WN3 4HH. The form is contained in the Section Seven in these materials. This form can be downloaded from [www.wiganschoolsonline.net/nqt](http://www.wiganschoolsonline.net/nqt) in the Useful Documents section.

If an NQT has already completed a period of Assessment in another school within or outside Wigan prior to joining the receiving school, a registration form must still be submitted to the Appropriate Body.

# The Induction Monitoring and Support Programme

It is recommended that the induction programme should involve a combination of monitoring, support and assessment activity. It should:

- (a) provide a programme of monitoring and support, which will help the NQT to meet the requirements for satisfactory completion of the induction period, including the Core Standards;
- (b) build on the NQT's knowledge, skills and achievements in relation to the Standards for the award of QTS. Strengths and areas for development are set out in the Career Entry and Development Profile that each NQT brings from initial teacher training to the first teaching post;
- (c) involve developing an action plan to meet objectives in the Career Entry and Development Profile which relate to identified needs and the specific school context and the requirements for the satisfactory completion of the induction period; and
- (d) involve both formative and summative assessment as part of regular review of progress.

# Roles and Responsibilities for the Induction Period

Essential guidance for all partners in induction is found in the TDA pack “Supporting Induction for Newly Qualified Teachers” and on the TDA website at [www.tda.gov.uk](http://www.tda.gov.uk)

Those with responsibility under the induction arrangements for monitoring, support and assessment, and for quality assurance, will need to be clear about what they need to do to discharge their responsibilities. The bodies and individuals for whom roles and responsibilities are recommended in this document are the headteacher, the induction tutor, the NQT, the Governing Body, the Appropriate Body (Wigan Council) and the employer.

## The Headteacher

The headteacher will be required to make a recommendation to the Council as to whether the NQT has met the requirements for satisfactory completion of the induction period. The headteacher is also responsible for ensuring that the NQT is provided with an appropriate induction programme and that it is appropriately resourced.

NQTs may need opportunities to observe and develop their:

- classroom management
- curriculum management and planning
- collaborative planning
- ability to write IEPs
- range of teaching and Learning approaches
- skills in managing disruptive pupil behaviour
- pastoral care and concern
- approaches to working with pupils who have special educational needs
- use of ICT

NQTs must have a minimum of ten per cent of their teaching week allocated to undertake this development work. In addition to this, an NQT will also be entitled to statutory Planning Preparation and Assessment (PPA) time which is a minimum of 10% of timetabled teaching time.

Time is therefore a key resource and extra time should also be allocated to enable induction tutors (see 5.4 below) to manage the process of mentoring.

The cost implications of the time and materials needed to support the process of Learning for the NQT should be fully considered and built into the school improvement plan. From April 2003 funding for the induction of NQTs is no longer channelled through a separate Standards Fund grant, but has been incorporated into the main local government finance system. A figure of about £1,000 per NQT term is recommended as an appropriate level of funding for induction purposes. Funding for the provision of PPA time will be additional to this figure

# Roles and Responsibilities for the Induction Period

## The Induction Tutor

Although the headteacher has overall responsibility for the induction of NQTs in a school, an individual should be designated to have responsibility for co-ordinating the day to day monitoring, support and assessment of each NQT. The member of staff who undertakes these responsibilities will need considerable contact with the NQT.

For the purposes of this guidance, the person working in this role is referred to as the 'induction tutor'.

The role of the induction tutor is to:

- act as a critical friend
- introduce the NQT to the school's organisational culture and that of the Council
- encourage the NQT to become responsible for his/her own professional development, helping to set targets appropriate to individual development needs on entry to the profession
- involve the NQT in whole school developments and training
- arrange time out of the classroom to enable NQTs to observe and experience examples of good practice
- organise and implement, in consultation with the NQT, a programme of monitoring, support and assessment that takes into account the circumstances of the school, and takes forward, in a flexible way, the action plan set out in the NQT's Career Entry Development Profile
- ensure that the NQT is fully informed about this programme
- ensure that records are kept of monitoring, support and formal assessment activities undertaken, and their outcomes
- where applicable, in consultation with the headteacher, make arrangements for additional support and experience, from outside the school if necessary, where the NQT is not provided with sufficient breadth of experience to enable him or her to meet the Core Standards

The professional induction of teachers is a task which involves many people. The number involved will depend on the type of school and its organisation. However, it is vital that each school makes a firm commitment to provide a clear structure of support and guidance for the NQT.

# Roles and Responsibilities for the Induction Period

## The Newly Qualified Teacher

The NQT has a responsibility to engage fully in the programme of monitoring, support and assessment that is agreed with the induction tutor. NQTs should be familiar with the Core Standards, and should monitor their own work in relation to them.

The NQT should be fully engaged in his or her professional development during the induction period, and participate in target-setting and associated professional development activities. The Career Entry and Development Profile should, in particular, help NQTs to set short, medium and longer term targets, in order to contribute to raising standards of attainment from the very start of their new career.

An NQT who is not satisfied with the programme of monitoring, support and assessment being provided during the induction period, or with its delivery, should, in the first instance make use of the school's internal procedures for raising professional concerns, including those involving the school's Governing Body. If the NQT's concerns go beyond the school's systems or procedures, or if he or she feels that the concerns have not been addressed, the NQT should be able to contact the NQT Induction Co-ordinator, Sharon Scull (01942 767068).

## The Governing Body

The Governing Body has responsibility for overseeing the establishment induction arrangements in the school. The Governing Body may wish to seek guidance from either the school's General Adviser or from the NQT Induction Co-ordinator on the induction arrangements and the roles of those school staff with responsibility for implementing them.

## Wigan Council

The Council, acting as the appropriate body, has a responsibility to assure itself that schools and Governing Bodies are aware of, and are capable of meeting, their responsibilities for monitoring, support and guidance and for undertaking a rigorous and equitable assessment of the NQT.

## The Employer

In community, community special and voluntary controlled schools, the LA is the employer. In Voluntary Aided schools the Governing Body is the employer. Employment decisions concerning NQTs who have failed to complete the induction period satisfactorily are the responsibility of the employer. These decisions should be made independently of any decisions concerning the induction period and using the advice of the Council's Business Support Service.

# Advice Given to Newly Qualified Teachers

## Training/Support and Induction

You are entitled to receive support and guidance from:

- your named school induction tutor who will provide you with a structured programme and guidance about school procedures
- Senior Management Team, Subject Leader/Curriculum Co-ordinators/Head of Department, Staff Development Co-ordinator, other staff members
- The Council: school adviser, subject consultants, advisory teachers, Professional Development Centre staff, Induction Co-ordinator
- Professional Associations: It is advisable to join a teaching union/professional association. There are school representatives in addition to the Wigan officers whose details are included in this booklet.

You should also expect:

- monthly discussion with your induction tutor
- observation within the first four weeks of starting employment
- regular lesson observation with written feedback
- judgements based upon professional competencies
- support to meet objectives in your career entry and development profile
- a structured programme of support throughout the induction year
- the opportunity to contribute to your personalised programme of support
- a teaching commitment which is 80% of the norm (including 10% PPA).
- opportunity to observe best practice

## Successful Completion of the Induction Year

Criteria for the successful completion of the induction year focus upon:

- consistent demonstration of the Core standards
- meeting objectives and targets identified in the career entry development profile
- appropriate assessment of pupils' work
- setting targets for pupil progress
- monitoring pupil progress
- maintaining personal and professional development and knowledge of subject pedagogy, research and development
- promoting appropriate behaviour and maintaining good discipline
- identifying and supporting pupils with special educational needs
- writing IEPs and planning to enable pupils to make progress

## Advice Given to Newly Qualified Teachers

- responding to ethnic and cultural diversity
- liaison with parents
- deployment of support staff
- implementing school policies

Full details of the NQT Core standards and how they build on the QTS standards are found within both DCSF and TDA induction guidance documentation (see contact details in Section 9 below).

# CYPS Support for NQTs and Schools

The table shows the key issues to be addressed by schools and the programme of support available from the Council. Schools requiring support or with specific queries should contact the Induction Co-ordinator at the Council in the first instance.

Term	Activities	Issues which may affect the Programme
<b>Autumn</b>	Monitoring the school provision of a structured induction programme. Adviser is introduced to NQTs. Adviser seeks the school's initial view of strengths and weaknesses of each NQT.	Short term/temporary contracts  School requests the Adviser's view
<b>Spring</b>	Monitoring the school provision of a structured induction programme Observe NQT in lesson if: School induction programme is not in place. School registers a concern. School requests an observation. School is considering a permanent appointment and wants the Adviser's view.	
<b>Summer</b>	Monitoring the school provision of a structured induction programme School makes the pass or fail judgement based on the range of evidence gathered throughout the year. Adviser upholds or challenges the school judgement.	

CYPS support available from the Learning and Attainment Branch:

- Lesson observation by the School Adviser or another member of the Advisory Service
- Support in the development of a structured programme for induction
- Network meetings for induction tutors
- Additional courses for mentors
- CPD programme for NQTs

General queries on the requirements and procedures for the Induction of Newly Qualified Teachers should be made to:

Sharon Scull - NQT Induction Co-ordinator (01942 767068)

Lorraine Carey – Administrative Assistant (01942 486098)

## Useful Contacts and Links

### 9.1 Department for Children, Schools and Families (DCSF)

Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT

Tel: 0870 000 2288 E-mail: [info@dfes.gsi.gov.uk](mailto:info@dfes.gsi.gov.uk)  
Website: [www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/induction](http://www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/induction)

### 9.2 Training and Development Agency for Schools (TDA)

151 Buckingham Palace Road  
London  
SW1W 9SZ

Tel (enquiries): 020 7023 8001  
Tel (publications): 0845 606 0323  
E-mail: [induction@TDA.gov.uk](mailto:induction@TDA.gov.uk)  
Website (general): [www.tda.gov.uk](http://www.tda.gov.uk)

General Teaching Council for England (GTCE)  
Victoria Square House  
Victoria Square  
Birmingham  
B2 4AJ

Tel (enquiries): 0870 001 0308  
Fax: 0121 345 0100  
E-mail: [induction@gtce.org.uk](mailto:induction@gtce.org.uk)  
Website: [www.gtce.org.uk](http://www.gtce.org.uk)

# Completing the Induction Period

## The Core Standards

By the end of the year NQTs need to demonstrate that they meet all the Core Standards.

To meet these requirements NQTs need to:

- work with increasing professional competence in areas where, during initial training, it was assumed that they would need the support of an experienced teacher;
- focus on aspects of professional practice which can be better developed during employment as a qualified teacher, and over a longer period of teaching than is available to most trainee teachers during their initial training; and
- consolidate and build on what they have already achieved in order to be awarded QTS.

Most teachers complete the induction period successfully. The Core Standards set out the criteria against which NQTs' progress is assessed. At the same time, they provide an important focus for the professional development of NQTs during the induction period. All teachers should be able to draw on the statutory support and expertise of their colleagues. In particular, the statutory induction arrangements place a responsibility on schools and Appropriate Bodies to provide NQTs with the professional development opportunities they need in order to meet the Core Standards and to show that they are doing so.

## The Core Standards

In order to complete the induction period satisfactorily, an NQT must demonstrate all of the following:

### Professional Attributes

#### Relationships with children and young people

- C1** Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- C2** Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

## Frameworks

- C3** Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

### Communicating and working with others

- C4** (a) Communicate effectively with children, young people and colleagues.
- (b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- (c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- C5** Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- C6** Have a commitment to collaboration and co-operative working where appropriate.

### Personal professional development

- C7** Evaluate their performance and be committed to improving their practice through appropriate professional development.
- C8** Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- C9** Act upon advice and feedback and be open to coaching and mentoring.

## Professional knowledge and understanding

### Teaching and learning

- C10** Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

## **Assessment and monitoring**

- C11** Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- C12** Know a range of approaches to assessment, including the importance of formative assessment.
- C13** Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- C14** Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

## **Subjects and Curriculum**

- C15** Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments
- C16** Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

## **Literacy, numeracy and ICT**

- C17** Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

## **Achievement and diversity**

- C18** Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- C19** Know how to make effective Personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- C20** Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.

- C21** Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

### **Health and well-being**

- C22** Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- C23** Know the local arrangements concerning the safeguarding of children and young people.
- C24** Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- C25** Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

### **Professional skills**

- C26.** Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- C27** Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- C28** Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.
- C29** Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
- (a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
  - (b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.
  - (c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
  - (d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.

(e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.

**C30** Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

### **Assessing, monitoring and giving feedback**

**C31** Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

**C32** Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

**C33** Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

**C34** Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

### **Reviewing teaching and learning**

**C35** Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.

**C36** Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

### **Learning environment**

**C37** (a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.

(b) Make use of the local arrangements concerning the safeguarding of children and young people.

(c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.

**C38** (a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.

(b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.

**C39** Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

### **Team working and collaboration**

**C40** Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

**C41** Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.