

Mentoring - Materials to support the induction tutor

Section 5

Setting up an induction programme

An important part of the role of induction tutor is setting up an induction programme for the newly qualified teacher. This induction programme should initially aim to enable the NQT to settle in to the school as quickly and smoothly as possible.

The induction programme should then support the development of the NQT towards successful completion of their induction year.

This support will include:

- structured time to reflect on practice with a mentor;
- continued help to improve planning and teaching;
- guidance from an induction tutor and other colleagues on whole school issues;
- observation of teaching and feedback focused on Career Entry and Development Profile;
- school based in-service training;
- opportunities to observe experienced teachers;
- an opportunity to meet with the school SENCO;
- specific guidance at key points in the year on such issues as parent consultations, report writing and assessment arrangements;
- opportunities to attend courses for newly qualified teachers and any other appropriate courses or conferences;
- opportunities to discuss with senior staff in school, both progress and any difficulties which may be experienced;
- an individualised induction programme which helps the NQT to develop the areas highlighted in their Career Entry and Development Profile and enables them to set objectives and write action plans, and to revise these during the year;
- support to develop the NQT's skills of self evaluation;
- involve both formative and summative assessment as part of regular reviews of progress.

The induction programme should be designed to help NQTs develop their strengths and target areas for further development, using the Career Entry and Development Profile as a starting point.

An effective induction programme will include both the general programme, which it is likely that all newly qualified teachers will require, and an individualised element which will be specific to each NQT and which will be based on their own objectives. If you have more than one NQT in your school, you will probably find that they have some shared needs; this will give you the opportunity to work together with them on common issues. It is, however, important that individual needs are met through individualised induction programmes.

You will find the QTS and Core Standards from the Training and Development Agency useful when developing your induction programmes.

The role of the induction tutor

Summary of responsibilities.

The induction tutor should:

- co-ordinate guidance and effective monitoring and support for NQTs;
- draw on the experience of other staff to contribute to the induction programme;
- take forward the NQT's Career Entry and Development Profile;
- work in consultation with NQTs, ensuring they are fully informed about the programme;
- undertake well focused observation and constructive feedback;
- make rigorous and fair assessment of the NQT's performance;
- ensure sufficient records are kept to inform termly assessments; experience as necessary.

Auditing knowledge, skills and development need

An induction tutor needs:

Sound knowledge and understanding of the requirements for induction, which enable the induction tutor to:

- take forward the NQT's Career Entry and Development Profile
- work with the Core Standards
- co-ordinate day to day monitoring, support and assessment
- work in consultation with the NQT, ensuring they are fully informed about the programme

Good communication skills which mean the induction tutor can:

- provide clear oral and written feedback
- listen actively
- draw on the expertise of others to contribute to the NQT's induction
- explain and discuss school policies and procedures
- ensure that the headteacher is kept informed of the NQT's progress

Sound professional knowledge, which enables the induction tutor to:

- analyse needs, negotiate and set clear targets
- undertake well focused observations
- provide constructive and evaluative feedback
- make rigorous and fair assessments of the NQT's practice
- identify potential difficulties and ensure timely support is provided

Sound professional practice, which means the induction tutor can:

- provide guidance on planning, teaching and assessment
- link theory with practice
- demonstrate up to date knowledge of the curriculum for the age group or subjects the NQT teaches
- challenge practice
- offer ideas for developing practice
- show commitment to the wider role of the teacher

Good interpersonal skills, which ensure the induction tutor is:

- positive
- approachable
- able to make her/himself available.

A checklist of induction tutor tasks

This checklist may be helpful to you in sequencing the various tasks associated with your role. Decide how you will prioritise them and set them in a time framework which is manageable for you and also meets the needs of your newly qualified teacher.

Task	On appointment	Term 1	Term 2	Term 3
Complete NQT registration form and send to Appropriate Body (see appendix F)				
Prepare relevant 'in house' information				
Identify own training needs and arrange courses or support				
Discuss and negotiate any entitlements for the NQT.				
Co-ordinate guidance and effective monitoring and support for the NQT by: <ul style="list-style-type: none"> • <i>arranging an informal welcome meeting with colleagues, governors and other teachers new to the school</i> 				
<ul style="list-style-type: none"> • <i>ensuring that the NQT has adequate resources to support their teaching</i> 				
<ul style="list-style-type: none"> • <i>arranging weekly meetings with your NQT</i> 				
<ul style="list-style-type: none"> • <i>arranging half termly professional review meetings</i> 				
<ul style="list-style-type: none"> • <i>arranging termly assessment meetings</i> 				
<ul style="list-style-type: none"> • <i>organizing classroom observations and support. Select proformas for recording</i> 				
<ul style="list-style-type: none"> • <i>beginning the process of self-review, objective setting and action planning</i> 				
<ul style="list-style-type: none"> • <i>discussing core standards with NQT and complete Transition Point 2 of Entry and Development Profile</i> 				
<ul style="list-style-type: none"> • <i>discussing standards self-review summary</i> 				
<ul style="list-style-type: none"> • <i>establishing links with CYPS support staff for NQTs</i> 				
<ul style="list-style-type: none"> • <i>ensure sufficient records are being kept to inform termly assessments</i> 				
<ul style="list-style-type: none"> • <i>ensuring assessment forms are completed in time</i> 				

A checklist of induction tutor tasks *(continued)*

Task	On appointment	Term 1	Term 2	Term 3
Identify the information required and meet with your NQT to discuss: <ul style="list-style-type: none"> • <i>marking and assessment</i> 				
<ul style="list-style-type: none"> • <i>recording and monitoring attendance</i> 				
<ul style="list-style-type: none"> • <i>record keeping</i> 				
<ul style="list-style-type: none"> • <i>liaising with parents</i> 				
<ul style="list-style-type: none"> • <i>report writing</i> 				
Revise objectives and action plans in CEDP with NQT				
Maintain an overview of NQT's planning and evaluation				
Draw on the expertise of other staff to contribute to the induction programme				
Check on the reflective elements being contributed to the portfolio				
Discuss accreditation issues				
Review CPD experiences				
Establish contact with other NQTs and mentors				

Suggested Action Plan for NQT Induction Tutors

Before appointment	Before the NQT takes up post	Term 1	Term 2 and 3
<p>Become familiar with statutory requirements for NQT induction</p> <p>Be confident that the school can provide the NQT with the necessary breadth of experience and support</p> <p>When short listing ensure that NQTs are trained for the subjects and ages to be taught</p>	<p>Complete and return Newly Appointed NQT registration proforma to the Council</p> <p>Allocate responsibilities for induction, ensuring that all staff are aware of ways in which they may be involved</p> <p>Make any necessary adjustments to existing induction policies</p> <p>Identify training needs of induction tutors and access CYPS training programmes and in-school support</p> <p>Provide NQTs with job descriptions</p> <p>Provide NQTs with information about the school and the classes they will teach</p> <p>Where practical and possible, arrange for NQTs to spend time in the school</p> <p>Arrange for the 80% timetable (including PPA time)</p> <p>Establish a means of organizing relevant paperwork, guidance and reporting formats</p> <p>Arrange for NQTs to attend Welcome to Wigan</p> <p>Inform NQT of website</p> <p>Check CPD opportunities for NQT mentor</p>	<p>Enable induction tutors to become familiar with the Core Standards</p> <p>Use the Career Entry and Development Profile to negotiate and formalize the NQT's needs, set objectives for induction and plan professional development</p> <p>Familiarise the NQT with:</p> <ul style="list-style-type: none"> ▪ School policies and procedures ▪ Core standards ▪ Their entitlement to support ▪ Assessment arrangements ▪ The school's procedures for raising concerns about induction ▪ The pattern of review and assessment meetings <p>Arrange to observe the NQT within the first four weeks and at last half-termly thereafter. Ensure records are kept of these observations</p> <p>Establish an ongoing induction programme to include:</p> <ul style="list-style-type: none"> ▪ 10% release time + 10% PPA time ▪ Regular access to induction tutor ▪ Discussion of the school's policies ▪ Observation and feedback ▪ Observation of experienced teachers ▪ Professional development and training ▪ Time with the SENCO <p>Complete and submit termly assessment form to the Council.</p>	<p>Continue:</p> <ul style="list-style-type: none"> ▪ 10% release time + 10% PPA time ▪ Induction programme ▪ Half termly reviews ▪ Termly assessment meetings ▪ Termly assessment forms ▪ Use Wigan support materials for NQTs and NQT mentors <p>Complete and submit termly assessment form to the Council</p> <p>Make formal recommendation to the Council on satisfactory completion of the induction period</p> <p>Discuss professional development beyond induction and set objectives for the second year of teaching</p>

Classroom observation

The NQT should be observed teaching at least once in any six to eight week period, once each half term, including in the first four weeks in post.

Observations should focus on particular aspects of the NQT's teaching. The choice of focus for the observations should be informed by the requirements for the satisfactory completion of the induction period and by the NQT's objectives for development. The NQT and the observer should have a follow-up discussion to analyse lessons observed. Observations should follow arrangements that are agreed in advance and a brief written record should be made on each occasion. This record should relate to the NQT's objectives for development and indicate where action should be taken. It should show any revision of objectives.

The induction tutor is likely to undertake most of the observations of the NQT's teaching. Other people from within or from 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, advanced skills teachers, tutors from partnership Higher Education Institutions (HEIs) or CYPs advisers. Such observations should be co-ordinated by the induction tutor.

Useful steps in setting up a classroom observation:

- agree the focus
- 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 brief informal feedback at the end of the lesson
- give detailed constructive feedback as soon as possible, basing feedback on facts and not opinions
- summarise the main points, agree objectives and actions to be taken, and set a focus for the next observation.

Several example proformas may be helpful to you in recording your observations and summarising the feedback and discussions you have with your newly qualified teacher. Several proformas are provided so that you can select and copy the ones you prefer to use.

Example Lesson observation proforma 1

Induction tutor _____ Date _____

NQT _____ Class _____

Introduction to the lesson

How did the teacher:

- explain to pupils the objectives of the lesson?
- make links to previous learning?
- use a variety of teaching strategies (e.g. explanation, demonstration, questioning, effective use of resources)?
- provide opportunities for interaction and quality oral work?

Teaching and Learning	Pupils' response
<p>How did the teacher:</p> <ul style="list-style-type: none"> • plan for differentiation? • ensure all pupils understood the tasks? • question pupils to check understanding? • provide feedback to promote learning? • correct errors and misconceptions? give pupils the opportunity to explore a range of learning styles? 	<p>Did pupils show:</p> <ul style="list-style-type: none"> • concentration? • interest in tasks? • enjoyment? • collaboration (if appropriate) ? • independence? • understanding of lesson objective?
<h3>Conclusion</h3> <p>How did the teacher:</p> <ul style="list-style-type: none"> • finish off the activities? • summarise the key points of the lesson? • involve pupils in assessing how far learning objectives have been met? • ensure a calm and smooth finish to the lesson? • provide opportunities for follow up activities or homework? 	

Other comments

Signed _____
Induction tutor

NQT

Example Lesson observation proforma 2

Induction tutor _____ Date _____

NQT _____ Class _____

<p>Starting off</p> <ul style="list-style-type: none"> • Does the lesson start well and in an organised way? • Does the teacher engage the pupils' interest effectively? • Do the pupils settle down quickly? 	<p>Availability of materials and resources</p> <ul style="list-style-type: none"> • Are the teaching materials to hand? • Are materials for pupils to use distributed efficiently, and/or readily available for them to access?
<p>Appropriateness</p> <ul style="list-style-type: none"> • Is the content of the lessons appropriate? • Are the activities at the right level/ too hard/too easy? • Are the classroom management strategies used appropriate for the purpose? • Is the pace of the lesson appropriate? 	<p>Clarity</p> <ul style="list-style-type: none"> • Does the teacher explain tasks clearly? • Are the pupils clear about what they are doing?
<p>Monitoring</p> <ul style="list-style-type: none"> • Does the teacher monitor the progress of individuals within the class? • Are there times when some pupils can legitimately claim to be unclear about what to do? 	<p>Behaviour management</p> <ul style="list-style-type: none"> • Is the teacher following the school's agreed approach to rewards and sanctions? • Is the class generally orderly and committed to the tasks? • Choose one incident of inappropriate behaviour (this could be a minor incident): <ul style="list-style-type: none"> - what happened? - what did the teacher do? - how did the pupil(s) respond?
<p>Finishing off</p> <ul style="list-style-type: none"> • Is the lesson brought to an effective conclusion? • Do the pupils have the opportunity to demonstrate what they have learned? 	<p>General comments</p> <ul style="list-style-type: none"> • Taken overall, what were the effective aspects of the lesson? • Which aspects would benefit from further thought and discussion?

Signed _____
Induction tutor *NQT*

Example Lesson observation proforma 2

Induction tutor _____ Date _____

NQT _____ Class _____

Starting off	Availability of materials and resources
Appropriateness	Clarity
Monitoring	Behaviour management
Finishing off	General comments

Signed _____
Induction tutor *NQT*

Example Lesson observation proforma 3

Induction tutor _____ Date _____

NQT _____ Class _____

Planning teaching and class management

Does planning show appropriate differentiation?

Are needs met of underachievers, higher attaining pupils?

Are needs met of pupils not yet fluent in English?

Does planning ensure that all pupils are given the opportunity to meet their potential?

Is there a good standard of pupil behaviour in the classroom?

Are there high expectations of discipline, respected by pupils?

Is poor behaviour pre-empted and dealt with in line with the school's behaviour policy?

Are clear targets set for the improvement of pupils' achievement?

Monitoring, assessment, recording, reporting and accountability

Have pupils' levels of achievement been recognised accurately against attainment targets?

To what extent were assessments made against individual pupils' targets?

Other professional requirements

Are support staff and other adults deployed effectively in the classroom?

Are school policies reflected in the NQT's teaching?

What evidence is there of responsibility being taken for continuing professional development?

Signed _____
Induction tutor *NQT*

Example Lesson observation proforma 3

Induction tutor _____ Date _____

NQT _____ Class _____

Planning teaching and class management

Monitoring, assessment, recording, reporting and accountability

Other professional requirements

Signed _____
Induction tutor *NQT*

Example Lesson observation proforma 3

Induction tutor _____ Date _____

NQT _____ Class _____

Agreed focus for observation:

(from TDA Standards or NQT's targets)

Time	What did the teacher do?	What was the pupils' response?

Signed _____

Induction tutor

NQT

Example NQT Lesson Observation Form

Name:	Date:
School:	Time:
Class/Yr Group	No Pupils

Context/Subject:

Planning:

Teaching Strategies/Methods:

Classroom Management/Organisation/Discipline/Resourcing:

Example NQT Lesson Observation Form (*Continued*)

Pupils' Response

Feedback/Discussion: (*A summary of strengths/weaknesses and any targets for action*)

Summary of Example classroom observation

Induction tutor _____ Date _____

NQT _____ Class _____

Agreed focus

Strengths of the lesson

Points to consider

Signed _____
Induction tutor *NQT*

Giving and receiving feedback after observation

Giving positive feedback is straightforward. Giving less positive feedback is more difficult, but to help the NQT's development, it is important to give an honest, constructive response to the lesson you have observed.

The following points may be helpful to you when you are giving feedback on lesson observations to your NQT:

- always start with positive comments about the lesson. List what went well, then move on to less successful aspects. Restate the positive elements of the lesson at the end of your discussion;
- the NQT needs to feel the observer values them, even when giving negative feedback;
- it is important to comment objectively on what happened, rather than give opinions;
- asking an NQT to give their own views on their performance will often mean they identify difficulties themselves. However, if they are unaware of problems, you will need to point them out;
- listen carefully, using appropriate body language;
- clarify problems. Restate and summarise issues;
- discuss areas for improvement;
- try not to convey disapproval or anger;
- do not allow the discussion to become unproductively prolonged.

Make a record of your discussion using the record of professional dialogue on the next page.

Record of professional review meeting

Make some copies of this sheet to keep records of meetings.

Induction tutor _____ Date _____

NQT _____ Class _____

Evidence, for example lesson observation, planning

Progress towards objectives

Revised objectives

Support to be provided by the school

Signed _____
Induction tutor *NQT*

Summative assessment meetings

The role of formal assessment meetings should be made clear before they take place. These will be important milestones in progress towards completion of induction and NQTs must feel free to express any concerns. Three formal assessment meetings between the NQT and either the head teacher, or the induction tutor acting on behalf of the Headteacher, should take place in the induction period. In most cases the pattern of these meetings will be as follows:

- the first meeting will focus on the extent to which the NQT is beginning to meet the Core Standards;
- the second meeting will focus on the NQTs progress towards meeting the Core standards;
- the final assessment meeting will be used to determine whether the NQT has met all of the requirements for the satisfactory completion of the induction period.

For full-time NQTs in schools operating a standard three-term year, the assessment meetings should be held towards the end of each term. For those NQTs working part time and undertaking an induction period over a longer period, an initial assessment meeting should be held towards the end of the first term. The recommended procedures for full time NQTs should then be followed at equivalent intervals across subsequent terms.

For successful candidates head teachers or induction tutors can use the final assessment meeting as the basis for objective setting and professional development planning for the second year and third year of teaching.

Guidance on the evidence to support the assessment of progress

Formal assessment meetings should be informed by written reports from at least two observations and two progress review meetings that have taken place during the term. Judgements should be based on evidence that has been gathered systematically during the induction period and should relate directly to the Core Standards.

In addition to the reports and records mentioned above, further sources of evidence could include:

- formal and informal assessment records for pupils for whom the NQT has had particular responsibility, including test and/or examination results;
- information about liaison with others, such as colleagues and parents;
- the NQTs lesson plans, records and evaluations;
- the NQTs self assessment and record of professional development.

Summative assessment meetings

Written evidence is likely to be more wide ranging and detailed if the NQT is not making satisfactory progress than where induction is progressing satisfactorily.

When the head teacher undertakes all the responsibilities of the induction tutor, and has undertaken all the observation of the NQT, for example in some small schools, consideration should be given to ways in which a third party may be involved in providing evidence. The head teacher will need to be confident that the assessment can be shown to be fair.

A dated copy of all reports of observations, review meetings and objectives should be kept by the induction tutor until the Council has decided whether the NQT has completed the induction period satisfactorily and any appeal has been determined. A note should be kept of the other evidence used. The NQT should receive copies of all such written records and the Council should have access to them.

For those NQTs completing their induction period through aggregated periods of service in different schools, the head teacher should keep copies of all reports of observations, review meetings and objectives on file for the remainder of a five-year period or until such records are requested by the school in which the NQT continues induction, whichever is the shorter.

Where an NQT is deemed not to have completed the induction period satisfactorily, the school should retain the evidence for that judgement until any appeal process is completed, and the General Teaching Council (GTC) has confirmed that the NQT has either moved from provisional to full registration, or has become ineligible for registration.

Mentoring action plan

Autumn/Spring/Summer

During this term I will:

-
-
-
-

In order to do this I will need the following support from the school:

-
-
-
-

Assessment forms

Statutory DCSF assessment forms for the end of the first, second and third assessment periods and failure to complete the induction period satisfactory, are contained within the online version of these materials.

These forms will need to be completed and returned to the Council in advance of the end of term.

The Assessment Forms are contained in the Additional forms section of this document

Interim Assessment Forms

When an NQT leaves a post after completing more than one term in an institution but before the next formal assessment would be required, this school should normally complete an interim assessment. This should take place before the NQT leaves his or her post to ensure that the NQTs progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen.