

Summary of statutory requirements for induction

Wigan
Council

Section 1

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.

The Local Authority (LA) offers a caring and supportive welcome to newly qualified 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 the LA 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 1999 and amendments;
- (ii) DfES Statutory Guidance 0458/2003 : The Induction Support Programme for Newly Qualified Teachers.
- (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 the Education Department, Primary and Secondary Headteachers and recognised Teacher Associations.

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 LA 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 LA 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 LA 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 Induction Standards which came into force from 1st September 2003

The LA 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 LA. Where the NQT wishes to appeal against a failed induction period, the school will be required to present these documents as evidence to the LA. 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.

Advertisements for vacancies should mention the provision of an induction tutor and a programme of structured support for NQTs.

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

The Introduction 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 Induction 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”.

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 (the LA) and the employer.

The Headteacher

The headteacher will be required to make a recommendation to the LA 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 channeled 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 LA
- 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 Induction 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 Induction 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 LA Induction Co-ordinator, Kathryn Buckley (01942 486232).

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 LA Induction Co-ordinator on the induction arrangements and the roles of those school staff with responsibility for implementing them.

The Local Authority (LA)

The LA, 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 Authority's Personnel/Human Resources 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 LA: school adviser, subject adviser, 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 QTS 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 induction standards and how they build on the QTS standards are found within both DfES and TDA induction guidance documentation (see contact details in Section 9 below).

Local Authority Support for NQTs and Schools

The table shows the key issues to be addressed by schools and the programme of support available from the LA. Schools requiring support or with specific queries should contact their General Adviser in the first instance.

Term	Activities	Issues which may affect the Programme
Autumn	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
Spring	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.	
Summer	School makes the pass or fail judgement based on the range of evidence gathered throughout the year. Adviser upholds or challenges the school judgement.	

LA 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
- INSET for induction tutors
- INSET - making judgements relating to lesson observations

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

Kath Buckley - School Adviser and LA Induction Co-ordinator (01942486232)

Zoe Baxter – Administrative Assistant (01942 486096)

Janet Baker - Strategic Manager, Personnel and Governor Services (01942 828816)

Neil Fazackerley – CPD Strategy Manager (01942 767065)

Useful Contacts and Links

The Induction Support Programme for Newly Qualified teachers DfES 0458/2003.

9.1 Department for Education and Skills (DfES)

Public Enquiry Unit
PO Box 12
Runcorn
Cheshire
WA7 2GJ

Tel: 0870 000 2288 E-mail: info@dfes.gsi.gov.uk
Website:
www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/induction

9.2 Training and Development Agency for Schools (TDA)

Portland House
Bressenden Place
London
SW1E 5TT

Tel (enquiries): 0870 4960123
Tel (publications): 0845 606 0323
E-mail: induction@TDA.gov.uk
Website (general): www.TDA.gov.uk

General Teaching Council for England (GTCE)

Teachers' Qualifications Section
3rd Floor, Cannon House
24 The Priory, Queensway
Birmingham
B4 6BS

Tel (enquiries): 0870 001 0308
Fax: 0121 345 0100
E-mail: tqhelpdesk@gtce.org.uk
Website: www.gtce.org.uk/homepage.asp

Completing the Induction Period

The New Induction Standards

- (a) meet all the Induction Standards and
- (b) continue to meet the Standards for the Award of QTS, consistently and with increasing professional competence

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 induction 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 Induction Standards and to show that they are doing so.

The Induction Standards

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

Professional Values and Practice

They continue to meet the requirements of the Professional Values and Practice section of the Standards for the Award of QTS, and build on these. Specifically, they seek and use opportunities to work collaboratively with colleagues to raise standards by sharing effective practice in the school.

Completing the Induction Period

Knowledge and Understanding

They continue to meet the requirements of the Knowledge and Understanding section of the Standards for the Award of QTS, and build on these. Specifically they:

- (a) Show a commitment to their professional development by
 - Identifying areas in which they need to improve their professional knowledge, understanding and practice in order to teach more effectively in their current post, and
 - With support, taking steps to address these needs.

Teaching

They continue to meet the requirements of the Teaching section of the Standards for the Award of QTS, and build on these by demonstrating increasing responsibility and professional competence in their teaching and when working with other adults, including parents. Specifically, they:

- (b) Plan effectively to meet the needs of pupils in their classes with special educational needs, with or without statements, and in consultation with the SENCO contribute to the preparation, implementation, monitoring and review of Individual Educational Plans or the equivalent.
- (c) Liaise effectively with parents or carers on pupils' progress and achievements.
- (d) Work effectively as part of a team and, as appropriate to the post in which they are completing induction, liaise with, deploy and guide the work of other adults who support pupils' Learning.
- (e) Secure a standard of behaviour that enables pupils to Learn, and act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school.

These standards are expanded upon on the TDA website
www.tda.gov.uk/teachers/induction/assessment/inductionstandards.aspx