

## Essential guide to TELA as your NQT Appropriate Body

### What is an NQT Induction Tutor?

Induction tutors have a key role and significant responsibilities in the statutory induction arrangements undergone by every newly qualified teacher in England.

They are responsible for registering, supporting, guiding, coaching, training and assessing the newly qualified teacher(s) within their school, college or academy.

Newly qualified teachers need a high quality programme and process as they move from teacher training into the school's performance management programme and on to their professional career path.

Some elements of this are statutory, and some are guidance, incorporating best practice which will have a positive impact both on the development of the NQT and on the effectiveness of the school.

- Being an NQT Induction Tutor also provides an important opportunity for the tutor to develop their own reflective practice and to analyse and share expertise, furthering their own professional development.
- The programme needs to be continually evaluated against the needs of the NQT with regard to its impact, content and review. Throughout the induction process, NQTs should be fully involved in reviewing progress and agreeing next steps.

The Induction Tutor should be a member of the teaching staff with the time, skills, training and authority to carry out the role effectively, including making rigorous and fair judgements on progress towards meeting the Teachers' Standards.

In larger schools roles may be split so that one person designs and carries out the training programme while one is responsible for assessment, but it is important to determine roles and responsibilities at the outset. In smaller schools the headteacher may be the Induction tutor and in this case it is important to identify an additional person to carry out the role of NQT mentor. The school should, in any case, identify a mentor within the school to whom the NQT can take concerns, questions and ask for practical support if needed, and be supported on a day to day basis.



### Responsibilities of the induction tutor include:

- Providing or coordinating guidance and effective support including coaching and mentoring
- Carrying out six reviews of progress during the induction period (half termly for full time NQTs, pro rata for part time NQTs)
- Undertaking three formal assessment meetings during the 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 a leading role in their own development
- Working 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 Teachers' Standards and the specific context of the school, college or academy
- In a sixth form college/ FE institution, ensure that 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 assessment activities undertaken and their outcomes.

### Statutory requirements

Successful completion of an induction programme is a statutory requirement in order for a teacher with Qualified Teacher Status (QTS) to continue teaching in a maintained school or nursery, a non-maintained school or Pupil Referral Unit, subject to certain exceptions (as set out in national regulations).

Statutory responsibilities include a personalised programme of development, support and dialogue with monitoring and assessment against the Teachers' Standards.



### **During the induction period, an NQT must receive:**

- A reduced timetable (in addition to 10% statutory Planning, Preparation and Assessment time), of no more than 90% of the time that another main scale teacher without a TLR would teach at the same school, to support CPD activities.
- Adequate support from a designated induction tutor
- A personalised programme of regular professional development activities
- Regular observation and feedback
- Regular reviews of progress towards meeting the Teachers' Standards
- A named colleague outside school or college with whom they can discuss any concerns that go beyond the school/college or are not addressed internally.
- In order to enable a fair and effective assessment of the NQT's conduct and efficiency as a teacher, a suitable post which provides them with the tasks, experience and support to enable them to meet the Teachers' Standards without making unreasonable demands on them.

If the NQT is not full time in an institution operating a three term year and beginning induction at the start of the year, you will need to determine the length of the appropriate induction period. Please contact your Appropriate Body for guidance. Otherwise the induction period is normally one academic year in length.

### **Monitoring and Assessing your NQT**

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.

Each NQT should have an individualised programme of monitoring and assessment appropriate to needs.

It is important to keep induction records for each NQT and to maintain the confidentiality of these records. The induction tutor should 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 versions)
- Details of any professional development offered/ undertaken
- Any feedback comments on the induction process
- Records of external support where there is cause for concern over the NQT's progress

After each of the first two formal assessment meetings, the headteacher/principal will send an assessment report to the Appropriate Body on the NQT's progress towards consistently meeting the teachers' standards. At the end of induction, the headteacher/ principal will recommend whether or not the NQT has consistently met the teachers' standards using a final assessment report.

In terms of review and formal assessment the statutory guidance places these expectations on the induction tutor, NQT, headteacher/principal, Appropriate Body and the Teaching Agency.

- Induction tutor: carry out six **progress reviews** and co-ordinate three **formal assessment meetings**. NQT: keep track of and participate effectively in the scheduled progress reviews and assessment meetings.

- Headteacher/principal: ensure timely assessment forms are completed and sent to the Appropriate Body, including making the recommendation on whether standards have been consistently 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 consistently met the teachers' standards and notify the relevant parties within the agreed time limits; provide the TA with data on NQTs starting or completing induction and those who start and then leave a school/college part way through an induction period.

- TA: The Teaching Agency is the Appeal Body in England.



**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 both be properly prepared before the progress review. 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 meetings**, prior to completing the assessment form, should be informed by evidence of the NQT's professional practice and the outcome progress review meetings. Objectives should be reviewed and revised in relation to the Teachers' Standards and the NQT's individual strengths and needs.

Evidence should come from day to day practice such as planning, self-evaluation, lesson observations, feedback from other stakeholders and will build up to show progress against the Teachers' Standards. There is no requirement to collate evidence in a particular form but NQTs must demonstrate that they have completed induction successfully in order to remain registered with the Teaching Agency and continue teaching within a maintained school or non-maintained special school.

The outcome of the final formal assessment meeting will take account of cumulative evidence over the periods and lay the foundations for performance management in subsequent years.

There should be no surprises. TELA Induction Tutor Training supports the development of good practice in assessing and recording progress.

### **Organising an effective training programme**

Each NQT should have an individual programme of professional development and support, according to their needs. Part of this may be a whole school programme for NQTs and access to a wider programme provided by the Teaching School Alliance.

The standard TELA NQT programme includes a whole day conference with pedagogical inputs but also allowing opportunities to network with other NQTs across TELA and other Leicestershire alliances.

The TELA programme is supplemented by a range of additional primary or secondary specific CPD.



The programme within each school is planned by the induction tutor together with the NQT and should make effective use of the 10% reduced timetable in addition to normal PPA time entitlement. It should:

- Include universal and targeted opportunities for development around pedagogical and professional foci
- Ensure regular review of progress and time for reflection
- Take into account the NQT's previous and current experiences
- Allow the NQT to make rapid progress towards excellence in teaching.

As well as training inputs, the programme can include enhancements such as:

- Observing more experienced colleagues or those with a specialism or lead role in school, or with good practice in a particular pedagogical element
- Broadening knowledge, skills and understanding of special educational needs and different pupil groups
- Focussed visits to schools and settings beyond the workplace
- More formal training events and courses
- Working alongside other teachers in the department or school/college/academy
- Focussed meetings between Induction Tutor and NQT to encourage 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 to meet the Teachers' Standards and look towards longer term professional development.

Objective setting and monitoring must be part of a review, plan, do cycle.

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, using a Career Entry Profile where one already exists.

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 being disadvantaged by undertaking a particularly difficult role, or taking on additional responsibilities unless extra 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 teachers' standards – what is the expected standard?
- Evidence for success – how will the induction tutor know the NQT has achieved the outcome? What will success look like?
- When and how progress will be reviewed
- Support and resources

### Observation and feedback

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 with a three term academic year).



Observation will be conducted by the induction tutor and/or others as appropriate; good practice is a mix of induction tutor, subject/phase specialists and other school leader observations.

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 teachers' 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 and agreed 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 teachers' standards, they are an important point of reference for the formal review meetings towards the end of each assessment period.

### **Cause for concern**

If there are concerns that the NQT may not meet the Teachers' Standards by the end of induction, the headteacher/principal should act early to arrange further support as quickly as possible.

The Appropriate body should be informed using the forms supplied in the Induction Tutor pack, and will then ensure that the school is meeting statutory requirements for induction and that concerns are accurately identified, evidenced and linked to Teachers' Standards.

Unsatisfactory progress at one stage of the induction process does not mean that the NQT will fail to complete induction successfully, so the school and appropriate body should work together to help the NQT overcome any difficulties and tackle any issues which are a barrier to good progress. More information is available in the Induction Tutor pack.

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.

