

**Newly Qualified Teachers
Moderation of Induction Process
Self-evaluation checklist for Headteacher/ NQT Induction Manager**

Suitability of NQT's role		Notes
<i>Appropriate role & Support for additional demands</i>	<ul style="list-style-type: none"> • (Secondary) Are NQTs teaching the main subject for which they trained? • (Secondary) If they teach additional subjects, are they happy with this? • Does the post contain elements/characteristics placing 'unreasonable' demands in areas such as: <ul style="list-style-type: none"> ◊ discipline problems ◊ non-teaching responsibilities ◊ teaching different classes • If so, has additional support been put in place? 	
Documentation and Record Keeping		
<i>On appointment</i>	<ul style="list-style-type: none"> • Are references taken from university & teaching practice schools? • Does the school register NQTs on NQT Manager as soon as they are appointed? It is a DfE requirement for NQTs to be registered with the LA before induction starts. • Was the preliminary meeting between Induction Tutor and NQT held before the start of term and a schedule of meetings and observations agreed? • Are NQTs asked for a copy of their QTS certificate on taking up the appointment? • If not, does the school ensure that the NQT's status is checked on the NCTL database of teachers? 	
<i>Before induction</i>	<ul style="list-style-type: none"> • Handbooks are available to all Heads/Secondary Induction Managers on NQT Manager (in the resources section). Were they familiar with its contents before the start of induction? • Handbooks should be downloaded from the NQT Manager website by the school for NQTs and Induction Tutors as soon as an NQT is registered with EPS, on NQT Manager, before induction begins (i.e. during the summer term). Does this happen? • Assuming that NQTs were registered well in advance, did the NQTs and the Induction Tutors familiarise themselves with the Handbook in advance (i.e. during the summer holidays)? 	

(Documentation and Record Keeping Continued)

<i>During Induction</i>	<ul style="list-style-type: none">• Are NQTs and Induction Tutors using the Handbook regularly, and are they fully aware of its contents?• Do the NQTs maintain the Induction Log?• Is a systematic method of recording used?• Is the Professional Development Plan kept up to date?• Are the lesson observation forms in the Handbook used including the NQT's self-evaluation form?• If not, what does the school use instead, does it give enough information and is it appropriate?• Are assessment forms completed by the deadlines set by EPS?• How does the Head/Secondary Induction Manager ensure that assessment forms across the school, completed by different Induction Tutors, are consistent in the breadth of information and their reference to the Induction Standards?	
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Support & Monitoring		Notes
<i>Support for Induction Tutors</i>	<ul style="list-style-type: none"> • Do Induction Tutors attend the Hampshire Induction Tutor training course? • Are Induction Tutors given appropriate support and release time? • Are Induction Tutors fully aware of their responsibilities? • Are Induction Tutors familiar with the contents of the Hampshire NQT Induction Handbook? • Are Induction Tutors fully aware of all the Teachers' Standards and how they build on the QTS Standards met by NQTs during training? • Are secondary Induction Tutors in the same department as their NQT? • Do Induction Tutors have responsibility for more than 2 NQTs? 	
<i>General support for NQTs</i>	<ul style="list-style-type: none"> • Do the NQTs feel well supported? • Was there a preliminary meeting before induction began as outlined in the Handbook? • Was a meeting held within the first 2 weeks to agree areas for development and targets? • Was the timeline in the Tutors' Handbook used to schedule meetings, observation and assessment dates? • Do Induction Tutors ensure that NQTs are familiar with the contents of the Hampshire NQT Induction Handbook and refer to it? • Do Induction Tutors ensure that NQTs complete the Induction Log? • Do Induction Tutors ensure that NQTs fully understand the Teachers' Standards and how they build on the QTS Standards? • Does the Induction Tutor both offer day-to-day advice and carry out assessments and lesson observations? • Are the NQTs clear about the roles of different people involved in their induction - subject leaders, Induction Tutor, 'buddy', secondary Induction Manager or head? • Is there effective liaison between these participants? • Do NQTs have casual access to their Induction Tutor and others? • Are NQTs encouraged to self-evaluate and do they use the lesson observation self-evaluation forms in the Handbook? If not, why? 	

(Support and Monitoring continued)

<p>Meetings</p>	<ul style="list-style-type: none"> • Are review meetings held at least every half term as is required? • Are meetings regular and scheduled at the outset of Term 1? • Are NQTs clear about the purpose of these meetings and involved in setting the agenda? • Are the meetings adequately recorded and do they refer specifically to the objectives/criteria/new objectives and relate these to Teachers' Standards? • Do other informal meetings take place? How often? Are they recorded? • Do the NQTs feel meetings are sufficient and useful? 	
<p>Objectives</p>	<ul style="list-style-type: none"> • Do objectives stem from (1) identified development needs and (2) lesson observations and review meetings? • Are the objectives focused on the statutory Teachers' Standards and do they refer to them? • Are the objectives monitored and reviewed regularly? • Do the NQTs have a clear input to setting the objectives? 	
<p>Observations</p>	<ul style="list-style-type: none"> • Did the initial observation take place within the first 4 weeks? • Are observations focused on the statutory Teachers' Standards? • Are the forms in the Handbook used? • Are NQTs clear about the purpose and outcomes of the observations and the Standards they focus on? • Do the NQTs have input into the focus for the observations? • Are the NQTs instructed to complete a self-evaluation and do they use the self-evaluation form in the Handbook? 	
<p>Non-contact time</p>	<ul style="list-style-type: none"> • Do the NQTs receive the statutory 10% additional non-contact time, in addition to PPA time and to that received by a comparable teacher? • Is this used for development and not for planning, preparation, marking etc or to cover for other teachers? • Is the non-contact time regularly scheduled and not 'blocked'? 	
<p>Professional development</p>	<ul style="list-style-type: none"> • Do the NQTs attend the Hampshire NQT Training Programme? • Is a range of development opportunities provided? What are they? • Have the NQTs been given a breadth of experience beyond their own classrooms? • Are opportunities focused on particular development needs? • How has the NQTs' development been monitored in practice? • What have NQTs done to manage their own self-development? • Are all development activities recorded on the Induction Log and the Professional Development Plan? 	

Assessment		Notes
<i>Rigour</i>	<ul style="list-style-type: none"> • Is the whole range of the national Teachers' Standards being used to make judgements and are targets linked to them? • Do termly assessment forms reflect this and refer to the Standards? 	
<i>Accuracy</i>	<ul style="list-style-type: none"> • Which members of staff conduct the formal termly assessment meetings? • Are judgements throughout induction made on sufficient and corroborated evidence? • Are the reasons for the judgements clear? 	
<i>Fairness</i>	<ul style="list-style-type: none"> • Are assessment dates set at the start of Term 1? • Do NQTs understand the judgements? • Is feedback to NQTs balanced and constructive? • Do they feel feedback/judgements are fair and lead to the renewed targets? 	
<i>Consistency</i>	<ul style="list-style-type: none"> • Would judgements by other schools be similar? • If there is more than one NQT, are standards of reporting/assessing consistent across the school? 	