

Hampshire NQT Induction

Guidance for Inspector/Moderators 2017

Inspector/Moderators, in liaison with Education Personnel Services, moderate a sample of schools/colleges providing NQT Induction.

The purpose is to assure the LA that the induction requirements are in place and sound. The LA has two key statutory functions:

- 1) to assure that schools/colleges adhere to the DfE guidance and provide effective induction
- 2) based on school/college recommendations, to make final decisions about the success of an NQT's induction

Criteria/guidance

The requirements fall within five areas:

- suitability of NQT's role
- documentation and record keeping
- support for both NQTs and Induction Tutors and monitoring
- assessment
- funding

Please use the criteria and guidance overleaf to assist your judgements on each element and comment on each in your written report on the provided proforma.

EPS will provide you with copies of the relevant NQTs' termly assessment forms and details of any issues raised by NQTs or their Tutors.

Rate each school's effectiveness against each of the criteria and give each school/college an overall rating. The attached guidance will help and assist with consistency in judgements.

Process

A maximum of 3.5 hours is allocated per school/college to undertake the moderation and complete the report. We recommend the following sequence:

- 1) Group meeting with all NQTs in the school/college to gather a general idea of how they perceive their induction to be going, and for them to raise any concerns
- 2) Review of sample documentation - meeting reports, observations etc - from more than 1 NQT's file if possible to gain overall impression of quality and consistency of reporting
- 3) Meeting with Head (or Secondary NQT Induction Manager) and Induction Tutors to discuss items on attached grid and any issues raised by NQTs/documentation
- 4) Provide feedback to Headteacher and outline any recommendations
- 5) Prepare brief written report for EPS using attached pro-forma
- 6) Send copies of report as soon as possible directly to:
 - Headteacher; SIP;
 - Lisa Hollier and Dinah Weberstadt in EPS (lisa.hollier@hants.gov.uk and dinah.weberstadt@hants.gov.uk)

Consistency

These guidelines are intended to assist the consistency of our approach. Please communicate with other Moderators or with Lisa Hollier (EPS) if you are in any doubt about the process.

Results

The results of the moderation process are used as part of the data collected for the annual evaluation of Hampshire's NQT Induction processes. The written report for each school/college forms the basis of the LA's composite report, a copy of which is published on our website early in the Autumn Term.

More guidance around the report – top tips!

- Can be brief – just needs to give the key areas
- Can be bullet-points or prose
- Recommendations section should just be about the things the school needs to do to improve on its process, along with a date/deadline by which this should be done. It's not about the NQT induction support as a whole by the County. If you feel the school has valid feedback regarding the NQT support by the County, please pass this on separately to Lisa Hollier (lisa.hollier@hants.gov.uk).
- In the LA section – moderators are requested to only put what action we need to take to follow-up on the moderation visit – e.g. make a return visit to check paperwork; contact the school to request copies of specific paperwork later in the term; etc..

(Documentation and Record Keeping Continued)

<p><i>During Induction</i></p>	<ul style="list-style-type: none"> • 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/college use instead, does it give enough information and is it appropriate? <i>Are assessment forms completed by the deadlines set on NQT Manager?</i> • <i>Is the school/college using the customised on-line Hampshire assessment forms?</i> • Are meeting notes dated and are they initialled by NQT & tutor? • How does the Head/Secondary Induction Manager ensure that assessment forms across the school/college, completed by different Induction Tutors, are consistent in the breadth of information and their reference to the Teachers' Standards? • Have improvements suggested following the last moderation been implemented? (EPS will provide to moderator) 	<p>IT/NQT IT/NQT IT/NQT IT/NQT IT/NQT EPS HT IM/HT</p>	
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Support & Monitoring		Source	Notes
Support for Induction Tutors	<ul style="list-style-type: none"> • Have all Induction Tutors attended recent 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? 	HT/IT HT/IT HT/IT IT IT HT/IT HT/IT	Training is recommended for all Tutors. General tutor/mentor training is usually not specific enough for NQT Induction Tutors. Can be beneficial, but not essential. Two should be the maximum number of NQTs per Induction Tutor
General support for NQTs	<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? 	NQT IT/NQT HT/IT/D HT/IT IT/NQT IT/NQT IT/NQT IT/NQT NQT HT/IT NQT NQT	In some schools/colleges observations are not undertaken by the person setting targets and providing day-to-day advice. NQTs can become confused if they receive advice from too many directions so need to be clear about whom to approach for advice or to raise concerns about their induction.

(Support and Monitoring continued)

<p>Meetings</p>	<ul style="list-style-type: none"> • Are formal review meetings held at least every half term as is required? • Are tutor 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>HT/IT HT/D NQT D IT/D NQT</p>	
<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>D D D NQT</p>	<p>The Professional Development Plan should be used as an ongoing document to record objectives, criteria and target dates. The Induction Tutor and NQT should both have copies and update it regularly.</p>
<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 encouraged to complete a self-evaluation and do they use the self-evaluation form in the Handbook? 	<p>D D D NQT NQT NQT</p>	
<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>HT/NQT HT/NQT HT/NQT</p>	
<p>Professional development</p>	<ul style="list-style-type: none"> • Do the NQTs attend the Hampshire (or other organised) NQT Training Programme? • Is a range of development opportunities provided? What are they? • Are the NQTs being 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? 	<p>HT/NQT HT/NQT HT/NQT HT/NQT HT/IT NQT IT/NQT</p>	

Assessment		Source	Notes
Rigour	<ul style="list-style-type: none"> Is the whole range of the Teachers' Standards being used to make judgements and are targets linked to them? (Do termly assessment forms reflect this and refer to the Standards?) 	D EPS	EPS will provide information from termly forms
Accuracy	<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? 	HT D D	The Head or Secondary Induction Manager should be present as well as the Induction Tutor
Fairness	<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? 	D NQT D/NQT NQT	
Consistency	<ul style="list-style-type: none"> Would judgements by other schools/colleges be similar? (If there is more than one NQT, are standards of reporting/assessing consistent across the school/college?) 	D EPS	EPS will provide information from termly forms but consistency should also be checked on Professional Development Plans and lesson observation forms

School placement – NB: Only applicable to Sixth Form Colleges

	<ul style="list-style-type: none"> Was the placement planned for the Spring Term? How did the college ensure that the placement was appropriate to the NQT, eg in line with a relevant part of the KS3 Strategy? Was the NQT encouraged to discuss the placement with the KS3 Strategy Manager at the school? How many working days did/will the placement include? (The DfE requests Colleges make every effort to provide placements of 20 – 25 working days – a shorter period gives insufficient time to assess the NQT's performance consistency with regards to planning, teaching and assessing under 16s) Were observations carried out during school placements and recorded? Who observed? Did observations take account of effective practice for pre-16 teaching? How was the evidence recorded? 	IM IM IM/IT IM IM IM IM	
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