

NQT Induction Handbook

Hampshire's Guidance for Headteachers and Induction Tutors

Contents

	Paragraph
Contacts & websites	1
Timeline of the induction year	2
Checklist of your responsibilities	3
What you must verify before induction begins	4
Your NQT's contract and role in the school	5
Posts where an NQT cannot do induction	6
The NQT's responsibilities	7
Funding	8
The length of induction and part-time induction	9
The reduced timetable	10
Can Induction be extended?	11
Breaks in induction	12
If an NQT leaves before completing induction	13
The preliminary meeting - checklist	14
Record keeping and the Induction Log	15
Planning the monitoring & support programme	16
Setting objectives and the <i>Professional Development Plan</i>	17
Professional development activities	18
The Teachers' Standards	19
Lesson observations and criteria	20
Professional review meetings	21
Formal Termly Assessments, meetings, completing the form, deadlines	22
Notification to the Teaching Regulation Agency (TRA), ratification & issue of Induction Certificate	23
Unsatisfactory progress	24
Template Forms	
Induction Log	
Professional Development Plan	
Lesson Observation Summary for Feedback	
NQT's self-evaluation of Lesson Observation	
Professional Review Meeting Record of Discussion	

1. Contacts, websites and where to find out more

<p>NQT Manager</p> <ul style="list-style-type: none"> assessment forms and other proformas the Teachers' Standards registering NQTs The Hampshire NQT Training Programme (not bookings) 	<p>https://hants.nqtmanager.com/Login.aspx</p>
<p>Education Personnel Services</p> <ul style="list-style-type: none"> Advice for schools and NQTs If there are any concerns about your induction year contact an advisor : 	<p>www3.hants.gov.uk/nqt-induction.htm nqt.info@hants.gov.uk 02380 383500</p>
<p>Hampshire Teaching and Leadership College (HTLC)</p> <ul style="list-style-type: none"> details of courses and to book 	<p>http://htlc.hants.gov.uk (school access only) 01962 718600</p>
<p>DfE – Department for Education</p> <ul style="list-style-type: none"> Professional development advice NQT Induction statutory guidance Teaching Regulation Agency (TRA) information 	<p>www.gov.uk/df www.education.gov.uk/get-into-teaching</p>
<p>DfE – Secure Access</p> <ul style="list-style-type: none"> Access your personal details Download your certificates 	<p>https://teacherservices.education.gov.uk/SelfService/Login teacher.induction@education.gsi.gov.uk 0207 593 5392</p>
<p>Education Jobs</p> <ul style="list-style-type: none"> Hampshire job vacancies 	<p>www.educationjobs.hants.gov.uk</p>
<p>Teachers' Pensions</p>	<p>www.teacherspensions.co.uk tpmail@teacherspensions.co.uk 0845 6066166</p>
<p>Professional Associations</p>	<p>We strongly advise NQTs with concerns about their induction year to contact their professional association. NQTs should call the number on the membership card</p>
<p>Education Support Partnership</p> <ul style="list-style-type: none"> Coaching, counselling, advice and support service <p>Hampshire's Employee Support</p> <ul style="list-style-type: none"> free confidential support/counselling for HCC employees (check locally that you school provides this) 	<p>www.educationsupportpartnership.org.uk 08000 562 561</p> <p>www.healthassuredeap.com 0800 030 5182</p>

2. Timeline of the Induction Year

Term 1	
Before term starts	<ul style="list-style-type: none"> School registers NQT with EPS to generate information on training and conference, funding Preliminary meeting between Induction Tutor and NQT
Within 1st week	<ul style="list-style-type: none"> Meeting between Induction Tutor, Induction Manager/Head & NQT Discussion of areas for development/targets for first term
Within 1st 4 weeks	<ul style="list-style-type: none"> Induction Tutor observes NQT <ul style="list-style-type: none"> - general focus for this first observation - NQT provides lesson plan - Induction Tutor completes observation summary - NQT self-evaluates. Feedback to NQT
Before half term	<ul style="list-style-type: none"> Induction Tutor & NQT review objectives/set new objectives in line with targets for the term
After half term	<ul style="list-style-type: none"> Further observation Meeting to discuss progress and prepare for 1st termly assessment Contact EPS if there are concerns about the NQT's progress
	<ul style="list-style-type: none"> Formal assessment meeting, complete form including development areas and support to be given and comments added by NQT Complete form on NQT Manager to be received by LA at least 1 week before end of term Set/agree objectives for 2nd term
Term 2	
After 4 weeks	<ul style="list-style-type: none"> observation about 4 weeks into term discuss, feedback, review objectives ensure NQT knows if they are not on target
Before half term	<ul style="list-style-type: none"> Meet to review progress Evaluation and feedback Potential meeting with EPS if there are concerns about NQT's progress
After half term	<ul style="list-style-type: none"> Further observation, feedback etc Induction Tutor meets NQT to discuss progress
2 weeks before end of term	<ul style="list-style-type: none"> Formal assessment meeting, complete form including development areas and support to be given and written comments by NQT Complete form on NQT Manager to be received by LA at least 1 week before end of term Set/agree objectives for final term
Term 3	
	<ul style="list-style-type: none"> Same as Term 2 Potential meeting with EPS before half term if NQT is at risk of failing HT may wish/ought to observe – must if NQT is at risk of failing Review/observe/feedback, inc external observation if NQT at risk of failing
3 weeks before end of term	<ul style="list-style-type: none"> Formal assessment meeting, complete form including NQT's comments Complete form on NQT Manager to be received by LA at least 2 weeks before end of term
All through induction	<ul style="list-style-type: none"> Regular meetings formal/informal Self-evaluation by NQT Regular balanced feedback, constant progress checks Recording of all meetings, targets, action points. Copies held by Induction Tutor and NQT
Problems/difficulties	<ul style="list-style-type: none"> Ensure advice sought and EPS involved at the earliest stage Advise NQT to seek support from Professional Association

3. Your responsibilities

DfE Statutory *Guidance on Induction for Newly Qualified Teachers in England* gives a comprehensive outline of the regulations –

www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts.

Headteachers are responsible for:

- Supervision and training and ensuring that NQTs have appropriate support programmes.
- Ensuring that the terms of the NQT's contract and the requirements of the role are appropriate. (In large schools, heads may delegate **some** responsibilities to a senior manager (who would not normally also be an Induction Tutor)
- Where possible the Headteacher should not be the Induction Tutor

Headteachers & Secondary Induction Managers must ensure that:

- pre-employment checks are carried out, adhering to current guidance on safer recruitment
- the NQT
 - is fully qualified and eligible to start induction (Para 4)
 - attends the HCC Conference and NQT training programme or the equivalent for the local authority in which they work, and that cover is arranged
- an Induction Tutor is appointed for each NQT to provide day to day support
- Induction Tutors have the necessary experience to fulfil the role
- Induction Tutors attend appropriate Tutor Training (i.e. if not attended recently)
- they are familiar with:
 - the Teachers' Standards
 - the Hampshire online guidance
 - how to use NQT Manager online system
 - the current DfE Guidance
 - the NQT Training Programme
- the school registers NQTs on NQT Manager, including those on supply for 1 term or more
- EPS is informed promptly if an NQT leaves, and given an outline of the reasons
- if an NQT has already undertaken some induction in another school(s), copies of the assessments by the previous school(s) are obtained and EPS is alerted to any concerns about the NQT's progress.
- NQTs are given a reduction in timetable of 10% compared with comparable teachers in the school, and this must be protected for development and not used for PPA (**Para 10**)
- the governing body is informed about arrangements for induction and the results of assessments
- if an NQT leaves, copies are kept of **all** reports of observations, meetings, objectives and assessment forms for 6 years, or until these are requested by a new school
- termly assessment forms are completed (or completed by the Induction Tutor **with substantial input from the Head or Induction Manager**) and digitally signed (this **must** be the Head's signature) and clearly show on page 1 whether the NQT is making satisfactory progress towards completing induction successfully by the end of term 3
- the NQT is encouraged to add a comment on the form
- the form is completed online to reach EPS within the deadlines indicated on NQT Manager
- if progress is unsatisfactory, EPS is informed immediately and the guidelines on our website are followed
- If an NQT is at risk of failing, the Head must carry out an observation (**This cannot be delegated**)
- If an NQT fails induction, retain the evidence until any appeal process is completed and the Teaching Regulation Agency has ratified the failure, allowed the appeal or required an extension to the NQT's induction
- attend any panel hearing about a recommended failure
- NQTs have appropriate workloads supporting a reasonable work/life balance
- NQTs understand the duties and responsibilities of schools under the Equalities Act 2010
- staff are aware that OFSTED inspections evaluate the extent to which a commitment to staff development is reflected in effective induction and professional development strategies, and whether performance management is thorough and effective in bringing about improvement in standards

Induction Tutors must ensure that:

- they have the necessary skills, experience and knowledge to fulfil the role
- they attend the HCC Induction Tutor training programme
- the NQT:
 - understands the induction process and the roles of the various people involved
 - is fully aware from the start of employment of the school's child protection policy and procedure
 - becomes a reflective practitioner and evaluates what they observe and do: that the NQT completes the self-evaluation form after observations and discusses this at feedback sessions
 - takes responsibility for their development and induction and for providing evidence to support their progression
 - attends the HCC Conference and NQT training programme or the equivalent for the local authority in which they work
 - takes part in appropriate staff training, eg on the literacy or numeracy strategies
 - knows about whole-school policies eg child protection, behaviour management and health and safety
 - contributes to specific school improvement activities
 - spends time with the school's SENCO to focus on specific and general SEN matters
 - receives, if appropriate, training, development or advice from professionals outside the school, and obtains experience outside the school context, eg at another school or a special school or on a school trip
- rigorous and fair judgements are made about the NQT's progress in relation to **all** Teachers' Standards
- they provide and co-ordinate guidance and support for the NQT's professional development
- they are familiar with:
 - the Teachers' Standards
 - the Hampshire online guidance
 - how to use NQT Manager online system
 - the current DfE Guidance
 - the NQT Training Programme
- they hold the Preliminary Meeting, preferably **before the start of term**
- sufficient time is timetabled each term for meetings with the NQT and cover is arranged
- an individualised and structured induction programme is planned with the NQT
- the NQT's progress is assessed throughout induction
- they undertake most observations of the NQT's teaching and hold regular professional reviews of progress
- signed (by NQT and Tutor) and dated copies are kept (and provided to the NQT) of reports on observations, meetings and objectives until the LA has confirmed that the NQT has completed induction satisfactorily and the result of any appeal is known. Keep a note of other evidence and the outcomes of informal meetings
 - the Headteacher is immediately informed of any concerns about an NQT's progress
 - they attend, if necessary, any panel hearing about a recommendation of failure

If you have any concerns about your NQT's performance, **it is essential that you inform Hampshire's NQT Team (via the Helpdesk on 02380 383500) immediately** - don't wait until the end of term or 'hope for the best'. Detailed guidance on procedures are in the Resources section of NQT Manager.

4. What must you verify before the NQT begins induction?

- All normal **pre-employment checks** must be carried out.
- The school must **register** the NQT for Induction at <https://hants.nqtmanager.com/Login.aspx>. *National regulations state that the LA must be made aware of an NQT before the employment starts for induction to be valid from the first day of employment*
- A copy of the **Qualified Teacher Status certificate**, issued by the Teaching Regulation Agency, must be seen by the school, or the NQT's details checked against the DfE Secure Access database. *A copy should have been provided to the school as part of normal pre-employment checks.* Please note:
 - A Teacher Reference Number or university degree certificate is **not** evidence of qualification - only the Teaching Regulation Agency can award QTS.
 - Any teaching work before the QTS date - usually 1st August - must be as an **unqualified** teacher and on the **unqualified** pay scale
 - Any induction completed before the QTS date will be invalid; the NQT can only commence induction from the date of their QTS.

5. Your NQT's contract and role in the school

NQTs are eligible, as any other teacher, to be employed on a permanent contract. In the unlikely event of failing induction, they are not then eligible to teach and the contract must be brought to an end via a separate process.

Sometimes a 'fixed-term' contract with a specified end date is appropriate (e.g. to fulfil a temporary requirement in a school, or if the number on roll is known to be falling); or sometimes a 'temporary' contract is appropriate (e.g. to cover a colleague on sick or maternity leave with no specified date of return).

An NQT given a non-permanent contract must be fully aware of the reason and this reason stated in their contractual documentation. It is not appropriate to issue a non-permanent contract to an NQT just because you want to see how they fit into the school.

The requirements of the role should be reasonable, but an induction post must:

- involve regularly teaching the same class(es)
- involve similar planning, teaching and assessment processes to those of other teachers in the school
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support and should normally:
- not demand teaching outside the age range and/or subject(s) for which the NQT has been employed – but there is legally nothing to prevent them teaching any age range/subject once they have QTS
- not present acute or especially demanding discipline problems on a day-to-day basis

6. Posts where an NQT cannot do Induction

- supply posts of less than a term – see www3.hants.gov.uk/nqt-induction.htm for more information
- posts where they are only covering for other teachers and do not teach regular classes and plan, assess and report to parents
- usually, at schools in special measures
- as a peripatetic music teacher in a post which does not involve regular, planned whole-class teaching – but if one or more days a week are spent in a school regularly teaching the same

classes, planning for these classes and reporting to parents, this can be added to the peripatetic days to provide induction. The Headteacher and Hampshire Music Service will liaise to provide observations, feedback, assessments etc.

7. The NQT's responsibilities

The NQT must:

- provide a copy of the QTS certificate as soon they have it
- keep the Headteacher and the LA fully informed of any delay in receiving the QTS Certificate and take responsibility for finding out why it is delayed
- participate fully in the programme of monitoring, support and assessment agreed with you
- be familiar with the Teachers' Standards and monitor their own progress in relation to them through self-evaluation and self-assessment
- provide copies of previous assessments if any induction was undertaken in another school
- take part in, and contribute to, regular professional reviews of progress/assessment meetings
- take increasing responsibility for professional development as induction progresses
- act as quickly as possible if they have any concerns about the content and/or delivery of the monitoring, support and assessment

8. Funding

Funding to maintained schools for NQT Induction is included in their budget share.

9. The length of induction and part-time induction

The induction programme must last the equivalent of at least three school terms or one school year. It can begin at any date, even partway through a term, but must begin as soon as the appointment starts (subject to the teacher having QTS).

Part-time NQTs must cover the same number of school sessions as a full time NQT, and this is calculated pro-rata. They must serve a minimum of 195 days. To calculate the number of working days an NQT must serve, divide 195 by the part-time proportion – e.g. with a 0.6 (60%) contract induction has to cover a minimum of 325 school term days (but the actual days to be worked will still be 195). EPS will let your school know when each assessment period will end; NQT Manager will calculate any part time assessment dates. These can be viewed online.

Induction can be completed in more than one school at the same time, if the NQT has a contract with each of the schools for at least one term. One Headteacher will take responsibility for the induction and receive feedback from the other Headteacher about progress. This must be in agreement with both schools and the LA.

10. The reduced timetable

NQTs **must** have a reduction of 10% of their teaching timetable compared with other teachers in the school, to give them time to focus on their development. The 10% additional non-contact time is specifically for induction and professional development, and should not be used for preparation, planning, marking or classroom cover. *This is in addition to PPA time and should be clearly distinguished from it.*

Under the School Teachers' Pay and Conditions Document, Headteachers have a duty to ensure that NQTs' teaching time does not exceed 90% of the timetable of other classroom teachers in the school - *even if the NQT is employed on a supply basis or through an agency.*

Part-time NQTs must be given the same proportion of time on a pro-rata basis. So if you want an

NQT to actually teach for e.g. 2 days a week they must be contractually employed for a longer proportion of the week, to include their additional non-contact time.

This is in addition to the statutory 10% PPA time allowed to all class teachers; PPA time for NQTs is calculated on their 90% contact time, so it follows that the minimum reduction in contact time should be 19%.

You are under an obligation to ensure that the 10% NQT time is protected and not taken to cover for other teachers, and is not used simply as 'non-contact time'. The time may be used however is most appropriate to the NQT's professional development needs, but it must be used as part of a coherent induction support programme and distributed appropriately throughout induction as best suits both the NQT and the school. **Non-contact time should be at frequent pre-scheduled regular intervals and should not be 'blocked'**. The Induction Log (p26) can be used to record any CPD undertaken and how it relates to the Teachers' Standards.

11. Can induction be extended?

The induction period cannot be extended just because the NQT or the school feels that they need a little more time. The LA may consider an extension to the Induction Year, but only in the following circumstances:

At the end of the year, if the school recommends a failure or a borderline pass, and there is some doubt that the NQT had sufficient opportunity to demonstrate that they could meet the Teachers' Standards, the LA *may* allow the NQT a further term of induction to confirm that they can meet the Standards.

Sick leave or other absences: If the NQT is absent from work for 30 working days or more during the induction period due to sickness or some other reason, an extension is mandatory and will last for the equivalent number of days – absence days must be logged carefully and EPS must be informed if your NQT approaches 20 days' absence from the start of induction – this does not have to be consecutive days. The extension will be added to the end of the final term.

Maternity leave: If an NQT takes maternity leave they may choose to extend induction by any period of Statutory Maternity Leave. Education Personnel Services can provide more information about Maternity Leave and NQT Induction. **In all cases, please inform the NQT Induction Team if an NQT applies for maternity leave.**

Only the Local Authority can agree to an extension, and in all cases the Authority is required to inform the Teaching Regulation Agency of any extensions granted.

12. Breaks in induction

NQTs can take a break in induction. During any break, they may do short-term (less than a term) supply teaching but see www3.hants.gov.uk/nqt-induction.htm for more information about this and restrictions. At present there is no time restriction upon when an NQT induction year must be completed.

13. If an NQT leaves before completing induction

An NQT might leave their school before completing three terms of induction – e.g. if the contract comes to an end, or if they move away from the area.

When they move to another school induction will just continue as before. An NQT who leaves a school before completing induction must take copies of assessment forms to provide to any future

school, to plan the rest of induction. Their records must be retained by the school and the LA for six years.

If an NQT leaves after more than a set number of terms – e.g. after 1.5 terms or 2.25 terms: ‘Part’ terms can count as long as at least one full term has been completed of induction. In such cases, an **interim** assessment should be completed – this follows the same format as an end-of-term assessment and indicate to a new school the NQT’s strengths and development areas.

However, if the NQT joins a new school part way through the third term of induction, they will need to complete a further calendar term - this is because the school needs enough time to be able to form a judgement as to their competence against all the Teachers’ Standards and gives the NQT time to settle into their new environment.

14. The preliminary meeting with your NQT (before they take up their appointment) - checklist

Induction Tutor:	NQT:	Date:
-------------------------	-------------	--------------

Agenda Item	Tick	Comments
Diary Dates of terms & major school events		
Staff handbook and/or a school induction handbook		
The Hampshire Handbook for NQTs – has NQT downloaded this or been provided with a copy?		
A log on and access to Hampshire NQT Manager		
The statutory Teachers’ Standards		
School’s Child Protection Policy and Procedure		
The Hampshire NQT Conference, date/ venue and cover to be arranged		
The NQT Training Programme, dates/venues and cover to be arranged		
Timetable of lessons and groups to be taught		
Assessment data for NQT’s class(es) - or how to access these		
Curriculum documents		
How the school will manage the induction/assessment arrangements		
Schedule of formal meetings and observations		
Dates for the 3 formal termly assessments for the whole year		
Induction Log		
The Professional Development Plan		
Contacts and websites		

15. Record keeping and the Induction Log

All activities, observations, meetings etc during the year should be recorded. Recording should be concise and open to avoid misunderstanding now or in the future.

During and after induction, schools must be able to provide evidence, if required by the AB, the Teaching Regulation Agency or professional associations, of how they reached their judgements, the support they provided and discussions they had with the NQT.

Copies of the following must be kept by you and used at the formal termly assessment meetings to assist you in making judgements and completing the assessment form:

- Records of meetings
- Lesson observation records
- The NQT's lesson observation self-evaluation records
- Professional Development Plan (PDP)
- The Induction Programme Log (CPD record)
- Teachers' Standards Record of Evidence (Evidence Tracker)

Best practice is for both NQT and Tutor to initial and date all the above documents. This provides evidence and assurance that both parties are clear on progress and expectations.

NQTs must also maintain their own records: notes from meetings, Induction Log etc. It is their responsibility to maintain the **Induction Programme Log** and to keep it up to date with all the activities forming part of their Induction. **Tutors should ensure that this is done.** These activities should link to their PDP and support their work towards the Teachers' Standards.

There is no requirement for a separate portfolio of evidence to be kept. It is sufficient that evidence evaluated by you is recorded in one or more of the above documents. No further paperwork is required to be kept unless it is felt necessary.

16. Planning the monitoring and support programme

Tutors must:

- schedule lesson observations, reviews of progress and formal termly assessments at the beginning of induction and pre-arrange any necessary cover for the NQT and Tutor
- observe the NQT teaching during the first 4 weeks and at least once each following half term.
- hold a scheduled professional review of progress at least once each half term
- record on the **Professional Development Plan** objectives, the action to be taken to meet those objectives and the criteria for determining whether they have been met
- plan professional development activities on the basis of the strengths, areas for further development and objectives.
- ensure that the NQT
 - observes the work of other experienced teachers
 - attends an appropriate NQT Training Programme and any other external training events relevant to their individual needs
 - takes part in programmes of training available to the school's staff as a whole
 - spends time with the SENCO to focus on specific/general SEN matters
- ensure that the 10% additional non-contact time is protected and used as part of the planned induction programme and is not used for Planning, Preparation or Assessment; PPA time should be separately scheduled
- keep copies of lesson observations, records of review meetings and objectives and refer to them at assessment meetings.

17. Setting objectives and the Professional Development Plan

You and the NQT should agree and record a **Professional Development Plan** using the online form (also at the end of this guidance). The first set of objectives should be agreed as soon as possible after they take up employment and should relate to the Teachers' Standards; initially they should focus on the areas of strength and priorities for professional development identified in your early meetings.

There should then be regular professional reviews of progress to identify how well they are making progress toward the achievement of objectives against the Teachers' Standards. The effect of activities should be evaluated and objectives should be revised and the **Professional Development Plan** updated.

You should ensure that the NQT makes a significant contribution, through **self-evaluation**, to forming objectives.

Objectives should be realistic and attainable. The NQT may be able to work towards them on a day-to-day basis as part of the normal teaching role, but there will be times when the support of other staff or professionals outside the school may be required. Identify this support in the 'actions' column. Where possible success criteria should describe the impact the achievement should have: 'to... in order to...' can help to define an objective's purpose.

Example of Professional Development Plan

Objective	Target date	Success criteria	Action to be taken & by whom	Review date	Evaluation
Teaching Standard 7 To use a range of strategies in order to secure effective management of pupil behaviour	End of autumn term	<ul style="list-style-type: none"> pupils focused on task pupils demonstrate positive contributions pupils make progress pupils adhere to teacher's expectations progress evident in books & through observation behaviour referrals reduced range of strategies used effectively 	<ul style="list-style-type: none"> NQT to observe Ms Jones in an art and science lesson NQT to implement strategies (e.g. eye contact, moving to stand near an off-task pupil) NQT to use school behaviour policy NQT to make expectations clear & agree code of conduct 	Nov 20XX (Ideally this will be the date of the next half-termly review)	Lesson obs (date) showed NQT can use a range of beh mgt strategies effectively – particularly by managing low level disruption, enabling pupils to keep on task

18. Professional development activities

NQTs have a timetable of 90% of normal average teaching time in the school. The time released **must** be used for professional development activities in a way which meets the NQT's and the school's individual needs. Schools must ensure that these activities are focused and relate to the Teachers' Standards, areas of strength, priorities for professional development and agreed objectives identified on the **Professional Development Plan**. This release time **must** be clearly distinguished from PPA time and other non-contact time provided for professional use, e.g. preparing for parents' evening and normal attendance at external events or courses attended by other staff. The school must ensure that activities are programmed, structured and varied to match the NQT's learning style and to capitalise on their range of experience. They must be given opportunities to gain competence across the whole range of Teachers' Standards.

Examples of professional development activities during release time:

- Participation in the school's general induction arrangements for new staff
- Time spent with the SENCO to focus on specific/general SEN matters
- Training and development or advice from other professionals from both inside and outside the school, e.g. inspectors, advisers, curriculum managers, behaviour managers
- Spending time with a different age group or visiting another area of the school, e.g. a different

subject department

- Observation of experienced teachers
 - in your own school
 - in another school where relevant effective practice has been identified
 - in a special school or Sixth Form College

To meet effective practice standards, this must lead to learning outcomes for the NQT – so before the observation you should agree with the NQT its focus and how it relates to the Teachers' Standards, agreed objectives and identified areas of strength or priorities for professional development. You can then discuss the observation at the professional reviews of progress.

Please note:

- The purpose of professional development activities and the expected learning outcomes should always be agreed beforehand.
- An opportunity to discuss the outcomes and their relation to objectives and the Teachers' Standards must be provided at the professional reviews of progress.
- You should ensure that there is coherence to the development programme, that the NQT receives non-contradictory advice and that the NQT is clear about the priority of actions they might subsequently take.

In addition to targeted activities, the NQT will undertake certain responsibilities for the first time, for example:

- School trips
- Parents' evening
- Writing reports
- Taking an assembly
- Managing a Tutor Group
- Attending a residential visit (we strongly recommend that NQTs do not LEAD a residential visit during their Induction Year but are in a supporting role to an experienced practitioner. Hazardous Pursuits Training should also be provided prior to the NQT leading off-site visits.)

The NQT must be supported during these activities - to be effective the support must be provided in three stages:

Before the activity relevant policy and procedures should be discussed with the NQT, including those on health and safety. For example, it may be necessary to familiarise the NQT with the procedures for school trips, or how to manage a difficult situation at parents' evening.

During the activity you should ensure that appropriate support is available. For example, at a parents' evening you or a senior member of staff might be present or available during specific parent interviews.

Following the activity there should be a meeting with the NQT to evaluate the experience. These evaluations should be referred to during the professional reviews of progress. Because of the infrequency of some of these activities it may be important not so much to set objectives as to record *'things I will bear in mind next time.'*

19. The Teachers' Standards

The 2012 Teachers' Standards apply to all NQTs who start their induction on or after 1 September; and NQTs who, on 1 September 2012, have started but not completed their induction, these are shown on the next pages on the **Teachers' Standards Record of Evidence** sheet. Use the **Teachers' Standards Record of Evidence** form each term as an ongoing record of how the NQT is progressing towards each Standard. NQTs must meet each specific Standard to complete induction successfully.

Teachers' Standards - record of evidence

Use one of these forms each term as an ongoing record to assess how far the NQT is progressing towards each Standard and to assist the completion of the termly assessment form

Progress key: **No** - no evidence
 W- working towards standard
 M - meeting standard
 E - exceeding standard

NQT:	Induction Tutor:		Term:
Standard	Evidence	Progress (No, W, M, E)	Date and Signature
Part one: Teaching. A teacher must:			
1. Set high expectations which inspire, motivate and challenge pupils			
•	establish a safe and stimulating environment for pupils, rooted in mutual respect		
•	set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions		
•	demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils		
2. Promote good progress and outcomes by pupils			
•	be accountable for pupils' attainment, progress and outcomes		
•	be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these		
•	guide pupils to reflect on the progress they have made and their emerging needs		
•	demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching		
•	encourage pupils to take a responsible and conscientious attitude to their own work and study		

Standard	Evidence	Progress	Date and Signature
3. Demonstrate good subject and curriculum knowledge			
•	have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings		
•	demonstrate a critical understanding of developments in the subject area and curriculum areas, and promote the value of scholarship		
•	demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject		
•	if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics		
•	if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies		
4. Plan and teach well structured lessons			
•	impart knowledge and develop understanding through effective use of lesson time		
•	promote a love of learning and children's intellectual curiosity		
•	set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired		
•	reflect systematically on the effectiveness of lessons and approaches to teaching		
•	contribute to the design and provision of an engaging curriculum within the relevant subject area(s)		

Standard	Evidence	Progress	Date and Signature
5. Adapt teaching to respond to the strengths and needs of all pupils			
<ul style="list-style-type: none"> • 	know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively		
<ul style="list-style-type: none"> • 	have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these		
<ul style="list-style-type: none"> • 	demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development		
<ul style="list-style-type: none"> • 	have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them		
6. Make accurate and productive use of assessment			
<ul style="list-style-type: none"> • 	know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements		
<ul style="list-style-type: none"> • 	make use of formative and summative assessment to secure pupils' progress		
<ul style="list-style-type: none"> • 	use relevant data to monitor progress, set targets, and plan subsequent lessons		
<ul style="list-style-type: none"> • 	give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback		

Standard	Evidence	Progress	Date and Signature
7. Manage behaviour effectively to ensure a good and safe learning environment			
<ul style="list-style-type: none"> • 	have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy		
<ul style="list-style-type: none"> • 	have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly		
<ul style="list-style-type: none"> • 	manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them		
<ul style="list-style-type: none"> • 	maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.		
8. Fulfil wider professional responsibilities			
<ul style="list-style-type: none"> • 	make a positive contribution to the wider life and ethos of the school		
<ul style="list-style-type: none"> • 	develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support		
<ul style="list-style-type: none"> • 	deploy support staff effectively		
<ul style="list-style-type: none"> • 	take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues		
<ul style="list-style-type: none"> • 	communicate effectively with parents with regard to pupils' achievements and well-being		

Standard	Evidence	Progress	Date and Signature
<i>Part two: Personal and professional conduct</i>			
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.			
<ul style="list-style-type: none"> • Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: 			
	<ul style="list-style-type: none"> ○ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 		
	<ul style="list-style-type: none"> ○ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions 		
	<ul style="list-style-type: none"> ○ showing tolerance of and respect for the rights of others 		
	<ul style="list-style-type: none"> ○ not undermining the fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faith and beliefs 		
	<ul style="list-style-type: none"> ○ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law 		
<ul style="list-style-type: none"> • Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality 			

•	Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties /responsibilities.			
---	--	--	--	--

20. Lesson Observations and Criteria

Observing the NQT teach is one of the most effective ways to monitor progress and enable them to learn further. Under statutory regulations **NQTs must be observed in the first 4 weeks of taking up their post and at least once every half term subsequently**. If they work part-time the intervals between observations can be adjusted, but the first observation must take place in the first half term.

Objectives must:

- focus on the Teachers' Standards and have a defined focus
- provide a grade if appropriate
- be self-evaluated by the NQT
- result in specific feedback from the observer
- lead to learning outcomes

You should:

- agree the time and place of the observation
- agree its focus in relation to the Teachers' Standards and the NQT's objectives
- agree criteria for effectiveness in carrying out the lesson
- use a **Summary of Lesson Observation for feedback** form to identify strengths and areas for development and to form the agenda for the feedback
- ensure that the NQT uses the **NQT's Self-Evaluation of Lesson Observation**
- record subsequent objectives on the **Professional Development Plan**

This checklist will help you prepare for the observation:

- What is the purpose in observing this lesson?
- If a previous observation had a development point, pick this up in the next observation
- Is this a single observation or part of a series?
- What information if any is needed before the observation?
- What Teachers' Standards are being focused on and what criteria are there for the focus?
- When/where will the review meeting to provide feedback take place?

NQT's self-evaluation of lesson observations

This enables the NQT to evaluate their teaching against the Teachers' Standards and identify specific points about the lesson to discuss during feedback. They should complete the Self-evaluation form immediately after each observed lesson so that they have time to reflect before receiving feedback later the same day. They can then respond more effectively to any suggestions.

Feedback from lesson observations

Feedback should take place **on the same day as the observation** but not immediately after the observation, to allow time for reflection. Use a room where you may talk in confidence without being distracted or interrupted.

- Feedback is most effective when it is open, unprejudiced, specific and constructive
- Firstly the NQT should give their evaluation of the lesson
- You indicate with which points you agree, raise any further positive points and explain the areas to be developed or improved, using specific examples observed and relating them to the Teachers' Standards
- You and the NQT set agreed objectives or revise current objectives, and record these on the **Professional Development Plan** together with steps which will be taken to support the NQT toward the achievement of the objectives. You should both sign/initial and date this.
- Make sure that the objective is on the next observation sheet

21. Professional review meetings

At least once every half term there must be a professional review of progress based on your discussions with the NQT. This should be based on evidence, so you and the NQT should be prepared with outcomes from lesson observations, professional development activities and other areas of work.

Successful review meetings are structured and involve:

- **An assessment and discussion about progress towards objectives**

The NQT should be made aware of their progress towards objectives and have an opportunity to talk through their own self-evaluation and recent experiences, and to explore particular issues. Objectives should be reviewed and revised in relation to the requirements of the Teachers' Standards and their needs and strengths

- **Discussion about any observations and feedback since the last review meeting**

Discussions on the outcome of lesson observations will help to formulate objectives and professional development activities.

- **Discussion about planned professional development activities**

Discussion of professional development activities which were planned in relation to objectives – the NQT should evaluate these to establish the learning outcomes and the level of success in meeting objectives. After discussing these areas, further objectives may be set and professional development activities planned. Again, this should be recorded in the **Professional Development Plan**. Guidance on targeted professional development activities is given above.

- **The NQT's evaluation of their work and development toward the Teachers' Standards**

The NQT must be familiar with the Teachers' Standards and take increasing responsibility for professional development, so it is important that they are encouraged to monitor and evaluate their development in relation to the Teachers' Standards.

After lesson observations the NQT should have completed the **NQT's Self-Evaluation of Lesson Observation** with specific points they would like to discuss during feedback. This can be followed up at the professional review meeting, when you should enable the NQT to:

- raise issues about other areas of the role, e.g. relationships with colleagues, managing assessment
- identify areas of particular concern
- identify areas with which they are particularly pleased

This part of the professional review will contribute to the revision and setting of objectives.

- **Recording outcomes from the assessments and discussions**

A written record should be kept of the NQT's progress towards objectives and any new objectives set, and you and the NQT should identify steps to support this. Record this in the **Professional Development Plan**.

At the end of the meeting complete the *Professional Review Meeting Record of Discussion* and agree a date for the next meeting. Then plan for the next review meeting - it is important to gather appropriate evidence before the next meeting to help both you and your NQT decide whether the success criteria for the objectives have been met. This will involve carrying out a lesson observation linked to agreed objectives and collecting other evidence and any relevant information about professional development activities.

22. Formal Termly Assessments: The assessment meeting, how to complete the form, deadlines

- Formal assessment meetings should be around three weeks before the end of each term for them to be collated and posted within the deadlines shown below
- With the NQT, schedule the three termly meetings **at the start of Induction**. Allow sufficient days **after** the meeting for the assessment forms to be written, for the NQT to comment, and for the Head, Induction Tutor and NQT to all digitally sign the form..
- NQT Manager will calculate assessment dates for part-time NQTs. If assessment dates look wrong, please contact the NQT Team on 02380 383530 and ask them to check.
- The meeting is attended by the NQT and Induction Tutor, plus if possible the Headteacher (or Secondary Induction Manager acting on behalf of the Headteacher)
- The meetings
 - discuss and confirm the extent to which the NQT is achieving the Teachers' Standards using the **Teachers' Standards Record of Evidence** form.
 - agree what will be included on the formal termly assessment
 - Assessments must be **rigorous, accurate, fair** and **consistent** throughout a school
- The **Term 1** meeting focuses on the extent to which the NQT is consistently beginning to meet the Teachers' Standards
- The **Term 2** meeting focuses on progress toward the Teachers' Standards
- The **final term's** assessment determines whether the NQT has met **all** of the Teachers' Standards. If so, the meeting then sets objectives and professional development opportunities for the second year of teaching
- Following the discussion, the statutory assessment forms are completed online, digitally signed by the Headteacher, the Induction Tutor and the NQT, and approved/rejected online by the Local Authority.

At the assessment meeting

You and the NQT discuss your judgement as to which of the Teachers' Standards the NQT has already met, is on track towards meeting or is failing to show progress towards. To assess the NQT accurately you collate evidence from

- the Teachers' Standards Record of Evidence
- The Professional Development Plan
- Records of all lesson observations during the term (should be at least 2 per term)
- The NQT's self-evaluation records
- Formal and informal assessment records for pupils for whom the NQT has particular responsibility, including test/examination results
- Information about liaison with others, e.g. colleagues or parents
- The NQT's lesson plans, records and evaluations

Completing the assessment form

Remember that these forms have statutory status and each section must be completed.

<i>For all assessments:</i>	<ul style="list-style-type: none">• Tick or complete the boxes to show the information required and whether your recommendation is that the NQT is on track to pass induction at the end of Term 3.• Give a grade as to how the NQT is progressing. You may wish to refer to the Grading Descriptors document in the Resources section on NQT Manager to help you make this decision, particularly in borderline cases.
<i>Terms 1-2</i>	<ul style="list-style-type: none">• Show the support & monitoring arrangements in place during the term• Give your assessment of the NQT's progress against each Standard• Advice to the NQT on making a comment and a space for this• Will the NQT remain at your school for the next term & if not what school/LA they will be moving to• Signatures of the Headteacher, the Induction Tutor and the NQT
<i>Final assessment</i>	<ul style="list-style-type: none">• Recommend to the LA whether or not the NQT has successfully met all of the Teachers' Standards. They also identify future objectives and appropriate future professional development activities.

After the meeting

- The final draft of the form is compiled and signed by the Induction Tutor. The NQT digitally signs it and should be encouraged to add comments.
- If there is more than one NQT either the Head or the Secondary Induction Manager should collate the forms for all NQTS and verify that the format and criteria are consistent across the school.
- The Headteacher is then alerted that the forms are ready to be digitally signed, along with any record of the discussions so that the Head is fully aware of any issues. The Head then digitally signs the formal assessment.
- The NQT can access a copy online at NQT Manager
- The LA is then alerted via NQT Manager that there is a form to be approved/rejected
- If there are any concerns about the NQT's progress, and you are not already in discussion with Education Personnel Services about this, please contact EPS to arrange a meeting or discuss what action will be taken next term
- On receipt of the final form the LA
 - decides whether to ratify the school's decision
 - verifies the personal details
 - writes to the NQT confirming completion subject to Teaching Regulation Agency ratification
 - notifies the Teaching Regulation Agency

23. Notification to the Teaching Regulation Agency (TRA), ratification, Induction Certificates

When all the final forms for that term have been received (and only then – this is why we need the final form within the deadline) the LA notifies the TRA of all the NQTs in the Authority who completed induction successfully during that term.

The TRA then checks each Authority's returns, confirming NQTs' personal details and cross-checking the lists against their record of each teacher. If there are any discrepancies, or if an NQT is not registered with them, they will inform the LA.

The TRAno longer issue printed induction certificates. NQTs will be able to download an electronic copy of their induction certificate from the teacher self-service portal at <https://teacherservices.education.gov.uk/SelfService/Login>.

24. Unsatisfactory progress or personal problems of NQT

If you have **any** concerns about your NQT's performance, it is **essential** that you inform Hampshire's NQT Team (via the Helpdesk on 02380 383500) immediately - don't wait until the end of term or 'hope for the best'.

Equally, if you feel that the NQT's personal circumstances are affecting their performance and/or health, please let us know.

Detailed guidance on procedures relating to poor performance or personal issues affecting performance are on NQT Manager in the resources section -

<https://hants.ngtmanager.com/Login.aspx>. This includes guidance about formally notifying the NQT with recommended text, advice to contact their professional association and potential arrangement of a meeting with an EPS representative.

In all such cases, ask yourself:

- Have you read the Concerns guidance on NQT Manager?
- Have you met with the NQT to inform them of your concerns over their progress and/or performance?
- Have you identified and communicated which of the Teachers' Standards the NQT is not meeting, what they need to do to meet these Standards and what support the school will put in place to support this?
- Have you put an Action Plan in place and uploaded a copy onto the NQT's Documents section on NQT Manager?
- Have you followed this up in writing with them?

Professional Development Plan - objectives & activities to be undertaken

When each activity has been undertaken, evaluate it with your Induction Tutor

NQT name:

Objective/learning aim (State which Teaching Standard the objective refers to and to help identify the purpose, word each objective 'to...in order to...')	Target date	Success criteria (These should be 'SMART' - Specific, Measurable, Achievable, Realistic, Time bound - with the sources of evidence identified)	Action to be taken, by whom & resources needed (be specific, use bullet points)	Review date	Evaluation (Must be signed or initialled and dated by both Tutor and NQT)

Summary of Lesson Observation for feedback to NQT

NQT:	Date:	
Observer:	Subject:	
Length of observation: Teaching Standards which are an agreed focus for this observation (i.e. from previous feedback):		
Observer, please comment on the quality of the NQT's <i>teaching in relation to the Teachers' Standards</i>. Ensure that generic advice is given that can be applied to other lessons, as well as specific advice relevant to this lesson.		
	Strengths Observed during the lesson:	Development points - in order to improve you will need to...
PART ONE: TEACHING		
PART TWO: PERSONAL AND PROFESSIONAL CONDUCT		
<i>Carry forward following development points to the Professional Development Plan</i>		
Overall assessment of lesson (<i>E-exceeding standards, M-meeting standards, W-working towards standards <u>that were a focus for this observation</u></i>):		
Signed: NQT Induction Tutor.....		

TEACHERS' STANDARDS – Observer, please tick or highlight the standards which were met or exceeded by the NQT during the observation based upon your evidence

PART ONE: TEACHING A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

NQT's Self-Evaluation of Lesson Observation

To be completed by the NQT immediately after the observation with reference to the Teachers' Standards & brought to the feedback session to discuss with the Induction Tutor

NQT:	Date:	
Observer:	Subject:	
Length of observation:		
Teaching Standards which were an agreed focus for this observation (i.e. from previous feedback):		
	Strengths of my lesson:	Development points from my lesson
PART ONE: TEACHING		
PART TWO: PERSONAL AND PROFESSIONAL CONDUCT		
Areas with which I am particularly pleased or with which I have concerns and would like to discuss further:		
Development points to add to my Professional Development Plan		
Signed: NQT Induction Tutor.....		

TEACHERS' STANDARDS – Observer, please tick or highlight the standards which were met or exceeded by the NQT during the observation based upon your evidence

PART ONE: TEACHING A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Professional review meeting: record of discussion

Review of progress & achievement since the last meeting

NQT:	Date:	Date of previous meeting:
<p>General Comments</p> <p>Note any issues relevant to the progress of induction which have arisen since the last review meeting, e.g. lesson observations, parents' evenings, assessment/marking, development activity. State:</p> <ul style="list-style-type: none">• Areas of strength (achievements & the specific aspects of Induction Standards demonstrated by them)• Areas for development (related to the Teachers' Standards)• Reference to any CPD that will be undertaken between this meeting and the next e.g. observation of colleague, planning/marking with a colleague,• An outline of the areas to be carried forward as objectives in the Professional Development Plan		
<p>Signed: NQT..... Induction Tutor.....</p>		
<p>Date of next review meeting:</p>		