



# Induction for Newly Qualified Teachers (NQTs)

**Where Gloucestershire Local Authority is  
the Appropriate Body**

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**Policy Reviewed:** March 2020

**Review Date:** March 2021

**Policy to be taken to Governors:** Yes

**Policy Category:** School



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### 1. Introduction

The staff and governors of our school recognise that the appointment of an NQT makes a valuable contribution to the development of our school. Through the development of a real partnership there is an opportunity to bring new ideas, approaches and thinking to the school as well as the school influencing the beginning of a new career for the NQT. Governors and staff understand that the experiences of the first year of teaching can have a profound effect on a teacher's later career, helping to shape effective practice, establish appropriate expectations and develop the confidence and awareness necessary for good and outstanding teaching.

#### **The staff and governors will ensure that the induction period:**

- helps the NQT to build upon the knowledge, skills and understanding developed in initial teacher training (see ITT policy)
- provides a foundation for longer-term professional development, within the context of individual needs
- helps the NQT to meet identified targets, particularly those relating to requirements for meeting the teachers' standards
- includes systematic, fair and rigorous assessment procedures, based on evidence of the NQT's professional practice over time
- provides sufficient and timely support to make improvements where needed.

#### **Our school has a responsibility to provide:**

- an appropriate timetable which is no more than 90% of the timetable, in addition to planning, preparation and assessment time (PPA)
- an induction tutor with the expertise, time and experience to support a new teacher
- wherever possible, a mentor to offer day to day informal help and support
- feedback on teaching and regular professional progress reviews which makes clear the NQT's performance against the standards
- a well structured school-based personalised induction programme
- opportunities for the NQT to attend appropriate continuous professional development (CPD) including meeting other NQTs (e.g. LA events)
- opportunities for the NQT to observe other members of teaching staff to see effective practice and to visit other schools / settings where possible
- reasonable level of duties and responsibilities e.g. by delaying subject leadership.



### **Length of the induction period**

NQT's will be required to complete a satisfactory induction period of the full-time equivalent of one school year, determined at the beginning of the induction. This policy assumes that an NQT is full time but the principles remain the same if they are part time.

## **2. Roles and responsibilities**

Details in italics below are taken directly from: 'Induction for newly qualified teachers (England): Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies', Revised April 2018.

### ***The governing body:***

- *should ensure compliance with this guidance*
- *should be satisfied that the institution has the capacity to support the NQT*
- *should ensure the headteacher/principal is fulfilling their responsibility to meet the requirements of a suitable post for induction*
- *must investigate concerns raised by an individual NQT as part of the institution's agreed grievance procedures*
- *can seek guidance from the appropriate body on the quality of the institution's induction arrangements and the roles and responsibilities of staff involved in the process and*
- *can request general reports on the progress of an NQT.*

***The headteacher / principal is, along with the appropriate body, jointly responsible for the monitoring, support and assessment of the NQT during induction, and should:***

- *check that the NQT has been awarded QTS*
- *clarify whether the teacher needs to serve an induction period or is exempt*
- *agree, in advance of the NQT starting the induction programme, which body will act as the appropriate body*
- *notify the appropriate body when an NQT is taking up a post in which they will be undertaking induction*
- *meet the requirements of a suitable post for induction*
- *ensure the induction tutor is appropriately trained and has sufficient time to carry out their role effectively*
- *ensure an appropriate and personalised induction programme is in place ☐ ensure the NQT's progress is reviewed regularly, including through observations and feedback of their teaching*
- *ensure that termly assessments are carried out and reports completed and sent to the appropriate body*
- *maintain and retain accurate records of employment that count towards induction period*
- *make the governing body aware of the arrangements that have been put in place to support NQTs serving induction*
- *make a recommendation to the appropriate body on whether the NQT's performance against the relevant standards is satisfactory or requires an extension ☐ participate appropriately in the*



*appropriate body's quality assurance procedures and ☒ retain all relevant documentation/evidence/forms on file for six years.*

*There may also be circumstances where the headteacher/principal should:*

- *obtain interim assessments from the NQT's previous post*
- *act early, alerting the appropriate body when necessary, in cases where an NQT may be at risk of not completing induction satisfactorily*
- *ensure third-party observation of an NQT who may be at risk of not performing satisfactorily against the relevant standards*
- *notify the appropriate body as soon as absences total 30 days or more*
- *periodically inform the governing body about the institution's induction arrangements*
- *advise and agree with the appropriate body in exceptional cases where it may be appropriate to reduce the length of the induction period or deem that it has been satisfactorily completed*
- *provide interim assessment reports for staff moving in between formal assessment periods*
- *notify the appropriate body when an NQT serving induction leaves the institution. In addition to the above, headteachers/principals of Further Education (FE) institutions, independent schools, academies and free schools, British Schools overseas (BSOs) and nursery schools must also ensure the NQT's post and responsibilities comply with the specific requirements for statutory induction in these settings.*

***The induction tutor (or the headteacher/principal if carrying out this role) should:***

- *provide, or coordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (with the appropriate body where necessary)*
- *carry out regular progress reviews throughout the induction period*
- *undertake three formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one per term, or pro rata for part-time staff)*
- *inform the NQT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the NQT to add their comments*
- *ensure that the NQT's teaching is observed and feedback provided*
- *ensure NQTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress and ☒ take prompt, appropriate action if an NQT appears to be having difficulties.*

***The NQT should:***

- *provide evidence that they have QTS and are eligible to start induction*
- *meet with their induction tutor to discuss and agree priorities for their induction programme and keep these under review*
- *agree with their induction tutor how best to use their reduced timetable allowance*
- *provide evidence of their progress against the relevant standards*
- *participate fully in the agreed monitoring and development programme*
- *raise any concerns with their induction tutor as soon as practicable*
- *consult their appropriate body named contact at an early stage if there are or may be difficulties in resolving issues with their tutor/within the institution*
- *keep track of and participate effectively in the scheduled classroom observations, progress reviews and formal assessment meetings*



- *agree with their induction tutor the start and end dates of the induction period/part periods and the dates of any absences from work during any period/part period and ☑ retain copies of all assessment forms.*

### **Mentor**

Although not a requirement, but in line with good practice, we aim to assign a mentor from within our school in order to supplement the tutor's role and who should:

- support the NQT more informally and in a non-judgemental capacity
- meet with the NQT informally each week but also be accessible for day to day support, advice and guidance
- complement, rather than replace, the support, guidance and advice provided by the induction tutor and help the NQT put strategies into practice.

### **The appropriate body**

The appropriate body has the main quality assurance role within the induction process. It also makes the final decision as to whether or not an NQT's performance against the Teachers' Standards is satisfactory, drawing on the recommendation of the headteacher / principal.

## **3. Overview of induction period**

There are two main documents that demonstrate the induction period as an overview:

- LA produced timeline of the year which is a checklist of tasks term by term. This can be found on the NQT website on Schoolsnet and is replaced every year. NQT website: <http://www.gloucestershire.gov.uk/schoolsnet/glosed/networks/> (See Appendix A)
- Pictorial overview showing the year broken down into 3 assessment periods and the tasks to be carried out within each period.  
(See Appendix B)

## **4. Support, monitoring and assessment within the induction period**

### **Induction programme**

The NQT will be given early support (ie before taking up their class) in key issues such as safeguarding, child protection, emergency procedures etc. in line with the school's induction policy for all new staff. As soon as possible after joining our school, the induction tutor and NQT will agree an induction programme for the term (based on 3 terms per year). This plan will include some key activities that are pre-planned, e.g. preparing for Parents' Evening or following up from areas of need highlighted during /since initial teacher training. Others may be added as the term progresses and can be driven by observation feedback etc. The programme initially guides NQTs on the use of their non teaching time with the intention that they become more independent and able to maximise the use of time for themselves as the year progresses.

See blank format (Appendix C) and example Induction Programme (Appendix D).



### **Observations, monitoring and feedback**

During the induction period, each NQT will be observed at least once every six weeks by the induction tutor and /or by others as appropriate. The first observation will be within the first 4 weeks. Feedback will be written and will be against the standards, but will also include opportunity for discussion. Copies of the written feedback will be shared with the NQT, the tutor and the headteacher. The information from this observation as well as from other monitoring e.g. drop-ins, planning, book looks, pupil voice, learning environment, curriculum provision, pupil progress etc will feed into the professional progress review meeting and will be used to update the tracker. See below.

See sample blank observation format (Appendix E).

### **The tracker and the professional progress review meetings**

The tracker is a year long accumulative document that records the NQT's performance against each of the standards and is updated at each professional progress review meeting i.e. six times per year. The updates are as a result of discussion with the NQT, and the pooling of information from observations and other monitoring (see above). The NQT is encouraged to reflect on their own performance and bring any additional evidence to each professional progress review meeting.

Annotations made on the tracker are a written record of the discussion in professional progress meetings. However, if the tutor prefers to record in greater detail, the meeting record in appendix H can be used.

See tracker (Appendix F), example tracker (Appendix G) and meeting record (Appendix H)

### **Additional support and CPD**

The induction tutor and headteacher will work with the NQT to arrange training opportunities including the following:

- observing other teachers within our own school
- observing other teachers in other schools
- paired planning with mentor or tutor or subject leaders as appropriate
- CPD within our own school and local partnerships
- CPD with other NQTs at LA events
- additional activities to address any specific personalised objective

### **Action Plan in the event that extra support is needed**

If the tracker is showing that progress is slow in some areas, or if there are any concerns about performance, the tutor will contact the NQT helpline (see facia page of this policy) and consider increasing support in an action plan. The plan will show the standard being addressed, additional support activities, expectations and deadlines.

See blank action plan format (Appendix I) and example action plan (Appendix J)

### **Assessment reports**

The second, fourth and sixth professional progress review meetings will be used to summarise performance so far in preparation for the termly assessment report. This includes discussion with the NQT and an opportunity for any further evidence to be considered. The reports show performance against the standards at each assessment period and the tutor makes a judgement about whether progress is satisfactory at this stage. It is anticipated that in the first and second report, some standards will not yet be



met but progress will be satisfactory if they are moving towards them being met over the year. If in doubt, the tutor or headteacher will contact NQT helpline for support and advice. Copies of the report will be shared with the NQT before sending to the LA and their comments included.

The final assessment report (ie assessment period 3) will make a recommendation to the appropriate body on whether the NQT's performance against the Teachers' Standards is satisfactory or if an extension is being requested. The appropriate body will then make the final decision. The NQT has the right to appeal against the decision to the Teaching Regulation Agency.

See blank assessment report (Appendix K) and example report (Appendix L).

### **Informal support**

In addition to the above, we aim for the NQT and mentor to meet at least once each week to share ideas and strategies around daily practice. In particular, in enhancing performance where feedback has been given and where standards are not yet fully demonstrated.

### **5. In the event that satisfactory progress is not being made**

If it becomes apparent that an NQT is not making satisfactory progress, the tutor will make contact with the NQT helpline and the Headteacher or principal will ensure that additional monitoring and support measures are put in place. The NQT will be made aware of where they need to improve their practice, and given every opportunity to raise their performance. See Action Plan above.

The Headteacher/principal and the LA NQT adviser should be satisfied that:

- areas in which improvement is needed have been correctly identified
- appropriate objectives have been set to guide the NQT towards satisfactory performance against the standards
- an effective support programme is in place to help improve performance, including time deadlines and points of review / evaluation and
- the Headteacher / principal has explained to the NQT the consequence of failure to complete the induction period satisfactorily.

Contact with the LA NQT adviser should be sustained whilst the action plan is being implemented and for many NQTs, this increased support brings about the required improvement.

### **Capability**

Although unusual, it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the NQT remains at the setting, the induction process and support continue in parallel with the capability procedure. The LA NQT adviser will need to be kept informed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the NQT from completing induction at another setting, as NQTs need to complete a full induction before their final induction judgement.



### **Making an appeal**

If an NQT fails induction, or has their induction extended, the LA will advise the NQT of their right to appeal, who to appeal to and the time limits etc. In England, the appeals body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. Further guidance on the appeals process is available at:

<https://www.gov.uk/government/publications/induction-appeals-procedures>

## **6. Appendix of key templates**

See Appendix attached for the following key documents:

<b>A</b>	<b>LA Timeline of activities</b>
<b>B</b>	<b>Pictorial overview of induction period</b>
<b>C</b>	<b>Blank Induction Programme format</b>
<b>D</b>	<b>Example Induction Programme</b>
<b>E</b>	<b>Blank lesson observation format against the standards</b>
<b>F</b>	<b>Blank tracker</b>
<b>G</b>	<b>Example tracker</b>
<b>H</b>	<b>Blank Professional Progress Review Meeting Record</b>
<b>I</b>	<b>Blank Action Plan format</b>
<b>J</b>	<b>Example Action Plan</b>
<b>K</b>	<b>Blank Assessment Report format</b>
<b>L</b>	<b>Example assessment report</b>

In order to use the most up-to-date version of the above documents, please access them from the NQT website: <http://www.gloucestershire.gov.uk/schoolsnet/glosed/networks/>



Appendix A



NQT Induction time line 2019/20

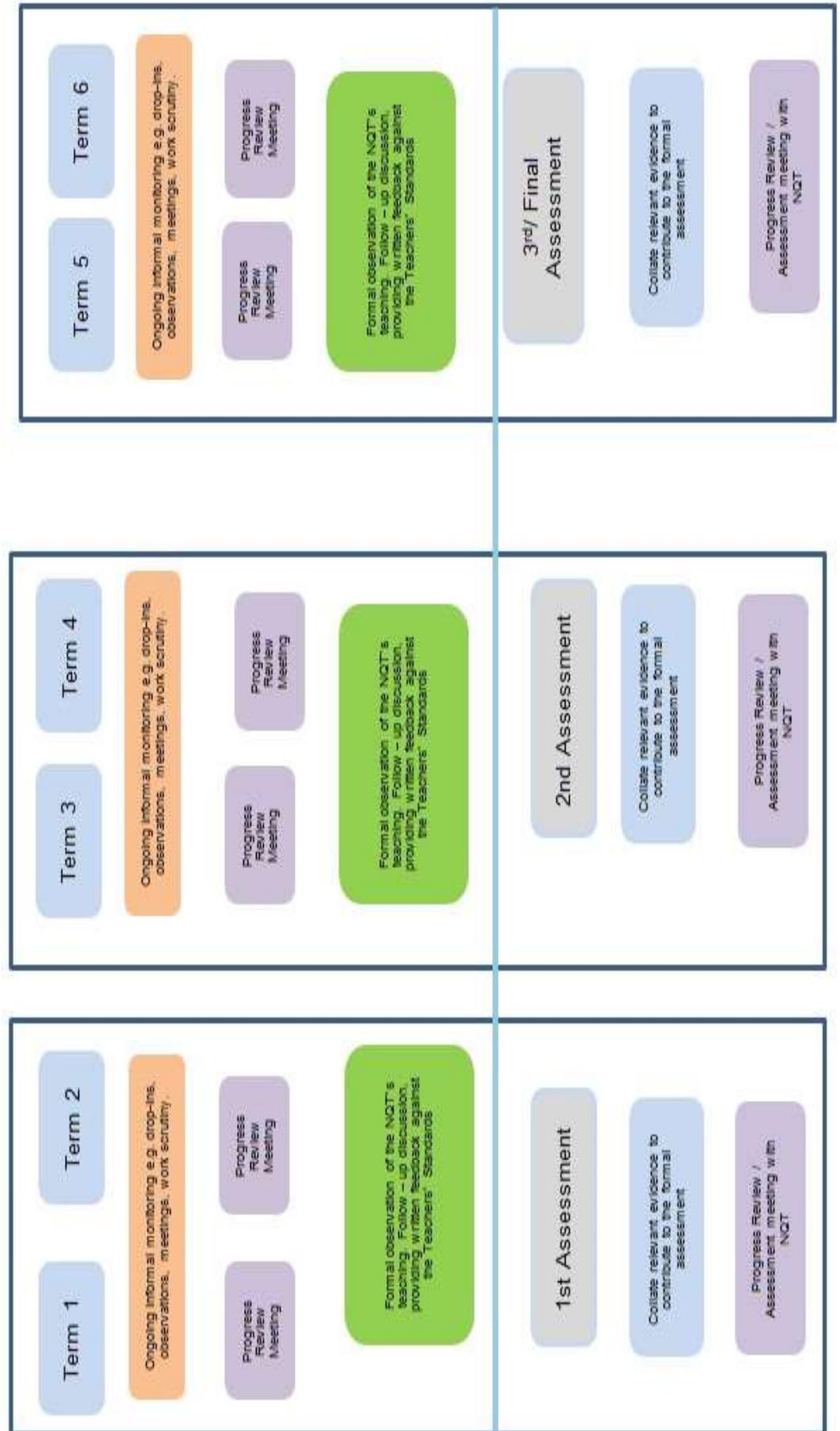
The following assumes a full-time NQT working in a school or college operating a six-term year. For part-time NQTs, the following should be carried out at equidistant intervals throughout the induction period.

	Checklist	Primary NQT CPD Programme	GCC Quality assurance	Notes: any dates of observations and review meetings
Before NQT starts	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check NQT has QTS</li> <li><input type="checkbox"/> Return NQT registration form to: <a href="mailto:NQTs@gloucestershire.gov.uk">NQTs@gloucestershire.gov.uk</a></li> <li><input type="checkbox"/> Establish any initial focus areas from ITT if appropriate</li> <li><input type="checkbox"/> Ensure additional 10% immediate reduction for NQT induction</li> <li><input type="checkbox"/> If part-time, GCC to work out assessment period for induction</li> </ul>			
Term 1	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consider attending GCC update for NQT induction tutors</li> <li><input type="checkbox"/> Meet with NQT and prepare induction programme for terms 1 and 2, including any initial focus areas</li> <li><input type="checkbox"/> Ensure NQT has school handbook, NQT policy, details of main policies and practice in school</li> <li><input type="checkbox"/> Formal observation during first four weeks. Discussion and written feedback against the standards and set up the tracker</li> <li><input type="checkbox"/> Informal observation</li> <li><input type="checkbox"/> Seek CPD opportunities with the NQT</li> <li><input type="checkbox"/> Professional Progress Review Meeting 1 and update tracker</li> </ul>	Event 1: Behaviour Management October 2019	Registration forms received by GCC (18/19) and processed. Monitoring visits.	
Term 2	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal observation, discussion and written feedback against the standards</li> <li><input type="checkbox"/> Continue to support through this term's induction programme</li> <li><input type="checkbox"/> CPD events</li> <li><input type="checkbox"/> Seek other CPD opportunities</li> <li><input type="checkbox"/> Professional Progress Review Meeting 2 (which is also the assessment meeting in preparation for the final report). Review and update tracker</li> <li><input type="checkbox"/> First assessment report completed and returned by 6<sup>th</sup> December 2019 to: <a href="mailto:NQTs@gloucestershire.gov.uk">NQTs@gloucestershire.gov.uk</a></li> <li><input type="checkbox"/> The school should retain a copy of the assessment report and the NQT should be given the original</li> </ul>	Science November 2019 Event 2: Quality Teaching December 2019	Monitoring visits. Assessment reports processed and quality assured.	

Term 3	<ul style="list-style-type: none"> <li><input type="checkbox"/> Agree induction programme for terms 3 and 4. NQT to suggest some of these actions</li> <li><input type="checkbox"/> Formal observation, discussion and written feedback against the standards. Review and update tracker</li> <li><input type="checkbox"/> Informal observation and any other monitoring eg drop-ins, book looks, pupil voice etc</li> <li><input type="checkbox"/> Seek CPD opportunities with the NQT, including seeing others teach, both within own school and others, if possible</li> <li><input type="checkbox"/> Professional Progress Review Meeting 3 and update tracker</li> </ul>	Maths January 2020 Event 3: Assessing, Monitoring and Reporting January 2020	Monitoring visits.	
Term 4	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal observation, discussion and written feedback against the standards</li> <li><input type="checkbox"/> Continue to support through this term's induction programme</li> <li><input type="checkbox"/> CPD events</li> <li><input type="checkbox"/> Seek other CPD opportunities</li> <li><input type="checkbox"/> Professional Progress Review Meeting 4 (which is also the assessment meeting in preparation for the second report). Review and update tracker</li> <li><input type="checkbox"/> Second assessment reports completed and returned by 20<sup>th</sup> March 2020 to: <a href="mailto:NQTs@gloucestershire.gov.uk">NQTs@gloucestershire.gov.uk</a></li> <li><input type="checkbox"/> The school should retain a copy of the assessment report and the NQT should be given the original</li> </ul>	EYFES February 2020 English March 2020 Event 4: Meeting the strengths and needs of all pupils March 2020	Monitoring visits. Assessment reports processed and quality assured.	
Term 5	<ul style="list-style-type: none"> <li><input type="checkbox"/> Agree induction programme for terms 5 and 6. NQT to suggest most of these actions</li> <li><input type="checkbox"/> Formal observation, discussion and written feedback against the standards. Review and update tracker</li> <li><input type="checkbox"/> Informal observation and any other monitoring eg drop-ins, book looks, pupil voice etc</li> <li><input type="checkbox"/> Seek CPD opportunities with the NQT, including seeing others teach, both within own school and others, if possible</li> <li><input type="checkbox"/> Professional Progress Review Meeting 5 and update tracker</li> </ul>	Literacy, Numeracy and ICT new curriculum April 2020 Event 5:	Monitoring visits.	
Term 6	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal observation, discussion and written feedback against the standards</li> <li><input type="checkbox"/> Continue to support through this term's induction programme</li> <li><input type="checkbox"/> CPD events</li> <li><input type="checkbox"/> Seek other CPD opportunities</li> <li><input type="checkbox"/> Professional Progress Review Meeting 6 (which is also the assessment meeting in preparation for the final report). Review and update tracker and confirm standards are met</li> <li><input type="checkbox"/> Final NQT assessment reports completed and returned by 20<sup>th</sup> June 2020 to: <a href="mailto:NQTs@gloucestershire.gov.uk">NQTs@gloucestershire.gov.uk</a></li> <li><input type="checkbox"/> The school should retain a copy of the assessment report and the NQT should be given the original</li> <li><input type="checkbox"/> GCC to consider recommendation and inform NQT, <b>teachfirst</b> and Teaching Regulation Agency of decision</li> </ul>	NQT Event 6: Health, Well Being and Safe Guarding July 2020	Monitoring visits. Assessment reports processed and quality assured.	

September 2019

## Appendix B



## Appendix C

### Planning and preparing a newly qualified teacher's personalised induction programme

In effective NQT programmes the induction tutor will structure the time taking account of internal and external provision and of the NQT's starting points and needs as professional practice develops over the induction period.

An example of a structured plan

NOTE: the first few weeks are directed and serve as a model for the NQT with the intention that they become more independent and able to maximise the use of time for themselves.



	Structured plan for 10% professional development time	Notes
Week 1	Focus:	
Week 2	Focus:	
Week 3	Focus:	
Week 4	Focus:	
Week 5	Focus:	
Week 6	Focus:	
Week 7	Focus:	
Week 8	Focus:	
Week 9	Focus:	
Week 10	Focus:	
Week 11	Focus:	
Week 12	Focus:	
Week 13	Focus:	
Week 14	Focus:	



## Appendix D

### Planning and preparing a newly qualified teacher's personalised induction programme

In effective NQT programmes the induction tutor will structure the time taking account of internal and external provision and of the NQT's starting points and needs as professional practice develops over the induction period.

An example of a structured plan

NOTE: the first few weeks are directed and serve as a model for the NQT with the intention that they become more independent and able to maximise the use of time for themselves.

	Structured plan for 10% professional development time	Notes
Week 1	Focus: Teaching and Learning Visit other classrooms and teaching areas Read Teaching and Learning Policy and discuss with induction tutor	Induction tutor to arrange details
Week 2	Focus: Induction programme: Review of self evaluation since ITT; agree objectives and action plan Observation of teaching and classroom practice by Induction Tutor [date/time/focus] Feedback from observation [date/time]	
Week 3	Focus: Safeguarding, Health and Safety Read Health and Safety policy and relevant Safeguarding documentation; discuss with induction tutor or appropriate staff member	
Week 4	Focus: Assessment Meeting led by Assessment coordinator [date/time/location]	
Week 5	Focus: Behaviour Management Read Behaviour Policy; reflect on own practice; observe [teacher] with focus on positive behaviour management strategies	Induction tutor to support NQT in arranging observation
Week 6	Focus: Induction programme: Professional progress review meeting.	
Week 7	Focus: Home-school links Prepare for Parents Evening	
Week 8	Focus: Inclusion.	
Week 9	Focus: Personalising learning Meeting led by colleague within school [date/time/venue]	
Week 10	External course: [selected to meet needs of NQT]	Explain school's course booking process
Week 11	Focus: ICT and learning resources Observation (with feedback) of teaching by <del>headteacher</del> principal [date/time/focus]	
Week 12	Focus: Tutor/pastoral roles and responsibilities	
Week 13	Prepare for review of the term; Professional Progress review meeting [date/time/location]; Formal assessment review meeting - discuss and finalise assessment form. NQT to add comments.	
Week 14	Thoughts/plans/agree objectives and focus areas for professional development time for next term.	

# Appendix E



<b>FEEDBACK</b>	
Strengths	
Areas for development	
On the evidence of this lesson is the NQT likely to satisfactorily meet the required standards?	Yes: <input type="checkbox"/> No: <input type="checkbox"/>
Reflection and next steps: To be completed by the NQT	

## Lesson Observation:

Based on Parts One and Two of the Teachers' Standards  
(Focused on those standards which can normally be observed during a lesson.)

NQT:	School:
Phase/ Subject:	Observer:
Class/ Year group:	Date:
Number of pupils:	Duration:
Lesson context:	

<b>PART ONE: TEACHING</b>					
1 Set high expectations which inspire, motivate and challenge pupils	Comments:	Not met	Met		
<ul style="list-style-type: none"> <li>1.1a establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>1.1b set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>1.1c demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li> </ul>		Partially met	N/A		
<b>2 Promote good progress and outcomes by pupils</b>					
<ul style="list-style-type: none"> <li>2.1a be accountable for pupils' attainment, progress and outcomes</li> <li>2.1b be aware of pupils' capabilities and their prior knowledge and plan teaching to build on these</li> <li>2.1c guide pupils to reflect on the progress they have made and their emerging needs</li> <li>2.1d demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>2.1e encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>	Comments:	Not met	Partially met	Met	N/A



Teachers' Standards Tracker	
Name:	
Review Dates	
Evidence by	
W: Full's work: AR Assessment, record keeping, F: Feedback from colleagues on practice, P: Planning O: Lesson observation, CRD, CRD activities, RR: Reporting to colleagues with parents and carers TE: Teaching environment, AM: Assessment meeting, PRM: Professional Review meeting, SR: SAT review	

PART ONE: TEACHING				
	Not met	Developing (with action plan)	Met (with no action plan)	Evidence/ Actions to be taken
<b>1. Set high expectations which inspire, motivate and challenge pupils</b>				
* 1.1 to establish a safe and stimulating environment for pupils, rooted in mutual respect				
* 1.1.1 to set goals, stretch and challenge pupils of all backgrounds, abilities and dispositions				
* 1.1.2 to demonstrate consistency in the positive attitudes, values and behaviour which are expected of pupils				
<b>2. Promote good progress and outcomes by pupils</b>				
* 1.2 to be accountable for pupils' attainment, progress and outcomes				
* 1.2.1 to be aware of pupils' capabilities and their prior knowledge and attainment when planning and teaching				
* 1.2.2 to guide pupils to reflect on the progress they have made and their emerging needs				
* 1.2.3 to demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching				
* 1.2.4 to encourage pupils to take a responsible and conscientious attitude to their own work and study				
<b>3. Demonstrate good subject and curriculum knowledge</b>				
* 1.3 to have a secure knowledge of the relevant subjects) and curriculum areas, foster and maintain pupils' interest in the subject, and address any understanding gaps				
* 1.3.1 to demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship				
* 1.3.2 to demonstrate an understanding of and take responsibility for promoting high standards of literacy, accuracy and the correct use of standard English, whether in the teacher's speaking subject or writing				
* 1.3.3 to if teaching early mathematics demonstrate a clear understanding of systematic synthetic phonics				
* 1.3.4 to if teaching early mathematics demonstrate a clear understanding of appropriate teaching strategies				

<b>4. Plan and teach well structured lessons</b>			
* 1.4 to impart knowledge and develop understanding through effective use of lesson time			
* 1.4.1 to promote a love of learning and children's intellectual curiosity			
* 1.4.2 to set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired			
* 1.4.3 to reflect systematically on the effectiveness of lessons and approaches to teaching			
* 1.4.4 to contribute to the design and provision of an engaging curriculum within the relevant subject areas			
<b>5. Adapt teaching to respond to the strengths and needs of all pupils</b>			
* 1.5 to know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively			
* 1.5.1 to have a secure understanding of how a range of factors can limit pupils' ability to learn, and how best to overcome these			
* 1.5.2 to demonstrate an awareness of the physical, social and intellectual development of children, and how how to adapt teaching to support pupils' education at different stages of development			
* 1.5.3 to 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			
<b>6. Make accurate and productive use of assessment</b>			
* 1.6 to know and understand how to assess the relevant subject and curriculum areas, including statutory assessment, and use the results to inform teaching			
* 1.6.1 to have a secure understanding of how to use a range of assessment methods to assess pupils' progress			
* 1.6.2 to use relevant data to monitor subsequent lessons			
* 1.6.3 to give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback			
<b>7. Manage behaviour effectively to ensure a good and safe learning environment</b>			
* 1.7 to 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			



Teachers' Standards Tracker				
Name: _____				
Review Dates	2010	18-2	18-2	
Evidence key				
W Pupil's work AR Assessment & record keeping F Feedback from colleagues on practice P Planning O Lesson observation CPD CPD activities RP Reporting to discussions with parents and carers TE Teaching environment AM Assessment meeting PRM Professional review meeting SR Self review				

PART ONE: TEACHING				
	Not met	Developing	Met (All teacher best)	Evidence/ Actions to be taken
<b>1. Set high expectations which inspire, motivate and challenge pupils</b>				
• 1.1a establish a safe and stimulating environment for pupils, rooted in mutual respect		20-10 17-12	18-2	
• 1.1b set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions	20-10	17-12 18-2		Eng + Maths SE
• 1.1c demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils		20-10	17-12	
<b>2. Promote good progress and outcomes by pupils</b>				
• 1.2a be accountable for pupils' attainment, progress and outcomes	20-10	17-12		Ind Tutor / Mod
• 1.2b be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these	20-10	17-12		Ind Tutor / Mod
• 1.2c guide pupils to reflect on the progress they have made and their emerging needs		20-10	17-12	
• 1.2d demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching		20-10	17-12	
• 1.2e encourage pupils to take a responsible and conscientious attitude to their own work and study				
<b>3. Demonstrate good subject and curriculum knowledge</b>				
• 1.3a have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings			20-10	
• 1.3b demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship			20-10	
• 1.3c demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject			20-10	
• 1.3d if teaching early reading demonstrate a clear understanding of systematic synthetic phonics			20-10	
• 1.3e if teaching early mathematics,			20-10	

<b>4. Plan and teach well structured lessons</b>				
• 1.4a impart knowledge and develop understanding through effective use of lesson time		20-10 17-12	18-2	
• 1.4b promote a love of learning and children's intellectual curiosity			20-10	
• 1.4c set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	20-10	17-12 18-2		Ind Tutor
• 1.4d reflect systematically on the effectiveness of lessons and approaches to teaching			20-10	
• 1.4e contribute to the design and provision of an engaging curriculum within the relevant subject area(s)				N/A
<b>5. Adapt teaching to respond to the strengths and needs of all pupils</b>				
• 1.5a know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	20-10	17-12	18-2	
• 1.5b have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	20-10	17-12	18-2	
• 1.5c 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		20-10 17-12	18-2	
• 1.5d 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.	20-10	17-12 18-2		
<b>6. Make accurate and productive use of assessment</b>				
• 1.6a know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements		20-10 17-12	18-2	
• 1.6b make use of formative and summative assessment to secure pupils' progress	20-10	17-12 18-2		
• 1.6c use relevant data to monitor progress, set targets, and plan subsequent lessons	20-10	17-12 18-2		
• 1.6d give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.		20-10 17-12	18-2	
<b>7. Manage behaviour effectively to ensure a good and safe learning environment</b>				
• 1.7a 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			20-10	



## Record of professional review meeting

Term one		Term two		Term 3	
Review 1	Review 2	Review 3	Review 4	Review 5	Review 6

The DfE statutory guidance states that a record of these meetings must be kept.

NQT:		Class:	
Induction tutor:		Date:	



Evidence considered, for example lesson observation, planning, pupils work, NQT's evaluations		
Objectives reviewed and progress made		
Revised objectives		
Support to be provided by the school and action to be taken by the NQT (recorded in detail in action plans for induction programme)		
Date for the next dialogue and review:	Signed Induction tutor:	Signed NQT:

Ref:EdGeneral/NQT/monitoring - visit/epi/ee-monitoring - forms/2010/epi-monitoring - forms/Record of professional review meeting - amended September 2018

**Example J:** <http://www.gloucestershire.gov.uk/schoolsnet/glosed/networks/>

**NQT Action Plan of additional support in order to meet the standards**

School:		Headteacher:	
NQT:		NQT induction period:	
NQT Induction Tutor:		Date of start of action plan:	
Mentor:		Target date for review:	

Standard	Area for development	Action to be taken and support given	Timeline for actions / support	Success Criteria	Monitor, Evaluate and Review

### Sample NQT Action Plan of additional support in order to meet the standards

Standard	Area for development	Action to be taken and support given	Timeline for actions / support	Success Criteria	Monitor, Evaluate and Review
1.2b ... be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.	Methods for recording learners' progress in writing on the school tracker and using these records to aid planning.	1.1 workshop with tutor / mentor on school's tracking system and how to record success against the key objectives in writing.	1:1 by 31 <sup>st</sup> March.	Tracking records will show that key objectives in writing are up to date.	
1.5a ...Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	Provide challenge for more able pupils, through appropriately differentiated tasks in maths.	Jointly observe good teaching with tutor / mentor and reflect together on features of successful differentiation.	3 visits by 20 <sup>th</sup> May. Reflections by 31 <sup>st</sup> May.	Planning, book looks, drop-ins, informal observation will show that NQT's teaching includes differentiation and that more able pupils are accessing challenging tasks in maths.	
	(CPD has already been received as a whole staff, but more 1:1 needed).	1.1 support with tutor / mentor. Model planning from the key objectives that pupils need to build on.	Weekly 1:1 with tutor / mentor through April.	Observe planning through May.	
		NQT to then begin planning independently.		Observe planning through May.	

### 1st / 2nd / interim NQT induction assessment report

End of 1st assessment	End of 2nd assessment	Interim assessment
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#### NQT's personal details

Full name:	Former name(s) (where applicable):
Date of birth:	Teacher reference number:
Name of current school or college:	

#### Recommendation

The teacher's performance indicates that he/she is making satisfactory progress against the Teachers' Standards within the induction period.
The teacher's performance indicates that he/she is not making satisfactory progress against the Teachers' Standards within the induction period.

#### Assessment information

Date of start of this assessment period:	Date of end of this assessment period:
The NQT works	Full time: Part time: If part time, please enter the full-time equivalent contracted time eg. 0.5
Number of days absent during this assessment period. It is essential that this box is not left blank; if no absence has been taken, please state '0'.	



### Assessment of progress against the Teachers' Standards:

#### Guidance:

The head teacher/principal or induction tutor should record, in the boxes below, brief details of the NQT's progress against the Teachers' Standards including:

- Strengths (stated in terms of how well the NQT is meeting the standard) - drawing on evidence
- Area(s) requiring further development, even where progress is satisfactory (for example, aspects of the Teachers' Standards which the NQT has yet to meet), and areas of weakness - drawing on evidence.

#### PART ONE: TEACHING

1. Set high expectations which inspire, motivate and challenge pupils

Strengths	Met	Not yet met
Areas to develop		

2. Promote good progress and outcomes by pupils

Strengths	Met	Not yet met
Areas to develop		

3. Demonstrate good subject and curriculum knowledge

Strengths	Met	Not yet met
Areas to develop		

4. Plan and teach well-structured lessons

Strengths	Met	Not yet met
Areas to develop		

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

Strengths	Met	Not yet met
Areas to develop		

Comments by the NQT	
I agree with this report and have appreciated working closely with my induction tutor. I am aware of my areas of strength and know where to seek further support in my weaker areas.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
I have discussed this report with the induction tutor and/or Headteacher.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
The NQT should record their comments or observations on their induction to date.	
Please reflect on your time throughout this assessment period and consider whether:	
<ul style="list-style-type: none"> <li>• you feel that this report reflects the discussions that you have had with your induction tutor and/or head teacher during this assessment period</li> <li>• you are receiving your full range of entitlements in accordance with regulations and guidance (<a href="http://www.education.gov.uk/schools/teachers/induction/requirements/10016655/induction-matrix-sub/10016655">http://www.education.gov.uk/schools/teachers/induction/requirements/10016655/induction-matrix-sub/10016655</a>)</li> <li>• there are any areas where you feel you require further development/support/guidance when looking towards the next stage of your induction.</li> </ul>	

Next assessment period	
Will the NQT be remaining at the school for the next assessment period?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
If not, please supply a leaving date:	
Name of new school, if known:	

Declaration	
I confirm that the NQT has been monitored and supported in line with the statutory guidance.	
Signed: Headteacher	
Full name: Simon Smith	Date: 03.12.2018
Signed: NQT	
Full name: Jane Biggs	Date: 03.12.2018
Signed: NQT Induction Tutor	
Full name: Julie Jones	Date: 03.12.2018

Please ensure that the names of the Headteacher, NQT and NQT Induction Tutor are completed above and return the form via email from a relevant school mailbox - i.e. Headteacher: NQT Co-ordinator, NQT Induction Tutor or school admin to: [NQT@Glosoucestershire.gov.uk](mailto:NQT@Glosoucestershire.gov.uk)

Alternatively, please ensure that the form is also signed by all parties and send to:   
 Newly Qualified Teachers, Education Outcomes & Intervention, Gloucestershire County Council,   
 Block 4, Third Floor, Shire Hall, Westgate Street, Gloucester, GL1 2TG

Ref: connsa16m\_01v048/07/02/2019

Example of completed report



1st / 2nd / interim NQT induction assessment report

End of 1st assessment	✓	End of 2nd assessment	Interim assessment
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NQT's personal details

Full name:	Jane <del>Bloggs</del>	Former name(s) (where applicable):	Fraser
Date of birth:	01.01.1994	Teacher reference number:	12 34567
Name of current school or college:	Bramble Primary		

Recommendation

The teacher's performance indicates that he/she is making satisfactory progress against the Teachers' Standards within the induction period.	✓
The teacher's performance indicates that he/she is not making satisfactory progress against the Teachers' Standards within the induction period.	

Assessment information

Date of start of this assessment period:	03/09/2018	Date of end of this assessment period:	21/12/2018
The NQT works	Full time: ✓	If part time, please enter the full-time equivalent contracted time eg. 0.5	
	Part time:		
Number of days absent during this assessment period. It is essential that this box is not left blank, if no absence has been taken, please state '0'.			0

Assessment of progress against the Teachers' Standards:	
<p><b>Guidance:</b> The head teacher/principal or induction tutor should record, in the boxes below, brief details of the NQT's progress against the Teachers' Standards including:</p> <ul style="list-style-type: none"> <li>Strengths (stated in terms of how well the NQT is meeting the standard) - drawing on evidence</li> <li>Areas requiring further development, even where progress is satisfactory (for example, aspects of the Teachers' Standards which the NQT has yet to meet), and areas of weakness - drawing on evidence.</li> </ul>	
PART ONE: TEACHING	
1. Set high expectations which inspire, motivate and challenge pupils	
Met:	✓ Not yet met
Strengths	<ul style="list-style-type: none"> <li>Teaching is kept concise and pupil focus is maintained.</li> <li>Lessons are planned well and build on previous learning.</li> <li>Pupils are given clear time reminders and this helps them to stay on task, and more on rapidly to new learning and to challenge.</li> <li>xxxxxxx has created a positive culture wherein her pupils know that they are respected and valued.</li> </ul>
Areas to develop	<ul style="list-style-type: none"> <li>Use of support staff to further enhance the challenge for middle ability pupils.</li> </ul>
2. Promote good progress and outcomes by pupils	
Met:	✓ Not yet met
Strengths	<ul style="list-style-type: none"> <li>Lessons cater well for the needs of most pupils.</li> <li>Good questioning has been seen which enabled pupils to apply their phonics well.</li> <li>Teacher assessment and test results demonstrate that pupils in xxxxx class have made appropriate progress this year, especially so in writing which has been a whole school focus for improvement.</li> <li>Aspirational attainment targets have been agreed for each pupil (based on prior attainment) and these are ambitious goals. Pupils are given detailed feedback which enables them to see how well they are doing and also how to improve further. Many pupils are reaching or are close to their targets.</li> <li>Support for children with special educational needs (see Standard 3 below).</li> </ul>
Areas to develop	
3. Demonstrate good subject and curriculum knowledge	
Met:	Not yet met ✓
Strengths	<ul style="list-style-type: none"> <li>xxx has good subject knowledge in maths and has made good use of cross curricular links e.g. in developing a role play shop where children are applying their money skills as well as developing their language and communication skills.</li> <li>xxx has worked hard to improve her personal knowledge and use of grammar but this remains an area of some difficulty. An action plan will be implemented with additional support in order to meet this standard.</li> </ul>
Areas to develop	<ul style="list-style-type: none"> <li>Know, understand and correctly use all grammar that is taught at Key Stage One and Two... see support action plan.</li> </ul>