

Newly Qualified Teachers NQT INDUCTION HANDBOOK



Welcome for NQTs

Congratulations on achieving QTS, and I am delighted that you have chosen to complete your induction period in Lambeth and hope you are looking forward to the year ahead.

Lambeth aims to recruit and retain the best teachers to work in its schools, and I hope that you will enjoy working in an authority which is proud of its achievements and commitment to continuous improvement.

Working in Lambeth, you can expect the best in terms of support and professional development opportunities to enable a successful completion of induction. Lambeth's aim is to help you to reach your potential and to promote a supportive working environment, in which you can establish and develop a successful and rewarding career in teaching.

This Handbook is intended to support you during induction and the transition into your post-induction career - it is supplemented by the Lambeth NQT website at **www.lambethnqt.co.uk** and the documents and support materials found there.

I wish you all the very best for the year ahead, and for your teaching career - please do not hesitate to contact me, at any time, if you have a query about any aspect of your induction.



Dave Coram
Lambeth NQT Co-Ordinator

Welcome for Induction Tutors

The role of Induction Tutor in the induction period support programme is a crucial one and cannot be overestimated.

We all appreciate that the success of our schools is closely linked to the quality of the school workforce - in this respect, we need to give our Newly Qualified Teachers the best chance of success.

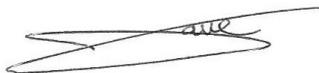
The skilful and sensitive support provided by Induction Tutors is a key factor in providing the foundations of a successful and rewarding career in teaching.

Being an Induction Tutor also provides an opportunity for experienced teachers to analyse and share their experience, thereby furthering their own professional development, while contributing to that of Newly Qualified Teachers.

Being an Induction Tutor involves more than one single role as you will, at times, be supporting, guiding, mentoring and monitoring progress.

While you will have the leading role and significant responsibilities, you are not expected to be the only provider of every aspect of an NQT's induction - other parties also have statutory responsibilities and are available to support you in this role.

I hope you find this Handbook useful, and would welcome any comments that could inform future revisions to support this important role.



Dave Coram
Lambeth NQT Co-Ordinator

ROLES AND RESPONSIBILITIES

The NQT's responsibilities include:

- Being an active participant in the process
- Taking responsibility for your induction
- Evidence recording of your progress towards the Standards
- Action and Development Plan setting, linked to the Standards
- Seeking professional development opportunities
- School life – playing a part in the wider life of the school

In return, they can expect:

- 10% release time for induction activities
- A named Induction Tutor, who holds QTS
- An Individualised programme of support
- Lesson observations – a minimum of six during induction (one per term)
- Review meetings at least termly and an assessment meeting at the end of each period of induction

The Induction Tutor's responsibilities include providing and co-ordinating guidance and a personalised programme of support, observing teaching, reviewing and assessing progress and taking prompt action if the NQT is in difficulty.

The Headteacher's responsibilities include being legally responsible for induction in the school and jointly responsible with Lambeth for the monitoring, support and assessment of induction, ensuring the NQT's post is suitable for induction and ensuring statutory processes are carried out.

Lambeth's responsibilities include quality assuring processes in schools, validating schools' judgements on progress and offering support as needed.

THE TEACHERS' STANDARDS

The Teachers' Standards consist of two parts:

- Part I - Teaching
- Part II - Personal and Professional Conduct

The eight Teachers' Standards in Part I apply to all teachers from student teachers to experienced teachers (used as part of the performance management criteria); therefore the role and context in which they are applied are key.

NQTs will be assessed against these Standards in school, and in the job they have been employed to do.

The Standards must be seen as on-going, therefore they cannot be signed off before the end of the induction year, and only then in the context and role in which the NQT is operating.

The three bullets in Part II cover teacher professionalism and conduct.

Part I

- Set high expectations which inspire, motivate and challenge
- Promote good progress and good outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well structured lessons
- Adapt teaching to respond to strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

Part II

- The NQT upholds public trust in the profession and maintains high standards of ethics and behaviour, within and outside the 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 personal beliefs are not expressed in ways which exploit pupils' vulnerability, or might lead them to break the law.
- The NQT has proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintains high standards in their own attendance and punctuality.
- The NQT has an understanding of, and always acts within, the statutory frameworks which set out their professional duties and responsibilities.

GATHERING EVIDENCE

Gathering evidence is critical to the process of induction, as it records progress against the Teachers' Standards and illustrates that progress is being made consistently over time.

The NQT should be responsible for collecting most of the evidence - the Induction Tutor's responsibility is to validate it, through discussions in regular and review meetings, and finally to complete the assessment form with examples of the evidence and what it shows regarding progress/impact.

Other evidence will come from third parties (other teaching staff, TAs, parents, pupils, SLT etc.).

What is evidence? What is it for?

Evidence can be in hard copy or held online, and captures the NQT's teaching, learning, assessing, recording, planning/preparation, and involvement in the wider life of the school.

Evidence is used to:

- show progress/to track the induction year
- show the school is following due process
- give a rigorous audit trail, so Lambeth can accept the school's judgement on progress

There is **most definitely not** a need for huge files/folders, as during ITT; the key documentation will be created as induction progresses, and will be found in a variety of places!

The paperwork described on the following pages has been designed by Lambeth to capture the range and depth of information that should be kept during induction; if you have another way of keeping this information, then please do so, but you are advised to keep the depth of information shown.

Who should hold the evidence?

It is for the NQT and their Tutor to decide how best to keep the paperwork, although we recommend it is not duplicated across numerous files or folders.

We strongly believe an NQT should be responsible for their induction, and the paperwork is a vital element of recording the process.

Paperwork templates can be found in the 'Library' section of the Lambeth NQT website, using the numbers given in the document summary in this handbook.

The Induction Process

The process of induction repeats during each of the three periods of an NQT's induction.

Overall there must be:

- **At least** six formal lesson observations of teaching, **against the Teachers' Standards** - with the first within the first four weeks of starting to teach at the school
- Regular meetings with the Induction Tutor - weekly during IP1 and no less frequently than fortnightly during IPs 2/3
- Three Professional Review Meetings - halfway through each period of induction
- Three formal assessment meetings - with assessment forms
- Setting and review of professional development targets
- Evidence of CPD - during the NQT's induction release time.

It is also considered good practice for an NQT to make observations of others teaching.

The 'Audit Trail' Document

All Lambeth proformas should be signed/initialled and dated.

If you are keeping paperwork online, use this document to record the signatures and dates, rather than printing each document to sign; this will ensure a secure process.

The Audit Trail **(001)** is also a helpful reminder of the key elements which must take place during the process.

The Evidence Tracker Document

The **Evidence Tracker (002)** is your chance to capture key pieces of evidence – for example, from a lesson taught or watched, from an email or a comment, from a sports fixture or a play rehearsal, from a parents meeting, from discussions with Induction Tutor, from reflection of lessons – and track where they can be found and why they are important.

It needs to be updated regularly and discussed from time to time with the Induction Tutor.

The Timeline Document

The **Timeline (003)** (one for each period of induction) enables a programme to be pre-planned (as required by the Statutory Guidance), which is personal to the NQT and their needs, in their role and school.

The timeline allows for the pre-planning of the process, and ensures no aspect is overlooked.

The Action and Development Plan

The **Action and Development Plan (004)** is designed to help you set objectives which are relevant to your needs and to the context of the school.

These should be reviewed fluidly during induction, rather than just at set points during induction.

Part of the Tutor's role is to advise on the feasibility of targets - sometimes, general targets may need to be broken down into smaller, manageable chunks; sometimes a whole standard is chosen as a target, which is simply too vast.

The ADP is ongoing throughout induction - some targets may be completed quickly, whereas some may be longer term (or just take longer).

This working document allows completed targets to be 'signed off', and new ones added, aiding progression and development.

These targets help you to progress against the Teachers' Standards and look towards longer-term professional development.

They also help identify any areas needing further focus/support.

NQT and Tutor should sign and date all reviews of the ADP - if you are keeping paperwork electronically, please sign and date the Audit Trail document.

The ADP should incorporate:

- between three and five ongoing SMART objectives (agreed by NQT and Tutor) at any point in time
- action points (for you and any other relevant person)
- realistic target dates
- review dates (for the coming term)

Current targets will be taken from the ADP to complete the relevant section(s) of the assessment report(s).

Regular Meetings

These meetings are the part of the process most valued by NQTs.

We suggest they take place weekly during IP1 and not less frequently than fortnightly during IPs 2 and 3.

They are an opportunity for you to:

- reflect upon progress, and critically evaluate it
- discuss anything that is causing concern
- check to see that you are following the processes of induction.

Sometimes this 'slot' will be used solely for feedback from a formal lesson observation.

The **meeting proforma (005)** available covers all these areas - choose relevant and timely sections to complete each week, but don't see the form as a chore or a challenge which must be dutifully completed in full ...

Please ensure all meetings records are signed and dated - if you are keeping paperwork electronically, don't forget to sign and date the Audit Trail document.

Impact of CPD

An NQT should keep a record of all CPD opportunities that they have during induction, and briefly consider their impact on their practice - the **template (006)** will allow you to do this.

Observations of your teaching

Being observed is part and parcel of induction, and for each formal observation, an NQT is expected to evaluate their own practice (using the Self-Evaluation Form) and discuss with their Tutor in a formal feedback session.

All observations need a focus and a reason; all should be linked explicitly to the Standards.

Out of this feedback comes not only reflection, but practical, helpful action points and will further drive progress against the Standards.

Please ensure all formal **lesson observation forms (007)**, and **self-evaluations (008)** are signed and dated - if you are keeping paperwork electronically, don't forget to sign and date the Audit Trail document.

Observations of others' teaching

One of the key uses of an NQT's non-contact time will be observing other teachers.

Again, all observations need a focus and a reason, and both of these should be linked to their induction, development and professional needs.

Observations may be carried out in school or in other schools, and certainly in other Key Stages and subjects.

There is no statutory requirement for an NQT to carry out observations of others, but it is considered good practice.

Please remember to sign and date the **Observation Form (009)**- if you are keeping paperwork electronically, please sign and date the Audit Trail document.

Professional Review Meetings

Halfway through each period of induction, the NQT will be reviewed (more formally than a regular meeting, but not as formally as an Assessment Meeting - **with no paperwork being submitted to Lambeth**), and holistically against the Standards.

Evidence gathered during this period (from lessons, from meetings, from ADP and Evidence Tracker, from other sources and people) will be considered and NQT and Tutor will discuss progress made.

The NQT should prepare for the meeting; the **template available (010)** helps do this.

If you already have a detailed record of evidence accrued and progress made and an up-to-date ADP, there is no need for the NQT to repeat themselves on this form.

The minutes for this meeting (template - 011) must be signed and dated.

If you are keeping paperwork electronically, don't forget to sign and date the Audit Trail document.

Assessment

At the end of each period of induction, there will be an assessment of progress by the school, and a record of that assessment will be submitted to Lambeth.

The NQT will be assessed against the Teachers' Standards, based on the evidence from the period, which will have already been discussed at meetings, so there should be no surprises.

The report should be discussed in an assessment meeting **(Agenda template - 012)**.

The report **(template - 013)** will be completed by the Tutor and the NQT is expected to add comments to it.

This comment should:

- make a statement about the progress you believe you are making and give some evidence to endorse that belief
- give some examples of the impact your progress has had on the children you are teaching
- explain how the support you have received has helped you make progress and indicate what further support would be welcome in the next period
- in the final assessment form, reflect on the whole induction period, and look forward.

Lambeth will return any forms with insufficient comment; we expect NQTs to use these opportunities to let us know how you feel your induction is progressing.

Notes