

NQT Induction – ‘How should it run?’ guide

So, you've joined a school in Lambeth or, maybe, a school using Lambeth as Appropriate Body – or you're supporting an NQT - either way, welcome to the Lambeth NQT family...

The primary aim of this Guide is to outline how NQT induction should work for you all.

We'll follow the induction of a fictitious NQT, Evie, to highlight all of the things that should happen during induction – she'll begin her induction in September and work full-time through to completing in the following July; if the induction you're concerned with doesn't run in this way, then please apply this information to your own IP1, IP2 and/or IP3 as appropriate.

Please note that the paperwork mentioned in this Guide has been produced by Lambeth, and covers the range of information that we believe should be kept during the course of induction – however, if you have alternative ways of recording this range of information, then please feel free to use them.

This information will be needed to support an NQT who experiences issues during their induction – for around 90% of NQTs, this situation will not arise, but we cannot see around corners...

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.).

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!

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 by clicking on the links in this document.

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

Where an NQT completes their whole induction in a school, 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, which is in addition to their PPA time, and must not be used for PPA.

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

Induction Period One (IP1)

September

Evie and her Induction Tutor (and her Induction Co-Ordinator) will have received a copy of this Guide when her registration with Lambeth was completed.

Evie will have been booked onto a induction-specific training programme, to allow her the opportunity both to meet with other NQTs as they go through induction and to receive help and tips on a number of topics that Initial Teacher Training does not have the time to cover either fully or, in some cases, barely cover at all...

Details of the Lambeth NQT training programme can be found on the [Lambeth Schools Services portal](#) – please note that attendance at the Lambeth programme is not a requirement of an NQT successfully completing induction; however, there is an expectation that an NQT attends some sort of programme of sessions that gives both CPD and networking opportunities to them.

As an NQT attends not just induction-specific training, but any training opportunity, they should be encouraged to reflect briefly on the impact of this CPD on their practice.

Evie will have been observed teaching – there won't have been a specific focus to this observation, but it will have allowed all concerned to gain a 'baseline' of Evie's skills and abilities, so that an initial Action and Development Plan could be drawn up for Evie's induction.

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 observer in a formal feedback session (including receiving written feedback from their observer).

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.

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

During this time, Evie will have also begun to have regular meetings with her Induction Tutor – this will have allowed them to begin to build an open and honest relationship and also to begin to draw up the initial ADP.

Regular meetings between NQT and Tutor 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 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 each time you meet...

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.

October

By the beginning of October, Evie's initial ADP and IP1 Timeline will both have been in place.

The ADP is designed to help set objectives which are relevant to an NQT's 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; whole Standards should not be chosen as a target, as they are 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 the NQT 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 and 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).

The Timeline (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 process for IP1 can be deferred until the first teaching observation takes place.

Evie will have begun to use an Evidence Tracker, to keep a record of where evidence can be found towards her meeting of her ADP targets and Teachers' Standards.

An NQT does not need to keep folders of evidence for each Standard/target, as they would have during ITT.

An Evidence Tracker is an NQT's 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.

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

In the last week of Term One (or the first week of Term Two), Evie will have had a Professional Review Meeting (PRM) with her Tutor.

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 helps do this – however, 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 must be signed and dated - if you are keeping paperwork electronically, don't forget to sign and date the Audit Trail document.

November

If not held in the last week of Term One, Evie will have had her first PRM.

Towards the end of the month, Evie will have been observed teaching.

Late November/early December

Evie will have gone through her first NQT 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.

Report templates and details on how to complete reports, deadlines etc. will have been sent to all concerned when the NQT's registration was completed by Lambeth.

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

The report should be discussed in an assessment meeting – after this meeting, the report 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 they feel induction is progressing.

Please note that for NQTs with inductions running from September to July

- IP2 starts directly after the end of IP1, and not after the Christmas break
- IP3 starts directly after the end of IP2, and not after the Easter break

This is because the three induction periods should be of similar length (around 63 days) – the period from September to Christmas is much longer than this, and the period from January to Easter is shorter than this – therefore, we need to run induction to dates away from the natural term starts/ends...

NQTs beginning induction in either January or April will be less affected by this.

NQTs beginning at other times during the year will, by this very fact, have induction periods with 'strange' start and end dates.

Induction Periods Two (IP2) and Three (IP3) for Evie

Event	IP2	IP3
Setting of IP Timeline	December	Late March
First Observation of IP	Late January/early February	May
IP PRM	Last week of T3 or first of T4	Last week of T5 or first of T6
Second Observation of IP	March	June
IP Assessment process	from mid-March	July

Please remember that the judgement on an NQT assessment report should be based on the question "Is this NQT, given the progress they have made during this induction period, on track to meet the Teachers' Standards at the end of IP3?" **AND NOT** "Is this NQT meeting the Teachers' Standards at this point in time?"

When Lambeth receives a final assessment report, recommending that the NQT be considered as having successfully completed induction, Lambeth will (in all but the most extreme of cases) agree with the school's judgement and process the report with that recommendation in mind.

No other paperwork is required from schools or NQTs for Lambeth to be able to complete this process.

If it is likely that the school's recommendation will be anything other than successful completion, this will have been discussed beforehand - remember that the recommendation made cannot come as a surprise to any of the parties involved.

Once Lambeth have processed the report, you, your Induction Tutor, Induction Co-Ordinator (if you have one) and Headteacher will be emailed to notify you that Lambeth will be recommending to the TRA that you be considered as having successfully completed induction.

If you indicate on your IP3 report that you will be leaving your current school for a new school, we will also notify your new school of our intentions.

Once the deadline for receipt of final assessment reports has passed, Lambeth will then build the return that has to be made to the TRA, notifying them of those that have successfully completed induction.

This return will then be made online to the TRA (around ten days after the deadline); their system will process the return overnight and change the status of your entry on their database from 'Completing Induction' to 'Pass'.

You will then be able to log into the Teacher Services Database and access your completion of induction certificate.

Any NQT for whom Lambeth has not received a final assessment report by the deadline for return cannot be included in that term's return to the TRA, and will be included in the return following receipt.