

2020 - 2021

Mentor Guidance Booklet



Contents

NQT Entitlement	3
An overview of the induction process	4
NQT Manager	5
Manuals – Tutor/Mentor Manual Extract	7
NQT Manager – help and tick list	9
Building an Evidence Portfolio	11
Purpose of induction	12
Newly qualified teachers may only serve one induction period	12
Checking a teacher is eligible to start an induction period	12
Qualified teacher status	12
Ensuring a reduced timetable	12
Determining the length of the induction period	13
Minimum period of continuous employment that can count towards induction	13
Length of the induction period for an NQT who works part-time	13
Monitoring, support and assessment during induction	13
Observation of the NQT's teaching practice	14
Professional progress reviews of the NQT	14
Formal assessments (including interim assessments)	14
Completing the induction period	15
Record keeping/retention	15
Reducing the induction period	16
Extending an induction period to account for ad hoc absences	17
Extension of the induction period after induction has been completed	17
Putting in place additional monitoring and support	17
Action if performance is still unsatisfactory at the next assessment point	18
Action in the event of serious capability problems	18
Making an appeal against a decision by the appropriate body	18
Roles and responsibilities: The NQT	19
Roles and responsibilities: Headteacher and Principals	19
Roles and responsibilities: Induction tutors	20
Roles and responsibilities: Appropriate bodies	20
Frequently asked questions	22
Standards for Teachers	24

The Mentor /Induction Tutor role

Welcome to the role of Mentor/Induction Tutor

This role is pivotal in supporting and guiding newly qualified teachers in meeting the teaching standards and successfully completing their induction period. The demands on you will be varied and multi-layered. You will be a mentor and coach, and at times possibly an agony aunt and confidant, but you are their **professional guide** and so set roles, responsibilities and expectations must be openly and clearly defined when starting and developing the working relationship. You must keep a professional approach to ensure when needed you are in a position of authority in dealing with a difficult situation, therefore the right sort of relationship building is of paramount importance.

In helping new teachers develop professionally, you need to understand what is statutory, necessary, desirable, but most importantly appropriate in meeting the needs of those who seek your help. This booklet is aimed at giving mentors/tutors information to carry out this role effectively.

The role also includes ensuring the mechanics of the process and timescales are adhered to. **Submissions of assessment MUST be on time** and although the coordinator must ultimately follow this through, there is a shared responsibility to both your mentee and the formal process, (the Appropriate Body and Teaching Regulation Agency) to meet the deadlines and complete all necessary paperwork correctly. Failure to do this could result in a delay in the NQT receiving final sign off and in turn this may affect their job opportunities. Slough Appropriate Body provides a range of sessions to learn about the systems and processes and it is highly recommended that the mentor/tutor attend annually to ensure they are up to date with any changes. The Appropriate Body quality assures all aspects of the induction process at every level and feedback is given to ensure best practice is achieved.

Mentors/induction tutors must be honest about each NQT's practice and progress, basing their judgements on factual evidence. The role demands personal honesty as well as recognising any problems and/or barriers preventing them from being an effective mentor/induction tutor. Appropriate Body representatives are always available to support and advise if necessary, and it is important that any concerns are raised early in the process.

Although it can be demanding at times, the mentor role is rewarding and many teachers find it contributes greatly to their personal and professional development. I would like to thank you for taking on the role and I look forward to working with you.

Best wishes for the year ahead.

Janet Roberts
Teaching School Director (CPD and School Support)



Contact Details

Appropriate Body (AB) Contacts:					
Name:	Organisation/ school	Position	Contact areas:	Email address	Telephone
John Constable	AB Lead – Langley Grammar School	Headteacher	Quality Assurance	All correspondence should be addressed to Janet Roberts (see below)	
Janet Roberts	Langley Grammar School/STSA	Teaching School Director (CPD and School Support)	Specific support and general help across all phases MAIN CONTACT FOR ALL CONCERNS/QUERIES	janet.roberts@lgs.slough.sch.uk	01753 598300

Website: <https://stsa.online/>

Twitter: @SloughTSA

Headteachers of the three designated Teaching Schools in the Slough Teaching School Alliance

Slough Teaching School Alliance (STSA)		
John Constable Headteacher Langley Grammar School, Reddington Drive Langley, SL3 7QS Tel: 01753 598300	Lindsey Tomlinson Executive Headteacher Lynch Hill School Primary Academy Garrard Road, Slough, SL2 2HX Tel: 01753 524170	Mark Pritchard Head of School Upton Court Grammar School Lascelles Road, Slough, SL3 7PR Tel: 01753 522892

Teaching Regulation Agency Helpdesk for NQTs	Department for Education
Teacher Regulation Agency (TRA) Teacher Qualification Unit Ground Floor South, Cheylesmore House, 5 Quinton Road, Coventry, CV1 2WT Tel: 0207 593 5394 For information on submission of induction results, appeals, general induction enquiries and teacher misconduct.	Ministerial and Public Communications Division Department for Education Piccadilly Gate, Store Street, Manchester, M1 2WD Tel: 0370 000 2288 For general enquiries
Email: teacher.induction@education.gov.uk	Email: info@education.gov.uk

NQT Entitlement

During induction NQTs are entitled to the following:

- 1.** An Induction Tutor/Mentor

- 2.** Regular meetings with the Induction Tutor/Mentor

- 3.** A 10% reduction in timetable – this will be in addition to PPA time

- 4.** At least one observation each half term with oral and written feedback, meaning a minimum of at least six a year

- 5.** Opportunities for the NQT to observe experienced teachers

- 6.** A programme of support (induction programme) and other professional development opportunities

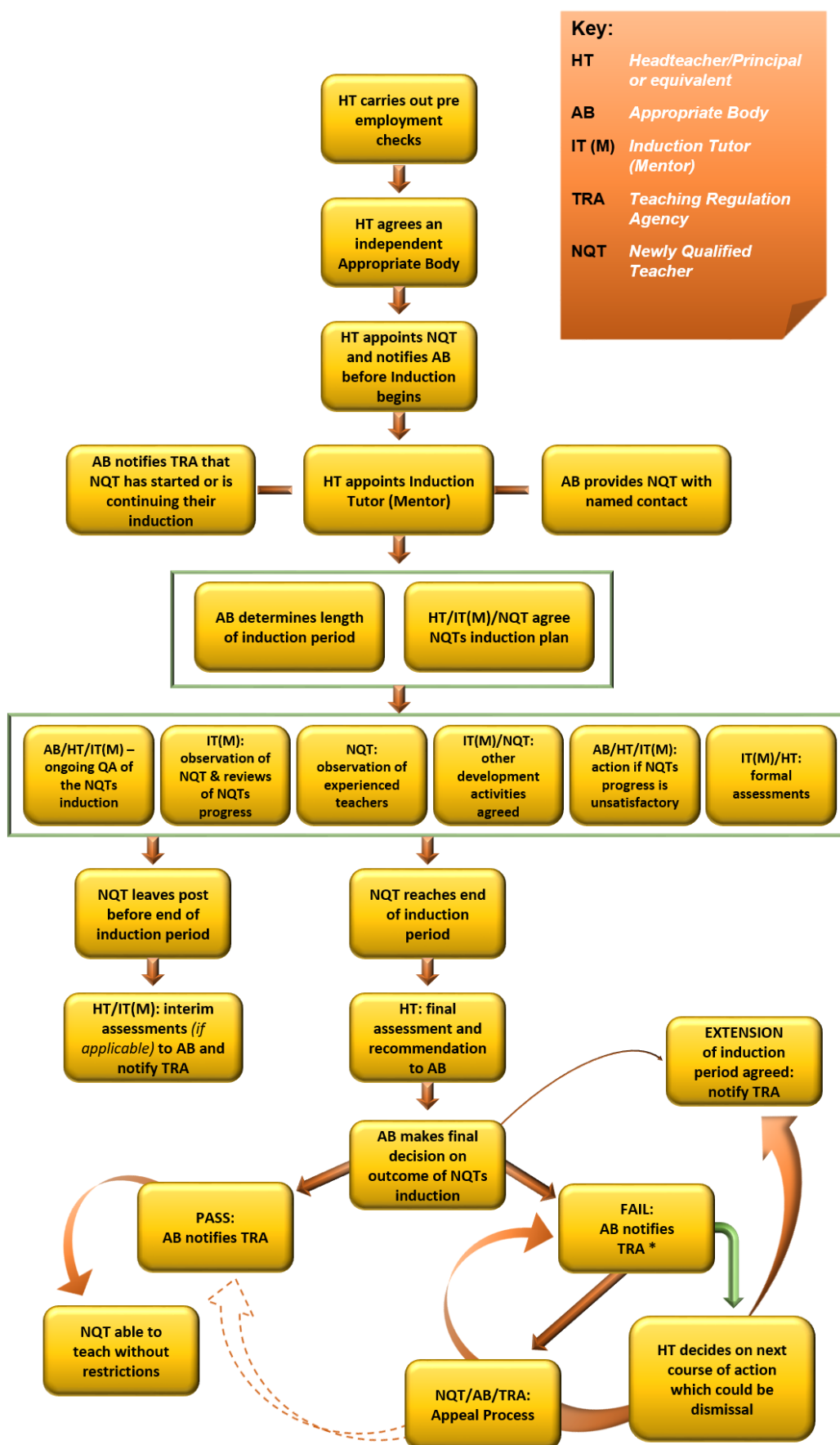
- 7.** Regular reviews of progress towards meeting the Teaching Standards

- 8.** An assessment meeting and report towards the end of each term

- 9.** Procedures for NQTs to air grievances about their induction provision at school and a named person to contact at the Appropriate Body.

- 10.** A job description that does not make unreasonable demands

An overview of the induction process



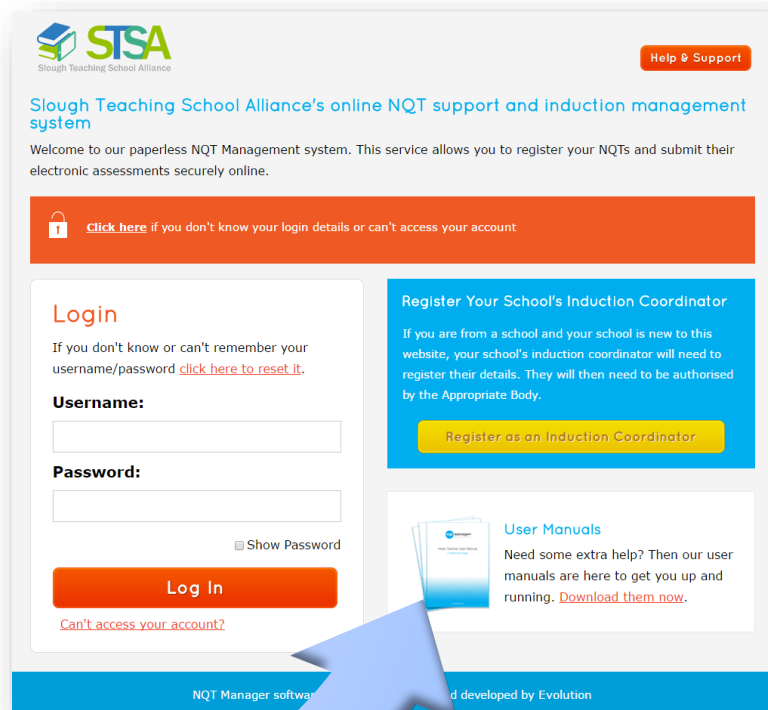
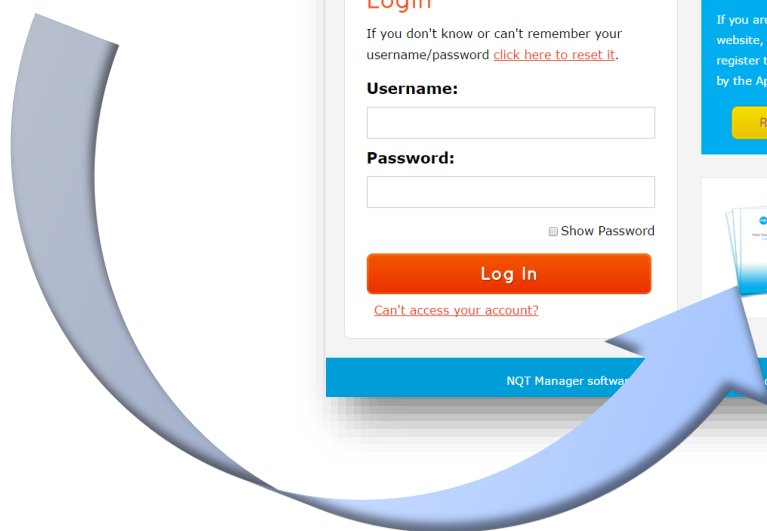
NQT Manager

This is the online NQT support and induction management system.

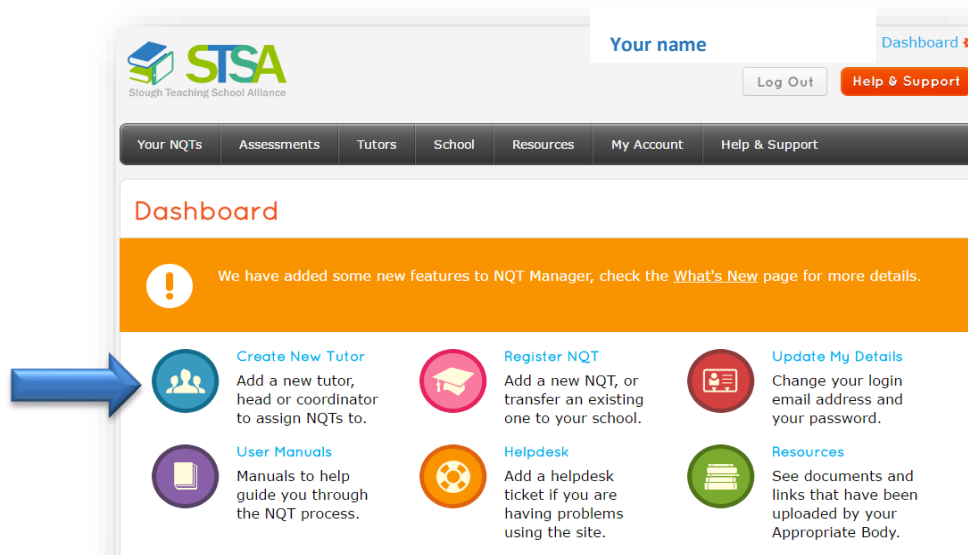
If you are a new Induction Co-ordinator you will need to register yourself first. Go to:

<https://slough.nqtmanager.com/Login.aspx> to register your details.

To make it easier before registering yourself, download the relevant User Manual which provides easy to use screen shot instructions.



Once you have registered and received login details you then need to register your mentors (called "tutors" on NQT Manager). Click on "Create new Tutor" and fill in their details. **Please delete names of staff who are no longer mentoring to prevent them from receiving emails and reminders.**



There are several manuals that you can download to help. Click on "User Manuals" on your Dashboard. See screen shot below for access tabs and User Manuals.

Refer to manuals
'Know How'

*All you need to know
in easy screen shots,
step by step
instructions*

Register an NQT

Please make sure that the date of birth, Teacher Reference number and the QTS award date are correct, inaccuracies can cause delays if this information is incorrect (it will not match with the TRA Database)

Teaching Regulation Agency information (TRA)

- **The Last Name and Date of Birth must match exactly with what is registered with the TRA - if this does not match please check Employer Access using the school's password.**

Manuals – Tutor/Mentor Manual Extract

Pending Tasks

When you have pending tasks to complete on the system your dashboard may not be visible. Instead you will see a list of your pending tasks, such as assessments that need completing or digitally signing. You can click the links to view, complete or digitally sign the assessments. You can also tick all the boxes and sign all the assessments in one go.

The screenshot shows the STSA NQT Manager dashboard. At the top, there's a header with the STSA logo, a user profile section with 'Your name', a 'Log Out' button, and a 'Help & Support' button. Below the header is a navigation bar with links: 'Your NQTs', 'Assessments', 'Tutors', 'School', 'Resources', 'My Account', and 'Help & Support'. The main content area is titled 'Upcoming Assessments' and includes a sub-header 'Upcoming Assessments' and a note: 'The following assessments are not due, due, overdue or submitted.' Below this is a table with three columns: 'Name', 'Status', and 'Due'. The table lists three assessments, each with a 'Name' field containing 'Your NQTs name', a status of 'Available', and a due date of '31/03/2017'. Each row also has a 'Read Assessment' link. Below the table, there are three rows of text indicating when the assessment will be available to be completed: '13/03/2017'.

Name	Status	Due
Your NQTs name	Available	31/03/2017
Assessment will be available to be completed on 13/03/2017		
Your NQTs name	Available	31/03/2017
Assessment will be available to be completed on 13/03/2017		
Your NQTs name	Available	31/03/2017
Assessment will be available to be completed on 13/03/2017		

To assist you in registering your NQTs the following information in the format of a help/tick list has been provided on the following pages.

Please note: you will need to have all this information before you start registering the NQTs.

All the assessments will be filled in electronically on NQT Manager, so it is important that you are familiar with the system. It is also important that contact details such as phone numbers and emails are kept up to date. **Important Safeguarding Note:** Please make sure your NQTS only use school email addresses, not personal ones.

*If you leave the system part way through inputting the data, the system will log you out after 10 minutes and will **not save** your information.*

If any of your Tutors/Mentors change at any time during the induction process, make sure that you make the changes on your NQT Manager Dashboard under the Tutor Tab. This will also apply to Headteachers and Induction Coordinators.

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Your name [Dashboard](#)

[Log Out](#) [Help & Support](#)

[Your NQTs](#) [Assessments](#) [Tutors](#) [School](#) [Resources](#) [My Account](#) [Help & Support](#)

List of Tutors

Below is a list of the school's tutors. To view or change a tutor's details, or to look at their associated NQTs, please use the 'Edit' link next to the appropriate tutor. 'NQTs' is the number of NQTs who are currently assigned to that tutor.

[Change Headteacher](#) [Add a New Tutor](#)

First Name	Last Name	Position	NQTs	
First name	Last name	Head	0	Edit
First name	Last name	Induction Co-ordinator	0	Edit
First name	Last name	Tutor	2	Edit
First name	Last name	Tutor	1	Edit

If anyone should forget their passwords, you can now make these changes yourself, the self-help support will be in your manuals and by accessing the Help and Support Tab on your Dashboard.

STSA
Slough Teaching School Alliance

Your name [Dashboard](#)

[Log Out](#) [Help & Support](#)

[Your NQTs](#) [Assessments](#) [Tutors](#) [School](#) [Resources](#) [My Account](#) [Help & Support](#)

Login Details

Email:

Confirm Email:

Username:

Passwords must be at least 10 characters long, and it must also contain an upper case letter, a lower case letter and a number. You can generate a random password [here](#).

Password:

Confirm Password:

[Save](#)

If you are changing a password, your new one must be at least **10 characters** and contain **uppercase letters**, **lowercase letters** and **numbers**.

Security Information - Save for later use

Why do we need this information?
We're asking you for this information in order to make it easier for you to reset your password next time you login. You'll be able to use your answers to these questions if you've forgotten your login details and reset your password quickly and easily.

First Security Question:

First Security Answer:

Second Security Question:

Second Security Answer:

Mobile:

(Mobile is not required but you'll be able to request username/password sent by SMS)

[Save](#)

Please choose two security questions that you'll remember the answers to when you need to use them later. Enter your answers below. Once you've finished, click the 'Save' button at the bottom of the page.

NQT Manager – help and tick list



www.sloughlearning.org.uk

<https://slough.nqtmanager.com/Login.aspx>

Important details to remember, the contact information you provide for NQTs and Mentors is vitally important as this is the only source of contact the Appropriate Body has to notify you of training and events and details regarding your assessments. **PLEASE ensure you use your school email address ONLY.**

NQT Manager		Tick list
1.	Register yourself as NQT Co-ordinator	
2.	Register your Headteacher	
3.	Register your NQT Mentors – referred to as 'Induction Tutors' on NQT Manager	
4.	Register your NQTs	

To register an NQT you need the following details:		Tick list
▶	Full name	
▶	Previous surname (if applicable)	
▶	Email address	
▶	Date of birth	
▶	National Insurance Number	
▶	Registration type: (3 choices) <i>Choice 1:</i> Most will be a new NQT starting their first term of induction <i>Choice 2:</i> Also the option to choose an existing NQT who has partially completed induction, either at this or a different school <i>Choice 3:</i> If they have completed part of their induction at a different school there is a section where you can fill in details of the previous school <i>Choice 4:</i> Overseas NQTS – Can apply for QTS in the UK, access is made online: https://teacherservices.education.gov.uk/ Note: Australian NQTs must have completed 80 days in their own country before applying.	
▶	Teacher reference number <i>(NB there is the option to tick a box to say they trained outside England and this will mean that there will not be a reference number)</i>	
▶	Home address	
▶	Telephone (home)	
▶	Telephone (work)	
▶	Telephone (mobile)	
▶	Date QTS awarded: <i>(please make sure the date is correct otherwise it will not synchronise with the TRA database, you will receive a red banner warning on the page and the Appropriate Body (AB) will not authorise the NQT registration)</i>	

Please make sure **Date of Birth, Teacher Reference Number and QTS Award date** are correct. If not, NQTs details will not match with the TRA Database and it will raise a **Red Alert** message delaying the registration.

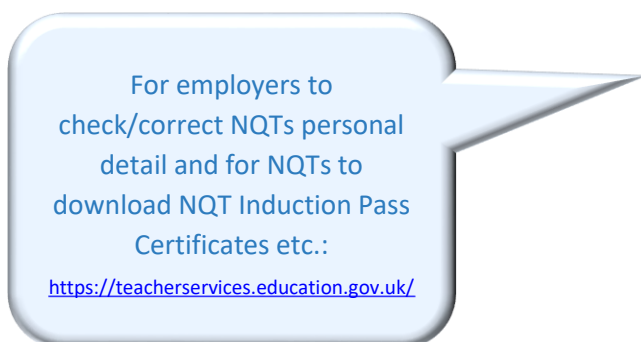
If you do receive a **Red Alert Banner** –

Please check the NQTs details on Employer Access (your school will have a password to access this site)

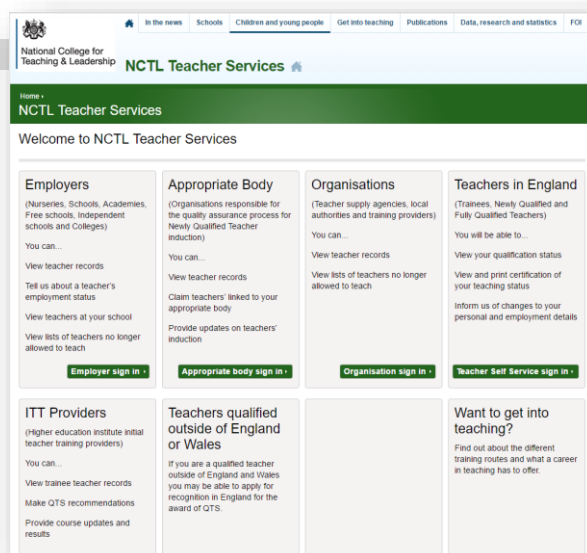
To register an NQT you need the following details continued...		Tick list
▶	Training Institute – drop down menu: (if the training institute is not listed please email the AB to add the institution. Although the list states ‘other’ it is advisable to list the training organisation if you have overseas NQTs for checking purposes)	
▶	Have references been sought? Warning: (please make a thorough check if the NQT has come through an agency, do not presume they have run any checks on the documents the NQT has provided, documents can be falsified). Please check directly with the awarding bodies/training institutions.	
▶	Qualification awarded (PGCE etc.)	
▶	Qualified subject(s) – drop down menu	
▶	Qualified age range(s) – drop down menu	
▶	Has the NQT been DBS checked? (obtain date and reference number)	
▶	Has this NQT successfully completed the skills tests for Numeracy and Literacy (UK)?	
▶	Assign an Induction Tutor/Mentor	
▶	Start date of Induction – drop down menu	
▶	How many days per week does the NQT work	
▶	Contract type (permanent / temporary)	
▶	Subjects the NQT is to teach – drop down menu	

Safeguarding Note: Please make sure that all **email addresses** used in NQT Manager are **school only**.

Teacher Self Service Portal



You will need Adobe® Reader to view your certificates.
Please check your browser as Safari may not be compatible.



This self-serve website will allow teachers to:

- ▶ View your teacher record
- ▶ Obtain electronic copies of your QTS and induction certificates
- ▶ Obtain electronic copies of relevant leadership qualification certificates
- ▶ Update your personal details
- ▶ Download a letter confirming your teacher qualifications
- ▶ Input your employment details

To log into the website, you will need:

- ▶ Teacher reference number (TRN)
- ▶ National insurance number
- ▶ Date of birth

Building an Evidence Portfolio

NQTs are assessed against the Teaching Standards and there needs to be substantive evidence to support what is written in the end of term reports. It is up to schools how they want to gather this evidence. Many will ask NQTs to keep a folder with examples of what they have done, either in hard copy or electronically. If this is the case, it should not be overwhelming in size, but concise, to the point and giving just a few of the best examples of practice.

Reviewing progress towards meeting the standards should be discussed with your NQT regularly, but that is not the most important aspect of the mentor's role. You are there to support your NQT's development as a teacher, and to help them settle into the school.

There is a 'Tracker' on NQT manager which can be used instead of building a standalone profile, but we would urge NQTs to take a copy as this will be lost once the NQT year is complete, or if they move to another Appropriate Body that does not use NQT Manager.

Taken from the statutory guidance on induction for newly qualified teachers (England)

www.education.gov.uk/aboutdfe/statutory/g00212895/induction-nqts-england

Purpose of induction

- 1.1** Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the relevant standards (see para 1.5). The programme should support the newly qualified teacher (NQT) in demonstrating that their performance against the relevant standards is satisfactory by the end of the period and equip them with the tools to be an effective and successful teacher.

Newly qualified teachers may only serve one induction period

- 1.9** An NQT has only one chance to complete statutory induction. An NQT who has completed induction and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction (although they may appeal against the decision: see paras 4.6–4.7). While such an NQT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

Checking a teacher is eligible to start an induction period

- 2.9** Before the NQT takes up post the Headteacher/Principal must undertake pre-employment checks, which must be verified by the appropriate body upon registration (see paras 2.10–2.11).

Qualified teacher status

- 2.10** An NQT cannot undertake statutory induction (or a period of employment counting towards induction) unless they have been awarded QTS. Headteachers/Principals and appropriate bodies must check with the Teaching Regulation Agency that the individual holds QTS.

Ensuring a reduced timetable

- 2.19** In a relevant school, the Headteacher must ensure an NQT has a reduced timetable of no more than 90% of the timetable of the school's existing teachers on the main pay range to enable them to undertake activities in their induction programme. This is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. NQTs in independent schools, including academies and free schools, BSOs, independent nursery schools and FE colleges must also have a reduced timetable on a comparable basis.

Determining the length of the induction period

- 2.27** The length of the induction period an NQT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of one school year (usually three school terms – see para 2.32). The appropriate body makes the final decision about the equivalence to one school year in cases where the NQT serves induction in more than one setting or in non-standard settings such as those in the FE sector.
- 2.28** In some exceptional circumstances the length of an induction period may be reduced. For further details, see Section 3: Special Circumstances.

Minimum period of continuous employment that can count towards induction

- 2.29** The minimum period of employment that can be counted towards completion of the induction period (for both full-time and part-time NQTs) is one term (based on an institution that operates three terms in an academic year). This applies to both permanent and long-term supply teaching posts. It also reflects the need for each NQT to work in a stable environment and receive a personalised, supported and pre-planned induction programme. In addition, it is important that the NQT is in post long enough to enable a fair and reasonable assessment to be made of their performance. It would be very difficult to do this against all the relevant standards over a period of less than one term.

Length of the induction period for an NQT who works part-time

- 2.32** NQTs serving induction on a part-time basis at any point will need to serve the full-time equivalent (FTE) of one full academic year. Therefore, an NQT working part-time as a 0.5 FTE will need to serve induction for two academic years.
- 2.33** It is for the school and appropriate body to decide in each individual case the length of the induction period required which is fair and takes full account of the NQT's working pattern.

Monitoring, support and assessment during induction

- 2.34** A suitable monitoring and support programme must be put in place for the NQT, personalised to meet their professional development needs (including the development needs of part-time NQTs). This must include:
- ▶ Support and guidance from a designated induction tutor who holds QTS and has the time and experience to carry out the role effectively
 - ▶ Observation of the NQT's teaching and follow-up discussion
 - ▶ Regular professional reviews of progress
 - ▶ NQT's observation of experienced teachers either in the NQT's own institution or in another institution where effective practice has been identified

Observation of the NQT's teaching practice

- 2.36** An NQT's teaching should be observed at regular intervals throughout their induction period to facilitate a fair and effective assessment of the NQT's teaching practice, conduct and efficiency against the relevant standards. Observations of the NQT may be undertaken by the induction tutor or another suitable person who holds QTS from inside or outside the institution.
- 2.37** The NQT and the observer should meet to review any teaching that has been observed. Feedback should be prompt and constructive. Arrangements for review meetings should be made in advance and a brief written record made on each occasion. It should indicate where any development needs have been identified.

Professional progress reviews of the NQT

- 2.38** The induction tutor should review the NQT's progress at frequent intervals throughout the induction period. Reviews should be informed by evidence of the NQT's teaching. Objectives should be reviewed and revised in relation to the relevant standards and the needs and strengths of the individual NQT. The NQT should record evidence of progress towards objectives and agreed steps to support them in meeting their objectives. Evidence should come from practice.

Formal assessments

- 2.39** NQTs should have formal assessments carried out by either the Headteacher / Principal or the induction tutor. These could be undertaken on a termly basis so that they have three per year (see Section 5 for further information about roles and responsibilities). It is for institutions and NQTs to agree exactly when the assessment dates are set, which should occur as near to the end of each term as possible. Evidence used in assessments must be clear and transparent and copies provided to the NQT and appropriate body.
- 2.40** Formal assessment meetings should be informed by evidence gathered during the preceding assessment period and drawn from the NQT's work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the relevant standards. NQTs should be kept up to date on their progress. **There should be no surprises.**
- 2.41** Formal assessment reports should be completed for the first and second assessments. These reports should clearly show assessment of the NQT's performance against the relevant standards at the time of the assessment.
- 2.42** The final assessment meeting is at the end of the induction period, and will form the basis of the Headteachers / Principals recommendation to the appropriate body as to whether, having completed their induction period, the NQT's performance against the relevant standards is satisfactory, unsatisfactory, or whether an extension should be considered. This recommendation should be recorded on the final assessment form.

- 2.43** Once assessment forms have been completed, the NQT should add their comments. They should then be signed by the induction tutor, Headteacher / principal and the NQT. Once signed, the NQT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These may be submitted electronically.

Interim assessments

- 2.44** When an NQT leaves a post after completing one term or more in an institution but before the next formal assessment would be required, the headteacher/principal should complete an interim assessment. This should take place before the NQT leaves their post in order to ensure that the NQT's progress and performance since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment form will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the NQT leaves during their final term of induction.

Completing the induction period

- 2.46** NQT completes their induction period when they have served:
- ▶ the full-time equivalent of a standard school year (usually three terms); or
 - ▶ a reduced period (as agreed with the appropriate body and Headteacher / Principal) based on previous teaching experience (see paras 3.2–3.4); or
 - ▶ an extension to that period, because of absences occurring during the period; or
 - ▶ an extension following a decision by the appropriate body, or the Appeals Body.
- 2.48** The appropriate body makes the final decision as to whether an NQT's performance against the relevant standards is satisfactory, drawing on the recommendation of the Headteacher / principal.
- 2.53** Failure to complete the induction period satisfactorily means that the NQT is no longer eligible to be employed as a teacher in a maintained school, a maintained nursery school, a non-maintained special school or a pupil referral unit. However, this does not prevent them from teaching in other settings where statutory induction is not mandatory.

Record keeping/retention

- 2.56** The appropriate body is responsible for keeping a record for each NQT it has registered for induction. It should also monitor the return of assessment forms and contact the institution concerned when assessment forms have not been submitted or signed on time. Records should state the date an NQT starts a period of employment counting towards induction, how much of the period has been completed, changes in working patterns and any absences. These should be noted on assessment forms at the end of each formal assessment period (see paras 2.39–2.43). The Headteacher / Principal should notify the appropriate body if an NQT leaves

the institution before completing the period. The appropriate body will then notify the Teaching Regulation Agency.

- 2.57** Where an NQT has already completed part of their period in another institution, the Headteacher /Principal should contact the NQT's previous appropriate body to obtain copies of any assessment forms (including any interim assessments). They should establish how much induction time remains to be served and alert the new appropriate body to any concerns that have been raised about the NQT's progress by previous employers.
- 2.58** The Teaching Regulation Agency keeps records of teachers who have completed or part-completed induction. Details of teachers who have passed or failed induction are available to employers through the Employer Access Online service at www.gov.uk/teacher-status-checks-information-for-employers As the Appeals Body, the Teaching Regulation Agency also keeps records of all appeals.
- 2.59** It is recommended that assessment reports are retained by both the institution and the appropriate body for a minimum of six years. **NQTs are advised to retain the original copies of their own assessment reports.**

Reducing the induction period

- 3.2** Even though some teachers already have significant teaching experience when they enter the maintained sector for the first time, they are still required to serve statutory induction. In such cases, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term (based on an academic year of three terms) to recognise this experience.
- 3.3** In making such a decision they must take account of advice from the Headteacher / principal and gain the agreement of the teacher concerned. If a teacher wishes to serve the full induction period, they must be permitted to do so. The appropriate body may wish to consider what evidence of previous experience and performance they require in reaching their decision including performance management documentation from previous teaching employment. Examples of when this discretion might be considered appropriate include a teacher who has taught in the independent sector or who has gained QTS via the assessment-only route.
- 3.4** In such cases, only the final assessment meeting and report (see paras 2.42–2.43) will be required with the Headteacher's/Principal's recommendation on whether the teacher's performance against the relevant standards is satisfactory or if an extension would be appropriate. The appropriate body will then follow the induction process in the normal way (see paras 2.46–2.55).
- 3.5** The appropriate body also has discretion to reduce the prescribed induction period by up to 29 days where this falls short of a full year and to account for ad hoc absences.

Extending an induction period to account for ad hoc absences

- 3.6** The induction period is automatically extended prior to completion when an NQT's absences during the period total 30 days or more, (with the exception of statutory maternity leave (see para 3.7)). In these circumstances, the induction period must be extended by the aggregate total of days absent. If the NQT is unable to serve the extension in the same school/institution, the minimum period of employment of one term or equivalent must be served in a new school/institution.

Extension of the induction period after induction has been completed

- 3.8** The appropriate body has the option, when making its decision at the end of the induction period (see paras 2.49–2.52), to extend the period where this can be justified. It determines the length of the extension, the procedure for assessments during it, and the recommendation at its end. The appropriate body may decide to extend where there is insufficient evidence on which a decision can be based or where it would be unreasonable to expect the NQT to have demonstrated satisfactory performance against the relevant standards for other reasons. These might include:

- ▶ personal crises;
- ▶ illness;
- ▶ disability;
- ▶ issues around the support during induction; or
- ▶ where there is insufficient evidence within induction documentation for a decision to be made about whether the NQT's performance against the standards is satisfactory.

- 3.9** An NQT may be unable to, or choose not to, serve an extension in the same school/institution in which they completed their original induction period. They will then need to find another post in which to complete the extension to their induction period. In these circumstances the minimum period of employment must still be served as the NQT will be working in a new institution.

- 3.10** If an NQT leaves an institution having started but before completing their extension, the Headteacher/Principal should complete an interim assessment form and notify the appropriate body.

Putting in place additional monitoring and support

- 4.1** If it becomes apparent that an NQT is not making satisfactory progress, the appropriate body should be informed and the Headteacher or Principal must ensure that additional monitoring and support measures are put in place immediately. Action must not be delayed until a formal assessment meeting has taken place. It is important that the NQT is made aware of where they need to improve their practice and given every opportunity to raise their performance. The Headteacher/Principal and the appropriate body 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 relevant standards; and
- ▶ an effective support programme is in place to help the NQT improve their performance.

Action if performance is still unsatisfactory at the next assessment point

4.2 In many cases the additional monitoring and support measures mentioned above will have the desired effect and the NQT will go on to be formally assessed at the end of the period as having performed satisfactorily against the relevant standards. Where there are still concerns about the NQT's progress at the next formal assessment point (and this is not the final assessment), the Headteacher/Principal should explain to the NQT the consequences of failure to complete the induction period satisfactorily and discuss fully with the NQT:

- ▶ the identified weaknesses;
- ▶ the agreed objectives previously set in relation to the requirements for the satisfactory completion of induction, updating these as necessary;
- ▶ details of additional monitoring and support put in place;
- ▶ the evidence used to inform the judgement; and
- ▶ details of the improvement plan for the next assessment period.

4.3 The completion of the assessment report will reflect the current rate of progress and brief details of the issues discussed.

Action in the event of serious capability problems

4.4 In a few particularly serious cases 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 institution, the induction process must continue in parallel with the capability procedure. The appropriate body should be informed.

4.5 Dismissal on the grounds of capability before the end of the induction period does not prevent the NQT from completing induction at another institution, as all NQTs must complete a full induction period before they can be judged to have failed induction.

Making an appeal against a decision by the appropriate body

4.6 If an NQT fails induction, or has their induction extended, the appropriate body must advise the NQT of their right to appeal, who to appeal to, and the time limit for doing so. In England the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. For induction completed in Wales, the Appeals Body is the Education Workforce Council.

4.7 Further guidance about the appeals process is available at:
<https://www.gov.uk/newly-qualified-teacher-nqt-induction-appeals>

Roles and responsibilities

The NQT

5.2 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 (see para 1.5);
- ▶ 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.

Headteacher and Principals

5.3 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 will count towards the 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

Induction tutors

5.6 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.

Appropriate bodies

5.7 The appropriate body has the main quality assurance role within the induction process. Through quality assurance, the appropriate body should assure itself that:

- ▶ Headteachers/Principals (and governing bodies where appropriate) are aware of, and can meet their responsibilities for monitoring support and assessment. This includes ensuring that an NQT receives a personalised induction programme, designated tutor support and the reduced timetable; and
- ▶ the monitoring, support, assessment and guidance procedures in place are fair and appropriate.

5.9 *The appropriate body must ensure that:*

- ▶ Headteachers/Principals (and governing bodies where appropriate) are meeting their responsibilities in respect of providing a suitable post for induction;
- ▶ the monitoring, support, assessment and guidance procedures in place are fair and appropriate
- ▶ where an NQT may be experiencing difficulties, action is taken to address areas of performance that require further development and support;
- ▶ where an institution is not fulfilling its responsibilities, contact is made with the institution to raise its concerns;
- ▶ induction tutors are trained and supported, including being given sufficient time to carry out the role effectively;

- ▶ Headteachers/Principals are consulted on the nature and extent of the quality assurance procedures it operates, or wishes to introduce;
- ▶ any agreement entered with either the FE institution or the independent school's governing body is upheld;
- ▶ the Headteacher/Principal has verified that the award of QTS has been made;
- ▶ the school is providing a reduced timetable in addition to PPA time;
- ▶ the NQT is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns;
- ▶ FE institutions (including sixth-form colleges) are supported in finding schools for NQTs to spend their mandatory ten days teaching children of compulsory school age in a school;
- ▶ NQTs' records and assessment reports are maintained;
- ▶ agreement is reached with the Headteacher/Principal and the NQT to determine where a reduced induction period may be appropriate or is deemed to be satisfactorily completed;
- ▶ a final decision is made on whether the NQT's performance against the relevant standards is satisfactory or an extension is required, and the relevant parties are notified; and
- ▶ they provide the Teaching Regulation Agency with details of NQTs who have started; completed (satisfactorily or not); require an extension; or left school partway through an induction period.

5.10 The appropriate body should also (as local capacity, resources and agreements allow):

- ▶ respond to requests from schools and colleges for guidance, support and assistance with NQTs' induction programmes; and
- ▶ respond to requests for assistance and advice with training for induction tutor.

Frequently asked questions

For the full statutory guidelines follow the link below:

<https://www.gov.uk/government/publications/induction-for-newly-qualified-teachers-nqts>

Q Who must complete the statutory induction period?

A Everyone who qualified after May 1999 must complete an induction period to work in a maintained school in England. There is no legal requirement to complete an induction period in the independent sector, academies, free schools or an FE institution. However, we would recommend this in order that NQTs are fully supported during their initial period in the profession.

Q Can part-time teachers do induction?

A Yes, if they have a contract for a term or more. Their induction must cover the equivalent of a full academic year. For instance, the induction period for a teacher working 50 per cent of the time will need to last for six school terms (at a school that has a 3-term academic year).

Q Is there a time limit between qualifying and starting induction?

A No. NQTs can also take a break after the first or second of the three terms in the induction period if necessary. The only thing that has a time limit is supply work.

Q When must Newly Qualified Teachers (NQTs) start induction?

A There is no time limit for starting induction following the award of Qualified Teacher Status (QTS). It is best to complete induction as soon as possible after being awarded QTS to build on and strengthen the skills gained during initial teacher training (ITT).

Q Which NQTs are exempt from Induction?

A The following are exempt from the requirement to complete a statutory induction period:

- a qualified overseas trained teacher from Australia, Canada, New Zealand or the USA
- a qualified teacher from the EEA who has applied successfully to the Teaching Regulation Agency (TRA) for QTS
- an overseas trained teacher (from outside the EEA) with at least two years' experience who has obtained QTS from the Teaching Regulation Agency (TRA)
- teachers who have been awarded QTLS (Qualified Teacher Learning and Skills) by the Society for Education and Training (previously IfL) and who have and retain membership of the (i.e. Further Education sector).

Q What happens if I do not pass induction?

A If your Headteacher and Appropriate Body think that you do not meet the Teaching Standards and you do not pass your induction you will not be allowed to teach in a maintained school or non-maintained special school in England. However, this does not prevent you from teaching in other settings where statutory induction is not mandatory.

You can appeal against the decision. In England the Appeals Body is the Teaching Regulation Agency, which acts on behalf of the Secretary of State. For induction completed in Wales, the Appeals Body is

the Education Workforce Council. Further guidance about the appeals process is available at:
<https://www.gov.uk/newly-qualified-teacher-nqt-induction-appeals>

Q **How often should NQTs be observed?**

A NQTs should be observed regularly and the first observation should happen within the first four weeks. Schools often observe NQTs each half term, but the number of observations may vary according to the school's requirements. A variety of people can observe the NQT teach: induction tutors/mentors, headteachers, heads of department, inspectors and representatives on behalf of the Appropriate Bodies

Q **Can NQTs take a break during their induction period?**

A Yes, NQTs can take a break for as long as they like, but during that period they cannot teach in maintained schools or non-maintained special schools, because they are obliged to continue with their induction programme if they are in a school where the programme is available. NQTs could do short-term supply teaching and could also supply or teach in a school that does not require induction, e.g. an independent school.

Q **Your NQT currently off school ill and will be off for a while. Is there a limit as to how many days they can have off during their induction year?**

A If an NQT is absent from school for 30 days or more the induction period is automatically extended. Remember that absence includes time off for compassionate leave, hospital appointments, graduation ceremonies, moving, interviews and strikes as well as sickness.

Q **When they pass my induction year how do they get their certificate?**

A As soon as the third/final assessment has been sent to the Teaching Regulation Agency by the Appropriate Body, (normally 1-2 months after the end date), they can then access the certificate from the Teacher Self-Serve Portal using the following link:
<https://teacherservices.education.gov.uk/SelfService/Login>

Standards for Teachers

Preamble

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct.

Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

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
- ▶ plan teaching to build on pupils' capabilities and prior knowledge
- ▶ 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 can 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 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, about pupils' achievements and well-being.

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 of conduct throughout a teacher's career.

- ▶ Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the school by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and always 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 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 understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.