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NQT INDUCTION PROGRAMME

INTRODUCTION

EDUCATION IN ST. HELENS

The LEA's Mission Statement is:

“Excellence and enrichment for all through endeavour”

The LEA Strategic Plan for Education identifies six key themes which focus on raising achievement. These are:

- A high quality Early Years provision;
- A firm foundation of literacy and numeracy in which parental partnership is promoted;
- The development of independent learning and study skills which focus on ICT;
- The dissemination of good practice;
- Support for the vulnerable and those with special needs;
- The promotion of self-esteem, social responsibility and environmental awareness.

The Authority maintains 2 nursery schools and 60 primary schools. There are 12 secondary and 4 special schools.

The address of the Community Education and Leisure Services Department is:

The Rivington Centre
Rivington Road
St. Helens
WA10 4ND

Telephone: 01744 456000

The Director of Education is Susan Richardson.

The Quality Assurance Division provides support and advice to schools, governors, parents, the Director and elected members on issues relating to the quality of educational provision throughout the Borough. The main functions of the division include:

- Curriculum support for schools;
- INSET;
- Quality assurance and school effectiveness;
- Early Years Service and Play;
- Assessment;
- SEN services;
- Support for school self-review.

There are 4 primary and 4 secondary Adviser/Inspectors, including a Senior Adviser/Inspector for each phase. There is a Senior Adviser/Inspector for Special Needs and a growing team of consultants and advisory teachers covering specialist areas.

The following two Advisers lead the NQT induction programme:

David Law Senior Primary Adviser/Inspector Tel No: 455357

Trish Smith Secondary Adviser/Inspector Tel No: 455425

They are your first point of contact for general advice on the LEA induction support programme. They are based at the Rivington Centre.

In addition the primary NQT programme will be led this year by Barbara Horsfall, Headteacher, St. Peter's CE Primary School, who is working for a number of days as Associate Adviser (Tel No: 678630).

Where the NQT has concerns about induction matters which cannot be resolved satisfactorily in school the LEA named contact is George Greenhalgh, Policy Review Officer, Rivington Centre, Tel No. 455353.

THE INDUCTION PROCESS

THE INDUCTION PROCESS

Effective induction builds on the knowledge, skills and achievements that Newly Qualified Teachers (NQTs) gain during their initial training. It is also a foundation for career-long professional development and provides opportunity for experienced teachers to share their expertise.

All NQTs who are awarded Qualified Teacher Status (QTS) after May 1999 will complete an induction period of three terms, beginning when they first take up a post that lasts for a term or more. Details of the new arrangements can be found in DfEE Circular 5/99: The Induction Period for Newly Qualified Teachers.

The arrangements combine two elements:

- an individualised programme of monitoring and support;
- an assessment of the NQT's performance.

Induction will build on:

- the Standards for the Award of QTS;
- the strengths and areas for development set out in the Career Entry Profile (CEP).

NQTs will be assessed at the end of the induction period against a set of Induction Standards. NQTs must show that they have met the Induction Standards in order to have full registration with the General Teaching Council for England from September 2002, and to be able to continue teaching in a maintained school or non-maintained special school.

The process of induction requires the school to appoint an Induction Tutor to mentor the NQT. Key steps in the induction process are:

- setting short, medium and long term objectives based on the CEP and Induction Standards and individual needs;
- half-termly observations and follow up discussions;
- review meetings each half term, following observation and formative assessment;
- summative termly assessment meetings, the focus moving from QTS Standards at the start of the year to the Induction Standards as the year progresses
- recording progress and sending reports to the Appropriate Body (LEA).

The NQT should receive an induction package comprising:

- an individual programme of monitoring and support;
- opportunity to observe experienced teachers;
- appropriate training/advice from outside the school;
- participation in school working groups;
- discussion with the school SENCO;
- a reduced timetable of 90% of normal average teaching duties;
- opportunity for the NQT to develop skills of self evaluation.

Schools that cannot provide induction include:

- pupil referral units;
- schools requiring special measures, unless HMI certifies in writing that the school is suitable.

If the headteacher and the governing body do not consider that they will be able to provide an appropriate induction programme they should not appoint an NQT.

A school policy for the induction of NQTs should:

- have clear expectations of NQTs;
- describe the procedures and good practice to which the school aspires;
- indicate the roles of key staff;
- stress the obligations of all staff;
- indicate how and when support will be given to the NQT and the induction tutor.

OBSERVING TEACHING AND REVIEWING AND ASSESSING PROGRESS

OBSERVING AND REVIEWING

The NQT should be observed teaching at least once in each half term, including the first four weeks in post. Observations should focus on particular aspects of the NQTs teaching, the choice being informed by the NQTs objectives for development. There should be a follow-up discussion and a written record of the observation and discussion should be kept.

Review meetings should take place at least once each half term. They should follow observation of the NQTs teaching so they will be informed by evidence.

ASSESSING

Three formal assessment meetings between the NQT and either the headteacher or the induction tutor should take place during the year, one in each term.

- The first meeting will focus on the extent to which the NQT is consistently meeting QTS Standards and is beginning to meet the Induction Standards;
- The second meeting's focus is progress in meeting the Induction Standards;
- The final meeting determines whether the NQT has met all requirements for satisfactory completion of the induction period.

Meetings should take place towards the end of each term and should be informed by at least two observations and two review meetings that have taken place during the term. Written records of these should provide evidence for any judgements.

In addition the following evidence could be used:

- evidence of pupil progress and attainment;
- NQTs lesson plans, records and evaluations;
- NQTs self assessments;
- information about work with colleagues/parents.

Records should be kept of all observations, review meetings and objectives set and the NQT should have copies of these. The LEA should have access to them.

REPORTING

An assessment form should be sent to the LEA following each of the first two summative assessment meetings.

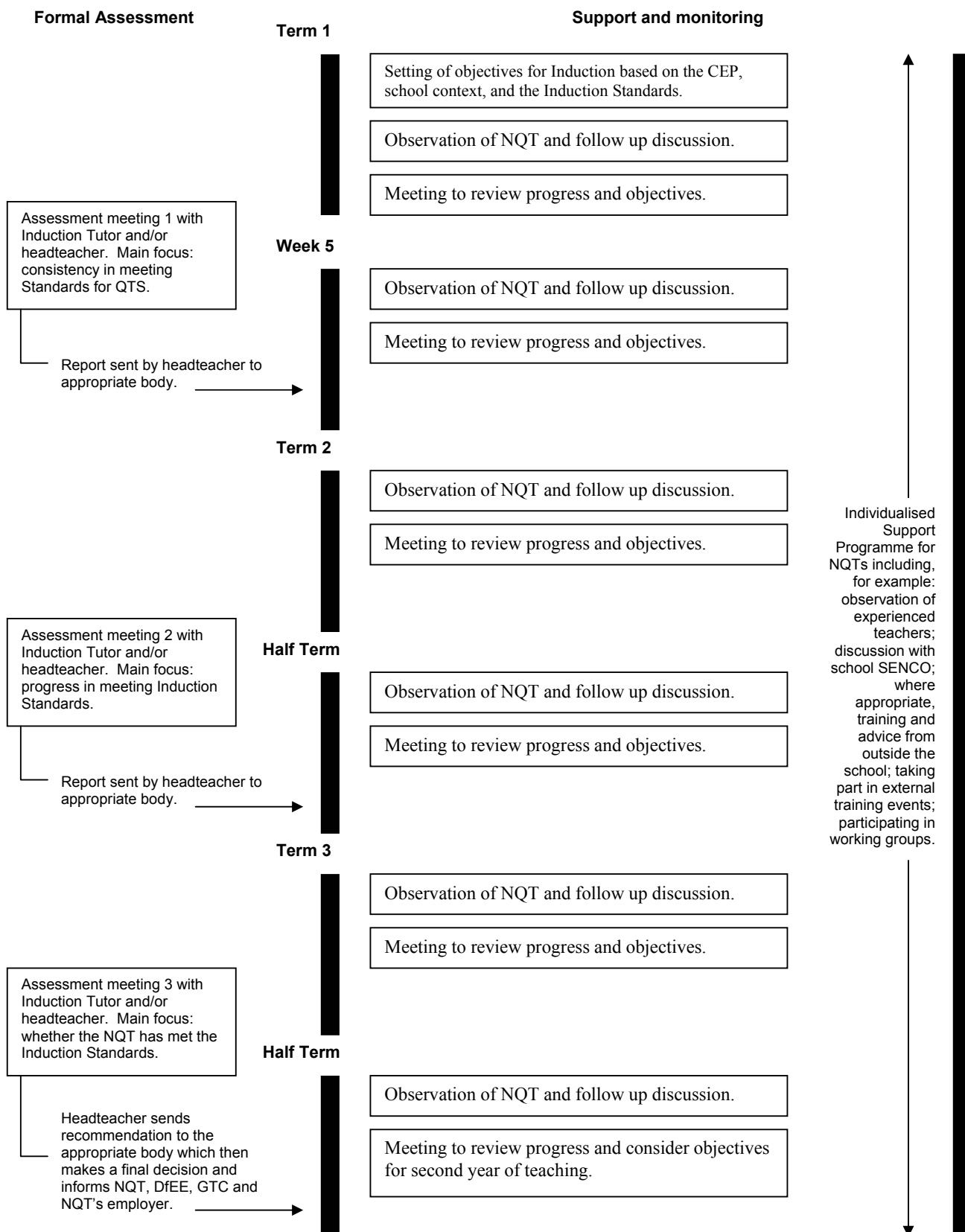
At the end of the induction period the headteacher should recommend to the LEA whether the NQT has met the requirements for satisfactory completion. There are two forms at Annex B of Circular 5/99 for this purpose.

Assessment forms should be sent to the Link Adviser at the LEA within 10 working days of each summative assessment meeting.

Where NQTs are not making satisfactory progress early support should be given and concerns communicated quickly to those with responsibilities in the induction process, including the LEA. Where the NQT is at risk of failing, and where the headteacher is not the induction tutor, the headteacher should observe the NQT teaching.

OVERVIEW OF THE INDUCTION PROCESS

The timetable below indicates the key stages in the induction period as set out in the Circular:



INDUCTION TUTOR/NQT MEETINGS AND OBSERVATIONS

Meetings should be both formal and regular as well as informal. The regular meetings provide opportunity to guide and counsel. They might initially focus on coping strategies but should quickly attempt to move to reflection, discussion and needs analysis. They should be part of organised opportunities for professional development that complement the immediate, everyday support.

The focus of the meetings might be:

the Career Entry Profile;
feedback on teaching observed;
planning files and pupil records;
classroom organisation methods;
pupil relationships and behavioural management.

Classroom observation of the NQT by the Induction Tutor and headteacher should:

- be agreed beforehand, i.e. when, any particular focus etc;
- be objective and sensitive;
- have an agreed method for recording observations;
- be followed by brief immediate feedback.

Feedback discussion should:

- take place soon after observations;
- be supportive and take place in a quiet and comfortable setting;
- be without interruptions;
- acknowledge the NQT's point of view;
- be descriptive and evaluative but based on what is seen;
- focus on strengths but identify any weaknesses clearly;
- agree aspects to be developed or which require specific support;
- suggest strategies and sources of help when necessary;
- encourage realistic goals to general success.

Where difficulties or conflict arise it might be resolved by:

- seeking reasons for the situation;
- thoughtful listening and empathy;
- agreeing what the issues are;
- agreeing specific action plans with follow-up dates;
- indicating specific support.

Mentoring by the induction tutor benefits the school, the NQT and the mentor. It benefits the NQT by easing the induction process and helping them to know how the school operates. The mentor has an opportunity to influence a new generation of teachers and to acquire or improve management skills.

Mentoring can help to motivate the NQT and to assist the process of coming to terms with the culture of the school.

The mentor uses the skills of:

- counselling
- facilitating
- networking

Counselling

The mentor acts as confidant, helping NQTs to work out their intentions. It is a process to help the NQT solve problems and make choices.

The mentor should:

- listen and withhold comment except to clarify others' thoughts;
- look at evidence of what is, not go off assumption or emotion;
- not seek to control the discussion;
- be able to handle negative thoughts;
- avoid conflict or unconstructive criticism/argument;
- be able to know when to offer advice/solution/problem solving.

Facilitating

This means helping things to happen. The skills are:

- being clear what needs to be done and why;
- recognising obstacles and how they arise;
- providing advice on solving problems;
- easing the way for others, endorsing an idea, making introductions.

Networking

This introduces the NQT to the informal organisations within and without the school. The skill is being able to know what exists and then knowing how and why to use this.

BASIC INFORMATION ON SCHOOL PROCEDURES

It would be helpful to NQTs if the following information was given and explained by induction tutors and headteachers.

1. School

- Knowledge of school in relation to the local community.
- Historical background in terms of development and growth.
- Parental expectations.
- Discipline and behaviour management.

2. Curriculum

- Literacy and Numeracy Framework.
- National Curriculum linked schemes of work.
- Guidelines for subject areas.
- “Topic cycles”.
- Co-ordinators linked to each subject area – emphasise the help they will provide.
- Resources: where they are and how they are obtained.
- School Libraries Service.
- School visits: used to enhance the curriculum or an annual event.
- Visitors to the school.
- Special needs – in class support/withdrawal.
- Television and Radio use: Availability of videos.
- Equal opportunities.
- Assessment, recording and reporting arrangements.
- Curriculum planning formats.
- Monitoring of curriculum planning.

3. Outside the school

- Special Educational Needs Support Services.
- Schools' Psychological Service.
- Training opportunities provided by the LEA and other schools.

Procedure for referrals need to be known:

- Special Needs.
- Social Services.
- School Nurse.

4. Administrative routines in school

- Timetable:
- Staff Handbook: Policy documents.
- Registers: Symbols; unauthorised absence. Weekly numbers.
- Monies: Dinner, collections for visits, PTA events
Charities – sponsored events
Recording amounts collected
- Security of Valuables: Staff and children
Money
Secure room/safe
- Fire Drill Procedure.
- Emergencies: Who to contact?
- First Aid/Sickness: Accident book/form
School policy
Contacting parents
- Displays: When and what for communal areas
- Health and Safety of children: Supervision of class
Beginning and end of the day
Routines for PE

- Visits: School policy (if available)
Permission: Headteacher
Pre-visit by teacher
Cost of transport and admission
Correspondence: Voluntary contributions
Safety regulations out of school
- Staff Rotas: Playground duty
Class assembly
- School Routines: Times
Availability of hall (PE etc)
Use of television and video
Swimming
Assembly
- Staff Meetings: Day/time/frequency
- Requisition: Allocation
Ordering new items
- Parents: Involvement in school – support in classroom
Parent evenings: How many?
When?
Who long?
Parent Teacher Association

5. Ethos and Relationships

- Mission statement and aims.
- Loyalty to school and colleagues.
- Member of a team:
 - Shared responsibility
 - Support to others
- Contribution to events in school – what is expected:
 - Fixed events – sports, book week, SATs etc
 - PTA functions
 - Activities out of school
- Governing Body:
 - Teacher Governor
 - Parent Governor
- Disciplinary/Grievance Procedures

- Staffing Structure:
 - Roles and responsibilities
 - Job descriptions
- Staff training and development policy, training days.

6. Legal/Personnel Issues

- Terms and conditions of service/contracts.
- Personnel documentation.
- Health and Safety.
- Child Protection.
- Absence/sickness procedures.

NEEDS ANALYSIS & MONITORING ACHIEVEMENT

NEEDS ANALYSIS

The development of needs analysis skills in mentors will help to plan the individual aspects of the Newly Qualified Teacher's development – the ability to make a diagnosis of what is needed.

- The use of the Profile Achievement checklist is valuable in helping mentors to know about the NQTs previous experience.
- This enables the mentor to locate any gaps in knowledge, understanding or skills which need to be bridged.
- Mentors and NQTs need to be able to diagnose needs through discussion and classroom observation in order to determine an action plan, set targets and realise expectations.
- In order to record achievement, identifying needs is a crucial skill of mentorship.
- Needs will sometimes be 'supportive', others will need more direction and this should also be carefully balanced.

When needs have been identified:

- NQT/Mentor agree aspects of the job requiring particular guidance/support.
- Support is prioritised and a starting point identified.
- An action plan sets out objectives to be achieved.
- The action plan meets the NQTs needs and the needs of the school where appropriate.

The following pages aim to help the NQT, induction tutor and headteacher to monitor achievement by providing checklists for six key areas of the NQTs work:

1. Classroom organisation
2. Planning and preparation
3. Classroom management
4. Assessment
5. Relationships
6. Professional Development

MONITORING ACHIEVEMENT

1. CLASSROOM ORGANISATION

Checklist

- Consider use of space and furniture.
- Consider storage of resources
 - class based
 - shared/school based
 - appropriateness of storage
- Display – quality and appearance.
- Overall attractiveness of the classroom.
- Safety aspects.

How am I doing?

- Is the layout of the classroom suitable for the activities I have planned?
- Is the use of space conducive to appropriate teaching styles?
- Are there areas for the range of learning activities?
- Is the classroom tidy, attractive and inviting – does it create an atmosphere and environment to promote learning?
- Are resources accessible to all children?
- Are the children able to return resources easily – is labelling and storage appropriate and effective?
- Are books and artefacts attractively displayed?
- Do I need to change/tidy up any display areas/boards?

What do I need to do now?

- Needs analysis – discuss your classroom with your mentor.
- Celebrate successful attributes.
- Are aspects for development a priority for this half term?
- Do I need an action plan for this?

2. PLANNING AND PREPARATION

Checklist

- Look at: the school's system of planning
long, medium and short term planning
the intended curriculum for the year group or subject
- How is planning undertaken jointly?
- Uses of the National Curriculum Programmes of Study, attainment targets and levels.
- Planning for continuity and progression.
- Planning for skills.
- Plans to include cross-curricular themes such as health education.
- The use of information technology.
- Plans to include multicultural education and equal opportunities.
- Planning to meet the needs of individuals and groups through differentiation.
- Building assessment into planning.
- Planning the effective use of resources.

How am I doing?

- Does my planning match the school's curriculum?
- Does my planning provide a broad, balanced curriculum?
- Is there a clear relationship with the National Curriculum?
- Are my knowledge, understanding and skills sufficient/used effectively to meet the learning needs of the children in my class(es)?
- Am I making effective use of the curriculum co-ordinators in school?
- Is my planning thorough?
- Are my lessons clearly thought through in detail?
- Am I making effective use of resources to match the experience and needs of the children?
- Are learning tasks matched to children's needs?

- Are my daily plans effective in managing teaching and learning for groups and individuals?
- Are my plans for sequenced activities appropriately timed (too many, not enough)?
- Are my planned activities met by clear learning objectives?
- Does the assessment of learning inform my next step in planning? How?
- Do I refine planning for teaching and learning after reflection?

What do I need to do now?

- Needs analysis – discuss your planning with your mentor.
- Celebrate successful attributes.
- Are aspects for development a priority for this half term?
- Do I need an action plan for this?

3. CLASSROOM MANAGEMENT

Checklist

- High expectations – routines, behaviour attainment.
- Maintenance of procedures and routines.
- Management of:
 - time
 - people
 - resources and space
- Establish a sense of responsibility in the children.
- Refining teaching and learning approaches – action and reflection.
- Select and use a variety of methods appropriate to the needs of the children.
- Adopting different strategies for managing different pupil behaviour.
- Managing differentiated learning tasks for groups and individuals.
- Managing strategies for the delivery of the curriculum appropriate to purpose (whole class, groups, individuals).
- Managing pupils' independence in learning.
- Using effective communication skills.

- Sustaining pupil interest and involvement.
- Promoting self-esteem in all children.
- Employ varying forms of curriculum organisation and monitor their effectiveness.

How am I doing?

- Do I value each child and motivate by praise?
- Are my classroom rules and procedures firmly established?
- Am I fair, just and CONSISTENT in approaches to behaviour management?
- How well do I know each child?
- Do I spend time observing children?
- Do I provide opportunities for children to learn individually, in groups, as a whole class? What is the balance between them?
- Am I managing group work effectively?
- Do I provide opportunities for children to learn from practical first hand experience?
- Am I aware of children's abilities/attainments?
- Do I match learning activities to attainment and abilities?
- Do I encourage children to work independently of me?
- How do I match resources and teaching style?
- How do I manage space in the classroom?
- How do I manage time:
 - my teaching time
 - changeover of activities
 - with groups?
- Do I give clear instructions and explanations?
- Do I give appropriate praise?
- Is my questioning effective:
 - eliciting responses
 - open/closed?

- Are my expectations high enough?
 - appearance of work
 - quality of marking
 - ground covered in pupils' work
 - match of work - attainment and achievements
 - appropriate behaviour.

What do I need to do now?

- Needs analysis – discuss your classroom management with your mentor.
- Celebrate successful attributes.
- Are aspects for development a priority for this half term?
- Do I need an action plan for this?

4. RECORDING THE ASSESSMENT OF CHILDREN'S LEARNING

Checklist

- Judge how well each pupil makes progress with reference to relevant National Curriculum requirements.
- Record children's skills, knowledge and understanding in each National Curriculum subject and RE/subject specialism.
- Record individual achievement in other aspects of the school's curriculum through Records of Achievement.
- Monitor and mark pupils' work for quality and quantity in terms of the set task as appropriate to individual attainment.
- Use a variety of methods of assessment and appropriately.
- Collect evidence of children's learning using a variety of methods.
- Recognise what and how children are learning and adapt teaching, content, method, style etc. accordingly.
- Test, assess and record systematically the progress of individual pupils.
- Use such assessments to inform planning and teaching.
- Provide oral feedback to pupils on the process and outcomes of their learning.
- Prepare and present reports on pupils' progress to parents.
- Develop pupil profiles co-operatively with colleagues, pupils and parents.

How am I doing?

- Do I assess and evaluate my own work?
- How well do I know each child in my class?
- How effectively do I monitor the process as well as the output of planning activities?
- Do I use appropriate assessment methods?
- Do I use appropriate questioning techniques?
- Do I encourage pupil participation?
- Do I use praise effectively?
- Do I give positive feedback?
- Is my marking appropriate and up to date – does it support pupil learning?
- Are my records up to date?
- Is the evidence I have collected useful, meaningful and appropriate? Is there enough/too much?
- Do I take time to discuss with all the children how they are progressing?
- Is my report writing appropriate for the intended audience?

What I need to know?

- Needs analysis – discuss your assessment with your mentor.
- Celebrate successful attributes.
- Are aspects for development a priority for this half term?
- Do I need an action plan for this?

5. RELATIONSHIPS

Checklist

- Developing effective relationships with pupils.

- Developing relationships with adults:
 - teaching staff
 - non-teaching staff
 - Governors
 - parents
 - outside agencies
 - wider community
- Understanding the needs of pupils including those with special educational needs.
- High expectations of all pupils in all aspects of school life.

How am I doing?

- Do I have high professional standards – presentation, relationships, good time keeping?
- Do I co-operate with other colleagues?
- Do I participate in formal and informal discussions?
- Do I present my point of view and listen to others?
- Am I a team member working to shared aims?
- Do I relate to parents in a friendly way?
- Do I understand their needs?
- Do I involve them in their child's education?
- Do I recognise their skills and abilities as educators?
- Do I communicate with and inform parents?
- Do I provide a positive and caring relationship with all pupils?
- Do I listen to children and use that experience to develop further learning?
- Do I have high expectations of all children – standards of behaviour, attitudes, work, etc?
- Do I have an effective system for monitoring and recording progress?

What do I do now?

- Needs analysis – discuss your assessment with your mentor.
- Celebrate successful attributes.

- Are aspects for development a priority for this half term?
- Do I need an action plan for this?

6. PROFESSIONAL DEVELOPMENT

Checklist

- Ability to analyse and evaluate own work and progress.
- Ability to challenge own assumptions about curriculum and classroom organisation, teaching and learning.
- Co-operate with colleagues in professional development.
- Describe own performance.
- Describe own performance and pupils' reaction to tasks.
- Have vision, imagination and critical awareness in educating pupils.
- Further develop own professional knowledge, understanding and skills through further training and development.
- Develop working knowledge of contractual, legal, administrative and pastoral responsibilities as a teacher.
- Develop the role of the Curriculum Co-ordinator.
- Understand the needs of the school and its community.

How am I doing?

- Am I developing professionally both in and out of school?
- Am I prepared to take a leadership role and some form of responsibility?
- Am I loyal to my school?

What do I need to do now?

- Need analysis – discuss your assessment with your mentor.
- Celebrate successful attributes.
- Are aspects for development a priority for this half term?
- Do I need an action plan for this?

ROLES & RESPONSIBILITIES

ROLES & RESPONSIBILITIES

THE NEWLY QUALIFIED TEACHER

NQTs should play an active role in the induction process. They should:

- Make the Career Entry Profile available to the school and work with the Induction Tutor in using it to set objectives and devise action plans.
- Engage fully in the induction programme.
- Be familiar with the Induction Standards and monitor their own work in relation to them, collecting evidence as appropriate.
- Make use of school procedures for raising any concerns about their induction programme.
- If concerns go beyond the school's systems, or have not been addressed, they should contact the named person at the LEA.

The named LEA Officer is:

George Greenhalgh, Policy Review Officer, Strategic Policy Review Division

Tel No. 455353

THE HEADTEACHER

The two key responsibilities are:

- Ensure each NQT is provided with an appropriate induction programme, in line with national arrangements;
- Make a recommendation to the LEA, based on rigorous assessment, as to whether the NQT has met the induction standards.

In addition Headteachers should:

- Designate an induction tutor for each NQT and ensure this person is adequately prepared to carry out the role (heads may themselves be the induction tutor).
- Assign reasonable duties to the NQT.
- Provide a reduced timetable (90% of normal contact time) to support the NQTs professional development.
- Provide the NQT with a way of raising concerns about the induction programme and ensure these are addressed appropriately.
- Inform the LEA about any NQT at risk of failing to meet the Induction Standards.
- Keep the Governing Body informed about the arrangements and assessment meetings.
- Devise, with the NQT, an appropriate monitoring support and assessment programme.
- Arrange for the NQT to gain additional experience outside the school setting.
- Tell the LEA when NQTs join or leave the school.
- Send reports to the LEA following assessments.
- Liaise with the LEA and other Headteachers in relation to NQTs employed part-time in more than one school.
- Keep relevant records and records of objectives set, review meetings and observations.

THE GOVERNING BODY

The Governing Body should:

- Monitor the implementation of the induction arrangements.
- When selecting new staff take account of the school's responsibility to provide suitable induction.
- Seek guidance from the LEA on the induction arrangements if it so wishes.

THE INDUCTION TUTOR

The Induction Tutor has day-to-day responsibility for monitoring, support and assessment and should have regular contact with the NQT.

The Induction Tutor should:

- Provide or co-ordinate effective guidance and support.
- Make fair and rigorous judgements about the NQTs performance in relation to the Induction Standards.
- Ensure the NQT understands the roles and responsibilities of those involved in induction, including their own rights and responsibilities.
- Organise and implement a programme of monitoring, support and assessment.
- Co-ordinate and carry out observations of the NQTs teaching.
- Review progress against the Induction Standards.
- Keep appropriate records.

In addition, the Induction Tutor should:

- Ensure the NQT understands the organisation of the school.
- Promote a climate of trust with good communication.
- Encourage the NQT to reflect, evaluate and identify needs.
- Praise and encourage.
- Provide advice on teaching skills.
- Listen, observe and provide appropriate counselling.
- Arrange opportunities to observe good teaching.
- Lead by example and provide a role model.

To fulfil this role the tutor needs time and ability to monitor and evaluate performance and progress. Time is also needed for giving feedback, offering ideas and giving support.

The tutor should be supported by the school management team who also have a critical role in the induction and support process.

THE LEA

The LEA is the Appropriate Body and has two key responsibilities:

- To assure itself that schools are able to meet their responsibilities for monitoring, support and guidance and for undertaking a rigorous and fair assessment of the NQT.
- To decide, in the light of the Headteacher's recommendation, whether an NQT has satisfactorily completed the induction period and to communicate its decision to the NQT, Headteacher, DfEE and GTC.

More specifically, the LEA should:

- Identify a named contact on induction matters with whom the NQT may raise issues about their induction where this cannot be resolved satisfactorily within the school. In St. Helens this person is: George Greenhalgh, Policy Review Officer, Strategic Policy Review Division, Tel No. 455353.
- Keep records in relation to each NQT.
- Liaise with other LEAs as appropriate.
- Retain assessment reports on an NQT until the GTC confirms full registration or removal from the register.

LEA SUPPORT & QUALITY ASSURANCE MONITORING

LEA INDUCTION SUPPORT AND QUALITY ASSURANCE MONITORING

LEA support will be co-ordinated and largely provided by the Quality Assurance Division. The Primary Adviser/Inspector contact for this is David Law (Tel: 455357) supported by Barabara Horsfall, Headteacher at St. Peter's CE Primary School (Tel: 678630). The Secondary Adviser/Inspector contact is Trish Smith (Tel: 455425).

The NQT support programme has three elements:

- A full day NQT Conference during the autumn term, providing primary, special and secondary NQTs with the opportunity to share common issues and receive information;
- Two half day training sessions for Induction Tutors and two half day sessions for NQTs provided by Edge Hill College.
- Twilight training sessions held at local schools and covering curriculum issues.

In addition the LEA undertakes the following tasks in support of schools and in fulfilment of its responsibility for assuring the quality of the school's induction arrangements:

- At the termly Link/Adviser visit, discussion with headteachers/induction tutors about the quality of the school's induction programme. A common proforma will be used by all advisers to gather information.
- Classroom observation of the NQTs teaching by the Link Adviser, with feedback to the NQT and a written observation report for NQT and headteacher. This will be done:
 - at the request of schools when there are concerns about performance;
 - where assessment reports to the LEA indicate significant concerns and following discussion with the school;
 - where evidence gathering is required following an NQTs approach to the LEA nominated officer;
 - to monitor a sample of NQTs.
- Personnel support including the maintenance of an information system.
- Documentation to support schools in the induction process.
- General advice from Quality Assurance through its Link Advisers and at the request of schools.

The LEA will consult teachers through the Curriculum Committee and Governors through the Governors' Forum. In order to fulfil its role in deciding whether the NQTs have satisfactorily completed the induction period the LEA will convene a panel of the three Senior Advisers and three headteachers, one each from a primary, special and secondary school.

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APPENDICES

- ▶ Useful Proformas for NQT Induction

- ▶ QTS Standards

- ▶ Induction Standards

RECORD OF NQT REVIEW MEETING

SCHOOL: NAME OF NQT:

DATE OF MEETING:

PRESENT:

Aspects discussed

(including evidence from teaching observations, curriculum plans assessments/records, NQT evaluations and self-review).

Conclusions

Key Priorities for support and development

(priorities to be included in action plan)

Date set for next meeting:

Signed: (NQT)

..... (Induction Tutor/Headteacher)

NQT REVIEW MEETING ACTION PLAN

SCHOOL: NAME OF NQT: DATE OF LAST REVIEW:

PRIORITY AREA (Include reference to Induction Standards if appropriate)	OBJECTIVES (WHAT)	ACTION (HOW)	WHEN	WHO	PROGRESS TOWARDS OBJECTIVES

DISCUSSED/AGREED WITH NQT ON:

NQT OBSERVATION FORM

Name of NQT:	Class/Year Group:	Name/Position of Observer:
Lesson Focus/Context/Objectives:		
Teaching Quality and Management of Learning:		
Were lesson objectives achieved:		
Planning and Preparation:	Assessment and Recording:	
Learning Environment:		
Quality of Pupils' Work:		
Pupils' Response (relationship, behaviour management):		
Discussion Points:		
Advice to Induction Tutor/Headteacher/NQT:		
Signed: NQT		
..... Head/ Adviser/ Tutor		

NEWLY QUALIFIED TEACHER PROFILE OF ACHIEVEMENT

CLASSROOM OBSERVATION

NAME OF NQT:

YEAR GROUP:

DATE OF OBSERVATION:

CONTEXT

KNOWLEDGE & UNDERSTANDING

(including subject knowledge, understanding of pupils' learning, dealing with subject related questions and pupils' misconceptions, familiarity with specific health and safety requirements).

PLANNING, TEACHING & CLASS MANAGEMENT

(including planning for progression, clear objectives, expectations, matching tasks to pupils' needs, clear lesson structure, maintaining pace and challenge, effective teaching of individuals, groups, class, establishing/maintaining sound learning and discipline).

ASSESSMENT, RECORDING & MONITORING

(including identifying, understanding and assessing pupils' needs, attainment and progress, recording attainment/progress).

OTHER

(including use of supporting adults, pupils' response and their attainment and progress).

SIGNED: (Induction Tutor, Head, Adviser)

..... (NQT)

INDUCTION CHECKLIST : TERM 1

NAME OF SCHOOL: **NAME OF NQT:**

ACTIVITIES	DATES
<ul style="list-style-type: none"> • Initial discussion / use of CEP • NQT / Head / Tutor attended LEA welcome meeting • NQT attends full day induction conference • At least one lesson observation of NQT; complete proforma • Follow up discussion to lesson observation • NQT observes another teacher at least once • Participation in LEA induction courses • Review meeting informed by evidence of teaching observation • Update CEP (Section C) 	
HALF TERM	
<ul style="list-style-type: none"> • Lesson observation of NQT; complete proforma • Follow up discussion to lesson observation • Participation in LEA induction courses • NQT observes another teacher at least once • Review meeting; update CEP • First summative Assessment Meeting Is NQT consistently meeting QTS Standards and beginning to meet Induction Standards • Complete NQT Induction Assessment form • Send Assessment form to LEA within 10 working days of the meeting together with completed checklist • The LEA Link Adviser will discuss the school's induction arrangements this term as part of LEA responsibility for quality assurance 	

INDUCTION CHECKLIST : TERM 2

NAME OF SCHOOL: **NAME OF NQT:**

ACTIVITIES	DATES
<ul style="list-style-type: none"> • Lesson observations of NQT; complete proforma • Follow up discussions • Participation in LEA induction courses • NQT observes other teachers • Review meeting; update CEP 	
HALF TERM	
<ul style="list-style-type: none"> • Lesson observation of NQT; complete proforma • Follow up discussions • NQT observes other teachers • Participation in LEA induction courses • Review meeting; update CEP • Second Summative Assessment Meeting <ul style="list-style-type: none"> - NQT progress in meeting induction standards - Complete NQT Induction Assessment Form and send to LEA within 10 working days • The LEA Link Adviser will observe a sample of NQTs teach once in this term as part of the LEA's statutory responsibilities for quality assurance 	

INDUCTION CHECKLIST : TERM 3

NAME OF SCHOOL: **NAME OF NQT:**

ACTIVITIES	DATES
<ul style="list-style-type: none"> • Lesson observations of NQT; complete proforma • Follow up discussions • Participation in LEA induction courses • NQT observes other teachers • Review meeting 	
HALF TERM	
<ul style="list-style-type: none"> • Lesson observation of NQT; complete proforma • Follow up discussions • NQT observes other teachers • Review meeting • Final Assessment Meeting <p>To decide if NQT has satisfactorily met the induction requirements</p> <ul style="list-style-type: none"> - Complete NQT Induction Summary Statement or form to record failure to complete - Send to LEA within 10 working days <ul style="list-style-type: none"> • For successful NQTs set objectives for professional development in second year of teaching 	

INDUCTION TIMETABLE

WEEK BEGINNING	USE OF 10% TIME	MEETING WITH INDUCTION TUTOR	ASSESSMENT	INSET/VISITS

CHECKLIST FOR LESSON OBSERVATIONS

School: NQT:

TEACHING

- Lesson links to NC / Numeracy or Literacy Frameworks / Early Learning Goals
- Subject knowledge secure
- Presents key ideas well / appropriate vocabulary
- Clear lesson objectives
- Effective questioning
- Pace and challenge
- Activities differentiated to meet pupils' needs including SEN
- Clear instructions
- Clear lesson structure, efficient use of time
- Presentation of ideas / subject matter is effective
- Appropriate and high expectations to motivate pupils
- Sets targets for pupils' learning
- Opportunity to improve pupils' basic skills: literacy, numeracy, ICT
- Effective management of adult support

CLASSROOM MANAGEMENT

- Clear start to lesson
- Resources well prepared and appropriate
- Maintains pupils' attention
- Lesson based on clear planning

COMMUNICATION

- Tone, volume and pace of voice
- Clear explanations
- Aware of individual pupils' needs
- Listens and responds to pupils

PUPIL BEHAVIOUR

- Clear consistent rules
- Pupils follow rules
- Pupils sustain concentration
- Pupils work collaboratively
- Pupils listen attentively
- Pupils take responsibility

ASSESSMENT

- Uses assessment to inform planning
- Marking completed, feedback positive / useful
- Assessments are used to record progress
- Records are kept consistent with school requirements
- Formative assessment to check for pupil errors / misconceptions

LEARNING

- Pupils understand learning objectives
- Pupils' thinking is challenged
- Opportunity for pupils to co-operate
- Tidy, well organised learning environment
- Relates activity to previous / future learning