

Induction for Newly Qualified Teachers



2010 - 2011

INDUCTION FOR NEWLY QUALIFIED TEACHERS

Since September 2003 there have been new arrangements for the induction and assessment of Newly Qualified Teachers. The school is required to report to the LEA on a termly basis about the progress that our NQTs are making, and by the end of the year the Headteacher will make a recommendation to the LA as to whether each of them has met the standards required for satisfactory completion of the Induction period.

It is essential that we provide an Induction and Assessment process which is supportive but rigorous. It needs to be “transparent” so that our judgements can be validated if required. Assessment is on-going throughout the Induction year and involves all parties - the Newly Qualified Teacher, the Induction Tutor and the Headteacher.

The procedures we put in place will be designed to comply fully with the regulations governing induction. These can be through the website www.tda.gov.uk. This handbook aims to provide an overview of the Induction procedures at Finham Park School. Copies of this handbook will be provided to all those involved in the process both Subject Mentors and NQTs.

There is no such thing as a standard programme because induction is unique to each new teacher. But you can expect to work with and observe other teachers in action, participate in formal training both here in school and at the local authority Corporate Training Centre - Elm Bank. You should expect to play an active part in planning and reviewing your induction programme.

Induction for Newly Qualified Teachers, following Initial Teacher Training, is the foundation for continuing professional development. All NQTs should already have a copy of the Career Entry and Development Profile which will provide a structure for the Induction Year. The starting point is a needs analysis, as the CEDP is completed over the Induction Year it will provide a starting point for the teacher to establish their Professional Development Portfolio from their second year of teaching onwards.

The CEDP offers structured guidance at key milestones in your professional learning and development: towards the end of initial teacher training and at the start and end of induction. The Profile refers to these milestones as “Transition Points”, and using the Profile will help you to make constructive connections between these points. It is designed to be a flexible working document that can be used alongside, or as part of, other professional tools and records with which you are working. The CEDP is also available as a package of online materials from the TTA website.

During the induction period new teachers have to demonstrate they continue to meet the standards of Qualified Teacher Status, **and** meet all the Induction Standards. (See Appendix 1). All NQTs will be assessed against the core standards that are applicable from September 2007.

ROLES AND RESPONSIBILITIES

The Headteacher

The Headteacher is responsible with the LA (Appropriate Body) for ensuring the NQT has access to an appropriate programme of support and for ensuring the quality of the programme. In practice, they will delegate many of the associated tasks to the Induction Tutor. It is the Headteacher who will make a final recommendation as to whether the new teacher has passed or failed the Induction Year. The Appropriate Body makes the final decision, and there is a right of appeal to the General Teaching Council for England (GTCE). The Headteacher will keep the Governing Body informed about the progress of the NQT.

The Induction Tutor

Newly Qualified Teachers have an individualised programme of support during their induction year from a designated Induction Tutor. This includes observation of the new teacher's teaching and watching more experienced teachers in different settings. There should be a meeting between the Induction Tutor and the NQT **every week** to discuss progress and a formal professional review at least every half term accompanied by a formal observation every half term. The outcomes of these meetings should be recorded on the appropriate proforma.

At Finham Park, the Director of Training School and CPD (Jo Brake) will co-ordinate the work of all Induction Tutors (normally the Subject Leader). Newly Qualified Teachers will normally be allocated a 90% timetable to allow them sufficient time to undertake development activities, observations, research etc. The Induction Tutor is responsible for ensuring the good use of the extra time. They are expected to have a good understanding of the requirements of the Induction programme and core standards for teachers. They should be able to make rigorous and fair judgements about the NQT's performance in relation to the requirements for satisfactory completion of the Induction period. In addition the Induction Tutor will provide and co-ordinate guidance and effective support for the NQT's professional development.

The Newly Qualified Teacher

The NQT should make their Career Entry and Development Profile available to the Induction Tutor as soon as possible. They should ensure that they are familiar with the core standards and should monitor their own work in relation to them. NQTs should participate fully in the programme of monitoring, assessment and support which is agreed with the Induction Tutor. They should attend all training sessions in the programme and should take increasing responsibility for their own professional development as the induction period progresses. Records of all meetings, observation feedback and training evaluations should be filed and available to the Induction Tutor and the Headteacher.

HIGH QUALITY SUPPORT AND GUIDNACE - AN ENTITLEMENT

The process of Induction begins before September. In 2002, Governors approved the adoption of the "Golden Hello". The effect of this is that (most) NQTs will be taking up their posts from 5th July. During the last two weeks of the summer term newly appointed NQTs will be able to meet with their Induction Tutors and Head of Year, become familiar with the school site and

NQT induction will include

- professional mentoring and target setting for each aspect of the NQT's role (academic, pastoral etc);
- regular opportunities to observe good practice;
- frequent observations in the classroom accompanied by written and/or verbal feedback;
- a planned programme of professional development designed to address the "standards" for NQTs but flexible enough to adapt to the needs of each individual;
- access to the training provision at the LA and the network of NQTs across the City.

Induction Tutors will work with NQTs to help them identify strengths and areas for development. Issues will be addressed through the setting of practical targets for improvement and regular reviews of progress. The role of the mentor is very important and all those taking on this responsibility will be expected to undertake appropriate training.

DOCUMENTATION TO SUPPORT THE INDUCTION PROCESS

Appendix

- The National Core Standards for Teachers 1
- Induction programme checklist 2
- Log of Induction Tutor-NQT meetings 3
- Subject lesson observation form 4
- Tutorial observation form 5
- Professional development evaluation 6
- Half-termly review 7
- Termly review 8

The Core Standards

The new Core Standards come into force from 1 September 2007 onwards. In order to complete the induction period satisfactorily, an NQT must:

- (a) Meet all the Core Standards (see Annex i below).**

- (b) Continue to meet the standards for the award of QTS, consistently and with increasing professional competence (refer to Annex ii below).**

To meet these requirements, NQTs needs to:

- Work with increasing professional competence in areas where, during initial training, it was assumed that they would need the support of an experienced teacher.
- Focus on aspects of professional practice which can be better developed during employment as a qualified teacher, and over a longer period of teaching than is available to most trainee teachers during their initial training.
- Consolidate and build on what they have already achieved in order to be awarded QTS.

Most teachers complete the induction period successfully. The Core Standards set out the criteria against which NQTs' progress is assessed. At the same time, they provide an important focus for the professional development of NQTs during the induction period. All teachers should be able to draw on the support and expertise of their colleagues. In particular, the statutory induction arrangements place a responsibility on schools and Appropriate Bodies to provide NQTs with the professional development opportunities they need in order to meet the Induction Standards and to show that they are doing so.

PROFESSIONAL ATTRIBUTES

All teachers should:

Relationships with children and young people

C1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

C2 Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Frameworks

C3 Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

Communicating and working with others

C4

- (a) Communicate effectively with children, young people and colleagues.
- (b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- (c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.

C5 Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

C6 Have a commitment to collaboration and co-operative working where appropriate.

Personal professional development

C7 Evaluate their performance and be committed to improving their practice through appropriate professional development.

C8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.

C9 Act upon advice and feedback and be open to coaching and mentoring.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

All teachers should:

Teaching and learning

C10 Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

C11 Know the assessment requirements and arrangements for the subjects/ curriculum areas they teach, including those relating to public examinations and qualifications.

C12 Know a range of approaches to assessment, including the importance of formative assessment.

C13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

- C14** Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects and Curriculum

- C15** Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.

- C16** Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

Literacy, Numeracy and ICT

- C17** Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and diversity

- C18** Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

- C19** Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

- C20** Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.

C21 Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Health and well-being

C22 Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

C23 Know the local arrangements concerning the safeguarding of children and young people.

C24 Know how to identify potential child abuse or neglect and follow safeguarding procedures.

C25 Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Planning

C26 Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.

C27 Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.

C28 Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

Teaching

- C29** Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
- (a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
 - (b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.
 - (c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
 - (d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
 - (e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.

- C30** Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

Assessing, monitoring and giving feedback

- C31** Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

- C32** Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

- C33** Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

- C34** Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

Reviewing teaching and learning

C35 Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.

C36 Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Learning environment

C37

- (a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- (b) Make use of the local arrangements concerning the safeguarding of children and young people.
- (c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.

C38

- (a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- (b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.

C39 Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

Team Working and Collaboration

C40 Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

C41 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.



Induction Programme for New Teaching Staff

PROGRAMME 2010-2011

The term begins with one training day. During the course of the day, time will be allocated for Department teams and College teams to deal with important start of year business. Term begins for Years 7, 10 and 13 students on Thursday 2nd September and with the remainder of the school commencing on Friday 3rd September with the exception of year 12.

All new staff will be welcomed by the Headteacher on their first day.

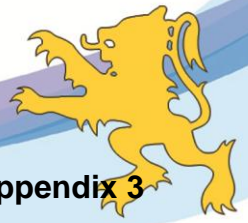
The following programme is intended to offer all new teaching staff the opportunity to understand fully the various policies and procedures that operate at Finham Park School. Induction Meetings take place most Thursdays in D16 ("The Training Room").

In addition to the activities listed, regular contact with your Subject Leader or Line Manager is essential. It is understood that this person will be visiting your classroom on a regular basis and will also conduct formal lesson observations (with feedback). If you have any questions please see Viv Maginnis / Jo Brake.

Autumn 2010 Term 1

Date	Thursday CPD	CPD type	Leader
9/9	CPD 1	Whole school	
16/9	Working with TAs	Building Relationships	SJ
23/9	Open Evening		
29/9	Understanding Community Cohesion	Building Relationships	MG
7/10	School Community –Drugs Awareness	Building relationships	DR
14/10	CPD 2	Whole school	
21/10	Report writing and positive home dialogue	Building Relationships	College Leaders
	Half Term		
4/11	Engaging the Local Community	Building Relationships	MG
11/11	Year 10 Parents Evening this week		
18/11	Restorative Justice	Building Relationships	PP/BC
25/11	Positive Learning Conversations	Building Relationships	College Leaders
2/12	Podcasting	Curriculum Dev.	AT/EP
9/12	Student voice and learning ambassadors	Classroom Practice	E Pyne
16/12	Review of Term 1		JB
	Christmas Holiday		
6/1	Work Experience Process	Building Relationships	DR

NB: New Qualified Teachers are expected to attend ALL Induction Meetings.



LOG OF NQT-INDUCTION TUTOR MEETINGS

This form should be completed by the Induction Tutor, filed in the Portfolio and available for the Induction Tutor and the Deputy Head

Date	
Focus for discussion	
Main points	
Agreed action points	
Signed Tutor	
Signed NQT	
Date/time of next meeting	



LESSON OBSERVATION PROFORMA

DATE	SUBJECT	TIME	ROOM
CLASS	LEVEL / ABILITY	PRESENT	GIRLS / BOYS

PLANNING, TEACHING AND CLASS MANAGEMENT

MONITORING, ASSESSMENT, RECORDING, REPORTING AND ACCOUNTABILITY

OTHER PROFESSIONAL REQUIREMENTS

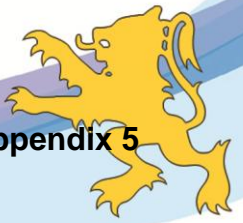
TEACHER COMMENTS

SIGNED

DATE

SIGNED

DATE



TUTORIAL OBSERVATION

OBSERVER			
DATE / TIME	CLASS	PRESENT	BOYS / GIRLS
		/	/

FOCUS FOR OBSERVATION

SUCCESS CRITERIA

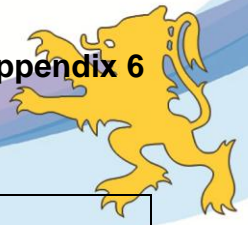
OUTCOMES

ACTION POINTS

TEACHER COMMENTS

SIGNED **DATE**

SIGNED **DATE**



EVALUATION OF PROFESSIONAL DEVELOPMENT ACTIVITY

DATE	
ACTIVITY	
EXPECTED OUTCOMES (Complete before activity)	
ACTUAL OUTCOMES	
EXPECTED IMPACT ON CLASSROOM PRACTICE	
OTHER COMMENTS	
LONG TERM BENEFIT (Complete 3 months after completion of activity)	

SIGNED

DATE



NQT INDUCTION
HALF-TERMLY REVIEW

Name of NQT

Autumn

Spring

Summer

Areas for development identified for this term:
Summary of discussions in NQT-induction tutor meetings
Progress made against the Standards

Signed NQT

Signed Induction tutor.....

Date



INDUCTION OF NQTs
TERMLY REVIEW

Name of NQT

Autumn

Spring

Summer

Areas for development identified for this term:

Summary of discussions in NQT – Induction tutor meetings

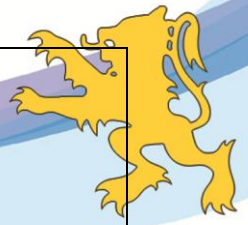
Use of 10% non-contact time

Progress made against the Standards

Is good progress being made?

Strength

Development needed



Planning, teaching and class management

Subject Knowledge

Planning

Learning objectives

Learning activities

Differentiation

Use of IEPs

Behaviour management

Monitoring, Assessment, Recording & Reporting

Assessment for learning

Recording / Monitoring progress

Target setting

Other Professional Requirements

Attendance

Punctuality

Communication

Tutorial work

Relations with other staff

Wider school activities

Signed NQT

Signed Induction tutor.....

Date