Induction for

NEWLY QUALIFIED TEACHERS

2016-17
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Welcome

As Chair of the Independent Schools Teacher Induction Panel I am pleased to commend this Welcome Pack to you. As you are a Newly Qualified Teacher embarking upon induction, I should also like to welcome you to the profession and in particular to the independent sector.

We have all chosen the teaching profession because we have an enthusiasm for working with children and take delight in being a major influence in their young lives. Teachers help to shape their future. The encouragement of an enthusiastic and empathetic teacher may save the uncertain child from giving up and may challenge the confident to even greater achievements.

For those who are new to teaching, the induction year is arguably the busiest and most rewarding year of a teacher’s professional life. The difference between the intermittent demands of a light teaching load during initial teacher training placements and the full responsibility for a number of teaching groups throughout the entire year can be stark. Every lesson has to be prepared carefully and NQTs do not yet have years of experience upon which to draw.

For those with some experience in the classroom, the induction year provides an opportunity within a statutory structure to hone skills and knowledge and focus on professional development.

The school in which induction takes place, or its Head, will be in membership of one of the Heads’ associations: HMC, GSA, The Society of Heads, IAPS, ISA; or COBIS for schools overseas. The Panel comprises seven members, six of whom represent one of these associations. Details of Panel members are published in this handbook so that there is a named contact in case advice is needed about any matter related to induction.

I hope that this induction year is very successful. Good luck!

Joe Davies
Introduction

The induction year – or longer, if you are a part time member of staff – will see you assessed against the Teachers’ Standards in your school context and your role. The NQT year is a mixture of support and monitoring from the school: there must be a rigorous evidence trail to show that you have followed the statutory process, and that you have made progress against – and then been able to meet – the Standards in your role and context.

Being an active participant in this process is important, so track your progress, seek out professional development opportunities and try and observe other members of staff regularly (and note down what you learn). This is what your additional NQT non-contact time is to be used for: it’s really easy to allow marking and preparation to take over all non-contact periods, but some need to be set aside for induction-related activities.

All documentation (pro formas, induction guidance, standards) can be found on the IStip website: www.istip.co.uk
ROLES AND RESPONSIBILITIES
Roles and responsibilities

Your responsibilities

• Being an active participant in the process
• Taking responsibility for your induction
• Evidence gathering and recording – of your progress towards the Standards
• Action and Development Plan and Target Setting – linked to the Standards
• Seeking professional development opportunities
• Observing others, a minimum of six times in the induction year
• School life – playing a part in the wider life of the school

Your rights

• A teaching timetable of no more than 90% of that of a main scale teacher in your school
• Job description and a contract
• Induction tutor/mentor
• Individualised programme of support – use the Record of Induction to help you
• Lesson observations – minimum of 6, 2 per term, 1 per half term
• Review meetings and assessment meetings – 6 review meetings, 3 assessment meetings

The tutor/mentor

• Provides/co-ordinates guidance and effective personalised programme of support
• Observes you
• Reviews your progress
• Assesses you
• Will take prompt action if you are in difficulty

The head

• Legally responsible for induction in the school; jointly responsible with the AB (IStip) for monitoring, support and assessment of NQTs
• Ensures post is suitable for induction
• Ensures statutory processes are carried out
• Ensures you have a personalised programme of support
• Makes governing body aware of induction arrangements

IStip (Appropriate Body)

• Quality assures processes – ensures the statutory guidance is being followed
• Offers advice/support/training
• Receives and validates the school’s judgement on an NQT
• Provides NCTL with details of starters/leavers/extensions/passes
Regional centres

IStip runs training courses via its 30 regional training centres – all of them schools experienced in induction.

The one comment we hear time and again from NQTs about the regional NQT training is that it provides an opportunity to network with other NQTs from across the sector. Some of you may be the only NQT in your school or in your department, and spending time in the company of other teachers working in the same key stage, subject, or type of school is extremely beneficial. You also have the opportunity to get a sense of the independent sector as a whole, discuss issues which concern you, and take a breather from the intensity of your day-to-day school life.

The courses are generic, and although you will find yourself with other NQTs with whom you have much in common, the sessions are not subject or curriculum specific, although some centres will run separate sessions for different key stages. IStip chooses to focus on issues which are relevant to all NQTs: classroom management, relations with parents and coping with the rigours of the first year of teaching.

Details of your centre will be sent to you each term by IStip, and the centre will contact you directly with further details about the day. These sessions are formal professional development, and you should RSVP, and dress as you would for a (formal) day at work.

Please note, if you are an NQT in an overseas school, while you are warmly welcome to attend these meetings, we realise it may be logistically impossible. Instead, IStip organises virtual visits via Skype and in person to support you in your role, to support the school, and to check you are receiving the correct level of support and monitoring.

A list of centres and dates for 2016-17 can be found on the following pages.
Centre locations

NORTH EAST:
Durham School
The Mount School, York

NORTH WEST:
Bolton School, Manchester
Withington School, Manchester
The King’s School, Macclesfield

EAST MIDLANDS:
Nottingham High School

WEST MIDLANDS:
King Edward VI High School for Girls

NORTHAMPTONSHIRE:
Oundle School

OXFORDSHIRE:
Magdalen College School, Oxford

BERKSHIRE:
Holme Grange School (prep only)
Reading Blue Coat School
Wellington College

NORFOLK:
Norwich School

HERTFORDSHIRE:
Haileybury
The Haberdashers’ Aske’s School for boys

LONDON, NE:
Forest School, Snaresbrook
Centre locations (continued)

LONDON, NW:
The Hall School, Hampstead (prep only)

LONDON, SE:
Dulwich College

LONDON, W:
The Godolphin & Latymer School, Hammersmith

MIDDLESEX:
Hampton Prep & Pre-Prep School (prep only)

SURREY:
Danes Hill School (prep only)
St John's School, Leatherhead
Surbiton High School

EAST SUSSEX:
Brighton College

HAMPSHIRE:
Hampshire Collegiate School

GLOUCESTERSHIRE:
Dean Close School

WILTSHIRE:
St Mary's School, Calne

SOUTH WEST:
Kingswood School, Bath
Millfield School, Somerset
Blundells School, Devon
TEACHERS’ STANDARDS
Teachers’ Standards

- The Teachers’ Standards consist of 3 parts:
  - An introduction
  - Part I – Teaching
  - Part II – Personal and Professional Conduct
- These Standards apply to all teachers from student teachers embarking upon a course of ITT to experienced teachers. Therefore the role and context in which they are applied are key. You will be assessed against these Standards in your school, and in the job you have been employed to do
- The Standards must be seen as on-going, therefore they cannot be signed off before the end of the induction year; and only then in the context and role in which you are operating
- The bullets under the eight Standards in Part I must NOT be seen as separate (or sub) Standards. They are there to amplify the scope of the overall Standard, and are neither compulsory nor exhaustive
- Part II replaces the GTCE code of practice and consists of a series of statements defining the behaviour and attitudes which set the required standards for conduct.

Part I (Standards 1-8): Teaching

1. Set high expectations which inspire, motivate and challenge
   So, for example, an NQT who is passionate and enthused, with engaged and motivated children; a resource-full, and inspirational classroom; a well developed knowledge of the pupils; and an NQT who develops and refines their approach as the year goes on.

2. Promote good progress and good outcomes by pupils
   So, for example, pupils are able to communicate a sense of their progress; they are aware of where they are and where they need to be; the NQT promotes individual learning and individual action plans, and these are aspirational.

3. Demonstrate good subject and curriculum knowledge
   So, for example, an NQT who shows passion and enthusiasm for their subject(s); has lesson objectives that are relevant to the curriculum or SOW; an NQT who adopts/adapts ideas and resources from colleagues; who reads around the subject.

4. Plan and teach well structured lessons
   So, for example a lesson where there is active participation, with peer-to-peer conversations on topic; where subject/topic knowledge is adapted to the year group/children; where there are appropriate pacing/timings; where there is variety.
Teachers’ Standards  
(continued)

5. Adapt teaching to respond to the strengths and needs of all pupils
   So, for example, a variety of learning styles can be seen; pupils use individualised resources; there is
differentiated questioning; there are notes on individual pupils in planner/planning; there is appropriate
use of the SENCO, form tutors, EAL dept, G&T, IEPs.

6. Make accurate and productive use of assessment
   So, for example, the pupils’ test (exam) scores show progression; there are formative and summative
   comments in marking and in feedback; the NQT uses school/department/exam board assessment policy/
criteria; and makes use of standardised data.

7. Manage behaviour effectively to ensure a good and safe learning environment
   So for example, the pupils are ‘on side’ and on task; the NQT understands and uses appropriate voice
   control/volume; the NQT’s body language is open; there is appropriate use of the school behaviour
   (sanctions/rewards) policy; the rules of the classroom are known/on the wall; the NQT is not afraid to ask
   for help/admit when things go wrong.

8. Fulfil wider professional responsibilities
   So, for example, the NQT attends/takes part in co-curricular clubs/activities; takes responsibility for their
   own professional development; is open to feedback/coaching; works collaboratively.

Part II: Personal and professional conduct
The NQT upholds public trust in the profession and maintains high standards of ethics and
behaviour, within and outside the school by:
• treating pupils with dignity, building relationships rooted in mutual respect and at all times
  observing proper boundaries appropriate to a teacher’s professional position
• having regard for the need to safeguard pupils’ well being, in accordance with
  statutory provisions
• showing tolerance of and respect for the rights of others
• not undermining fundamental British values, including democracy, the rule of law, individual
  liberty and mutual respect, and tolerance of those with different faiths and beliefs
• ensuring personal beliefs are not expressed in ways which exploit pupils’ vulnerability, or might
  lead them to break the law.

So, for example, the NQT is respectful of pupils, and all colleagues and parents; they set appropriate
boundaries; can act as a role model; and their pupils ‘reflect’ teacher behaviour. They are approachable,
consistent and fair; they are aware of the need to avoid any and all discrimination.
Teachers’ Standards (continued)

The NQT has proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintains high standards in their own attendance and punctuality.

So, for example, the classroom is well ordered, and safe; there is good liaison with colleagues over SEN, trips, policies etc; they carry out their duties and cover; they are professional in their correspondence in a variety of media; they have a clear awareness of the pitfalls of social media; they are punctual (to class; meetings; assemblies; with deadlines); they are an ambassador for the school and its ethos.

The NQT has an understanding of, and always acts within, the statutory frameworks which set out their professional duties and responsibilities.

So for example, the NQT respects and understands confidentiality, and when to break it/not promise it; they are CP aware, and have received training; they are Equality and Disability aware; they have due regard to H&S; they are aware of the statutory nature of pupil attendance and registration; they are aware of specific issues surrounding boarding.
Evidence gathering

This chart shows how all the evidence of your induction is captured and is then funnelled through to the formal review meetings and is finally used to populate the assessment form.

Regularly, over the course of the term/period, consider evidence of progress against Standards (including part two)
- lesson observations/NQT self-evaluation
- use of additional non-contact time
- inset/development
- targets/objectives
- NQT’s observations of others
- co-curricular activities
- pastoral commitments
- communication with parents
- pupil progress
Consider how these activities have provided evidence of progress and how they are recorded.

Formal review meeting - one in first half of term/period

*Minutes taken by IT/mentor*
- capture evidence in writing
- complete the record electronically
- NQT, IT and Mentor bring evidence
- seek third party input

Formal review meeting - one in second half of term/period

*Minutes taken by IT/mentor*
- capture evidence in writing
- complete the record electronically
- NQT, IT and Mentor bring evidence
- seek third party input

Assessment form - end of term
- copy and paste minutes from formal review meetings into the assessment form
- add progress statements
- add evaluative comments
- discuss form with NQT
- IT/Mentor completes Assessment Meeting minutes record
Evidence gathering (continued)

Evidence is the record of your progress against the Standards, and of your active participation in the process of induction.

What is it?
- Evidence can be in hard copy or held online; evidence is anything seen or heard
- It captures the teaching, learning, assessing, recording, planning/preparation, and involvement in the wider life of the school

What is it for?
- To show your progress
- To track the induction year
- To show the school is following due process
- To give a rigorous audit trail, so ISTip can accept school’s judgement

How much is enough?
- This is most definitely NOT a PGCE/ITT re-run; there is no need for huge files/folders, such as one for each of the Standards and a couple for Part II
- The key documentation will be created as the induction period progresses (and we’ll go through this a little later)
- Rigour and security (signing/countersigning and dating all formal evidence) are key
- Think quality not quantity
- SELECT key evidence, SUMMARISE it, SIGNPOST where it may be found

Who holds it?
Well, it depends. However, there does need to be a central repository, online or in hard copy. We feel that it’s your induction year; so it should be you. Front and centre is the Record of Induction (page 16-18) which is used to record meetings/lesson obs/induction activities that have taken place, and also acts as a checklist; and the evidence tracker which captures key and telling pieces of evidence, without the need for photocopying and filing every example.
Evidence gathering (continued)

Record of Induction

Planned and secured record of Induction 2016-17

This 4-page form must be printed out and should be in the front of the NQT's folder and should be kept up to date.

All entries on this form must be handwritten

Section A : Before Induction at this school begins

In the table below the initials of the NQT and the IT/Mentor (and the date where required) confirm that the elements referred to have been completed.

<table>
<thead>
<tr>
<th>Preparation for the Induction Year (must be done before the first Induction period/term begins)</th>
<th>NQT initials</th>
<th>IT/Mentor initials</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>School has confirmed NQT's QTS status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NQT has been registered with IStip before closing date</td>
<td></td>
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<tr>
<td>IStip has signed in Data Transfer Agreement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Previous assessments have been uploaded onto IStip Manager</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Additional non-contact time has been identified in the NQT's timetable</td>
<td></td>
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</tr>
<tr>
<td>Appropriate use of additional non-contact time has been explained to the NQT</td>
<td></td>
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</tr>
<tr>
<td>NQT/Mentor meeting times have been agreed, monitored and protected</td>
<td></td>
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</tr>
<tr>
<td>IStip &amp; DfE materials have been downloaded and disseminated</td>
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</tr>
<tr>
<td>Check NQT is familiar with both parts of the professional teaching standards</td>
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</tbody>
</table>

*Only if NQT has completed previous periods of Induction elsewhere

Section B : Term/Period 1   Start date:     End date:

In the table below the initials of the NQT and the IT/Mentor (and the date where required) confirm that the elements referred to have been completed.

Compliance – what you have to do (must be planned at the start of term/period and signed off when completed)

<table>
<thead>
<tr>
<th>Compliance – what you have to do (must be planned at the start of term/period and signed off when completed)</th>
<th>NQT initials</th>
<th>IT/Mentor initials</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting initial developmental objectives and record on ADP</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Formal lesson observation of the NQT</td>
<td></td>
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<tr>
<td>Self-evaluation and feedback</td>
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<tr>
<td>Lesson observation of a colleague by the NQT</td>
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</tr>
<tr>
<td>Formal progress review and review of objectives/ADP (mid period/term)</td>
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<td></td>
</tr>
<tr>
<td>Review of evidence/formal data (EFD)</td>
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<tr>
<td>Formal lesson observation of the NQT</td>
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<tr>
<td>Self-evaluation and feedback</td>
<td></td>
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<tr>
<td>Lesson observation of a colleague by the NQT</td>
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<tr>
<td>Formal progress review and review of objectives/ADP (end of period/term)</td>
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<tr>
<td>Assessments and NQT summaries drafted</td>
<td></td>
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<tr>
<td>Assessments meeting held (form checked and discussed)</td>
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<tr>
<td>Assesments form uploaded and signed</td>
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<tr>
<td>Regular meetings arranged and held</td>
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<tr>
<td>Evidence tracker regularly reviewed</td>
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<td></td>
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<tr>
<td>ADP and targets regularly reviewed</td>
<td></td>
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<tr>
<td>IStip regional NQT meeting attended</td>
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</table>
Evidence gathering (continued)

Record of Induction

## Section C: Term/Period 2

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<tr>
<th>Start date:</th>
<th>End date:</th>
<th>Compliance – what you have to do (must be planned at the start of term/period and signed off when completed)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Setting initial developmental objectives and record on ADP</td>
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<tr>
<td></td>
<td></td>
<td>Formal lesson observation of the NQT</td>
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<tr>
<td></td>
<td></td>
<td>Self-evaluation and feedback</td>
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<tr>
<td></td>
<td></td>
<td>Lesson observation of a colleague by the NQT</td>
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<tr>
<td></td>
<td></td>
<td>Formal progress review and review of objectives/ADP (self and peer/mentor)</td>
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<tr>
<td></td>
<td></td>
<td>Review of action/development plan (ADP)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>NQT initials</th>
<th>IT/Mentor initials</th>
<th>Date completed</th>
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<tbody>
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## Section D: Term/Period 3

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<th>Start date:</th>
<th>End date:</th>
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<td>Setting initial developmental objectives and record on ADP</td>
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<tr>
<td></td>
<td></td>
<td>Formal lesson observation of the NQT</td>
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<td>Self-evaluation and feedback</td>
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<td>Lesson observation of a colleague by the NQT</td>
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<td>Formal progress review and review of objectives/ADP (self and peer/mentor)</td>
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<td>Review of action/development plan (ADP)</td>
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<th>NQT initials</th>
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<th>Date completed</th>
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Enhancement: e.g. additional lesson observations of the NQT, additional observations of other teachers by the NQT, visits to related schools, meetings with SENCO, Bursar, etc., INSET; additional CPD; taking part in working groups, etc.
Evidence gathering (continued)

Record of Induction senior exemplar

Planned and secured record of Induction 2016-17

Section A: Before Induction at this school begins

<table>
<thead>
<tr>
<th>Preparation for the Induction Year (must be done before the first induction periods start)</th>
<th>NQT</th>
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<th>IT</th>
<th>iT</th>
<th>NQT</th>
<th>IT</th>
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</thead>
<tbody>
<tr>
<td>School has confirmed NQT’s QTS status</td>
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<td>NQT has been registered with Step before closing date</td>
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<td>NQT has agreed to Data Transfer Protocol</td>
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<td>Previous assessments have been uploaded onto NQT Manager</td>
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<tr>
<td>Additional non-contact time has been identified in the NQT’s timetable</td>
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<td>Appropriate use of additional non-contact time has been explored with the NQT</td>
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<td>Step &amp; OE materials have been downloaded and disseminated</td>
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<tr>
<td>Check NQT is familiar with health &amp; safety and professional teaching standards</td>
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Note 1: Only 1 NQT can complete personal period of induction (OE).
Note 2: NQT G698, data transfer to the Professional Standards: Supervision Evidence

Record of Induction 2016-17

Planned and secured record of Induction 2016-17

Section B: Term/Period 1

<table>
<thead>
<tr>
<th>Compliance – what you have to do (must be planned as part of term/period and signed off when completed)</th>
<th>NQT</th>
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<th>IT</th>
<th>iT</th>
<th>NQT</th>
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<tbody>
<tr>
<td>Setting initial development objectives and record on AOP</td>
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<td>Formal lesson observations of the NQT</td>
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<td>Self-evaluation and feedback</td>
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<td>Formal progress review and review of objectives/AOP (half periods)</td>
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<td>Review of action development plan (AOP)</td>
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<tr>
<td>Formal lesson observations of the NQT</td>
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<tr>
<td>Self-evaluation and feedback</td>
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<tr>
<td>Lesson observation of a colleague by the NQT</td>
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<tr>
<td>Formal progress review and review of objectives/AOP (half periods)</td>
<td></td>
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<tr>
<td>Assessments and NQT comments shared</td>
<td></td>
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<tr>
<td>Assessments meeting table form checked and discussed</td>
<td></td>
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<tr>
<td>Assessment form uploaded and signed</td>
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<tr>
<td>Regular meetings organised and held</td>
<td></td>
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<tr>
<td>Evidence reviewed regularly reviewed</td>
<td></td>
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<tr>
<td>AOP and target regularly reviewed</td>
<td></td>
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<tr>
<td>Full regional NQT meeting attended</td>
<td></td>
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</tr>
</tbody>
</table>

Enquiries: e: admin@istip.co.uk w: www.istip.co.uk
Evidence gathering (continued)

The evidence tracker is your chance to capture key pieces of evidence – for example, from a lesson you taught or watched, from an email or a comment, from a sports fixture or a play rehearsal, from a parents’ meeting, from discussions with your mentor; from your reflections of your lessons – and track where they can be found and why they are important. The tracker is a summary: more than a list; less than an essay. It needs to be updated regularly and discussed from time to time with your mentor.

*Teachers’ standards – evidence tracker*

<table>
<thead>
<tr>
<th>Teachers’ Standard</th>
<th>Brief description of evidence</th>
<th>Where evidence found and date</th>
<th>Evidence validated: Date / initials*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Set high expectations which inspire, motivate and challenge pupils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Promote good progress and outcomes for pupils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Demonstrate good subject and curriculum knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Plan and teach well structured lessons</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>Adapt teaching to respond to the strengths and needs of all pupils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Make accurate and productive use of assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This form could be kept in a shared area so that NQT, IT/Mentor and others can add evidence / references to it.
### Teachers’ standards – evidence tracker continued

<table>
<thead>
<tr>
<th>Teachers’ Standard</th>
<th>Brief description of evidence</th>
<th>Where evidence found and date</th>
<th>Evidence validated: Date / initials*</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Change behaviour effectively to create a good and safe learning environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Calls under professional supervisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pt 2</td>
<td>Upholds public trust in the profession and maintains high standards of ethics and behaviour, within and outside school</td>
<td></td>
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</tr>
</tbody>
</table>

- *Evidence validated: Date / initials*
Evidence gathering (continued)

Teachers’ standards – evidence tracker senior exemplar

<table>
<thead>
<tr>
<th>Teachers’ Standard</th>
<th>Brief description of evidence</th>
<th>Where evidence found and date</th>
<th>Evidence validated: Date / validity*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Taught high expectations which engender motivation and challenge pupils</td>
<td>Journal and oral report (23/9)</td>
<td>23/9 SP</td>
</tr>
<tr>
<td>2</td>
<td>Provided good progress and assessment for pupils</td>
<td>Peer assessment notes (23/10)</td>
<td>23/10 SP</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrated good subject and curricular knowledge</td>
<td>Mark book (16/10); bkgd notes and handouts (23/10)</td>
<td>23/10 IT</td>
</tr>
<tr>
<td>4</td>
<td>Planned and taught well-structured lessons</td>
<td>Daily meeting minutes (22/10); IT &amp; journal</td>
<td>22/10 IT</td>
</tr>
<tr>
<td>5</td>
<td>Adapted teaching in response to the needs of pupils and groups</td>
<td>IT mtg; oral report to HoD (12/10)</td>
<td>12/10 SP</td>
</tr>
<tr>
<td>6</td>
<td>Made accurate and productive use of assessment information</td>
<td>Mark book (16/10); bkgd notes and handouts (23/10)</td>
<td>23/10 IT</td>
</tr>
<tr>
<td>7</td>
<td>Demonstrated effective learning for all; lesson content was relevant and comprehensive</td>
<td>Mark book; IT preparation notes and content (23/10); bkgd notes and handouts (23/10)</td>
<td>23/10 SP</td>
</tr>
<tr>
<td>8</td>
<td>Fulfilled wider professional responsibilities</td>
<td>Mark book (16/10); bkgd notes and handouts (23/10)</td>
<td>23/10 SP</td>
</tr>
</tbody>
</table>

*Evidence validated: Date / validity*
Evidence gathering (continued)

Teachers’ standards – evidence tracker senior exemplar

<table>
<thead>
<tr>
<th>Teachers’ Standard</th>
<th>Brief description of evidence</th>
<th>Where evidence found and date</th>
<th>Evidence validated: Date / initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pt 1</td>
<td>I dress appropriately, especially for formal school occasions – DH comment</td>
<td>email thanks from HM of Careers – 29/11</td>
<td>1/12 SM</td>
</tr>
<tr>
<td></td>
<td>Took part in careers choices evening for Y9 pupils; didn’t know that Jane Q was so interested in history; she said it was because of my teaching – wow!</td>
<td>email thanks from HM of Careers – 29/11</td>
<td>1/12 SM</td>
</tr>
<tr>
<td>Pt 2</td>
<td>I have proper and professional regard for the ethos, policies and procedures of the school and maintain high standards of attendance and punctuality</td>
<td>email thanks from HM of Careers – 29/11</td>
<td>1/12 SM</td>
</tr>
<tr>
<td></td>
<td>Took part in the Remembrance Day Assembly; one of my students read out two quotes of WWII soldiers. Head said it was very moving and that I had coached them well</td>
<td>email thanks from HM of Careers – 29/11</td>
<td>1/12 SM</td>
</tr>
<tr>
<td>Pt 3</td>
<td>I have an understanding of and respect for the values, beliefs, and expectations of the school and maintain high standards of professionalism</td>
<td>email thanks from HM of Careers – 29/11</td>
<td>1/12 SM</td>
</tr>
<tr>
<td></td>
<td>I have done all the school and house duties that have been given to me. And I covered for Sally and the housemistress found out and especially Daniel was impressed with my understanding of the problem. I (a colour blind pupil) has been working with PowerPoints and reading off the whiteboard</td>
<td>email thanks from HM of Careers – 29/11</td>
<td>1/12 SM</td>
</tr>
</tbody>
</table>
THE PROCESS
The process

The components of the induction year are these:
- 6 formal lesson observations of you, against the Standards with your self-evaluations of the same lessons
- 6 lesson observations by you
- regular meetings with a named mentor
- 6 review meetings
- 3 assessment meetings (and assessment forms)
- professional development targets
- using your additional NQT non-contact time to further your development.

So, you will be observed teaching at least twice per term; these observations will be recorded by your tutor in a written report and you will evaluate the lesson as well.

You will meet regularly with your tutor or mentor, to track all your progress inside and outside the classroom against the Standards and these meetings will be minuted, probably by you.

Each half term, you will meet with your tutor to formally review your progress and you should prepare for this meeting, which needs to be minuted by your tutor in more detail than the regular meetings where you take the notes.

The idea is to identify, then to capture all key evidence as you go along, so that it can be used by your tutor in writing the end of term/period assessment form.

At the end of term, there will be a formal assessment meeting when your progress towards the Standards is summarised in a form completed (on-line) by your tutor. You have to add your comments and sign it as well, before the Head reads it, and also signs (the Head is legally responsible for induction in a school). At the end of your final period of induction the school will recommend to you and to us as the Appropriate Body whether you have passed or failed your NQT year.
The Action and Development Plan

The Action and Development Plan is designed to help you set targets which are relevant to your needs and to your role in the context of the school. These should be reviewed at least every half term.

It is your responsibility (with the support and guidance of the school) to set specific, meaningful, developmental targets and to track your progress against them. The ADP is a work-in-progress: some targets may be completed quickly; some may be longer term (or just take longer), but the setting, meeting and re-setting of these targets will not only help you to drive your progress, the exercise itself will help you reflect on your pedagogy and practice. Please remember to sign (and have counter-signed) and date all reviews of the ADP. Also, when keeping paperwork electronically, please sign and date the IStip Record of Induction (as per page 16-18 of this booklet).

The ADP should incorporate:
- Between 3 and 5 ongoing SMART objectives (agreed by the NQT and the Induction Tutor)
- Action points (for the NQT and any other relevant person)
- Target dates (which are realistic)
- Review dates (for the coming term)

IStip Action and Development Plan

| Areas for Development - linked to Teachers' Standards | Objectives | Planning | Action points | Target dates | Review dates | Date added to ADP | Date completed | Date reviewed | Details of success criteria | Support arrangements – who can help you?
|-----------------------------------------------------|-----------|---------|--------------|-------------|-------------|--------------------|----------------|---------------|--------------------------|--------------------------------|
| 1. which areas have been identified as needing development? Break down the standards into manageable sizes. You do not need a target/objective for every standard. It is a working document, so will be added to and updated throughout induction
| 2. what do you need to do within this area of development? NB: attending a training course is not a target, instead it is a means to helping you achieve a target. (Section 4)
| 3. when was this target set?
| 4. what can you do/who can you talk with to help you meet this target?
| 5. what change do you hope to see in how you work/the pupils' work/behaviour?
| 6. when did you review this target with your mentor?
| 7. on which date was it agreed that this target was met? |
The Action and Development Plan (continued)

**Action and Development Plan junior exemplar**

<table>
<thead>
<tr>
<th>NQT(s)</th>
<th>Development - linked to Teachers' Standards</th>
<th>Induction Tutor / Mentor (name)</th>
<th>Objectives within this area for development</th>
<th>Support arrangements – activities, people to help you achieve progress</th>
<th>Success criteria – what are you looking for?</th>
<th>Date reviewed</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of assessment (Std 6)</strong></td>
<td>To have a better understanding of AfL</td>
<td><strong>20/9</strong></td>
<td>- Review and discuss the use of AfL training with colleagues.</td>
<td>-Observe other teachers’ use of AfL</td>
<td>- Use AfL in lessons.</td>
<td>20/9</td>
<td>26/10</td>
</tr>
<tr>
<td></td>
<td>- Develop understanding of AfL and how it can be used effectively in lessons.</td>
<td><strong>20/9</strong></td>
<td>- Observe other teachers’ use of AfL</td>
<td>- Participate in training sessions on AfL</td>
<td>- Use AfL in lessons.</td>
<td>20/9</td>
<td>26/10</td>
</tr>
<tr>
<td></td>
<td>Help pupils to learn how to self-assess</td>
<td><strong>20/9</strong></td>
<td>- Review and discuss the use of AfL</td>
<td>- Observe other teachers’ use of AfL</td>
<td>- Use AfL in lessons.</td>
<td>20/9</td>
<td>26/10</td>
</tr>
<tr>
<td></td>
<td>- Develop understanding of AfL and how it can be used effectively in lessons.</td>
<td><strong>20/9</strong></td>
<td>- Observe other teachers’ use of AfL</td>
<td>- Observe other teachers’ use of AfL</td>
<td>- Use AfL in lessons.</td>
<td>20/9</td>
<td>26/10</td>
</tr>
<tr>
<td><strong>Communications with parents and with colleagues (Std B)</strong></td>
<td>To become more confident and effective at talking to parents about their children’s progress</td>
<td><strong>20/9</strong></td>
<td>- Meet with IT to discuss ‘Meet the Teacher’ and the upcoming parents’ evening.</td>
<td>- Meet with IT to discuss ‘Meet the Teacher’ and the upcoming parents’ evening.</td>
<td>- Parents reporting that my communications with them are helpful</td>
<td>20/9</td>
<td>26/10</td>
</tr>
<tr>
<td></td>
<td>Recognise and respect contributions that can be made by other colleagues</td>
<td><strong>20/9</strong></td>
<td>- Meet with SENCO</td>
<td>- Meet with SENCO</td>
<td>- Meet with SENCO</td>
<td>20/9</td>
<td>26/10</td>
</tr>
</tbody>
</table>

Use additional sheets for additional areas for development and the objectives linked to those areas. As objectives are met, indicate this fact and keep completed sheet(s) as evidence of progress.
Regular meetings

These meetings for induction purposes (so not a departmental or key stage meeting) are the part of the process most valued by former NQTs. Each one is an opportunity in a busy week to sit down and reflect on your progress, and critically evaluate it; it can also be a time to discuss anything that is causing you concern; and finally, it can be used as a check to see that you are following the processes of induction. The meeting pro forma on the following page covers all these areas (think of it as an aide memoire): make note of things to be recorded for future reference (reviews, assessments), but only in those sections which are relevant to this week’s discussion. Don’t see the form as a chore or a challenge which you must dutifully complete in full. Each week, some sections will be more relevant than others.

The comments/evidence, should be added (probably by you) during the meeting to become the record of that meeting (and if you’ve had a useful discussion, the meeting itself becomes evidence of your induction progress). Again, please ensure all meeting records are signed and dated. Also, when keeping paperwork electronically, please sign and date the IStip Record of Induction (as per pages 16-18 of this booklet).
THE PROCESS

Regular meetings (continued)

IStip regular meeting agenda/minutes

1. if points were raised at the previous meeting, what have you done to make improvements?
2. which induction-related activities have you been doing during your additional NQT non-contact time since the last meeting?
3. what are you going to do with your NQT non-contact time in the next week or so? For example – observe another teacher, attend a regional meeting
4. what has happened since the last meeting which can be used as evidence for your ADP?

5. what progress have you made against the Standards in general? Any telling instances/pieces of evidence?
6. have any observations taken place since the last meeting? Of you or by you. What are your thoughts?
7. what would you like to take forward/concentrate upon?
8. record any issues/things you need to bear in mind

NQT Name
IT/Mentor Name
Date

Progress made with action points from last meeting
Use made of additional non-contact time since last meeting

Planned use of additional non-contact time (e.g. observing lessons, form shadowing, attending and observing colleagues e.g. SENCO, ICT visits to other schools)

Evidence of progress made towards achieving objectives since last meeting

Lessons observed of and by NQT since last meeting and points for action

Action/development plan reviewed
Yes / No

Action points for next meeting
Any other matters to record

Date
Signed: NQT IT/Mentor

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IStip Induction for NQTs 2016-17

28
Lesson observations of you

Being observed is part and parcel of induction, and for each formal observation, you are expected to evaluate your own practice (using the IStip self-evaluation form) and discuss it with your mentor in a formal feedback session. All observations need a focus and a reason, and both of these should be linked to your induction, your development, and your professional needs and should be linked explicitly to the Standards. Out of the feedback comes not only reflection, but action points which are practical and helpful, and will further drive your progress against the Standards (which are always printed on the back of all LO pro formas).

Please ensure all formal lesson observation forms, and self-evaluations are signed and dated. When keeping paperwork electronically, please sign and date the IStip Record of Induction (as per pages 16-18 of this booklet).
Lesson observations of you (continued)

1. focus should be specific and linked to the Standards
2. observer will comment upon what they have seen (relating to the area of focus), including areas of strength and areas of weakness
3. you will meet with the observer to discuss the observation (using your self-evaluation also) – this section will include notes from that meeting
4. what do you need to work on to improve?

**ISTip form for tutors/mentors conducting lesson observations**

### Observation Of an NQT by a colleague 2016-17

<table>
<thead>
<tr>
<th>Date of lesson</th>
<th>Lesson/subject</th>
<th>Year Group/No of pupils</th>
<th>Focus for the observation</th>
<th>NQT</th>
<th>Observer</th>
</tr>
</thead>
</table>

**A GREED FOCUS FOR THE OBSERVATION**

**Observations relating to the agreed focus, to be discussed with NQT at feedback, linked to all the Teachers' Standards**

**Feedback summary**

**Actions to take forward**

NQT has completed a separate self-evaluation sheet

Feedback completed: Date                                Signed: NQT                                    Observer

### Teachers’ Standards

A teacher must:

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

Part two: demonstrate consistently high standards of personal & professional conduct

- relationships & professional boundaries; safeguarding; tolerance & respect; fundamental British values; personal beliefs & attitudes;
- school policies; school ethos; high professional standards;
- statutory & school frameworks; professional duties & responsibilities.

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The Teachers’ Standards are printed overleaf.
Lesson observations of you (continued)

Self evaluation senior exemplar

NQT's Lesson Self Evaluation Senior Exemplar

NQT Name: X                             Date of observation: 29/11

1. What was the agreed focus of this observation?
   Subject knowledge (Std 3) and Planning/teaching well structured lessons (Std 4 and ADP sheet 3)

2. Pupil learning - progress or progress? Evidence of this?

3. Comments on effectiveness and outcomes of different activities
   The mock trial was excellent - it took a lot of organizing but was worth it. It had them thinking the scenario as though it
   was real. Perhaps I should have summarised what went on at the end for them.
   The group work was very well. I think I should have split up David and James - didn't think about it till too late.

4. Teaching strategies - reflect critically: what did you do well/not so well? (voice, position, knowledge)
   Because of the nature of the 'trial' activity children were too noisy/excited at times. I used my 'loud voice' too much (could
   feel I was exasperated and embarrassed cos the lesson was being observed!)
   Knowledge was fine – don't think I was caught out!

5. Behaviour management
   I felt that the start of the lesson was ragged - they knew there was the 'trial' and they were excited, but ...
   Apart from David and James who were being low level disruptive I think everything else was well under control.

6. Professionalism (Part 2)
   David and James – am I handling them right? Tolerance? Me of them; them of each other? There are some lessons to be
   learned here.
   Also worried that my focus on D & J meant that I unconsciously ignored Jonathan; he's very needy sometimes!
   Did I miss an opportunity to discuss 'fundamental British values'? This might have been a good opportunity

7. Action points
   Lacked focus at the start of the lesson - need to be clearer. Planning was fine but didn't cover everything (I think)!
   Subject knowledge good. Was I able to 'hook' them? No. Harder than I thought it would be.
   Behaviour mgt – I've had some praise with lesson starts and perhaps I need to think more and plus these better rather than
   assume they're all set and stage.

Date: 30/11                    Signed NQT: X

Signed Observer: MW

Lesson Observation OF NQT snr exemplar.docx

THE PROCESS

Teachers' Standards

A teacher must:
1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes for pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

Part two: demonstrate consistently high standards of personal & professional conduct
- relationships & professional boundaries; safeguarding; equality & diversity; fundamental British values; personal beliefs & behaviour;
- school policies; school ethos; high professional standards;
- statutory & school frameworks; professional duties & responsibilities.
Lesson observations of you (continued)

Self evaluation junior exemplar

NQT's Lesson Self Evaluation Junior Exemplar

<table>
<thead>
<tr>
<th>NQT Name:</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of observation:</td>
<td>17/11</td>
</tr>
<tr>
<td>Year group:</td>
<td>Y4</td>
</tr>
</tbody>
</table>

1. What was the agreed focus of this observation?
   - Communicating effectively (Std 8) and adapting teaching to meet needs of all pupils in inclusive (Std 5) relationships with pupils (Pt 2)

2. How was the focus of this observation agreed?
   - They were able to get a dancing routine to the music I played them by the end of the lesson.
   - Their enjoyment told me they were making progress, I think.

3. Comment on effectiveness of different activities
   - The outcomes were fantastic and well, they would have done otherwise. I think we were a bit rushed towards the end and maybe some of them were beginning to lose touch?
   - The group work was good because it gave children different abilities the chance to have their say (Std 5)

4. Teaching strategies - reflect critically; what did you do well/not so well? (voice, position, knowledge)
   - I think my explanations (esp at the start of the lesson) were good and clear. Everyone seemed to understand what they were to do (Std 8)
   - My subject knowledge was secure.

5. Behaviour management
   - I had high expectations of the children’s behaviour and was not disappointed (Std 7)
   - But … musical instruments were planned for any children who were off games so they could take part, however no one was off games so I gave them to a few children.

6. Professionalism (Pt 2)
   - I found it hard not to laugh at one or two of the ‘less talented’ performers. I stepped in to stop others making fun of them; I thought I got it right.
   - How do you stop a natural performer from showing off and making others feel inadequate? Not sure

7. Action points
   - Don’t improvise without thinking through the consequences! (e.g. I shouldn’t have given out the instruments)

Date: 18/11
Signed NQT: Y
Signed Observer: DSR

Teachers’ Standards

1. A teacher must:
   1. Set high expectations which inspire, motivate and challenge pupils
   2. Promote good progress and outcomes by pupils
   3. Demonstrate good subject knowledge
   4. Plan and teach well-structured lessons
   5. Adapt teaching to respond to the strengths and needs of all pupils
   6. Make accurate and productive use of assessment
   7. Manage behaviour effectively to ensure a good and safe learning environment
   8. Fulfil wider professional responsibilities

Part two: demonstrate consistently high standards of personal and professional conduct
   - Satisfactory professional boundaries; safeguarding; integrity & respect; fundamental British values; personal beliefs & beliefs;
   - School policies; School ethos; high professional standards;
   - Student/teacher frameworks; professional duties & responsibilities.
**Observing others**

One of the key uses of your NQT non-contact time will be observing other teachers. Again, all observations need a focus and a reason, and both of these should be linked to your induction, your development, and your professional needs. Observations may (should, even) be carried out in other schools, and certainly in other key stages and subjects. The Statutory guidance states no minimum or maximum number but ISTip asks that you complete 6 as a minimum over the whole induction year.

Please remember to sign and date the form. When keeping paperwork electronically, please sign and date the ISTip Record of Induction (as per pages 16-18 of this booklet).

**ISTip form for observing others**
Formal progress review meetings

(Where your tutor or mentor will be taking the minutes).

Every half term (or the equivalent if you are part time) you will be reviewed formally, and holistically against the Standards. Evidence gathered during this period (from lessons, from meetings, from your ADP and tracker, from other sources and people) will be considered and you’ll discuss with your mentor or tutor what progress has been made. You are expected to prepare for this meeting, and the form below helps you do this. Please note, if you already have a detailed record of evidence accrued and progress made and an up to date and developmental ADP, don’t repeat yourself on this form.

The minutes for this review must be signed and dated. When keeping paperwork electronically, please sign and date the IStip Record of Induction (as per pages 16-18 of this booklet).

NQT preparation for progress review 2016-17

<table>
<thead>
<tr>
<th>Teachers’ Standards</th>
<th>Sources of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Set high expectations which inspire, motivate and challenge pupils.</td>
<td>Classroom observations, feedback from students, teacher reflection, lesson observation feedback.</td>
</tr>
<tr>
<td>2. Promote good progress and outcomes by pupils.</td>
<td>Class progress data,attainment data, teacher reflection.</td>
</tr>
<tr>
<td>3. Demonstrate good subject and curricular knowledge.</td>
<td>Subject knowledge tests, subject specific training, marking and feedback.</td>
</tr>
<tr>
<td>4. Plan and teach well structured lessons.</td>
<td>Lesson observation feedback, marking and feedback.</td>
</tr>
<tr>
<td>5. Adapt teaching in response to the strengths and needs of all pupils.</td>
<td>Lesson observation feedback, marking and feedback.</td>
</tr>
<tr>
<td>6. Use pupil feedback effectively to inform and improve teaching.</td>
<td>Pupil feedback forms, lesson observation feedback.</td>
</tr>
<tr>
<td>7. Manage behaviour effectively to ensure a good and safe learning environment.</td>
<td>Classroom observations, feedback from students, teacher reflection.</td>
</tr>
<tr>
<td>8. Fulfil wider professional responsibilities.</td>
<td>Tracking meetings, in-school and out-of-school activities.</td>
</tr>
</tbody>
</table>

Part Two: Personal & professional conduct

• Relationships & professional boundaries; safeguarding; tolerance & respect; fundamental British values; personal beliefs & behaviour.
• School policies; school ethos; high professional standards.
• Statutory & school frameworks; professional duties & responsibilities.

In your notes be as clear as you can about where and what the evidence is.

What evidence have you identified?

Evidence, opportunities to support teaching (issues to speak to your mentor about)
Assessment

At the end of each term or period of induction, and after the second progress review of that term or period, there will be an assessment of your progress by the school, and a formal record of that assessment will be submitted to ISTip. You will be assessed against the Standards, based on the (specific) evidence of the term/period, which has already been discussed at the review meetings (so there should be no surprises). The form should be discussed with you in advance, and seen by you, (even if it is in draft form) at a brief assessment meeting.

The form will be completed online and you are expected to add your comments to it. Please read the comments made by the school carefully to check they are accurate. A school won't change their assessment/judgement of you, but they will correct factual inaccuracies.

Your comment should:
- make a statement about the progress you believe you are making;
- give some evidence to endorse that belief;
- give some examples of the impact your progress has had on the children you are teaching;
- explain how the support you have received has helped you make progress;
- indicate what further support would be welcome in the next period;
- in the final assessment form, reflect on the whole induction period, and look forward to the next 2-3 years of teaching.

ISTip will return any forms with insufficient comment.
THE NQT MANAGER SYSTEM
The NQT manager

The NQT Manager allows everyone involved in the process to manage the storage and sharing of induction information in one place, online.

Once your registration has been authorised, you will be emailed login details. To access the site, please visit: istip.nqtmanager.com (no www).

When you login to NQT Manager you will be asked to agree to a data transfer protocol which allows us to share your details with the NCTL and the regional centres whose meetings you will attend. Once this has been done, you will be taken to your overview page.

Overview page

This page contains information supplied by the school—please check this is correct. Any amendments can be made using the tabs on the left.

Termly assessments

Here you will find a list of all past or future assessments, and the status of them (for example, due/overdue/needs review). When an assessment is awaiting your comments, you will be able to click on a ‘Complete’ link next to the assessment.

You are able to print a PDF version of any assessments. You must keep a copy of all completed assessments.

At the top of the overview page (under ‘login details’), you can change your password.
Assessments

All NQT assessments are completed online. Assessments completed in a previous school must be uploaded via the ‘documents’ tab on the left hand side of the screen. When an assessment is due, your tutor will be emailed and asked to complete the form online.

Once they have done so, you will be sent an email requesting you login, add comments, and sign the form (please note, the signature is digital; to add this, you simply need to tick a box).

Before commenting, please click on ‘print’ to view the form. Then click on ‘comments’ to be taken to this page:

![Assessment Form](image)

Please refer to the section ‘assessment’ (page 35) for advice on completing your section of the form.
Assessments (continued)

Once you have completed your comments, emails will be sent to the Head and your tutor asking them to sign the form.

An assessment can have the following status:

- **Due** – the form is available for completion
- **Overdue** – this has not yet been completed by your tutor, or has been completed by them but you have not added your comment
- **Needs digital signature** – the form has not been signed by 1, 2 or all 3 signatories
- **Needs review** – the form is with IStip and will be read imminently (NB as we read all forms thoroughly, and receive more than 800 per end of term, this can take up to 3 weeks)
- **Reviewed** – the form has been accepted by IStip
- **Rejected** – the form has been returned for amendment by IStip, and will need to be re-signed by all. (An email explaining the reasons why it was returned will also be sent).

IStip emails a personal response for every assessment we read; this email is confirmation we have accepted the form.
At the end of induction

What happens at the end of induction?

Final assessment completed and sent to ISTip via NQT manager.

Status will remain as 'needs review' until read and accepted by ISTip - this can take up to three weeks.

Once reviewed and accepted, NQT status will change to 'passed'. If the form is returned for additional comment, NQT and induction tutor will be emailed. Form must be re-signed by all parties.

ISTip Panel meet to validate recent induction passes. This happens in September, November, February and May; any assessments completed after a Panel meeting will not be validated until the next one.

ISTip send the National College for Teaching and Leadership a list of all NQTs who have successfully completed induction. Emails to NQTs/letters to Heads from ISTip will confirm validation of induction.

Within six weeks, certificates will be downloadable from the NCTL. Please ensure they have an up to date address for you; ISTip cannot send them this information on your behalf. You can access your record by visiting: https://teacherservices.education.gov.uk/SelfService/Login
FAQs

How do I find/retrieve my log-in details?
On the home page on the NQT Manager - https://istip.nqtmanager.com, underneath the orange box which says ‘log in’ is a button allowing your to request your password details. Please note: as these are automatically generated, they may go into a spam/junk folder. Please check carefully, then add the NQT Manager address to your list of trusted senders.

Why is it saying my QTS has not been verified/I have failed a QTS check?
This is usually one of two things:
1. You have not yet been awarded QTS/the National College for Teaching and Leadership have not yet updated your record. You will then need to speak to them directly and possibly also contact your ITT provider.
2. Your details, as entered onto the NQT Manager are either incorrect or do not match the details given to the NCTL by your ITT provider. Please check your name (especially if you have recently married); TRN; DOB; date of QTS. If you believe all these to be correct, you will need to contact the NCTL directly on 0207 593 5392.

I am only working part time: do I still complete a year of induction?
No. Induction is pro rata’d, so if you are 0.5fte, induction will take 2 years, with assessment periods lasting 2 terms each.

I have been absent for 10 days of school so far because of illness - will this affect my induction?
No. According to the guidance you can be absent by up to 29 days over the whole induction period before an extension to induction must be given.

I’m an experienced NQT, and this is my 3rd year in the school: I’ve already met the Standards, so why do I need to complete all the processes of the induction year?
Please see answer below.

I’m an experienced NQT this is my 7th year of teaching: do I need to complete a whole year of induction?
The Standards are deliberately broad, and open to wide interpretation. They are meant to be adapted to each teacher’s role and the context in which he or she is operating. Therefore they will ‘look’ different for each of these: a PGCE student on a first placement; an NQT just qualified; a post SD trained teacher in their second or third year in a school; a head of department; a deputy head. Your school will expect you to meet these Standards according to your experience, your job, and their school.
FAQs (continued)

The induction year is about professional development: it plays a small, albeit vital, part in a teacher’s development and career. It’s about critical reflection, the ability to self-evaluate and the desire to improve on practice and knowledge. It’s flexible and adaptable enough to suit a range of NQTs. For significantly experienced teachers (with 5 or more years of sustained teaching experience), it is now possible to reduce the overall length of induction to one or two terms. Such a reduction must be agreed formally before induction starts with IStip.

I have targets, but why do I need to write them down?
Induction is a statutory process and in order to be able to validate your induction year, the Teacher Induction Panel has to be certain that you have made progress against the Standards. Since each NQT has different developmental needs, the progress made will look different for each NQT. In order to know that appropriate progress has been made, the NQT’s targets need to be known. For that, Panel needs formal (i.e. recorded, and secure) evidence of your targets to give the context for the evidence of your progress.

The paperwork feels repetitive and it’s time consuming: why can’t there be less?
The paperwork is designed to be adapted by you to suit best what works for you, and the school. While there has to be a minimum amount of formal evidence (of process and progress, as we discussed earlier), if you feel that you are writing information on the evidence tracker, then transferring it to the regular meeting minutes, and then writing it out again at review time, please stop. This is about quality, not quantity and repetition/duplication is seldom if ever necessary.

My tutor has been really busy this term/absent and I’ve not been meeting with him/her or having any observations. Is this a problem?
If you feel the processes of induction are not happening as they should, it’s sensible to raise your concerns about it with the school, or with us. Induction is a statutory process and therefore certain aspects of it HAVE to take place. We know that crises can occur in schools; that people get ill; that processes can sometimes slip: better to let us know so we can help put it right.

My tutor/mentor has indicated I might fail my induction: what should I do?
First of all, if the school has told you that you are making unsatisfactory progress they should also have informed IStip. They may well have asked you to complete with them a specific action plan for an NQT who is struggling. All NQTs in this situation will receive a visit from IStip to offer support and to check processes. Check this is the case. Read Section 4 of the guidance which deals with this situation. You can also contact us directly to discuss your concerns. Should you prefer, the content of this conversation can remain confidential.

I am going on maternity leave: what happens to my induction?
It is suspended while you are away. When you return you can decide (in conjunction with the school) if you wish to take your maternity leave as time served, i.e. let it count towards induction, in which case the school completes a final assessment form for you and induction is complete. Should you wish to continue with induction, i.e. to pick up where you left off, IStip will reactivate your record.
FAQs (continued)

Please note if the school feels you had not made sufficient progress before you went on leave, it may insist you continue with induction upon your return even if you wish to take it as time served.

I am leaving my school but I haven’t yet completed induction: what should I do?
If you are going to another school that uses ISTip as its Appropriate Body, you will need to be registered by your new school, and then we will merge your old school record, so that your new school will be able to access your previous assessments/record. You should take hard copies of your assessment forms with you.

If you are going to a school which uses a different Appropriate Body, you will need to take copies of your signed/completed assessments and the new school will need to register you with their Appropriate Body.

If you are leaving mid-way through an induction period, an interim assessment should be completed. If the online system has not automatically generated an interim form, your tutor will need to contact us to do this.

In all cases, your current school should complete the leaver section of the assessment form, and state the details of your new school, where known.

Has my assessment form been accepted?
You can check the status of your assessment by logging into the NQT Manager: a form can show as not yet due, due, overdue, awaiting digital signatures (the form should be signed by you, the IT, and the Head), with appropriate body (the form is with us, having been completed by you), reviewed (by us – you will receive an email about this) rejected (we need you or your tutor to amend the form and we’ve emailed to say what it is which needs to be amended).
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